



MINISTRY OF EDUCATION

Social Studies

for Senior High Schools

TEACHER MANUAL



YEAR 3



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

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

SOCIAL STUDIES

For Senior High Schools

Teacher Manual

Year Three



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

SOCIAL STUDIES TEACHER MANUAL

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Introduction

The National Council for Curriculum and Assessment (NaCCA) has developed the third and final set of curriculum materials to support the implementation of the new Senior High School curriculum.

This Year Three Teacher Manual for covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively support learners in their final year of Senior High School. All the necessary information for the Student Assessment Portal has been included in the Year Three Teacher Manual to simplify the development of weekly learning plans, meaning that teachers have a single reference document.

The Year Three Teacher Manual has two main objectives:

- To support learners to consolidate and deepen their understanding of the content, pedagogy, and assessment across all three years of the new Senior High School curriculum in preparation for the West Africa Senior Secondary Certificate Examination (WASSCE).
- To equip teachers with the tools and resources needed to deliver revision-focused, assessment-led lessons that build on the knowledge learners have acquired from Year One to Year Three.

In this third year, teachers will support learners in preparing for the WASSCE. Each section of the Teacher Manual is therefore structured around the highest Depth of Knowledge (DoK) levels, allowing learners to build progressively on knowledge acquired from Year One to Year Three. For each week, learning tasks and pedagogy are built around the assessment, ensuring that classroom activities directly prepare learners for the demands of the examination. Two sets of sample examination papers are also provided; one administered by Week 12 as a first semester practice examination, and one by Week 20 as a mock examination, to gauge learners' competencies and identify areas requiring remediation.

To further support teachers in delivering Year Three, NaCCA, working with the Ghana Education Service, has developed a subject specific App for each subject.

The Year Three PLC sessions have been revised in response to findings from the 2025 annual evaluation survey. The survey confirmed that teachers have made strong progress in lesson planning, use of varied instructional methods, ICT integration and modes of assessment. To address the identified gap in explaining concepts clearly using examples familiar to learners, each PLC session now includes a dedicated Content Exploration segment. This ten-minute segment brings the subject group together to work through one challenging problem or concept from the week's Teacher Manual content, not to plan how to teach it, but to ensure that every teacher in the group fully understands it.

The PLC sessions in Year Three also place particular emphasis on connecting the week's content to equivalent topics taught in Years One and Two. Teachers are encouraged to note the

recap weeks signposted throughout the Teacher Manual and to use the App to explore how content across all three years links together.

As in previous years, teachers are expected to integrate National Values, Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), and 21st-century skills into their learning activities, assessment tasks, and rubrics and mark schemes. The subject-specific App will support teachers in doing this throughout the year.

Ghana Education Service acknowledges the dedication of the teachers who have implemented the new curriculum across Years One and Two and recognises that Year Three represents both the culmination of that effort and a critical moment for learners. The Year Three Teacher Manual and its accompanying resources have been developed to ensure that every learner, regardless of background, ability, or school context, is fully prepared to demonstrate what they know and can do in the WASSCE and to progress confidently to further studies, the world of work, and adult life.

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SECTION 1: ENVIRONMENTAL POLICIES AND LAWS IN GHANA AND THE REGULATORY AUTHORITIES RESPONSIBLE FOR ENFORCING THEM

STRAND: ENVIRONMENT AND SUSTAINABILITY

Sub-Strand: Environmental Policies and Laws in Ghana

Learning Outcome: Explore the key laws and policies on environmental protection in Ghana.

Content Standard: Demonstrate knowledge and understanding of key environmental laws and policies in Ghana.

INTRODUCTION AND SECTION SUMMARY

This section introduces learners to the foundational laws and policies guiding environmental protection in Ghana, the authorities responsible for enforcing these laws, and the practical challenges these bodies face. By the end of this section, learners are expected to demonstrate an understanding of the structure of Ghana’s environmental governance framework and demonstrate the ability to think critically about how these frameworks are implemented.

Understanding environmental laws and policies is crucial for Ghanaian senior high school learners as they prepare to become responsible citizens who can contribute to sustainable development. These focal areas directly connect to current environmental issues facing Ghana, including illegal mining (galamsey), deforestation, water pollution, and waste management challenges.

Over three weeks, learners will:

- **Week 1:** Discuss the key environmental laws and policies in Ghana, such as the Environmental Protection Act (Act 490), Environmental Sanitation Policy, Climate Change Policy, mining and minerals laws, and water resource policies.
- **Week 2:** Identify the regulatory authorities responsible for enforcing the environmental laws and policies in Ghana and describe their responsibilities, e.g., Environmental Protection Agency (EPA), Mineral Commission, and Forestry Commission.
- **Week 3:** Examine the challenges these regulatory bodies encounter in enforcing laws and propose practical solutions to improve compliance and enforcement.

This section builds upon concepts introduced in Year 2, particularly from “Strand 3: Environment, Sub-strand 2: Environmental Literacy and Sustainability” where learners

examined the relationship between mankind and the physical environment and how they promote sustainable development (2.3.2.LI.1) and examined ways of developing a sense of responsibility among the youth towards the physical environment with emphasis on environmental sanitation (2.3.2.LI.2) which are relevant to understanding the section.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Teachers are encouraged to use a mix of collaborative and experiential learning approaches, ensuring inclusivity for learners of mixed abilities:

- **Talk for Learning:** Engage learners in graffiti wall activities to identify key environmental laws and policies. In pairs, they explain the objectives of Act 490.
- **Collaborative Learning:** In mixed-ability groups, learners explore different environmental policies or laws, focusing on the core issues each aims to address. High-performing learners lead discussions and broaden contexts, proficient learners conduct independent research, and those needing additional support use visual aids and receive differentiated instruction.
- All activities must be adapted to cater to learners with disabilities.
- **Week 1 - Key Environmental Laws and Policies:** Teachers facilitate graffiti wall activities to help learners identify key environmental laws and policies in Ghana. Through think-pair-share activities or in pairs, learners will deepen their understanding of specific legislations such as the Environmental Protection Act. Mixed-ability group work will allow learners to analyse different environmental policies and their objectives.
- **Week 2 - Regulatory Authorities:** Learners identify key regulatory bodies responsible for enforcing environmental laws. Mixed-ability group discussions will explore the roles and responsibilities of these institutions. Project-based learning will engage learners in researching youth contributions to environmental sustainability.
- **Week 3 - Challenges and Solutions:** Expert/guest speakers provide real-world perspectives on enforcement challenges. Experiential learning through community outreach supports and the application of knowledge to real contexts while developing communication skills.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Outline the challenges environmental regulatory bodies face in enforcing environmental laws and policies and suggest ways of addressing the challenge	3	Project-Based Assessment Problem-solving task requiring learners to develop an action plan to address specific enforcement challenges faced by an environmental regulatory body, considering resource constraints, stakeholder interests, and practical implementation steps.

WEEK 1

Learning Indicator: Discuss the key environmental laws and policies in Ghana

Recap

Year 2	Week 4: The relationship between mankind and the physical environment and how they promote sustainable development. Week 5: Ways of developing a sense of responsibility among the youth towards the physical environment.
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Focal Area 1: Environmental Laws And Policies In Ghana



Figure 1: An image Depicting Environment Law

1. What are Environmental Laws and Policies?

Environmental Laws and Policies are rules and guidelines created by the government to protect the environment and ensure that natural resources are used responsibly. They help prevent pollution and promote the health of people and ecosystems, ensuring everyone can enjoy a clean and safe environment. In other words, they are a set of instructions that tell people, businesses, and organisations how to treat the environment properly. These laws and policies help to:

- Keep our air, water, and land clean
- Protect plants and animals
- Reduce pollution and waste
- Manage natural resources wisely
- Prevent harmful activities that can damage the environment

In Ghana, for example, some laws control activities such as illegal mining (galamsey) to protect our rivers and forests. These rules are meant to make sure that we can enjoy a healthy environment now and in the future.

2. Difference between environmental laws and policies

Environmental Laws

- i. Are legally binding rules enacted by the government
- ii. Have specific penalties for non-compliance
- iii. Can be enforced in courts

Examples

- The Environmental Protection Agency Act, 1994 (Act 490). This Act Established the **Environmental Protection Agency (EPA)** to regulate activities that impact the environment, such as industrial pollution and waste management.
- **Minerals and Mining Act, 2006 (Act 703)**: Governs mining activities to ensure responsible resource extraction and reduce environmental harm.
- **Forestry Commission Act, 1999 (Act 571)**: Protects Ghana's forests and wildlife through sustainable management practices.

Key Environmental Policies

- Are guiding principles or plans of action set by the government
- May not have direct legal consequences, but often inform laws
- Provide a framework for decision-making and action

Examples

- **National Environmental Policy (2012)**: Aims to balance economic growth with environmental conservation.
- **National Climate Change Policy (2013)**: Addresses climate risks through adaptation and mitigation strategies.

3. Ghana's Environmental Legal Framework

The environmental laws and policies together form Ghana's environmental legal framework. Ghana's environmental legal framework has evolved significantly since the country gained independence in 1957. The framework aims to protect the nation's natural resources, promote sustainable development, and ensure a healthy environment for all citizens.

Central to this framework is the Environmental Protection Agency Act of 1994 (Act 490), which established the Environmental Protection Agency (EPA) as the primary regulatory body for environmental issues in Ghana. This act, along with subsequent legislation and policies, forms the basis of Ghana's approach to environmental protection and sustainable resource management.

4. Key elements of Ghana's environmental legal framework

Key elements of Ghana's environmental legal framework include laws and policies related to:

- a. Forest conservation and management
- b. Wildlife protection
- c. Water resources management
- d. Mining and mineral extraction
- e. Waste management and sanitation
- f. Climate change mitigation and adaptation
- g. Environmental impact assessment

Regulatory bodies such as the EPA, Forestry Commission, and Minerals Commission enforce these laws and implement policies to safeguard Ghana's natural resources.

5. Objectives of Act 490 (Environmental Protection Agency Act) of Ghana

Act 490 (Environmental Protection Agency Act) established Ghana's EPA in 1994 with these key objectives:

- a. To create a regulatory body that enforces environmental standards and protects Ghana's natural resources.
- b. To ensure proper assessment of environmental impacts before development projects begin.
- c. To promote public awareness and education on environmental issues facing Ghana.
- d. To coordinate policies that ensure environmental sustainability across all sectors.
- e. To develop programmes for preventing environmental degradation, especially from mining, deforestation and industrial activities.
- f. To collaborate with other countries on addressing global environmental challenges that affect Ghana.

6. Key Issues the Policies Seek to Address

Ghana's environmental policies aim to address:

- a. Illegal mining (galamsey) that pollutes water bodies and destroys farmlands.
- b. Improper waste management in urban areas, particularly plastic pollution.
- c. Deforestation that threatens Ghana's forest reserves and biodiversity.
- d. Coastal erosion is affecting communities along Ghana's coastline.
- e. Climate change impacts on agriculture and water resources.
- f. Air pollution from vehicles and industrial activities.
- g. Land degradation from unsustainable farming practices.
- h. Protection of indigenous knowledge about environmental conservation.

Learning Tasks

1. Describe the ways in which the legal system of Ghana aims to protect the environment.
2. Explain specific laws and how they help Ghanaians to protect the environment.
3. Analyse various policies in depth and evaluate their importance.
4. Evaluate the effectiveness of current environmental policies.

PEDAGOGICAL EXEMPLARS

1. Talk for Learning

- a. In a graffiti wall activity, learners identify the **key environmental laws and policies in Ghana**, e.g., Environmental Protection Act, 1994 (Act 490), Environmental Sanitation Policy, **Climate Change Policy**, **Mining and mineral laws**, **Environmental conservation and wildlife** and **Water resource policies**.
 - i. Learners should write key points about each policy and stick them in the appropriate section.
 - ii. Learners then identify three key provisions of Act 490 and explain how they protect Ghana's environment.
- b. In pairs, learners explain the **objectives of Act 490 in Ghana** by selecting one policy and preparing a 3-minute explanation of its objectives.
- c. Debate/Policy Analysis:
 - i. Learners analyse a selected environmental law/policy, engage in a structured debate defending or critiquing its effectiveness, and produce a written policy brief with recommendations for improvement.

2. Collaborative learning

- In mixed-ability groups, each group (of learners) select one of the environmental policies or laws highlighting the key issues the policy seeks to address.
- Learners work together to create a presentation to present to the class on the relative importance of the policy. which is then marked by peer marking.

KEY ASSESSMENT LEVEL 3: INDIVIDUAL CLASS EXERCISE

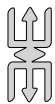
PLC Session 1

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to

- a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
- a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
- a. The key assessment for the week is *individual class exercise*. Chat with your app to plan this assessment, indicating what you and your learners will **do before, during and after the exercise** (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?

- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to:
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years **1 and 2 (NTS 3a)**.
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 2

Learning Indicator: *Identify the regulatory authorities responsible for enforcing the environmental laws and policies in Ghana and describe their responsibilities, e.g., the EPA, the Mineral Commission, Forestry Commission*

Week Recap

Year 2	Week 6: Institutions mandated to enforce law and order in Ghanaian society and how their functions help to maintain law and order.
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Focal Area 2: Regulatory Authorities Responsible For Enforcing The Environmental Laws And Policies In Ghana

1. Regulatory Bodies Responsible for Enforcing Environmental Laws and Policies in Ghana

Key among the regulatory bodies responsible for enforcing environmental laws and policies in Ghana are:

- a. **The Ministry of Environment, Science, Technology and Innovation (MESTI):** Formulates environmental policies and coordinates activities of other regulatory bodies
- b. **Environmental Protection Agency (EPA):** The primary governmental body charged with regulating, coordinating and monitoring activities related to the environment in Ghana.
- c. **Forestry Commission:** Responsible for the regulation and management of forest resources and wildlife conservation.
- d. **Minerals Commission:** Oversees mining operations and ensures compliance with environmental regulations in the mining sector.
- e. **Water Resources Commission:** Regulates and manages Ghana's water resources and coordinates policies related to water bodies.
- f. **Ghana Standards Authority:** Sets standards for products and services, including environmental standards.

2. Roles and Responsibilities of the Regulatory Bodies

a. Environmental Protection Agency (EPA)

Establishment: Created in 1994 under Act 490

Legal Mandate: To ensure the implementation of government policies on environmental protection

Some Responsibilities

- i. Issues environmental permits and certificates
- ii. Conducts environmental impact assessments
- iii. Monitors compliance with environmental regulations
- iv. Enforces environmental protection measures
- v. Educates the public on environmental issues

b. The Ministry of Environment, Science, Technology and Innovation (MESTI)

Establishment: Formally established in its current form in 2013 (previously existed as the Ministry of Environment, Science and Technology).

Legal Mandate: Created under Executive Instrument as the central government body responsible for formulating and coordinating environmental policies, promoting scientific research, and driving technological innovation in Ghana.

Legal Framework: Operates under various Acts, including the Environmental Protection Agency Act (Act 490), the Ghana Atomic Energy Commission Act (Act 588), and the Science, Technology and Innovation Act (Act 996).

Key Responsibilities

- i. Creates and oversees Ghana's environmental policies and laws
- ii. Supervises other environmental agencies such as the EPA
- iii. Represents Ghana in international environmental agreements
- iv. Leads Ghana's fight against climate change
- v. Supports research to find solutions to environmental problems
- vi. Educates the public about environmental protection
- vii. Secures funding for environmental projects

c. Forestry Commission

Establishment: Established under the Forestry Commission Act 1999 (Act 571)

Legal Mandate: Regulate forest resources, wildlife conservation and management

Responsibilities

- i. Manages forest reserves and protected areas
- ii. Issues permit for timber logging
- iii. Combats illegal logging and deforestation
- iv. Promotes sustainable forest management
- v. Implements reforestation programmes

d. Minerals Commission

Establishment: Established under the Minerals Commission Act 1993 (Act 450)

Legal Mandate: Regulates and manages mineral resources utilisation

Some Responsibilities

- i. Regulates mining operations
- ii. Issues with mining permits and licences
- iii. Ensures environmental compliance in mining activities
- iv. Monitors the rehabilitation of mined lands
- v. Addresses issues related to small-scale mining

3. Role of Youth in Contributing Towards Environmental Sustainability in Ghana

- a. **Environmental Education and Awareness:** Youth can learn about and share knowledge on environmental issues within their communities.
- b. **Community Clean-up Activities:** Participating in and organising waste collection and sanitation improvement initiatives.
- c. **Tree Planting and Greening Projects:** Contributing to reforestation efforts and urban greening.
- d. **Sustainable Lifestyle Adoption:** Practising the 3Rs (Reduce, Reuse, Recycle) and promoting sustainable consumption.
- e. **Environmental Advocacy:** Using social media and community platforms to advocate for environmental protection and policy enforcement.
- f. **Innovation and Entrepreneurship:** Developing solutions for environmental challenges, such as affordable, efficient cookstoves or innovative waste management systems.

Learning tasks

1. Identify and describe the various regulatory authorities responsible for enforcing environmental laws and policies
2. Analyse the roles of any of the regulatory bodies in addressing specific environmental issues.
3. Propose youth-led initiatives that support environmental sustainability and enforcement.

PEDAGOGICAL EXEMPLARS

1. Collaborative Learning

- In **differentiated task groups**, learners identify key regulatory bodies responsible for enforcing environmental laws and policies in Ghana.

- In mixed-ability groups, learners discuss the roles and responsibilities of the regulatory bodies responsible for enforcing environmental laws and policies in Ghana.

2. Project-based learning

- Learners conduct research on the role of the youth in contributing towards environmental sustainability in Ghana.
- Learners work in small groups to examine a real or simulated environmental issue in Ghana, using their learning from Year 2 to help them choose an issue. Learners should identify the correct regulatory body, evaluate how they can work together and propose a youth led initiative to solve it.
- Learners then present their findings and proposals to the class through either class presentation or visual display which should then be peer-assessed.

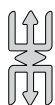
KEY ASSESSMENT LEVEL 3: PROPOSAL WRITING

PLC Session 2

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

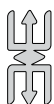
- a. The key assessment for the week is ***proposal writing***. Chat with your app to plan this assessment, indicating what you and your learners will do **before, during and after the proposal** (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
- b. all teachers in the group work through a similar problem individually for 3–4 minutes
- c. the group then works through the problem together step by step
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?

iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to:
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to **Years 1 and 2 (NTS 3a)**.
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 3

Learning Indicator: *Outline the challenges environmental regulatory bodies face in enforcing environmental laws and policies and suggest ways of addressing the challenges*

Focal Area 3: Addressing Challenges Environmental Regulatory Bodies Face In Ghana

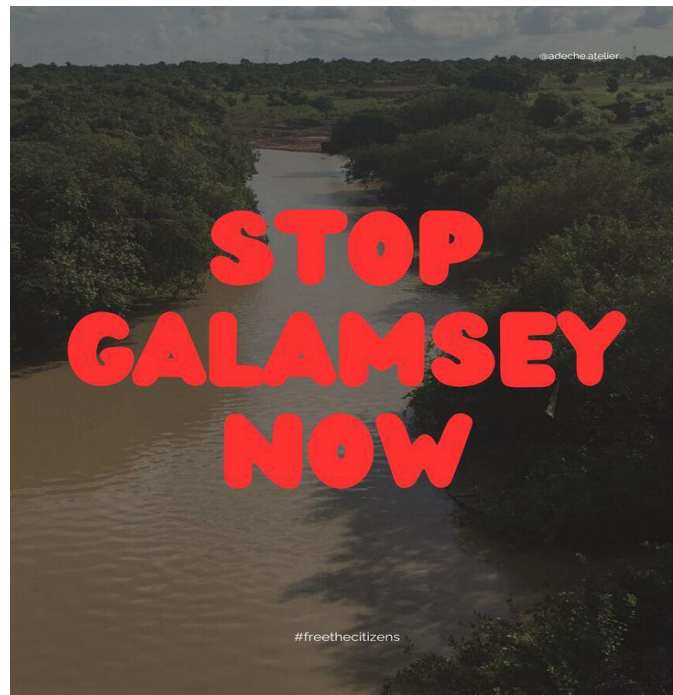


Figure 2: *Stop Galamsey Image*

1. **Challenges Environmental Regulatory Bodies Face in Enforcing Environmental Laws and Policies in Ghana**
 - a. **Inadequate Funding:** Limited financial resources restrict monitoring, enforcement, and implementation of environmental programmes.
 - b. **Limited Technical Capacity:** Insufficient skilled personnel and technological resources to effectively monitor environmental compliance.
 - c. **Weak Coordination:** Poor collaboration between regulatory bodies creates gaps in enforcement and overlapping responsibilities.
 - d. **Political Interference:** Political pressures that sometimes undermine the independent functioning of regulatory agencies.
 - e. **Limited Public Awareness:** A low level of environmental consciousness among citizens hampers community support for enforcement.
 - f. **Corruption and Bribery:** Corrupt practices that undermine enforcement actions against environmental violators.

- g. **Inadequate Legal Framework:** Some environmental laws are outdated or contain loopholes that make enforcement difficult.
- h. **Limited Geographic Coverage:** Difficulty monitoring remote areas, particularly in rural communities and forest reserves.
- i. **Rapid Urbanisation:** Fast urban growth outpacing regulatory bodies capacity to manage resulting environmental challenges.
- j. **Resistance from Industry:** Opposition from businesses concerned about compliance costs and economic impacts.

2. Ways to Address the Challenges Faced by Regulatory Bodies

- a. **Increased Budgetary Allocation:** Provide adequate financial resources to support the operations of environmental agencies.
- b. **Capacity Building:** Invest in training and equipment for environmental officers to enhance monitoring and enforcement capabilities.
- c. **Improved Inter-Agency Collaboration:** Establish formal coordination mechanisms between regulatory bodies to harmonise efforts.
- d. **Strengthening Legal Frameworks:** Review and update environmental laws to address current challenges and remove loopholes.
- e. **Public Education Campaigns:** Increase awareness about environmental issues and the importance of compliance with regulations.
- f. **Digital Monitoring Systems:** Implement technology-based solutions for environmental monitoring, including satellite imagery and mobile applications.
- g. **Community Engagement:** Involve local communities in environmental monitoring through citizen science and reporting mechanisms.
- h. **Anti-Corruption Measures:** Strengthen transparency and accountability within regulatory bodies to reduce corruption.
- i. **International Partnerships:** Collaborate with international organisations for technical support and knowledge exchange.
- j. **Decentralisation of Enforcement:** Empower local authorities to monitor and enforce environmental regulations at the district level.

3. Laws and Policies Governing Environmental Protection in Ghana

- a. **Environmental Protection Agency Act, 1994 (Act 490):** Establishes the EPA and provides the legislative framework for environmental regulation, e.g., to regulate pollution and enforce standards.
- b. **Environmental Assessment Regulations, 1999 (LI 1652):** Governs the processes for environmental impact assessments.
- c. **Water Resources Commission Act, 1996 (Act 522):** Regulates the management, allocation and quality of water resources in Ghana.

- d. **Forest and Wildlife Policy, 2012:** Provides the framework for sustainable forest management and wildlife conservation.
- e. **Forestry Commission Act, 1999 (Act 571):** Protects forests and wildlife through sustainable management.
- f. **National Climate Change Policy, 2013:** Addresses climate change mitigation and adaptation strategies.
- g. **Land Use and Spatial Planning Act, 2016 (Act 925):** Guides sustainable land use and spatial development.
- h. **Hazardous and Electronic Waste Control and Management Act, 2016 (Act 917):** Regulates the management of hazardous and e-waste.
- i. **National Plastic Action Partnership, 2019:** Addresses plastic pollution and promotes sustainable alternatives.
- j. **Minerals and Mining Act, 2006 (Act 703) as amended in 2019:** Regulates mining activities and their environmental impacts. For instance, the policy governs sustainable mining **practices and rehabilitation of degraded sites.**
- k. **National Environmental Policy, 2014:** Provides the overarching framework for environmental management in Ghana.
- l. **Environmental Sanitation Policy, 2010:** Improves waste management and sanitation practices.
- m. **Wildlife Conservation Regulations, 1971 (LI 685):** Protects endangered species and habitats.
- n. **Public Health Act, 2012 (Act 851):** Includes provisions for clean air and water.

Learning Tasks

1. A resource person from the EPA or Forestry Commission is invited to discuss challenges in enforcing environmental laws (focus on local challenges like illegal mining, improper waste disposal).
2. Develop practical solutions to address the challenges mentioned by the resource person.
3. Design a community awareness campaign addressing one environmental challenge in their community.
4. Develop information materials (posters, leaflets) about environmental laws relevant to a community issue.
5. Embark on outreach to educate community members on environmental protection laws and proper waste management practices.

PEDAGOGICAL EXEMPLARS

1. Initiating Talk for Learning:

- Learners listen to or observe a **resource person** from any of the regulatory bodies, e.g., the EPA, the Minerals Commission, Forestry Commission, on the challenges they face in enforcing environmental laws and policies in Ghana.

In a think-pair-share activity, learners suggest ways to address the challenges faced by the regulatory bodies.

2. Experiential Learning:

- Learners embark on an outreach in their community to educate community members on the laws and policies governing environmental protection in Ghana.

HINT



Assign Group Project to learners and give them reasonable time to complete it. Use the SS App to generate the project as well as the rubric. Learners' projects should be marked immediately and scores entered into the SAP.

KEY ASSESSMENT –LEVEL 3 STRATEGIC REASONING

Community-Based Project and Class Presentation

Task Description

Select an environmental issue common in their community (e.g., deforestation, improper waste disposal, illegal mining, water pollution).

Each group will:

- a. Identify two or more challenges faced by environmental agencies (e.g., EPA, Forestry Commission, Minerals Commission) in enforcing laws linked to the issue.
- a. Analyse the impact of these challenges on law enforcement and environmental outcomes.
- b. Propose at least two practical solutions that could improve environmental enforcement and public cooperation (e.g. digital tools, local education campaigns, community watch initiatives).
- c. Design an awareness campaign (poster, flyer, short skit, community radio message, or info leaflet) to inform local people about:
 - i. The chosen environmental issue
 - ii. Relevant laws or agencies
 - iii. The role of citizens in supporting enforcement
- d. Present the project in class, explaining:
 - i. The issue and regulatory challenges

- ii. Strategic solutions proposed
- iii. How the campaign supports agency work and youth participation

PLC Session 2

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
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3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the Student Assessment Portal (SAP) with your app
 - a. The key assessment for the week is **group project**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and **marking schemes/rubrics for the project** (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)

- b. all teachers in the group work through the problem individually for 3–4 minutes
- c. the group then works through it together the problem, step by step
- d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).

Note

- This part is not ‘How do I teach this?’ but how do I teach it for learners to understand?
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 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 1 Review

Over the past three weeks, learners studied how Ghana protects its environment through laws and the work of key regulatory agencies. In week one, they explored major environmental laws, including the Environmental Protection Act and the Climate Change Policy. They examined how these laws were created to address real problems such as illegal mining and pollution, and how they support sustainable development in Ghana.

In week two, learners analysed the roles of major environmental regulatory authorities such as the Environmental Protection Agency (EPA), the Forestry Commission, the Minerals Commission, and the Water Resources Commission. They studied how these agencies work together to monitor environmental practices, enforce laws, and safeguard natural resources. Case studies were used to demonstrate how these agencies respond to issues such as deforestation and water contamination.

In week three, learners examined the challenges these agencies face, including limited resources, public non-compliance, and illegal activities. In groups, they proposed realistic youth-led solutions such as community education, clean-up campaigns, and digital advocacy. These projects and discussions helped learners connect national policy with civic action.

Throughout this section, learners developed critical thinking skills by linking environmental problems to government responses and youth responsibilities. They also enhanced their ability to analyse policies and institutions, preparing them to become more informed citizens ready to contribute to environmental sustainability in their communities and beyond.



MARKING SCHEME/ RUBRICS FOR THE KEY ASSESSMENT

WEEKS 1– 3 (20 MARKS)

Criteria	Marks	What to Look For	Specific Answers Learners Should Provide (Example: Illegal Mining in Ghana) with Mark Allocations
1. Identification of Challenges	3	Identify three challenges faced by environmental agencies in enforcing laws linked to the issue.	- Limited funding/resources for enforcement - Weak enforcement capacity/ personnel shortages - Lack of public awareness/ cooperation (1 mark each)
2. Analysis of Impact	6	Analyse how these challenges affect law enforcement and environmental outcomes.	- Enforcement gaps allow illegal mining and environmental degradation to continue - Pollution of water bodies and land degradation - Reduced public trust and compliance with laws (2 marks each)
3. Proposed Solutions	6	Propose at least two practical solutions to improve enforcement and public cooperation.	- Use of digital tools like drones and mobile apps for monitoring - Local education campaigns to raise awareness - Community watch initiatives or volunteer patrols (2 marks each)
4. Awareness Campaign Design	3	Design an awareness campaign covering: - The <i>environmental issue</i> <i>Relevant laws/ agencies</i> <i>Citizen role</i>	- Clear explanation of illegal mining and its effects - Information about EPA, Minerals Commission roles - Calls for citizen participation (reporting, compliance (1 mark each)
5. Presentation and Communication	2	- Present findings clearly and organized. - Demonstrate teamwork and effective communication.	- Clear, organised presentation (poster, chart, or oral) - All group members participate meaningfully - Use of visuals like charts, maps, or infographics) - Confident delivery and ability to answer questions (0.5 mark each)

SECTION 2: WARS AND CONFLICTS AND THEIR IMPLICATIONS

STRAND: LAW AND ORDER IN THE SOCIETY

Sub-Strand: Wars and Conflicts and their Implications

Learning Outcome: *Analyse historical records to describe the causes, stages and impact of major world wars on the African continent.*

Content Standard: *Demonstrate understanding of the major world wars in history and their impact, particularly on the African Continent.*

INTRODUCTION AND SECTION SUMMARY

This section focuses on deepening learners' understanding of the causes, key stages, and global consequences of major twentieth-century conflicts, especially their implications for Africa. Over the three weeks, learners will study the First and Second World Wars and the Cold War, tracing their historical roots and examining how they reshaped Africa's political, economic, and social landscape.

Learners were guided to explore the immediate and long-term causes of WWI and WWII, the formation of alliances, and the sequence of key wartime events. Through activities like map work, timeline creation, and source interpretation, they identified the countries involved, key battles, and treaties, while making links to Africa's colonial experience and contributions to the wars.

In Week 6, attention will shift to the Cold War—its ideological foundations, major global incidents like the Cuban Missile Crisis, and the way superpower rivalry influenced African politics during the 20th century. Learners will reflect on how Cold War dynamics affected Ghana and other African nations in terms of aid, development, and political alignment, and analyse the lasting impact on today's global relationships.

By the end of the section, learners are expected to:

- Identify and explain key causes and stages of World War I and World War II
- Interpret primary and secondary historical sources (e.g., maps, documents) to track events and participants in the wars.
- Analyse the effects of the world wars on Africa's colonial and post-colonial development.
- Evaluate the Cold War's ideological roots and its influence on African nations.

- Assess current global challenges in light of past international conflicts and propose ideas for peace and cooperation.

These outcomes will be achieved through learner-centred pedagogies such as project-based learning, collaborative research, source analysis, and Socratic dialogue. Teachers will ensure full participation by offering differentiated support, accommodating learners with disabilities, and encouraging inclusive discussion formats.

SUMMARY OF PEDAGOGICAL EXEMPLARS

To effectively deliver this section, teachers should adopt learner-centred, interactive, and inquiry-based approaches that promote historical thinking, critical analysis, and collaboration. Learners must be guided not just to recall facts, but to evaluate causes, interpret events, and understand the lasting implications of major global conflicts on Africa and the wider world.

Teachers should scaffold learning through carefully selected activities that help learners build knowledge incrementally from understanding the key actors and causes of war, to examining stages and consequences, and finally assessing global impacts such as the Cold War. These activities should allow learners to draw links between past events and current global issues.

Collaborative learning strategies such as group source analysis, map work, and timeline construction will enable learners to explore multiple perspectives and deepen their understanding of historical developments. For example, by analysing historical maps and documents, learners can visually and contextually identify the countries involved in World War I and II and trace major events across time.

Using the **jigsaw method**, learners explore the formation of military alliances and their strategic importance, encouraging shared learning and interdependence. Learners are also encouraged to reflect on the ethical and political consequences of wartime decisions, such as whether alliances should always be honoured.

Talk for learning is integrated through structured discussions such as the fishbowl strategy, where learners debate real-world dilemmas linked to historical alliances, helping them apply historical concepts to contemporary thinking. These discussions develop argumentation skills, empathy, and critical reflection.

Throughout the section, learners are expected to:

- Identify and describe key causes and stages of WWI and WWII.
- Interpret primary and secondary sources such as maps and war chronicles to contextually identify the countries involved in World War I and II and trace major events across time.
- Evaluate the impact of both wars on Africa's political, social, and economic development.
- Analyse the Cold War's origins and its influence on current global dynamics.
- Propose ideas for conflict prevention and global cooperation.

To ensure inclusivity, teachers should provide differentiated support such as guided tasks for less confident learners, structured prompts for discussions, and opportunities for advanced

learners to lead reflections or explore deeper political or historical implications. If there are learners with disabilities, teachers should provide the needed accommodations to ensure their full participation.

ASSESSMENT SUMMARY

Indicator	DOK Level	Assessment Strategy/ Mode
Analyse the causes and stages of the First and Second World Wars and their implications for Africa's development	Level 3 – Strategic Reasoning	Case-Based Group Analysis and Timeline Project

These assessments require learners to apply higher-order thinking skills, synthesise historical evidence, and communicate their understanding of how global conflicts have shaped Africa's development and its place in the modern world.

WEEKS 4 & 5

Learning Indicator: *Analyse the causes and stages of the First and Second World Wars and their implications for Africa's development*

Focal Area: Causes And Stages Of The First And Second World Wars And Their Implications For Africa's Development

1. Continents and Countries Involved in the First and Second World Wars

The World Wars were truly global conflicts that extended far beyond Europe. During World War I (1914-1918), the major powers involved included:

- **Europe:** Britain, France, Russia, Germany, Austria-Hungary, Italy
- **Africa:** Colonial territories including the Gold Coast (now Ghana), Nigeria, Kenya, and other British, French and German colonies
- **Asia:** Japan, Ottoman Empire (Turkey)
- **Americas:** United States (from 1917)

World War II (1939-1945) expanded to include:

- **Europe:** Britain, France, Germany, Italy, Soviet Union
- **Africa:** Colonial territories including the Gold Coast, Egypt, Algeria, Morocco
- **Asia:** Japan, China, Philippines, India
- **Americas:** United States, Canada, Brazil
- **Oceania:** Australia, New Zealand

Ghana's connection: As the Gold Coast colony, Ghanaians were recruited into the Royal West African Frontier Force to fight in both wars, particularly in East Africa and Burma.

2. Causes of the First and Second World Wars

Remote (Long-Term) Causes

- a. **Militarism:** Many countries in Europe were building up their armies and weapons. This arms race created a tense atmosphere, as nations were prepared for war **and believed that military strength was important for national pride.**
- b. **Alliances:** Countries formed alliances to protect themselves. For example, the Triple Alliance included Germany, Austria-Hungary, and Italy, while the Triple Entente included France, Russia, and **Britain. These alliances meant that if one country went to war, its allies would also be pulled in, making a small conflict much larger.**

- c. **Imperialism:** European countries were competing for colonies and resources around the world. This competition created conflicts and rivalries, especially in Africa and Asia, as nations **wanted to expand their empires.**
- d. **Nationalism:** Strong feelings of pride in one's country (nationalism) led to tensions. Ethnic groups within empires, like the Slavs in Austria-Hungary, wanted independence, which created **conflicts. Countries wanted to prove their strength and superiority over others.**

M.A.I.N

- A Helpful Acronym: It is easy to remember the 4 long-term causes of the war by using the acronym: M.A.I.N. (Militarism, Alliances, Imperialism and Nationalism).

Immediate (Short-Term) Causes

- a. **Assassination of Archduke Franz Ferdinand:** The immediate cause of World War I was the assassination of Archduke Franz Ferdinand of Austria-Hungary on 28th June 1914. **He was killed by a Serbian nationalist named Gavrilo Princip in Sarajevo. This event set off a chain reaction of events.**
- b. **Austria-Hungary's Ultimatum:** After the assassination, Austria-Hungary issued an ultimatum to Serbia, demanding that they accept certain conditions. Serbia agreed to some but not all of **the demands, which angered Austria-Hungary.**
- c. **Declaration of War:** Austria-Hungary declared war on Serbia on 28th July 1914. Because of the alliances, other countries quickly became involved. Russia supported Serbia, while **Germany supported Austria-Hungary. This led to a rapid escalation of the conflict.**
- d. **Involvement of Other Countries:** As countries declared war on each other, the conflict spread. Germany declared war on Russia and France, and Britain entered the war after **Germany invaded Belgium. This turned a regional conflict into a world war.**

Causes of World War II (1939–1945)

1. Remote (Long-Term) Causes

- a. **Treaty of Versailles (1919):** After World War I, this treaty punished Germany harshly. It made Germany lose land, colonies, and military power, which made many **Germans very angry. The treaty also forced Germany to accept blame for the war and pay large sums of money, hurting its economy.**
- b. **Rise of Nationalism and Fascism:** In countries like Germany, Italy, and Japan, strong feelings of nationalism grew. Fascism, a political idea that supports strong military power and expansion, became popular. **Adolf Hitler's Nazi Party took control in Germany in 1933, promising to make Germany great again. Benito Mussolini started a fascist government in Italy in 1922.**

- c. **Economic Depression:** The Great Depression, which lasted from 1929 to 1939, caused severe economic problems. Many people lost their jobs, and this made them more likely to support extreme political leaders who promised change.
- d. **Failure of the League of Nations:** This international group was supposed to keep peace but could not stop countries from being aggressive. It failed to prevent Japan from invading Manchuria in 1931 and Italy from invading Ethiopia in 1935. The United States did not join, which weakened the League's power.
- e. **Policy of Appeasement:** Britain and France tried to avoid war by making compromises with Hitler. They allowed him to rebuild Germany's military and take over parts of other countries, like the Sudetenland from Czechoslovakia in 1938.

2. Immediate (Short-Term) Causes

- a. **German Expansionism:** Germany broke the Treaty of Versailles by rebuilding its military. It annexed Austria in March 1938 and took over the rest of Czechoslovakia in March 1939. Germany also demanded land from Poland.
- b. **Nazi-Soviet Pact:** In August 1939, Germany and the Soviet Union signed a non-aggression pact, agreeing not to attack each other. This deal secretly divided Eastern Europe between them, allowing Germany to invade Poland without worrying about Soviet interference.
- c. **Invasion of Poland:** On 1st September 1939, Germany invaded Poland. In response, Britain and France declared war on Germany on 3rd September 1939, marking the start of World War II in Europe.

Ghana's perspective: As a British colony, the Gold Coast was drawn into both conflicts not by choice but by colonial obligation, highlighting the lack of self-determination that would later fuel independence movements.

3. Key Events Before and During WWI and WWII

World War I Timeline

- **Pre-war:** Formation of Triple Alliance (1882) and Triple Entente (1907)
- **1914:** Assassination in Sarajevo; Germany invades Belgium; Western Front trench warfare begins
- **1915:** Ottoman Empire joined the Central Powers; Gallipoli Campaign
- **1916:** Battle of the Somme; Battle of Verdun
- **1917:** United States enters war; Russian Revolution
- **1918:** German offensive fails; Armistice signed (November 11)

World War II Timeline

- **Pre-war:** Hitler becomes Chancellor (1933); Rearmament of Germany; Munich Agreement (1938)
- **1939:** German invasion of Poland; Britain and France declare war
- **1940:** Fall of France; Battle of Britain; Italy enters war

- **1941:** German invasion of the USSR; Japan attacks Pearl Harbour; the US enters the war
- **1942-43:** Battles of Stalingrad, El Alamein; Allied advance in the Pacific
- **1944:** D-Day landings; Liberation of Paris
- **1945:** Hitler's suicide; Germany surrenders (May); Atomic bombings of Japan; Japan surrenders (August)

Ghana's involvement: Gold Coast soldiers fought in East Africa against German colonies in WWI and in Burma against Japanese forces in WWII. The 82nd West African Division, which included Gold Coast regiments, earned distinction in Burma.

4. How Key European Alliances Brought About WWI and WWII

a. World War I Alliances

- **Triple Alliance/Central Powers:** Germany, Austria-Hungary, Ottoman Empire, Bulgaria.
- **Triple Entente/Allied Powers:** Britain, France, Russia, later joined by Italy, Japan, and the USA.
- The alliance system meant that a localised conflict between Austria-Hungary and Serbia rapidly escalated to a global war.

b. World War II Alliances

- **Axis Powers:** Germany, Italy, Japan.
- **Allied Powers:** Britain, France, USSR, USA, China, and the Commonwealth (including Gold Coast forces).
- The Non-Aggression Pact between Germany and the USSR (1939) enabled the initial German successes.

Ghana's lesson: The alliance systems demonstrated how global politics can draw African nations into conflicts not of their making, reinforcing the importance of strategic international partnerships that Ghana would later develop as an independent nation.

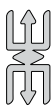
c. Understanding World War Alliances

- **Allied Powers:** The Allied Powers were the countries that fought together against their common enemies in both World Wars.
- **World War I (1914-1918)**
 - The main members were Great Britain (including Gold Coast/Ghana as a colony), France, Russia, Italy (joined 1915), and the United States (joined 1917).
 - The Gold Coast (now Ghana) participated as part of the British Empire, providing soldiers and resources.
- **World War II (1939-1945)**

- The main members were Great Britain and its colonies (including the Gold Coast), France, the Soviet Union, the United States, and China
- Gold Coast soldiers fought in various campaigns, especially in Burma and East Africa.
- **Central Powers:** The Central Powers were the alliance that fought against the Allied Powers, specifically in World War I.

Members

- Germany
- Austria-Hungary
- Ottoman Empire (now Turkey)
- Bulgaria



Note

The term “Central Powers” was only used in World War I, not in World War II.

- **Axis Powers:** The Axis Powers were the alliance that fought against the Allied Powers, specifically in World War II.
- **Members:**
 - Nazi Germany
 - Fascist Italy
 - Imperial Japan

Relevance to Ghana: The defeat of Germany in WWI led to its African colonies (including Togoland, part of which later joined Ghana) being redistributed to Allied nations.

d. World War I

- **Central Powers:** This was one of the groups in World War I. The main players were Germany and Austria-Hungary. Think of them as being in the centre of Europe geographically.
- **Allied Powers:** This was the other group, and they were against the Central Powers. The main players were Great Britain, France, and Russia.

e. World War II

Things get a bit different in the second world war.

- **Axis Powers:** This was one of the groups in World War II. The main actors were Germany, Italy, and Japan. Think of them as forming an “axis” or line of power.
- **Allied Powers:** This was the other group, against the Axis Powers. The main actors were Great Britain, the USA, and the Soviet Union (Russia). Notice that

even though the name is the same as in World War I, some of the players were different!

Learning Tasks

1. Analyse historical maps to identify continents and countries that were involved in the First and Second World War.
2. Explore different sources and discuss the immediate and remote causes of the First and Second World Wars.
3. Research and create chronological charts showing key events before and during World War I (WWI) and World War II (WWII).
4. Discuss how different European powers formed alliances, e.g. Allied and Central Powers (WWI) or Allied and Axis Powers (WWII).
5. Discuss how different European powers formed alliances, e.g. Allied and Central Powers (WWI) or Allied and Axis Powers (WWII).
6. Reflect on the implications of the World Wars for present-day issues and potential actions for a more peaceful future.

PEDAGOGICAL EXEMPLARS

1. Collaborative Learning

- In pairs, learners analyse historical maps to identify continents and countries that were involved in the First and Second World Wars.
- In mixed-ability groups, learners explore different sources and discuss the immediate and remote causes of the First and Second World Wars.
- In small groups, learners research and create chronological charts showing key events before and during World War I (WWI) and World War II (WWII).

2. Talk for Learning

- In a fishbowl strategy, learners discuss how different European powers formed alliances, e.g., Allied and Central Powers (WWI) or Allied and Axis Powers (WWII).
- Learners cite scenarios to discuss questions relating to joining and forming alliances: e.g., - Should you always support a friend, no matter what he or she does? – What might be the long-term consequences of refusing to help an ally?

3. Cooperative Learning

- In a jigsaw strategy, Learners discuss how different European powers formed alliances, e.g., Allied and Central Powers (WWI) or Allied and Axis Powers (WWII).
- In pairs, learners reflect on the implications of the World Wars for present-day issues and potential actions for a more peaceful future.

KEY ASSESSMENT LEVEL 3: INDIVIDUAL CLASS EXERCISE

Task Description

In what ways did a major global war (World War I, World War II, or the Cold War) shape Africa's development, and what lessons can we learn from it today?"

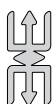
- a. Choose **one major war** either the **First World War** or the **Second World War**
- b. Find out the **main causes** and **key events (stages)** of the war.
- c. Explain how the war **affected Africa** (e.g., colonial rule, independence, economy).
- d. Think about how the **lessons from that war** apply to today's world, especially in Africa.

PLC Session 4 & 5

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS **3a, 3g and 3m**).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

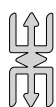
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is ***individual class exercise***. Chat with your app to plan this assessment, indicating what you and your learners will **do before, during and after the exercise** (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years **1 and 2 (NTS 3a)**.
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 6

Learning Indicator: *Evaluate the origins and nature of the Cold War and assess its impact on the world today*

Focal Area: Origin, Nature, And Impact Of The Cold War

1. Origins and Nature of the Cold War

- a. **Definition and Ideological Foundations:** The Cold War (1947-1991) was a period of geopolitical tension between two superpowers—the United States and the Soviet Union—along with their **respective allies, the Western Bloc and the Eastern Bloc. Unlike traditional “hot” wars, it was characterised by political hostility, military tensions, proxy wars, and ideological competition without direct large-scale fighting between the superpowers. While they never directly engaged in full-scale military conflict (hence, “cold”), the rivalry manifested in:**
 - i. **Ideological Conflict (Capitalism vs. Communism):** This was a fight between two ideas about how countries should be run. The **USA** supported **capitalism** (where businesses are mostly privately owned), while the **Soviet Union** pushed **communism** (where the government controls resources). After Ghana and other African nations gained independence, these two powers tried to influence their choices, shaping how they developed their economies and governments.
 - ii. **Proxy Wars:** Instead of fighting directly, the USA and Soviet Union supported opposite sides in smaller countries’ wars (e.g., in Africa, Asia, or Latin America). These wars caused long-term damage, like broken infrastructure, political instability, and poverty. For example, some African countries faced civil wars fuelled by this foreign support, slowing their progress.
 - iii. **Arms Race:** Both superpowers spent huge amounts of money building deadly weapons, including nuclear bombs. This created fear worldwide that a major war could break out and destroy the planet. Even in Africa, this tension sometimes affected peace and security.
 - iv. **Espionage (Spying):** Both sides used spies and secret missions to steal information or weaken each other. These secret activities sometimes involved African countries, influencing politics or conflicts without people realising it.
- b. **Causes of the Cold War:**
 - i. **Ideological Differences:** Fundamental conflict between American capitalism and Soviet communism, with each viewing the other’s system as threatening.
 - ii. **Power Vacuum:** The decline of European powers after World War II created a power vacuum that both superpowers sought to fill.
 - iii. **Mutual Suspicion:** Growing distrust from wartime alliances and post-war actions.

- iv. **Nuclear Weapons Development:** The atomic bombing of Japan demonstrated devastating new military capabilities, leading to an arms race.

c. **Early Events Marking the Beginning of the Cold War**

- i. **Yalta and Potsdam Conferences (1945):** Disagreements over post-war Europe.
- ii. **Iron Curtain Speech (1946):** Winston Churchill's warning about Soviet expansion.
- iii. **Truman Doctrine (1947):** American policy of containing communism.
- iv. **Marshall Plan (1947):** American economic aid to rebuild Europe.
- v. **Berlin Blockade (1948-1949):** First major crisis when the Soviets blocked Allied access to Berlin.

2. **Stages of the Cold War**

a. **Early Cold War (1947-1953)**

- i. Formation of military alliances (NATO in 1949; Warsaw Pact in 1955).
- ii. The Korean War (1950-1953) was the first major proxy conflict.
- iii. Nuclear arms race intensifying.

Ghana Connection: Rising anti-colonial movements across Africa, with the Gold Coast (Ghana) leading towards independence.

b. **Crisis and Confrontation (1953-1962)**

- i. The Space Race began with the Soviet Sputnik launch (1957).
- ii. The Cuban Missile Crisis (1962) brought the world closest to nuclear war.
- iii. The Berlin Wall construction (1961) physically divided East and West.

Ghana Connection: Ghana gained independence in 1957, with Nkrumah positioning the country as a leader in the Non-Aligned Movement while receiving support from both East and West. As Ghana approached independence in 1957, the Cold War provided both opportunities and challenges. Dr. Kwame Nkrumah advocated for a "non-aligned" position, allowing Ghana to receive aid and support from both power blocs while maintaining independence in foreign policy decisions. This helped Ghana leverage its strategic position during the early independence period.

c. **Détente Period (1962-1979)**

- i. Easing of tensions and increased diplomatic dialogue.
- ii. Strategic Arms Limitation Talks (SALT I and II).
- iii. The Vietnam War was a major proxy conflict.

Ghana Connection: The 1966 coup against Nkrumah was perceived to have Western backing due to his increasing alignment with socialist ideologies.

d. **Second Cold War (1979-1985)**

- i. Renewed tensions following the Soviet invasion of Afghanistan (1979).

- ii. Increased military spending under the Reagan administration.
- iii. Strategic Defence Initiative (“Star Wars”), escalating the arms race.

Ghana Connection: Ghana experienced political instability, including multiple military coups, partially influenced by Cold War dynamics and economic challenges.

e. End of the Cold War (1985-1991)

- i. Gorbachev’s reforms (glasnost and perestroika).
- ii. Fall of the Berlin Wall (1989).
- iii. Collapse of the Soviet Union (1991).

Ghana Connection: Ghana returned to democratic governance (1992) as part of the global wave of democratisation following the Cold War’s end.

3. Impact of the Cold War and Contemporary Global Issues

a. Impact on African Development

- i. Cold War competition provided African nations with leverage to secure economic aid and military support from both power blocs.
- ii. Proxy conflicts destabilised several African regions.
- iii. Support for authoritarian regimes by both superpowers to maintain strategic influence.
- iv. Ideological influences shaped economic policies and development models.

b. Ghana’s Experience

- i. Ghana’s early ambitious development projects were financed by both Western and Eastern bloc countries.
- ii. The Akosombo Dam, Ghana’s largest infrastructure project, involved both American funding and Soviet technical expertise, demonstrating Ghana’s strategic non-alignment.
- iii. Political instability in Ghana during the 1970s-1980s was partly influenced by changing Cold War dynamics.
- iv. Economic policies shifted as global ideological competition evolved.

4. Contemporary Global Issues Shaped by Cold War Legacies

a. Nuclear Proliferation

- i. The nuclear weapons developed during the Cold War remain a threat to global security.
- ii. Nuclear non-proliferation treaties established during that era still govern international nuclear agreements.
- iii. Ghana’s active participation in the African Nuclear-Weapon-Free Zone Treaty (Pelindaba Treaty) demonstrates a continued commitment to preventing nuclear proliferation.

b. International Organisations and Alliances

- i. The United Nations, World Bank, and IMF structures reflect Cold War power dynamics.
- ii. Post-Cold War NATO expansion continues to influence global security architecture.
- iii. Ghana's peacekeeping role in the UN was enhanced post-Cold War, becoming one of the leading troop contributors globally.

c. Emerging Great Power Competition

- i. USA-China tensions echo Cold War-era great power rivalry, but with different dynamics.
- ii. A new multipolar world emerged with regional powers gaining influence.
- iii. Ghana navigates relationships with traditional Western partners, China, and regional powers.

d. Proxy Conflicts and Failed States

- i. The Legacy of Cold War interventions continue to affect stability in several regions.
- ii. Arms proliferation from Cold War conflicts contributes to current violence.
- iii. Ghana's stability contrasts with neighbouring states' challenges, positioning Ghana as a regional anchor for peace.

e. Cyber Warfare and Information Conflict

- i. Evolution of Cold War espionage into the digital domain.
- ii. Disinformation campaigns recall Cold War propaganda tactics.
- iii. Ghana's growing digital economy faces cybersecurity challenges that echo Cold War information contests.

Lessons for Contemporary Ghana

- a. **Strategic Non-Alignment:** Ghana can learn from its history of navigating between competing powers, maintaining independence while securing benefits from international partnerships. Today's multipolar world requires similar diplomatic skill in balancing relationships with the United States, China, the European Union, and regional powers.
- b. **Economic Resilience:** Cold War economic dependencies created vulnerabilities for many African nations. Ghana can strengthen economic sovereignty by diversifying its economy, adding value to natural resources, and building regional economic integration through the African Continental Free Trade Area.
- c. **Democratic Consolidation:** The post-Cold War democratic transition in Ghana offers lessons about the importance of building strong, independent institutions that can withstand external pressures and internal challenges. Ghana's democratic stability remains a model for the region.

- d. **Global Citizenship with African Identity:** Ghana's youth can embrace a global outlook while maintaining pride in Ghana's pioneering role in pan-Africanism. Understanding Cold War history helps develop a critical analysis of current global power dynamics.

Learning Tasks

1. Define and explain the term "Cold War".
2. Discuss the causes of the Cold War, citing key examples and events.
3. Prepare oral or written presentations that describe the main stages of the Cold War
4. Assess how the Cold War's legacies continue to shape contemporary issues like nuclear proliferation, cyberwarfare, and proxy conflicts.

PEDAGOGICAL EXEMPLARS

1. Collaborative learning

- In pairs, learners define and explain the term "Cold War", feeding back to the class.
- In a snowball activity, learners discuss the causes of the Cold War, **citing key** examples and events. Learners should be encouraged to evaluate which were the most important causes and justify their opinions.

2. Project-based learning

- i. Learners do oral or written presentations that describe the main stages of the Cold War.
- ii. Learners research and present on how the Cold War's legacies continue to shape Africa and contemporary issues like nuclear proliferation, cyberwarfare, and proxy conflicts.

KEY ASSESSMENT – MID-SEMESTER EXAMINATION

HINT



Conduct **Mid-semester Examination**. It should cover contents taught from Week 1 to 5. Refer to the **Table of Specification and Structure** of the Paper. Learners' papers should be marked immediately and scores entered into the SAP.

Structure

Section A: 25 Multiple-choice questions

Section B: 2 Essay Questions

Table of specification for item construction for section A and B

Week	Learning Indicator	Types of questions	DoK Levels				Total
			1	2	3	4	
1	Discuss the key environmental laws and policies in Ghana	MCQs	2	2	–		4
		ESSAY	–	–	–		–
2	Identify the regulatory authorities responsible for enforcing the environmental laws and policies in Ghana and describe their responsibilities, e.g., the EPA, the Mineral Commission, Forestry Commission	MCQs	2	2	2		6
		ESSAY	–	–	1		1
3	Outline the challenges environmental regulatory bodies face in enforcing environmental laws and policies and suggest ways of addressing the challenges	MCQs	–	2	1		3
		ESSAY	–	–	–		
4 & 5	Analyse the causes and stages of the First and Second World Wars and their implications for Africa’s development	MCQs	3	2	1		6
		ESSAY					
		Total	8	11	8		27

PLC Session 6**45 minutes****Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).

- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

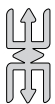
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the Student Assessment Portal (SAP) with your app
- a. The key assessment for the week is ***mid-semester examination***. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and **marking schemes/rubrics for the mid-semester examination (NTS 3k-3q).**

10 minutes **Content Exploration**

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
- b. all teachers in the group work through the problem individually for 3–4 minutes
- c. the group then works through it together the problem, step by step
- d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
- a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- b. After the enactment, ask for structured feedback from the group

- i. was the concept explained in a way that a learner with no prior knowledge could follow?
- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years **1 and 2** (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 2 Review

Over the past three weeks, learners were introduced to the major global conflicts of the 20th century, with a particular focus on their causes, stages, and effects, especially in the African context.

In weeks 4 & 5, learners analysed the causes and stages of World War I and World War II, including the formation of alliances, military campaigns, colonial involvement, and the socio-political effects on Africa. They explored how African soldiers participated in the wars and how the wars influenced African nationalism and independence movements.

Subsequently, in week 6, they examined the Cold War, identifying its ideological roots, global tensions (e.g., arms race, proxy wars), and its influence on Africa's post-independence political alliances and internal conflicts. Learners also reflected on Cold War legacies that continue to shape modern geopolitics, such as global nuclear threats and regional instability. By the end of the section, each learner has Learnt to:

- explain the main causes and events of WWI and WWII.
- describe the roles and contributions of Africa during the wars.
- evaluate the impacts of the wars on African political, economic, and social development.
- define and explain the Cold War and its major global and African consequences.
- analyse how lessons from past conflicts can guide peacebuilding, cooperation, and development today.



MARKING SCHEMES/RUBRIC FOR THE KEY ASSESSMENTS

WEEKS 4 & 5 (20 MARKS)

Criteria	Marks	What to Look For	Specific Answers Learners Should Provide with Mark Allocations
1. Main Causes and Key Events of the War	6	Identify and explains 3 main causes of the chosen war (WWI or WWII). Outline key stages or events of the war.	Three Main Causes (3 marks total): • Militarism: belief in building strong armies, naval race, and military influence on public policy. • Alliances: defence agreements that pulled countries into battle • Imperialism: European countries increasing power and wealth by controlling territories (1 mark each) Key events (3 marks total): • Assassination of Archduke Franz Ferdinand • Germany's invasion of Belgium • Battles in Africa or other significant events during the war. (1 mark each)
2. Impact of the War on Africa	8	Explain how the war affected Africa's colonial rule, economy, and independence movements.	• Changes in colonial control (e.g., Germany's colonies taken by Britain and France). • Economic impact: resource exploitation, infrastructure damage, forced conscription of Africans • Rise of nationalism and independence movements (e.g., Pan-Africanism, formation of political groups, etc.). (2 marks each)
3. Lessons for Today	6	Connect lessons from the war to current issues in Africa (peacebuilding, alliances, conflict resolution).	• Importance of international cooperation and peacebuilding (e.g., African Union). • Legacy of colonial borders affecting regional conflicts. (2 marks each)

SECTION 3: LEGAL FRAMEWORKS

STRAND: LAW AND ORDER IN SOCIETY

Sub-Strand: Legal Frameworks

Learning Outcome: *Assess the need for fairness and social justice in the Ghanaian society, and how to utilise appropriate legal channels to address human rights issues.*

Content Standard: Demonstrate understanding of the role of the legal framework in addressing public concerns to ensure equitable outcomes in Ghanaian society.

INTRODUCTION AND SECTION SUMMARY

This section introduces learners to the legal systems and structures that underpin justice and fairness in Ghana. By the end of this section, learners should be able to explain how justice is administered, understand the judiciary's oversight role, and evaluate how legal frameworks protect rights and ensure equity in society.

This section builds on Section 3 of year two manual and expands learners' understanding of the legal system by progressing from basic law enforcement mechanisms introduced in Year 2 (2.3.1. LI.1, 2.3.1. LI.2) to an in-depth exploration of Ghana's judicial framework (3.3.3. LI.1, 3.3.3. LI.2). This shift marks a conceptual advancement from understanding how laws are enforced to examining how justice is formally administered and protected through structured legal institutions.

The section covered:

- **Week 7:** Explore the processes by which justice is administered in Ghana.
- **Week 8:** Analyse the role of the judiciary in overseeing administrative actions of the government and providing avenues for redress.

SUMMARY OF PEDAGOGICAL EXEMPLARS

To ensure that all learners develop a sound understanding of how Ghana's legal framework supports justice and social equity, teachers are encouraged to use structured, inclusive, and interactive teaching strategies. These approaches should focus on developing learners' ability to **analyse**, **explain**, and **apply** legal concepts through real-life scenarios and collaborative tasks.

Talk for Learning should be used to stimulate critical thinking and engagement. Teachers should guide learners in discussing real-world examples of how justice is applied, such as court cases or legal redress in Ghana. These discussions will help learners internalise the roles and functions of legal institutions and understand the relevance of justice to everyday life.

Through **collaborative learning**, learners should work in groups to map out the justice system, identifying key legal institutions such as the courts, the judiciary, and other actors involved in ensuring fairness. This promotes teamwork and peer learning while also allowing learners to understand the structure and flow of legal processes.

Accessibility must be prioritised. All learning materials and tasks should be adapted to meet the needs of learners with disabilities, including alternative formats (e.g., braille or audio materials), simplified texts, and the use of assistive tools where needed.

By the end of the section, learners should be able to:

- Describe the process of how justice is administered in Ghana, including the stages and institutions involved.
- Explain the role of the judiciary in promoting fairness and overseeing government actions.
- Evaluate how citizens can seek redress through legal means.
- Apply their understanding to real or simulated scenarios that highlight the importance of legal frameworks in promoting equity and human rights.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Explore the processes by which justice is administered in Ghana	2	Class Exercise and Presentation – Learners demonstrate understanding through group presentations on the justice system and written exercises analysing legal procedures.

WEEK 7

Learning Indicator: *Explore the processes by which justice is administered in Ghana*

Recap

Year 2	Week 6: Institutions mandated to enforce law and order in Ghanaian society and how their functions help to maintain law and order. Week 7: The challenges of law enforcement in Ghana and how they can be addressed.
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Focal Area: Processes by Which Justice is Administered in Ghana



Figure 3: *An Image of Scales of Justice*

1. Legal Framework-Related Concepts

a. Constitutional Provisions

Constitutional provisions are the fundamental legal principles and rules contained in the 1992 Constitution of Ghana, which serves as the supreme law of the land. These provisions establish the framework for governance, define the structure and powers of government institutions, and guarantee fundamental human rights. They form the foundation upon which all other laws must be built and against which all other laws are measured for validity.

Key constitutional provisions related to justice administration include:

- **Article 125:** Establishes that justice emanates from the people and shall be administered in the name of the Republic.
- **Article 127:** Guarantees the independence of the judiciary.
- **Article 140:** Establishes the High Court and its jurisdiction.
- **Articles 33 and 130:** Provide for the enforcement of fundamental human rights.
- **Article 19:** Guarantees fair trial rights for accused persons.

b. Legislative Instrument (LI)

A Legislative Instrument can be explained as a helper to the main laws. Imagine that Parliament creates a big, important law. This law might be a bit general or hard to apply in real life. That is where LIs come in. They are like detailed guidebooks that explain how to use and follow the main law. In other words, a LI is a set of rules created by a person or organisation (like a Minister or government agency) *authorised by Ghana's Parliament* through an existing law (Act). These rules add *specific details* to the **main law**, explaining **how** it should work in practice (e.g., steps to follow, deadlines, or penalties).

Example

If Parliament passes a law called the “*Education Act*”, an LI might explain *exactly how school uniforms should be regulated or how exam fees are to be paid*.

Key Ideas

- **Legal Power:** LIs must be obeyed like laws, but they **cannot conflict** with (go against) the Constitution or the main Acts of Parliament.
- **Purpose:** They make big laws easier to apply to real-life situations.

Think of it like a teacher giving learners *step-by-step instructions* on how to complete a project assigned by the headmaster. The teacher's instructions (LI) support the headmaster's main rule (Act) but cannot change it.

In the justice system, important LIs, for example, include:

Courts Instrument, 2020 (LI 2411) which establishes various divisions of the High Court.

- Supreme Court Rules, 1996 (CI 16): Regulates procedure in the Supreme Court
- High Court (Civil Procedure) Rules, 2004 (CI 47): Governs civil litigation procedures.
- Legal Aid Commission Regulations, 2018 (LI 2363): Sets out procedures for obtaining legal aid.

c. Executive Instrument (EI)

An Executive Instrument is a legal document issued by the President or a Minister under powers conferred by the Constitution or an Act of Parliament. EIs are used to exercise executive powers in specific circumstances and can affect the administration of justice.

Examples of EIs relevant to justice administration include:

- Establishment of commissions of inquiry into specific matters.
- Declaration of certain areas as restricted for security purposes.
- Appointment of judicial officers in some instances.
- Implementation of emergency measures during crises.

d. Judicial Review

Judicial review is the power of the courts to examine the actions of the legislative, executive, and administrative arms of government and to determine whether such actions are consistent with the Constitution or relevant laws. It serves as a crucial check on governmental power and ensures that all state actions remain within legal boundaries.

Key aspects of judicial review in Ghana include:

According to Atuguba (2022), judicial review applications in Ghana have increased by 35% in the past five years, indicating growing public awareness of this mechanism for holding the government accountable.

- Power to declare laws unconstitutional if they violate the Constitution.
- Authority to quash administrative decisions that exceed jurisdiction.
- Ability to review executive actions for compliance with legal requirements.
- Enforcement of fundamental rights against state interference.

2. Structure of the Judicial System of Ghana

a. Supreme Court

- The Highest court and final appellate authority.
- Consists of the Chief Justice and not less than nine other Justices.
- Original jurisdiction in constitutional interpretation and enforcement.
- Appellate jurisdiction for cases from the Court of Appeal.
- Supervisory jurisdiction over all courts in Ghana.
- Decisions are binding on all other courts.

b. Court of Appeal

- Second-highest court in the hierarchy.
- Comprises the Chief Justice and not less than 15 Justices.
- Appellate jurisdiction for cases from the High Court, Regional Tribunals, and Circuit Courts.
- Decisions binding on all lower court.
- Sits in panels of three Justices.

c. High Court

- General jurisdiction in civil and criminal matters.
- Original jurisdiction in human rights enforcement.
- Supervisory jurisdiction over lower courts.
- Specialised divisions include:

- Commercial Division
- Human Rights Division
- Labour Division
- Land Division
- Criminal Division
- Financial and Economic Crime Division
- Probate and Administration Division

d. Lower Courts

i. Circuit Courts

- Handle criminal cases except those punishable by death or life imprisonment.
- Civil jurisdiction in cases valued up to GH¢50,000.
- Jurisdiction in landlord and tenant cases.
- Family matters. including divorce (except under customary law).

ii. District Courts

- Limited criminal jurisdiction (offences punishable by up to 2 years imprisonment).
- Civil jurisdiction in matters valued up to GH¢20,000.
- Juvenile cases.
- Maintenance and custody matters.

e. Specialised Courts

i. Commercial Courts

- Specialised division of the High Court.
 - Handle complex business and financial disputes.
 - Expedited procedures for commercial matters.

ii. Family Courts

- Handle matrimonial causes, child custody, and maintenance.
- Emphasis on alternative dispute resolution.
- Child-friendly procedures.

iii. Juvenile Courts

- Deal with cases involving minors.
- Focus on rehabilitation rather than punishment.
- Confidential proceedings to protect children's identity.

f. Traditional Adjudication

- Customary arbitration through traditional authorities.
- Not formally part of the judicial system but recognised by law.
- Handle matters related to customary law, family disputes, and minor conflicts.

3. Legal Proceedings and Court Hierarchy

a. Civil Proceedings

i. Commencement of Action

- Filing of writ of summons or originating notice of motion.
- Service of process on the defendant.
- Filing of a statement of claim detailing the plaintiff's case.
- Defendant's entry of appearance and statement of defence.

ii. Pre-Trial Procedures

- Case management conference to identify issues.
- Discovery and inspection of documents.
- Interrogatories to obtain information.
- Pre-trial settlement conferences.
- Alternative Dispute Resolution (ADR) referrals.

iii. Trial Process

- Opening statements by counsel.
- The Plaintiff presents the case through witnesses and evidence.
- Cross-examination by the defendant's counsel.
- The defendant presents the case and witnesses.
- Closing arguments.
- Judgment by the court.

iv. Execution of Judgment

- Writ of fieri facias (fi-fa) for seizure and sale of property.
- Garnishee proceedings to attach debts owed to a judgment debtor.
- Charging orders on property.
- Committal for contempt for failure to comply with a judgment.

b. Criminal Proceedings

i. Pre-Trial Phase

- Arrest and police investigation.

- Charge and caution statement.
- Initial appearance before the court.
- Committal proceedings for indictable offences.
- Bail considerations

ii. Trial Process

- Arraignment and plea.
- Case presented by the prosecution.
- Cross-examination of prosecution witnesses.
- Submission of no case to answer (if applicable).
- Defence case (if required).
- Closing submissions.
- Verdict and sentencing.

c. Appeals Process

i. Appeals from the District Court

- Appeal lies to the High Court.
- Must be filed within 30 days of the decision.
- The High Court may confirm, vary, or overturn the decision.

ii. Appeals from Circuit Court

- Appeal lies to the Court of Appeal.
- Must be filed within 21 days of the decision.
- May involve questions of law or fact.

iii. Appeals from the High Court

- Appeal lies to the Court of Appeal.
- Further appeal to the Supreme Court on matters of law.
- Supreme Court permission is required unless constitutional matter.

iv. Appeals from the Court of Appeal

- Appeal lies to the Supreme Court.
- Must involve the matter of public importance or interpretation of the Constitution.
- The decision of the Supreme Court is final.

4. Relevance of Fair and Impartial Trials in Addressing Societal Injustices in Ghana

a. Protection of Individual Rights

- Safeguarding fundamental human rights guaranteed in the Constitution.
 - Ensuring equal protection under the law regardless of social status.
 - Preventing arbitrary detention and punishment.
 - Protecting vulnerable groups from exploitation and discrimination.
 - Providing remedies for rights violations.
- b. Promoting the Rule of Law**
- Establishing predictability and certainty in legal outcomes.
 - Building public confidence in the justice system.
 - Constraining abuse of power by state authorities.
 - Creating a culture of lawfulness in society.
 - Demonstrating that no one is above the law.
- c. Addressing Historical and Structural Injustices**
- Providing platforms for marginalised groups to seek redress.
 - Challenging discriminatory practices through test cases.
 - Creating jurisprudence that advances equality.
 - Interpreting laws progressively to address emerging social issues.
 - Developing remedies for systemic violations.
- d. Conflict Resolution and Social Cohesion**
- Peaceful resolution of disputes that might otherwise escalate.
 - Addressing grievances before they lead to social unrest.
 - Building trust across ethnic, religious, and political divides.
 - Promoting reconciliation through restorative justice approaches.
 - Creating shared standards of justice across diverse communities.
- e. Economic Development and Governance**
- Creating a stable environment for investment and business.
 - Protecting property rights and contract enforcement.
 - Addressing corruption through accountability mechanisms.
 - Building investor confidence through predictable dispute resolution.
 - Ensuring efficient allocation of resources through just outcomes.

Contemporary Applications in Ghana

- Public interest litigation challenging environmental degradation in mining communities.

- Cases establishing precedents for gender equality in property and inheritance.
- Judicial review of administrative actions affecting informal sector workers.
- Constitutional challenges to discriminatory practices against persons with disabilities.
- Human rights enforcement actions addressing police brutality.

Learning Tasks

1. Explain key legal concepts.
2. Describe and explain the tiered court system and explain the role of each court.
3. Discuss the importance of fair and impartial trials in Ghana.

PEDAGOGICAL EXEMPLARS

1. Collaborative Learning

- In a jigsaw activity, learners explain the following legal framework concepts: Constitutional provision, Legislative Instrument (LI), Executive Instrument (EI) and Judicial Review.
- Learners share their explanations and peer-mark each other's work using the following criteria:
 - Clarity of explanation.
 - Specificity of key vocabulary.
 - Overall presentation of work.

2. Talk for Learning

- In a thought shower activity, learners discuss the structure of the judicial system.
- In a think-pair-share activity, learners discuss legal proceedings and court hierarchy.

3. Collaborative Learning

In small groups, learners discuss the relevance of fair and impartial trials in addressing societal injustices in Ghana. They should be guided by the following questions.

- a. Why is fairness important in a trial?
- b. How can bias in court decisions harm society?
- c. What measures help ensure justice is served equally?

Each group prepares a short skit or poster illustrating how a fair trial can address injustices in areas such as land disputes, corruption, or discrimination.

KEY ASSESSMENT LEVEL 3: GROUP CASE STUDY ANALYSIS AND PRESENTATION

Task Description

Title: “Justice in Action: How Legal Frameworks Protect Citizens”

Learners will work in small groups to:

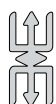
1. Analyse a real or fictional human rights/legal case in Ghana.
2. Identify applicable legal frameworks (e.g., Constitutional provision, LI, EI, Judicial Review).
3. Map out the legal process and which courts or bodies are involved.
4. Evaluate the fairness of the legal redress provided.
5. Propose improvements and present findings using a poster, chart or oral presentation.

PLC Session 7

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week’s concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week’s content and how to address them using contexts familiar to Ghanaian learners. (NTS **3a, 3g and 3m**).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week’s concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

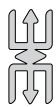
4. Plan the week’s key assessment with your app

- a. The key assessment for the week is ***group case study analysis and presentation***. Chat with your app to plan this assessment, indicating what you and **your learners will do before, during and after the presentations (NTS 3k-3q)**.

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
 - all teachers in the group work through a similar problem individually for 3–4 minutes
 - the group then works through the problem together step by step
 - highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
- Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?
 - were the examples grounded in contexts familiar to Ghanaian learners?
 - did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years **1 and 2 (NTS 3a)**.
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 8

Learning Indicator: *Analyse the role of the judiciary in overseeing administrative actions of the government and providing avenues for redress*

Focal Area 8: Ensuring Judicial Oversight And Avenues For Redress

1. Role of the Judiciary in Overseeing Administrative Actions of the Government

a. Understanding Some Relevant Concepts

Before tackling the role of the judiciary, it is important to explain some related terms/ concepts relevant to understanding the focal areas. Among these are “judiciary”, “administrative actions of government” and judicial review.

i. Judiciary

This is a branch of government responsible for interpreting laws and administering justice. The judiciary is like a referee in a football match, making sure everyone follows the rules. The judiciary is responsible for explaining what the laws mean and making sure justice is done or served fairly. In Ghana, we have different levels of courts. The Supreme Court is at the highest, followed by the Court of Appeal, the High Court, and other lower courts.

ii. Administrative actions of government (What the government does)

The judiciary has an important job of watching over what the government does. When government officials or agencies make decisions (like issuing permits, enforcing rules, or creating new policies), these are called administrative actions.

Sometimes, these actions might not follow the law correctly or might violate someone’s rights. This is where judicial review comes in.

iii. Judicial review

This is the power that courts have to check if government actions are legal and proper. Through judicial review, the courts can cancel or change government decisions that do not follow the Constitution or other laws. This helps protect ordinary Ghanaians from unfair treatment by those in power. In other words, judicial review refers to the power of courts to examine and evaluate government actions.

In Simple Terms

- **Judiciary** = Courts + judges who ensure justice and explain laws.
- **Administrative Actions** = Daily decisions by government workers (e.g., permits, policies).
- **Judicial Review** = Courts checking if the government broke the rules.

b. Role of the Judiciary in Overseeing Administrative Actions of the Government

The judiciary in Ghana plays several important roles in checking government actions

- **Judicial Review:** The courts have the power to examine and determine if actions by the executive and other public officials are constitutional and lawful.
- **Protection of Rights:** The judiciary ensures that government agencies do not violate citizens' fundamental human rights guaranteed in the 1992 Constitution.
- **Interpretation of Laws:** Courts interpret laws and regulations to ensure government officials apply them correctly.
- **Dispute Resolution:** The judiciary resolves disputes between citizens and government agencies, providing an impartial forum.
- **Administrative Oversight:** Courts can overturn administrative decisions that are unreasonable, unfair, or exceed authority.

Contemporary Applications in Ghana

- In the case of *Republic v. High Court, Accra; Ex parte Attorney-General* (2020), the Supreme Court clarified limits on executive authority regarding appointment powers
- The judiciary's role in adjudicating electoral disputes following the 2020 elections demonstrated its function as arbiter between political actors
- Recent judicial review of environmental permits in the mining sector has strengthened accountability in natural resource governance
- Court decisions on digital rights and privacy have established boundaries for government surveillance and data collection

According to the Ghana Integrity Initiative (2023), judicial oversight of administrative actions has increased by approximately 30% in the past five years, indicating growing public reliance on courts to check government power.

2. Judicial Remedies for Abuse of One's Rights

When one's rights are violated in Ghana, the law provides several remedies through the courts. These remedies can generally be grouped under prerogative, equitable, constitutional and statutory writs/remedies

a. Prerogative Writs

- Habeas Corpus:** Orders authorities to bring a detained person to court to determine if their detention is lawful. Essential for protecting against arbitrary arrest and detention.
- Mandamus:** Commands a public official or government body to perform a statutory duty they have unlawfully refused to perform. For example, forcing an official to issue a required document.
- Prohibition:** Prevents a lower court or administrative body from exceeding its jurisdiction or acting contrary to the rules of natural justice.

- iv. **Certiorari:** Allows higher courts to review and potentially quash decisions of lower courts or administrative bodies that contain errors of law.
- v. **Quo Warranto:** Challenges a person's right to hold public office or exercise a particular privilege.

b. Equitable Remedies

- i. **Injunction:** Court order requiring a party to perform or refrain from specific actions. Can be temporary (interlocutory) or permanent.
- ii. **Declaration:** Judicial statement clarifying legal rights, duties, or status without ordering specific action.
- iii. **Specific Performance:** An Order compelling a party to fulfil contractual obligations.
- iv. **Account:** Requirement to provide detailed financial information.
- v. **Constructive Trust:** Court-imposed trust to prevent unjust enrichment.

c. Constitutional Remedies

- i. Direct application to the Supreme Court under Article 2 of the Constitution for declarations regarding constitutional violations.
- ii. Enforcement of fundamental human rights under Article 33 through the High Court.
- iii. Compensation for human rights violations.
- iv. Orders for the cessation of ongoing violations.
- v. Declarations of nullity for unconstitutional actions.

d. Statutory Remedies

- i. Remedies provided under specific legislation such as the Children's Act, the Domestic Violence Act, and the Labour Act.
- ii. Complaints to the Commission on Human Rights and Administrative Justice (CHRAJ).
- iii. Appeals to specialised tribunals like the Labour Commission or the Environmental Appeals Tribunal.
- iv. Compensation under the Alternative Dispute Resolution Act.

The Judicial Service of Ghana (2022) reported that applications for judicial review remedies increased by 45% between 2019 and 2022, with habeas corpus and mandamus being the most frequently sought remedies.

3. Conditions Required for Application for Judicial Remedies When One's Right is Infringed Upon

To apply for these remedies when your rights are infringed upon, many of the following need to be satisfied:

a. Standing (Locus Standi)

- i. The applicant must have sufficient interest in the matter.
- ii. They must be personally affected by the alleged violation or represent those affected.
- iii. In public interest litigation, broader standing may be granted to NGOs or concerned citizens.
- iv. Constitutional cases allow any citizen to seek enforcement of the Constitution.

b. Exhaustion of Administrative Remedies

- i. Generally, applicants must first exhaust available administrative remedies.
- ii. Internal appeals within the administrative system should be attempted.
- iii. Exceptions exist where administrative remedies would be futile or inadequate.
- iv. Emergencies may warrant direct judicial intervention.

c. Timeliness

- i. Applications must be made within the prescribed time limits.
- ii. For judicial review, generally within six months of the decision being challenged.
- iii. Constitutional rights enforcement has more flexible time constraints.
- iv. Courts may extend time limits where there is a reasonable justification.

d. Substantive Requirements

- i. Clear identification of the specific right that has been violated.
- ii. Evidence demonstrating how the right was infringed.
- iii. Identification of the responsible party (government agency, official, or private entity).
- iv. Demonstration that the alleged violation falls within the court's jurisdiction.
- v. Specification of the remedy being sought.

e. Procedural Requirements

- i. Proper filing of applications in the appropriate court.
- ii. Payment of required filing fees (with provisions for fee waiver for indigent applicants).
- iii. Proper service of documents on all relevant parties.
- iv. Adherence to specific procedural rules for different remedies.
- v. Submission of supporting affidavits and relevant documentation.

f. Threshold of Proof

- i. Establishment of a prima facie case showing reasonable grounds for the application.

- ii. Demonstration of sufficient probability of success on the merits.
- iii. For interim remedies, showing of irreparable harm if relief is not granted.
- iv. Balance of convenience favours the granting of the remedy.

Research by the Faculty of Law, University of Ghana (2023) indicates that approximately 40% of applications for judicial remedies are rejected due to procedural defects or failure to meet these conditions, highlighting the need for greater public legal education.

4. Limitations of Legal Frameworks and Ways of Improving Them

While the legal frameworks in Ghana provide important protections, some limitations need to be addressed. Among these are:

a. Accessibility Barriers

- i. High costs of legal representation and court fees.
- ii. Geographical concentration of courts in urban areas.
- iii. Complex legal procedures are difficult for ordinary citizens to navigate.
- iv. Language barriers in a multilingual society.
- v. Limited awareness of legal rights and remedies.

b. Institutional Challenges

- i. Delays in case adjudication (average civil case takes 2-3 years to resolve).
- ii. Inadequate infrastructure and technological resources.
- iii. Insufficient number of judges and judicial staff.
- iv. Limited specialisation in emerging areas of law.
- v. Concerns about judicial independence and corruption.

c. Substantive Legal Gaps

- i. Outdated legislation in various sectors.
- ii. Inadequate protection for vulnerable groups.
- iii. Limited remedies for systemic or collective harms.
- iv. Weak enforcement mechanisms for court judgments.
- v. Conflicts between statutory law and customary practices.

d. Procedural Complexities

- i. Overly formalistic legal procedures.
- ii. Strict rules of evidence and standing.
- iii. Limited mechanisms for class actions or public interest litigation.
- iv. Inadequate alternative dispute resolution integration.
- v. Restrictive approaches to constitutional interpretation.

5. Ways of Improving Legal Frameworks

a. Access to Justice Reforms

- i. Expansion of legal aid services through the Legal Aid Commission.
- ii. Establishment of mobile courts to serve rural communities.
- iii. Development of court-annexed mediation and Alternative Dispute Resolution (ADR) processes.
- iv. Implementation of fee waivers for indigent litigants.
- v. Creation of simplified procedures for small claims and minor disputes.

b. Institutional Strengthening

- i. Increasing judicial independence through transparent appointment processes.
- ii. Investing in court infrastructure and technology.
- iii. Continuous training for judges on emerging legal issues.
- iv. Establishing specialised courts for environmental, digital, and commercial matters.
- v. Strengthening the execution of judgments through reformed enforcement mechanisms.

c. Legal and Policy Reforms

- i. Comprehensive review and update of outdated legislation.
- ii. Harmonisation of statutory law with progressive customary practices.
- iii. Development of specific protections for vulnerable groups.
- iv. Creation of mechanisms for addressing systemic violations.
- v. Strengthening regulatory frameworks for emerging issues like digital rights.

d. Procedural Innovations

- i. Introduction of class action procedures for collective grievances.
- ii. Simplification of rules for public interest litigation.
- iii. Development of small claims procedures with minimal formality.
- iv. Expansion of judicial review grounds to include substantive unfairness.
- v. Creation of expedited procedures for urgent human rights matters.

e. Technology Integration

- i. Implementation of e-filing system for court documents.
- ii. Development of virtual court hearings for appropriate cases.
- iii. Creation of online legal information portals.
- iv. Use of case management software to reduce delays.
- v. Digital platforms for tracking case progress.

The Ghana Bar Association (2023) has proposed a comprehensive Justice Sector Reform Programme that aims to address these limitations through a five-year implementation plan focusing on accessibility, efficiency, and modernisation of the legal system.

Learning Tasks

1. Discuss the role of the judiciary in overseeing government actions.
2. Explain judicial remedies available for human rights abuses.
3. Examine the conditions required for application for judicial remedies when one's rights are infringed upon
4. Discuss the limitations of legal frameworks and suggest ways of improving the framework.

PEDAGOGICAL EXEMPLARS

1. Collaborative learning

- In a snowball strategy, learners discuss the role of the judiciary in overseeing the administrative actions of the government.
- In groups, learners explain the judicial remedies for abuse of one's rights. e.g., habeas corpus, mandamus, prohibition, certiorari, quo warranto, injunction and declaration.
- In a jigsaw strategy, learners examine the conditions required for application for judicial remedies when one's rights are infringed upon.
- In a think-pair-share activity, learners discuss the limitations of legal frameworks and suggest ways of improving the framework.

2. Project work

- In small groups, learners list and explain the following judicial remedies used when someone's rights are abused:
 - Habeas Corpus
 - Mandamus
 - Prohibition
 - Certiorari
 - Quo Warranto
 - Injunction
 - Declaration

For each remedy, learners should provide a simple example of how it works in Ghana.

- Jigsaw Activity – Conditions for Remedies: each member of the group should research for one judicial remedy and the conditions required to apply for it. They then teach their group members about their assigned remedy.
- Together, learners complete a shared chart summarising each remedy and its conditions for application.
- Think-Pair-Share task on the limitations of Ghana's legal frameworks (e.g., court delays, lack of public awareness) and suggest one practical way to improve the legal system.

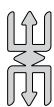
Key Assessment Level 3: Project Task

PLC Session 8

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

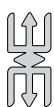
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **project task**. Chat with your app to plan this assessment, indicating what you and your learners will do **before, during and after the project** (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e–3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a–1b, 1e–1g, 2c, 2e, 2f, 3c–3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

9. Remember to

- a. transfer your chats into your learning planner template.
- b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years **1 and 2 (NTS 3a)**.
- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 3 Review

Over the past two weeks, learners explored how Ghana's legal system supports fairness, equity, and the protection of rights. By the end of the section, learners were expected to have named and described the main parts of Ghana's court system, including the different types of courts and their roles. They should have understood key terms such as **judicial review** (when the court checks if government actions follow the law), **prerogative writs** (special court orders), and **administrative actions** (decisions made by government officials).

Learners should have been able to explain how the courts protect people's rights and why it is important for judges to make decisions without influence from politicians or others. They should also have been able to examine real-life situations where rights were abused and suggest the correct court remedy to solve the issue, for example, habeas corpus when someone was detained unfairly.

Finally, learners should have discussed some of the challenges people face when trying to get justice in Ghana, such as high court fees or long delays. They were expected to suggest practical solutions to improve the system, like setting up courts in rural areas, using local languages in court, or offering more legal support to those who cannot afford a lawyer.

In **Week 7**, learners were introduced to:

- The structure of the judicial system in Ghana (e.g., hierarchy of courts, roles of legal actors).
- The processes through which justice is administered.
- How courts function as impartial arbiters to maintain law and order in society.

In **Week 8**, learners examined:

- The role of the judiciary in checking administrative actions by the government.
- The concept of **judicial review** and its importance in protecting citizens' rights
- The different **judicial remedies** available in Ghana such as habeas corpus, mandamus, and injunctions.

- The **conditions for seeking redress** through the legal system (e.g., locus standi, timeliness, procedural requirements).
- The **limitations** of Ghana's legal frameworks and ways to improve accessibility, efficiency, and fairness.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 7 (20 MARKS)

Criteria	Marks	What to Look For (Answer Expectations)	Specific Answers Learners Should Provide with Mark Allocations
1. Legal Framework Identification	3	Correctly identify at least one or more of: constitutional provision, legislative instrument (LI), executive instrument (EI), or judicial review. Frameworks must relate to the issue in the case study.	• Identification of the 1992 Constitution of Ghana as supreme law • Mention –of Legislative Instruments (LIs) or Executive Instruments (EIs) relevant to the issue • Reference to judicial review or role of courts in interpreting laws (1 mark each)
2. Legal Process Analysis	6	Accurately outline the legal process or steps through which the issue is addressed in Ghana (e.g., from complaint to court resolution). Identify appropriate court(s) or legal body.	• Description of complaint initiation and investigation process. • Identification of relevant courts (e.g., High Court for civil claims, Supreme Court for constitutional matters) • Explanation of appeals or judicial review process (2 marks each)
3. Evaluation of Fairness and Justice	6	Provide a thoughtful analysis of whether justice was served in the scenario. Use relevant legal terms and concepts (e.g., due process, access to justice, impartial trial). Show critical reasoning, not just description.	• Discussion of due process and whether it was followed • Consider of access to justice and fairness of trial • Critical reasoning on impartiality and outcome appropriateness (2 marks each)
4. Recommendations for Improvement	3	Offer realistic, well-reasoned solutions for improving access to justice or strengthening fairness (e.g., legal education, judicial reform, better reporting systems).	• Suggesting Suggestions such as enhanced legal education and awareness • Proposals for judicial reforms to improve efficiency and fairness • Ideas for improved complaint reporting and monitoring systems (1 mark each)

5. Clarity of Presentation	2	Visual/chart/poster is clear and neat. Oral presentation is well-organised, and all group members contribute meaningfully.	• Clear, neat, and logical presentation of information • Effective communication and participation (if group) (1 mark each)
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SECTION 4: EUROPEAN ENCOUNTER, COLONIALISM AND NEO-COLONIALISM

STRAND: NATIONALISM AND NATIONHOOD

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

Learning Outcome: *Analyse the roots of neo-colonialism and its impact on Ghana.*

Content Standard: *Demonstrate knowledge and understanding of neo-colonialism and its impact on Ghana.*

INTRODUCTION AND SECTION SUMMARY

This section examines how colonial systems laid the foundation for neo-colonialism in Africa, with a focus on its enduring impact on Ghana's political, economic, and cultural life. By the end of this section, learners will be expected to trace the historical roots of neo-colonialism, analyse the power structures that maintain foreign influence post-independence, and evaluate opportunities for resistance and self-determination.

Week 9, learners will:

- Identify the origins of neo-colonialism and link them to economic and political structures established during the colonial era.
- Assess Ghana's response and resistance to neo-colonial influence through movements, policy shifts, and civic activism.

While Year 2 learners explored European encounter and colonialism in Africa, recognising the limitations and biases inherent in traditional Eurocentric narratives (2.4.1. LI.1; 2.4.1. LI.2; 2.4.1. LI.3). Year 3 builds on it and shifts focus to the roots of neo colonialism and its impact on Ghana (3.4.1. LI.1, 3.4.1. LI.2). This progression enables learners to draw clear connections between colonial economic systems and ongoing dependencies in trade, aid, and governance. The curriculum moves from factual recall of historical events to critical analysis of Ghana's responses to neo-colonialism—such as the adoption of Pan-African ideals, policy reforms under Kwame Nkrumah, and the role of civic movements in reclaiming national sovereignty.

SUMMARY OF PEDAGOGICAL EXEMPLARS

To support learners in developing a meaningful understanding of neo-colonialism and its impact on Ghana, teachers are encouraged to use a range of **active, inclusive, and learner-centred teaching strategies**. These approaches focus on real-world relevance and help learners build their understanding through discussion, research, exploration, and critical thinking.

Collaborative learning should be used to promote peer interaction and shared knowledge. For example, in pairs or small groups, learners can be guided to explain the concept of neo-colonialism and trace its roots back to colonial times. This helps them make clear historical connections and builds their confidence through discussion.

Problem-based learning allows learners to apply their knowledge to real economic challenges. Learners may be tasked with investigating how international financial institutions such as the IMF and World Bank influence African economies. They can present their findings through group projects or posters, deepening their understanding of how global systems affect Ghana's development.

Inquiry-based learning supports curiosity and independence. Teachers can guide learners to use different resources, such as news articles, videos, or journals, to explore how Ghanaians have resisted neo-colonial influences. Examples may include protests, industrial strikes, or campaigns for economic self-reliance.

Fishbowl discussions create a structured space for class dialogue. Learners take turns discussing the role of social movements and activism in resisting external control, while their peers observe, reflect, and contribute follow-up ideas. This approach helps build communication, reasoning, and listening skills.

To ensure **all learners can participate fully**, differentiation should be embedded into every lesson:

- **Learners** (those who need additional support) can be guided with simplified visuals, sentence starters, and scaffolded tasks.
- **Learners** (on track) may carry out structured research, participate in group discussions, and summarise their learning with support.
- **Learners** (high performing) should be encouraged to lead aspects of group work, explore global examples, and engage in more complex analysis and reflection.

Inclusive teaching practices must be followed throughout. Teachers should ensure that all learning materials are available in suitable formats. For example, large print, audio, or simplified versions and assistive technologies or alternative methods of participation are used where needed. Adjustments should also be made to accommodate learners with disabilities, ensuring everyone can contribute and succeed.

These teaching approaches are designed to help learners **know** what neo-colonialism is and where it comes from, **understand** how it affects Ghana's growth and independence, and **demonstrate** what they have learnt through group collaboration, presentations, and problem-solving tasks.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Assess the potential for resistance in the face of neo-colonialism	3	Class Debate and Inquiry Report – Learners write an evidence-based report and participate in a structured debate on how Ghana and Africa can resist neo-colonial control and build sustainable independence.

WEEK 9

Learning Indicators

1. Trace the origins of neo-colonialism in Africa to the colonial period, identifying the economic and political structures that facilitated continued foreign influence after independence
2. Assess the potential for resistance in the face of neo-colonialism

Recap

Year 2	Week 10: Forms and legacies of European colonialism in Africa.
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Focal Area 1: Origins and impact of neo-colonialism in Africa

1. The Concept and Roots of Neo-colonialism

a. What is Neo-colonialism?

Neo-colonialism refers to the continued economic and political influence of former colonial powers over their former colonies, even after independence. Unlike direct colonialism, neo-colonialism works through economic control, political influence, and cultural dominance rather than direct military rule.

b. Historical Roots in Ghana

After Ghana gained independence in 1957, our nation still faced challenges in fully breaking away from British influence. Kwame Nkrumah, our first president, actually coined the term “neo-colonialism” to describe how foreign powers continued to control Ghana’s economy despite our political independence.

Key Features

- Foreign control of major industries and resources.
- Unfavourable trade agreements.
- Heavy dependence on foreign loans and aid.
- Cultural influences that promote Western values over local traditions.

2. Role of International Organisations in African Economies

- The World Bank and the IMF:** These international financial institutions provide loans and financial assistance to countries like Ghana. They were established after World War II to help rebuild economies and promote international economic cooperation.

b. Their Involvement in Ghana

- In the 1980s, Ghana implemented Structural Adjustment Programs (SAPs) required by the IMF and World Bank.
- These programs required Ghana to reduce government spending, privatise state enterprises, and open markets to foreign competition.
- While some economic indicators improved, many Ghanaians experienced hardships due to reduced social services and job losses.

Current Relationship: Ghana still borrows from these institutions and must follow certain conditions to receive funds. Recent examples include the IMF programs in 2015 and 2022 that influenced our economic policies.

3. Impact of Neo-colonialism on Ghana's Development

a. Economic Impact

Heavy reliance on exporting raw materials (cocoa, gold, oil) at prices set by international markets.

- Limited ability to develop local manufacturing and processing industries.
- Foreign ownership of key sectors like mining and telecommunications.
- Trade agreements that can disadvantage local producers.

b. Political Impacts

- Foreign influence in policy decisions through aid conditions
- Limited space for pursuing fully independent development strategies
- External pressure during elections and governance decisions

c. Social and Cultural Impacts

- Western influence on education systems and cultural values.
- Brain -drain as talented Ghanaians move abroad.
- Foreign media dominance is affecting local cultural expression.

Learning Tasks

1. Explain the concept of neo-colonialism including its roots.
2. Research to identify international organisations and their roles in African economics.
3. Create multimedia presentations on the impact of neo-colonialism on Ghana's development.

Pedagogical Exemplars

1. Collaborative learning

- In pairs, learners explain the concept of neo-colonialism including its roots.
- Learners produce an individual written outcome (poster/ extended paragraph/ mind map) to document their explanation.

2. Problem-based Learning

- In an enquiry-based activity, learners research international organisations such as the World Bank and the International Monetary Fund and their role in African economies.
- Learners produce a poster or chart summarizing their findings.

3. Project-based learning

- In differentiated-task groups, learners create multimedia presentations on the impact of neo-colonialism on Ghana's development (e.g., economic dependency, sociocultural influence, political interference, resource exploitation).

Focal Area 2: Potential For Resistance Against Neo-Colonialism

POTENTIAL FOR RESISTANCE AGAINST NEO-COLONIALISM

Although neo-colonialism continues to affect many African countries, including Ghana, there are several ways in which resistance is both possible and already happening. Resistance does not always mean physical confrontation; it can take many peaceful and strategic forms.

1. Political and Policy-Based Resistance

- Pan-Africanism:** Promoting African unity and cooperation can reduce reliance on foreign powers. Ghana has supported Pan-African ideals since its independence.
- Policy Reforms:** Governments can create policies that protect local industries, restrict foreign ownership in key sectors, and promote local content laws.

Example: Ghana's local content laws in the oil and gas sector ensure more participation by Ghanaian companies.

2. Economic Independence and Self-Reliance

- Diversifying the Economy:** Moving away from over-dependence on raw material exports (like cocoa and gold) and investing in local manufacturing reduces vulnerability to foreign markets.
- Reducing Dependence on Loans:** Countries can focus on raising domestic revenue (e.g., improving tax systems) instead of depending heavily on foreign aid or loans from the IMF or World Bank.
- Trade Within Africa:** Participating in African trade agreements like the **African Continental Free Trade Area (AfCFTA)** helps reduce dependence on Western markets.

3. Social and Cultural Resistance

- a. **Promoting African Values and Education:** Emphasising African history, languages, and cultural values in schools and media helps reduce cultural dependency on the West.
- b. **Supporting Local Creatives and Businesses:** Encouraging the use of locally made products and African media strengthens cultural identity and economic independence.

4. Youth and Civil Society Movements

- a. **Activism and Advocacy:** Young people and civil society organisations can challenge unjust economic arrangements and demand accountability from leaders.

Example: The #FixTheCountry movement in Ghana raised awareness about governance, unemployment, and foreign control over national resources.

- b. **Social Media as a Tool:** Platforms like Twitter, Facebook, and YouTube allow Ghanaians to raise their voices on global platforms and hold both local and **foreign actors accountable**.

5. Building Stronger Institutions

- a. **Transparent and Independent Governance:** A strong judiciary, free press, and anti-corruption bodies help protect national interests and reduce foreign manipulation.
- b. **Investing in Education and Innovation:** When citizens are informed and skilled, they are better able to make independent decisions and resist exploitation.

Learning Tasks

1. Explore different sources such as newspapers, news items, journals, etc. for examples of resistance movements against neo-colonialism in Ghana
2. Discuss the role of social movements and activism in challenging neo-colonial structures and advocating for social justice
3. Discuss the potential for Africa to break free from neo-colonial dependence and pursue a path of self-determination and sustainable development

PEDAGOGICAL EXEMPLARS

1. Inquiry-based learning

- Learners explore different sources such as newspapers, news items, journals, etc. for examples of resistance movements against neo-colonialism in Ghana, such as anticolonial protests, labour strikes, and calls for economic sovereignty.

2. Collaborative learning

- In a fishbowl activity, learners discuss the role of social movements and activism in challenging neo-colonial structures and advocating for social justice.

- In groups, learners discuss the potential for Africa to break free from neo-colonial dependence and pursue a path of self-determination and sustainable development.

KEY ASSESSMENT LEVEL 3: GROUP ASSIGNMENT

“Neo-colonialism in Ghana – From Impact to Action”

Task Description: *Learners will work in groups to complete a two-part task:*

Part A: Inquiry and Multimedia Presentation (Group Project)

Learners investigate how neo-colonial systems continue to affect Ghana’s development in one of the following sectors:

- Economy (e.g., debt, trade)
- Culture and media (e.g., language dominance, cultural trends)
- Politics (e.g., foreign influence on elections or policy)
- International financial systems (e.g., IMF, World Bank, conditionalities)

1. Task Instructions

- Research** using textbooks, newspapers, videos, and approved online sources.
- Create a **presentation** (poster, slide deck, infographic, or short video) explaining:
 - The colonial roots of the issue.
 - How the issue persists today as a neo-colonial influence.
 - Real-life examples (Ghana or Africa).
 - Recommendations: practical ways Ghana or its youth can resist or reduce this influence.
- Present** to the class (5 minutes per group).

Part B: Fishbowl Class Discussion

The topic: *“Is it possible for Ghana to achieve full independence in a neo-colonial world?”*

Instructions

- The Inner Circle discusses the topic using evidence from their projects and prior learning.
- Outer circle observes, notes, and rotates in with questions.
- Every learner must contribute with either a question, observation, or opinion based on research.

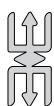
PLC Session 9

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **group assignment**. Chat with your app to plan this assessment, indicating what you and your learners will do **before, during and after the assignment** (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step.
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?

- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years **1 and 2 (NTS 3a)**.
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 4 Review

In this section, learners examined how Africa's colonial past laid the foundation for present-day neo-colonialism, with a focus on Ghana. The teaching covered:

- The definition and origins of neo-colonialism include how colonial structures such as foreign ownership, economic dependency, and cultural dominance have evolved into modern forms of indirect control.
- The role of global institutions like the International Monetary Fund (IMF) and World Bank in Ghana's economic decisions, using historical and current examples (e.g. Structural Adjustment Programmes and recent debt agreements).

- The impact of neo-colonialism on Ghana's economic, political, and cultural development, with a focus on ongoing dependency, policy influence, and erosion of local industries.
- The potential for resistance to neo-colonialism through Pan-Africanism, economic diversification, cultural revival, activism, youth engagement, and stronger local institutions.

The section helped learners explore how these dynamics influence Ghana's sovereignty, self-reliance, and development prospects. Learner also Learnt about neo-colonialism and described how it differs from colonial rule, the colonial systems that shaped Ghana's current political and economic structures, how modern institutions (e.g., IMF, World Bank) contribute to Ghana's continued dependency, how foreign cultural and media influences affect local identity and values.

Apart from these, they also evaluated current forms of resistance to neo-colonialism, including youth-led activism, policy reforms, and Pan-African cooperation, and discussed ways to strengthen Ghana's independence and development through informed civic participation. Then, finally reflected on Ghana's global relationships



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 9 (20 MARKS)

Criteria	Marks	What to Look For (Answer Expectations)	Specific Answers Learners Should Provide with Mark Allocations
1. Understanding of Neo-colonialism	3	- Correctly define neo-colonialism as indirect control by foreign powers post-independence. - Explain differences from direct colonial rule. - Describe mechanisms like debt, aid, trade, cultural dominance.	- Definition emphasizing indirect control post-independence - Explanation contrasting with direct colonialism Examples of mechanisms: debt dependency, conditional aid, trade imbalances, cultural influence (1 mark each)
2. Critical Analysis	6	- Evaluate real-world examples showing cause-effect between colonial legacy and modern influence. - Give accurate examples relevant to Ghana. - Explain how colonial economic structures persist.	Example: IMF loan conditions affecting Ghana's economy Example: Foreign ownership of Ghanaian mines limiting local benefits - Explanation of export economy dependence and structural adjustment programs (SAPs) etc (2 marks each)
3. Creativity and Communication	3	- Use clear visuals (posters, slides) with timelines, graphs, or images. - present confidently using simple, accurate language. - Demonstrate group collaboration (if applicable).	- Clear, relevant visuals illustrating neo-colonialism concepts - Confident, clear oral or written presentation - Evidence of teamwork or collaboration etc (1 mark each)
4. Use of Evidence	6	- Draw on credible sources such as news reports, historical texts, statistics. - Examples are current and linked to Ghana's context.	- References to Ghana's 2022 IMF deal or recent economic reports - Use of Kwame Nkrumah's writings on neo-colonialism - Inclusion of statistics or case studies on SAPs or foreign ownership (2 marks each)

5. Recommendations	2	• Offer realistic, relevant, well-explained ideas to resist neo-colonialism. • Suggestions focus on economic independence, civic engagement, Pan-African policies.	• Proposals like investing in local industries • Promoting Pan-African unity and cooperation • Encouraging civic education and youth-led movements (1 mark each)
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SECTION 5: NATIONALISM, CITIZENSHIP, AND NATION-BUILDING

STRAND: NATIONALISM AND NATIONHOOD

Sub-Strand: Nationalism, Citizenship, and Nation-building

Learning Outcome: *Examine the sources and role of taxes in nation building as well as the challenges of taxation and how these challenges can be addressed the challenges of taxation and how these challenges can be addressed.*

Content Standard: Demonstrate knowledge and understanding of the sources and role of taxes in nation-building, as well as the challenges of taxation and how these challenges can be addressed.

INTRODUCTION AND SECTION SUMMARY

This section focuses on developing learners' understanding on the concept of taxation as a critical component of nation-building in Ghana. By the end of this section, learners are expected to demonstrate understanding of the concept of taxation, identify various sources of taxes in Ghana, analyse the role taxes play in national development, evaluate the challenges of the taxation system, and propose practical solutions to address these challenges.

The week(s) and indicators covered by the section are:

Week 10:

- discuss the concept of taxation and the sources of taxes in Ghana
- examine the role taxes play in nation building, the challenges of taxation, and how the challenges can be addressed

Section 5 builds directly on Year 2's origins and impact of Pan-Africanism on the growth of nationalist consciousness in Africa (2.4.2.LI.1, 2.4.2.LI.2), moving learners toward a practical understanding of what it means to be an active and responsible citizen in Ghana today (3.4.2.LI.1, 3.4.2.LI.2). While earlier learning focused on ideals of unity and shared identity, this section shifts focus to the day-to-day responsibilities and actions that contribute to nation-building—such as paying taxes, participating in governance, and upholding civic duties. This transition from theory to action reflects a deepening of conceptual understanding aligned with Webb's Depth of Knowledge Level 3. Learners are not only expected to explain the principles of citizenship but to analyse how these principles are applied through real-world systems, such as national taxation and democratic participation.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section employs diverse pedagogical approaches to help learners develop an understanding of the concept of taxation in Ghana. Through talk for learning strategies, problem-based learning, experiential learning, and collaborative approaches, learners will engage with the concept of taxation from multiple perspectives.

Teachers will facilitate thought shower sessions to explore the meaning of taxation, guide research activities on tax sources, arrange interactions with resource persons to provide real-world context, and organise role-play activities to enable learners to demonstrate the impact of taxation on development. Collaborative discussions will help learners appreciate the civic responsibility of tax payment and analyse taxation challenges through pyramid discussions that encourage critical thinking.

These pedagogical approaches are designed to progress from basic understanding to application and analysis, helping learners develop strategic reasoning about taxation and its importance in Ghanaian society.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Examine the role taxes play in nation building, the challenges of taxation, and how the challenges can be addressed	3	Group discussion and presentation – Learners propose ways to solve key taxation challenges in Ghana.

WEEK 10

Learning Indicators

1. Discuss the concept of taxation and the sources of taxes in Ghana
2. Examine the role taxes play in nation building, challenges of taxation, and how the challenges can be addressed

Focal Area 1: The Concept And Sources Of Taxation In Ghana

1. The Meaning and Purpose of Taxation

Taxation is the process by which the government collects money from citizens and businesses to fund public services and development projects. Think of taxes as everyone contributing a share to a common fund that benefits the whole society.

The main purposes of taxation in Ghana include:

- a. Raising money to run the government and provide public services
- b. Redistributing wealth to reduce inequality between the rich and the poor.
- c. Controlling the consumption of certain goods (such as alcohol and tobacco).
- d. Protecting local industries by taxing imported goods.
- e. Stabilising the economy during difficult times.

In Ghana, taxation is backed by laws that make it mandatory for eligible persons and businesses to pay taxes. For instance, Article 174 of the 1992 Constitution of Ghana empowers Parliament to impose taxes, and the Revenue Administration Act, 2016 (Act 915) governs tax collection and administration.

2. Sources of Taxes in Ghana

Ghana's tax system comprises two broad types/sources. These are direct and indirect taxes.

a. Direct Taxes

These are taxes paid directly by individuals or organisations to the government based on income or profits. Some examples of direct taxes are:

- i. **Personal Income Tax:** Levied on salaries, wages, and other personal income. In other words, these are taxes deducted directly from salaries by employers through PAYE (Pay As You Earn).

Example: A civil servant earning above the tax threshold pays income tax monthly through the Pay-As-You-Earn (PAYE) system.

- ii. **Corporate Tax:** Imposed on the profits of registered companies. In other words, these are taxes paid by companies on their profits (usually 25%).

Example: MTN Ghana and Fan Milk Limited pay corporate income tax annually.

- iii. **Self-Employed/Informal Sector Tax:** Informal traders and small businesses pay taxes through systems like the Tax Stamp System.

Example: A local food vendor or seamstress may pay a flat tax based on location and trade.

- iv. **Capital Gains Tax:** Paid when you sell property or investments at a profit.
- v. **Property Tax:** Paid on land and buildings to local authorities.

b. Indirect Taxes

These are taxes added to the price of goods and services, collected by businesses on behalf of the government. Among this category of taxes are:

- i. **Value Added Tax (VAT):** This is a tax that is added to the price of goods and services, currently 15% (including NHIL and GETFund levies).

Example: VAT is charged when you purchase a television, clothing, or dine at a restaurant.

- ii. **Customs and Excise Duties:** Charged on goods imported into or exported out of Ghana.

Example: Importers pay customs duties at the port on items such as cars, electronics, or clothing.

- iii. **Communication Service Tax (CST):** Levied on telecom services.

Example: Consumers are taxed whenever they purchase mobile airtime or use data.

c. Indirect Taxes

- i. **Value Added Tax (VAT):** Added to the price of goods and services (standard rate of 12.5%).
- ii. **National Health Insurance Levy (NHIL):** 2.5% added to VAT to fund healthcare
- iii. **Ghana Education Trust Fund (GET Fund):** 2.5% added to VAT to support education.
- iv. **Communication Service Tax:** Applied to phone and internet services.
- v. **Excise Duties:** Special taxes on products like alcohol, cigarettes, and fuel.

d. Collection Methods

The following are some of the tax collection methods:

- i. Pay as You Earn (PAYE) system for salary workers.
- ii. Self-assessment tax for business owners and professionals.
- iii. Electronic payment through banks and mobile money.
- iv. Tax stamps for small businesses and market traders.
- v. Automated customs systems at ports and borders.

The Ghana Revenue Authority (GRA) is the main agency responsible for collecting taxes in Ghana.

3. The Role of Taxes in Nation-Building

Taxes are a critical source of revenue for Ghana's development. They are used to finance public services and investments that benefit the entire population. Key among the roles are:

a. Infrastructure Development

- i. Building and maintenance of roads, bridges, and highways. For example, the construction of the Pokuase Interchange in Accra was partly financed through domestic revenue.
- ii. Construction of schools, hospitals, and public buildings.
- iii. Provision of electricity and water systems.

b. Poverty Reduction and Social Services: Tax-funded programmes such as:

- i. Free SHS (Senior High School) education programme.
- ii. National Health Insurance Scheme (NHIS).
- iii. School feeding programmes.
- iv. Social protection for vulnerable groups, eg, Livelihood Empowerment Against Poverty (LEAP).

All these initiatives provide financial support to the vulnerable in society.

c. Economic Development

- i. Supporting agriculture through subsidies and extension services.
- ii. Building industrial parks and economic zones.
- iii. Funding research and innovation.

d. Public Administration

- i. Paying salaries of public servants (teachers, nurses, police).
- ii. Running government ministries and agencies.
- iii. Maintaining law and order through the courts and police.

For example, in the area of **national security and defence and more specifically, the** military, police, and national emergency services rely on tax-funded budgets.

Without tax revenue, the government of Ghana would be unable to provide these essential services and development projects.

4. The Need for Paying Direct Taxes (The Importance of Voluntary Tax Compliance for Effective Governance)

Direct taxes are essential for a fair and sustainable tax system. Voluntary tax compliance and the encouragement of citizens to pay direct taxes means citizens willingly pay their taxes without being forced. This helps to:

- a. Lower Collection Costs: When people pay taxes voluntarily, the government spends less on enforcement.

- b. **Increased Revenue:** Higher compliance means more money for development.
- c. **Better Planning:** Reliable tax revenue helps the government plan and budget effectively.
- d. **Good Governance:** Tax payment creates a relationship where citizens can demand accountability.
- e. **Civic Responsibility:** Paying taxes strengthens citizenship and national pride.
- f. **Promote accountability and reduce Corruption:** Taxpayers are more likely to demand good governance and public service delivery. Additionally, transparent tax systems discourage corrupt practices.
- g. **Support local development:** Direct taxes are used to fund decentralised initiatives through the District Assemblies Common Fund.

Example: In Accra, property rate collection supports street lighting, waste management, and minor road repairs. However, compliance remains low, especially among the self-employed and informal sector, due to limited enforcement and weak tax education.

When citizens see their tax money being used properly, they become more willing to pay, creating a positive cycle of development and compliance.

5. Challenges of Taxation in Ghana

Despite its importance, Ghana's tax system faces several challenges:

a. Large Informal Sector

- i. Many businesses operate outside the formal economy.
- ii. Difficult to track and tax informal activities like small trading.
- iii. Limited documentation of transactions.

b. Limited Public Education

- i. Many Ghanaians don't understand tax laws and their obligations.
- ii. Misconceptions about how tax money is used.
- iii. Lack of awareness about the benefits of paying taxes.

c. Administrative Weaknesses

- i. Outdated systems in some tax offices.
- ii. Insufficient number of trained tax officials.
- iii. Limited use of technology in some areas.

d. Corruption and Mistrust

- i. Perception that tax money is misused.
- ii. Tax evasion by some influential people.
- iii. Bribery and corruption in tax administration.

e. Tax Evasion and Avoidance

- i. Deliberate hiding of income to avoid taxes.

- ii. Use of complex schemes by some companies to reduce tax burden.
- iii. Cash-based economy makes transactions difficult to track.

f. Technical Challenges

- i. Complex tax laws are difficult for average citizens to understand.
- ii. Frequent changes to tax policies create confusion.
- iii. Limited data on taxpayers and potential tax base.

Learning Tasks

1. Explain the concept and purpose of taxation.
2. Identify different sources of taxes in Ghana.
3. Analyse how tax revenue is used for national development.
4. Propose realistic and community-appropriate solutions to tax-related challenges.
5. Create a campaign that educates your community about the importance of taxes in national development.

PEDAGOGICAL EXEMPLARS

1. **Talk for learning:** Learners use a thought shower to discuss the meaning of taxation.
2. **Problem-Based Learning:** Learners research on sources of taxes in Ghana and present their findings.
3. **Talk for learning/Experiential learning**
 - Learners listen to a resource person on the role of taxes in nation building.
 - Learners role-play on the role of taxes in nation building.
4. **Collaborative learning:** Learners discuss the need for paying direct taxes.
5. **Problem-based learning:** Learners research the problems of taxation in Ghana and discuss their findings using a pyramid discussion.

KEY ASSESSMENT – LEVEL 3: CASE STUDY ANALYSIS WITH POLICY RECOMMENDATIONS

Task Description

Learners analyse a detailed case study of a Ghanaian community facing multiple taxation challenges (including tax evasion, inefficient collection systems, and public mistrust of tax authorities).

The assessment requires learners to:

1. Identify and analyse three key taxation challenges presented in the case study.
2. Evaluate the impact of these challenges on national development initiatives.

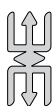
3. Develop a strategic policy recommendation that addresses these challenges.
4. Justify how their recommended approach would improve tax compliance and support development.
5. Address potential implementation obstacles and propose solutions.

PLC Session 10

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

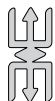
4. Plan the week's key assessment with your app
 - a. The key assessment for the week is ***case study analysis with policy recommendations***. Chat with your app to plan this assessment, indicating what you and **your learners will do before, during and after the assessment** (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
- b. all teachers in the group work through a similar problem individually for 3–4 minutes
- c. the group then works through the problem together step by step
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about ‘How do I teach this?’ but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years **1 and 2** (NTS 3a).

- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 5 Review

This section covers week 10, and by the end of this section, learners should be able to demonstrate a comprehensive understanding of taxation in Ghana, including:

- The concept of taxation and its purpose in society
- The various sources of taxes in Ghana and how they are collected
- The critical role taxes play in funding national development initiatives
- The importance of voluntary tax compliance for effective governance
- The challenges facing Ghana's taxation system
- Practical and feasible solutions to improve tax administration and compliance



MARKING SCHEMES FOR THE KEY ASSESSMENT

WEEK 10 (20 MARKS)

Criteria	Marks	What to Look For (Answer Expectations)	Specific Answers Learners Should Provide with Mark Allocations
1. Identification and Analysis of Three Key Taxation Challenges	6	- Identify three key taxation challenges from the case study. - Provide analysis explaining each challenge's nature and causes.	Tax evasion: widespread avoidance of tax obligations, especially in informal – Inefficient tax collection systems: outdated methods, poor enforcement, lack of digitalization Public mistrust of tax authorities: low transparency, perception of corruption, lack of accountability (2 marks each)
2. Evaluation of Impact on National Development Initiatives	6	- Explain how the taxation challenges hinder development goals. - Link reduced revenue to stalled infrastructure, social programs, and debt management.	- Reduced government revenue limits funding for infrastructure and social services - Increased debt burden due to revenue shortfalls - Public dissatisfaction undermines fiscal reforms and economic growth (2 marks each)
3. Strategic Policy Recommendation	3	- Propose a clear, realistic policy to address the taxation challenges. - Recommendation should consider Ghana's context and feasibility.	Example: Implement comprehensive digital tax administration system to improve collection and reduce evasion - Increase transparency and public engagement to build trust - Simplify tax structure or consolidate levies to ease compliance (1 mark each)
4. Justification of How Recommendation Improves Compliance and Development	3	- Explain how the proposed policy enhances tax compliance. - Show link between improved compliance and support for development initiatives.	- Digital systems reduce leakages and increase efficiency, making tax payment easier - Transparency and engagement improve taxpayer trust and willingness to pay - Increased revenue supports funding of national development projects (1 mark each)

5. Potential Implementation Obstacles and Solutions	2	• Identify realistic challenges to policy implementation. • Propose practical solutions to overcome obstacles.	• Obstacles: resistance from informal sector, limited infrastructure, political opposition • Solutions: taxpayer education, phased digital rollout, stakeholder consultations (1 mark each)
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SECTION 6: NATIONALISM, CITIZENSHIP, AND NATION-BUILDING: PRINCIPLES OF DEMOCRATIC GOVERNANCE

STRAND: NATIONALISM AND NATIONHOOD

Sub-Strand: Nationalism, Citizenship, and Nation-building

Learning Outcome: *Analyse the principles of democratic governance and their relevance to national development.*

Content Standard: *Demonstrate understanding of the principles of democratic governance, advocacy and community engagement and their relevance to national development.*

INTRODUCTION AND SECTION SUMMARY

This section equips learners with understanding of the concept of democratic processes in Ghana and the importance of active citizenship through advocacy and community engagement. By the end of this section, learners will be able to discuss the democratic process of decision-making in Ghana at various levels of governance, examine the importance of civic participation, and develop strategies for effective advocacy in community development.

The week and indicators covered by the section are:

Week 11:

- Discuss the democratic processes of decision-making in Ghana
- Examine the relevance of advocacy and community engagement to Ghana's development, recognising the impact of positive and peaceful collective action on societal development

This section builds upon previous learning from Year 2 (2.3.1.LI.1: Discuss the institutions mandated to enforce law and order in the Ghanaian society and how their functions help to maintain law and order) where in one of the activities, learners explained the meaning of the constitution among other concepts.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Teachers should apply dynamic, learner-centred pedagogies to foster collaboration, enquiry, and critical thinking:

a. Project-Based Learning:

- Learners conduct research on the importance of community participation in local governance and present findings.
- In small groups, learners explore practical ways individuals can engage in democratic processes at the community level to promote development.

b. Problem-Based Learning:

- Through role-play, learners simulate a school-based democratic decision-making process (e.g., class elections or student council deliberations).
- Learners reflect on both the benefits and limitations of democratic processes.

c. Talk for Learning / Socratic Seminar:

- In a Socratic seminar strategy, learners discuss the relevance of advocacy and community engagement to Ghana's development
- **Teacher Role:** Set discussion norms, pose open-ended questions, and support balanced participation.
- **In a Socratic seminar, learners respond to questions like:** "How does advocacy contribute to national development?"
- In groups, learners discuss the impact of positive and peaceful collective action on societal development
- In small groups, learners analyse case studies or examples of positive civic actions (e.g., anti-litter campaigns, voter education drives, etc)

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Examine the relevance of advocacy and community engagement to Ghana's development	2	Advocacy campaign proposal and evaluation

WEEK 11**Learning Indicator:** *Discuss the democratic processes of decision making in Ghana***Recap****Year 2****Week 6:** Institutions mandated to enforce law and order in Ghanaian society and how their functions help to maintain law and order.**Focal Area 1: Democratic Process Of Decision-Making****a. The Importance of Community Participation in Local Governance**

Community participation is a fundamental component of democratic governance in Ghana. It ensures that decision-making at the local level reflects the needs, aspirations, and priorities of the people. The 1992 Constitution and the Local Governance Act, 2016 (Act 936) empower citizens to take part in shaping policies and monitoring development initiatives in their districts, municipalities, and metropolitan areas.

- i. Promotes inclusiveness and ownership:** When citizens are involved in planning and decision-making, they are more likely to support and take ownership of development projects, such as **school renovations or community sanitation initiatives**.
- ii. Improves transparency and accountability:** Active citizen participation helps reduce corruption and mismanagement, as public scrutiny puts pressure on duty bearers to act responsibly. For instance, **local budget hearings allow citizens to question how public funds are used**.
- iii. Ensures the relevance of development projects:** Community involvement helps align projects with actual needs, avoiding the misallocation of resources. For example, consulting communities before constructing a **borehole ensures it is sited where water access is most needed**.
- iv. Builds trust between citizens and authorities:** Open communication and collaborative decision-making strengthen relationships between the community and local government, enhancing cooperation and reducing conflict.
- v. Encourages civic responsibility:** Participation teaches citizens, especially young people, the value of civic duties, such as voting, volunteering, and protecting public property.
- vi. Fosters local innovation and solutions:** Citizens often have practical, context-specific ideas for solving local challenges. Participation taps into these grassroots insights, making governance more responsive **and effective**.

For example, in the Ga East Municipality, residents regularly attend town hall meetings to contribute to decisions on road repairs, refuse collection, and education needs. Their input directly influences the assembly's development priorities and budget allocation.

b. Practical Ways Individuals Can Engage in Democratic Processes at the Community Level to Promote Development

Citizens can engage in democratic processes in several ways that directly contribute to national development. These include:

- i. ***Voting in local and national elections:*** This is the most direct form of participation. Electing assembly members, Members of Parliament, and the President allows citizens to choose representatives aligned with their development priorities.
- ii. ***Joining or forming civil society organisations (CSOs):*** These groups often work on issues like health, education, and the environment. For instance, SEND Ghana monitors how public funds are used in health and agriculture, holding institutions accountable.
- iii. ***Participating in public hearings and consultations:*** Before major projects (e.g., road construction or market redevelopment), local authorities often hold forums to gather community input. Active engagement ensures the project aligns with public needs.
- iv. ***Petitioning and writing to local leaders:*** Individuals can submit written petitions or concerns to local assemblies or Members of Parliament, demanding action on unresolved community issues.
- v. ***Volunteering for community development initiatives:*** Participation in clean-up exercises, school rehabilitation, or youth forums promotes civic responsibility and community development.

For example, in the Ayawaso West Municipality, active resident associations regularly meet with assembly members to discuss road maintenance, drainage issues, and zoning regulations.

c. The Benefits and Challenges of Democratic Processes of Decision Making

i. Benefits

- ***Inclusiveness:*** Every citizen has a right to express their views, vote, and participate in governance regardless of social class, religion, gender or ethnicity.
- ***Transparency and accountability:*** Democratic processes help expose and reduce corruption. For instance, when Occupy Ghana demanded financial transparency in government spending, their advocacy led to the implementation of key reforms. E.g.
- ***Peaceful conflict resolution:*** Democracy offers legal and political avenues to resolve disputes, preventing violence.
- ***Responsiveness:*** Elected leaders are more likely to act in the public interest when they know their positions depend on the electorate.

ii. Challenges

- **Low voter turnout in local elections:** Many Ghanaians prioritise national elections, neglecting local governance, which directly impacts their daily life.
- **Elite capture and vote buying:** Some politicians manipulate democratic processes for personal gain, undermining public trust.
- **Limited civic education:** Many citizens, especially in rural areas, lack awareness of their democratic rights and responsibilities.
- **Political interference:** At times, political interests override the will of the people, especially in appointments and resource distribution.

2. The Relevance of Advocacy and Community Engagement to Ghana's Development

Advocacy and community engagement are essential tools for achieving inclusive and sustainable national development. Advocacy involves speaking up for a cause or policy to influence public opinion or government action, while community engagement ensures that people affected by decisions have a say in shaping them. Relevance to Ghana's development includes:

- Improving service delivery:** Advocacy by health-focused CSOs has led to improved maternal health services in deprived regions.
- Policy influence:** For example, the Right to Information (RTI) Act, 2019 was passed after years of advocacy by media groups, civil society organisations, and citizens. **It allows the public to access government-held information, promoting transparency.**
- Enhancing accountability:** The media and civic platforms like IMANI Ghana regularly engage in public education and expose inefficiencies in governance.
- Fostering civic responsibility:** Community action, such as clean-up campaigns initiated by local youth, cultivates a sense of ownership and responsibility for public spaces.

Example: In 2020, youth-led advocacy in Kumasi pushed the Metropolitan Assembly to fix broken streetlights and restore road markings in key traffic zones, improving both safety and community trust in local authorities.

Learning Tasks

1. Investigate and present how democratic processes and community engagement contribute to development in Ghana.
2. Explain the importance of community participation in local governance.
3. Describe various practical ways in which individuals can take part in democratic decision-making at the community level (e.g. voting, participating in town hall meetings, joining civil society groups).
4. Discuss the challenges and benefits of democratic decision making in Ghana.

5. Explain how advocacy or citizen action can lead to local improvement (e.g., petitioning for clean water, community clean-up campaign, youth action for street lighting).
6. Reflect on how young people can become active participants in democratic governance and local development.

PEDAGOGICAL EXEMPLARS

1. Project-based learning

- Learners research on the relevance of participating actively in local governance activities.
- In a small group, learners discuss ways in which individuals can participate in democratic governance to promote development at the community level. Learners should highlight at least three key points (e.g. inclusiveness, transparency, civic responsibility).

2. Problem-based Learning

- Learners role-play an activity that showcases a democratic process of decision-making at the school level. The role-play should describe at least two practical ways individuals can take part in democratic decision-making at the community level (e.g. voting, participating in town hall meetings, joining civil society groups).
- Learners reflect on the benefits and challenges of the democratic decision-making process. Learners should select one benefit and one challenge of democratic decision-making in Ghana, providing real-life or case study examples where possible (e.g. low voter turnout vs. improved service delivery).

3. Talk for Learning/Project-based Learning

- In a Socratic seminar strategy, learners discuss the relevance of advocacy and community engagement to Ghana's development
- In groups, learners discuss the impact of positive and peaceful collective action on societal development.

KEY ASSESSMENT LEVEL 3: GROUP DISCUSSION AND PRESENTATIONS

“Our Role in Strengthening Democracy: A Community-Based Action Plan”

Task Description

Learners will work in **small groups** to develop and present a **community action plan** that demonstrates how individuals and communities can engage in democratic decision-making processes to promote development in Ghana.

This task involves research, problem-solving, strategic thinking, and practical application of democratic principles in a local context. It reflects and builds on the knowledge learners have developed in Years 1–3, particularly on civic duties, leadership, and national identity

Instructions to Learners

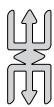
1. **Choose a local issue** affecting your school or community (e.g., sanitation, poor road networks, school infrastructure, or youth unemployment).
2. **Identify how democratic processes** (e.g., community meetings, elections, petitions, advocacy campaigns) could be used to address the issue.
3. Create a **step-by-step community action plan** that includes:
 - a. The issue you are addressing.
 - b. Stakeholders involved (e.g., assembly members, youth groups, CSOs).
 - c. Democratic strategies for engaging those stakeholders (e.g., organising a meeting, writing a petition, conducting a public campaign).
 - d. How does the process ensure **inclusiveness, transparency, and citizen participation?**
 - e. Potential benefits and challenges of the democratic process.
 - f. Reflection on how this collective action could influence development and improve accountability.
4. **Present your action plan** to the class using visual aids (posters, slides, charts), and engage in a guided class discussion where:
 - a. Each group explains their democratic approach.
 - b. Peers ask questions or offer suggestions.
 - c. The teacher facilitates reflection on the relevance to Ghana's democratic system.

PLC Session 11

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS **3a, 3g and 3m**).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

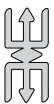
- The key assessment for the week is **group discussion and presentation**. Chat with your app to plan this assessment, indicating what you and your learners **will do before, during and after the presentations (NTS 3k-3q)**.

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
- all teachers in the group work through a similar problem individually for 3–4 minutes
- the group then works through the problem together step by step
- highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- After the enactment, ask for structured feedback from the group

- i. was the concept explained in a way that a learner with no prior knowledge could follow?
- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years **1 and 2** (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 6 Review

This section is for review of all the lessons taught for the past one week, this section focuses on exploring democratic decision-making in Ghana and its connection to national development. Learners were introduced to the principles of democratic governance, including voting, representation, transparency, and accountability. They examined how citizens can engage in governance at local and national levels, and how advocacy and peaceful collective action support development and social cohesion.

By the end of the week, learners were expected to identify and explain key democratic processes used in Ghana, explain the value of citizen participation in shaping policy and development outcomes, demonstrate how individuals can engage in community-based democratic activities, and reflect on the impact of advocacy and collective action in addressing societal challenges.

Differentiated strategies ensured that all learners were supported according to their needs. Learners used visuals and simplified tasks to understand basic concepts. Other learners conducted structured research and participated in group discussions, while the rest of the learners led class debates, explored real-life case studies, and presented critical reflections on democratic practice.



MARKING SCHEME FOR THE KEY ASSESSMENT

WEEK 11 (36 MARKS)

Criteria	Excellent (4 pts)	Good (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Score Range
1. Clear Identification of Local Issue	Clearly identify a specific, relevant, and well-explained community issue	Identify a relevant issue with some explanation	Identify an issue, but lacks detail or clarity	Issue is vague, unclear, or not relevant	4 / 3 / 2 / 1
2. Use of Democratic Processes	Demonstrate excellent understanding and use of democratic processes (e.g., meetings, petitions, advocacy) with clear application	Demonstrate good understanding with some application of democratic tools	Some democratic elements used, but not well developed	Minimal or incorrect use of democratic strategies	4 / 3 / 2 / 1
3. Stakeholder Engagement	Accurately identify key stakeholders and shows strategic, inclusive engagement	Identify relevant stakeholders with some engagement strategies	Stakeholders listed but little detail on engagement	Stakeholders not clearly identified or engaged	4 / 3 / 2 / 1
4. Strategic Thinking & Planning	Action plan is well-organized, logical, and shows deep strategic thinking with feasible steps	Plan is logical with some strategy and clear steps	Plan shows basic structure, but lacks strategic depth	Plan is unclear or lacks logical structure	4 / 3 / 2 / 1
5. Inclusiveness, Transparency & Participation	Strong, specific strategies for ensuring inclusiveness, transparency, and active citizen participation	Show awareness of inclusion and participation but lacks full detail	Mention inclusion or participation but vaguely	Little to no mention of inclusiveness or participation	4 / 3 / 2 / 1

6. Benefits & Challenges	Insightful analysis of both potential benefits and challenges with examples	Identify both benefits and challenges, with some explanation	Mention benefits or challenges, but not both or not clearly	Weak or missing discussion of benefits/ challenges	4 / 3 / 2 / 1
8. Visual Presentation (Slides/ Posters/ Charts)	Creative, well-designed visuals that support and enhance understanding	Visuals are clear and relevant, but not fully developed	Some visuals used, but limited clarity or connection	No visuals or poorly designed materials	4 / 3 / 2 / 1
9. Oral Presentation & Team Collaboration	Presentation is confident, clear, well-shared among members; group demonstrates strong collaboration	Presentation is clear; most group members participate; good teamwork	Presentation uneven; some team members dominate or are unclear	Weak presentation; little collaboration or clarity	4 / 3 / 2 / 1

SECTION 7: ETHICS AND HUMAN DEVELOPMENT

STRAND: ETHICS AND HUMAN DEVELOPMENT

Sub-Strand: Ethics and Human Value

Learning Outcome: *Analyse the influence of the media on democracy and civic engagement in Ghana.*

Content Standard: *Demonstrate knowledge and understanding of the influence of the media on democracy and civic engagement in Ghana.*

INTRODUCTION AND SECTION SUMMARY

This section examines the complex relationship between the media and Ghana's democratic processes. Learners will critically analyse how traditional and digital media influence civic participation, democratic governance and public discourse. By the end of this section, learners should be able to understand the dual role of the media as both an enabler and potential challenge to democratic participation, develop skills to identify misinformation and recognise the importance of responsible media consumption and production.

The media landscape in Ghana has evolved significantly, with traditional outlets such as radio, television, and newspapers now competing with digital platforms, including social media, blogs and online news sites. This evolution has profound implications for how citizens engage with political processes, access information and participate in civic activities.

Over two weeks, learners will:

- **Week 12:** Examine the influence of media on democracy and civic engagement in Ghana
- **Week 13:** Analyse the impact of false information on the well-being of Ghanaians

Section 7 builds upon foundational ethics-related concepts introduced in Year 1. While first-year learners explored basic principles of ethics in individual and societal development (1.5.2. LI.1, 1.5.2. LI.2), Year 3 learners are expected to apply these ethical frameworks to complex media environments. The progression is clear: learners move from understanding general ethical principles to critically examining how media influences democracy and civic engagement (3.5.2. LI.1) and analysing the impact of false information on Ghanaians' well-being (3.5.2.LI.2). This progression reflects Webb's Depth of Knowledge framework, as learners advance from basic understanding of ethics to Level 3 strategic reasoning tasks that require them to analyse the media's democratic functions, develop fact-checking strategies, and create educational materials to combat misinformation. By building on Year 1's ethical foundations, Section 7

enables learners to apply ethical frameworks to contemporary challenges in Ghana's evolving media landscape.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Teachers are encouraged to use collaborative learning approaches, project-based activities and critical thinking exercises to develop learners' media literacy skills:

- **Week 12 -The Influence of Media on Democracy:**
 - Facilitate paired and group activities to help learners explain the concept of media and distinguish between traditional and digital media forms.
 - Use collaborative learning to examine the role of the media in democratic processes.
 - Project-based learning activities should be used to enable learners to develop educational materials on information verification.
- **Week 13 - Impact of False Information:**
 - Use concentric circle discussions to explore the effects of misinformation and disinformation.
 - Through Project-based learning, guide learners to develop mind maps (visualise) on the consequences of irresponsible use of the media and suggest remedies for victims affected by false information
 - Consequences and remedies of misinformation and disinformation
 - Fishbowl activities will facilitate discussion on responsible digital media use.

Teachers should ensure activities are differentiated to support learners of different abilities. Highly proficient learners can lead discussions and conduct independent research, while learners approaching proficiency who need additional support can use simplified materials and receive targeted assistance.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Examine the influence of media on democracy and civic engagement in Ghana	3	Media Analysis Project: Learners analyse media coverage of a significant democratic event in Ghana, comparing traditional and digital media approaches, evaluating accuracy, balance and impact on civic engagement.

WEEK 12

Learning Indicator: *Examine the influence of media on democracy and civic engagement in Ghana*

Recap

Year 1	Week 8: Examine the place of ethics and ethical behaviour in the development of the individual and the Ghanaian society.
Year 2	Week 2: Concept of false identity and its implications for personal development. Week 3: Promoting national cohesion in Ghana.

Focal Area 1: Influence Of Media On Democracy And Civic Engagement In Ghana

1. The Concept of Media

Media refers to the collective technologies, platforms and systems used for **creating, sharing/distributing and receiving content** to communicate information, ideas, news or entertainment to a mass audience.

In other words, **media** refers to the means through which messages are communicated from one person or group to many others in our society. In Ghana, for example, media includes all the ways information reaches people—from radio announcements in local languages to newspaper stories about government policies, television programmes showing cultural events and social media posts about trending topics.

a. Roles/Functions of the Media

Media serve important roles in our daily lives, enabling:

- i. dissemination of **news, cultural content and public discourse**. Thus, it informs us about what is happening around Ghana and the world
- ii. facilitation of public engagement, educates us on various subjects and entertains us
- iii. influence on societal attitudes and democratic processes. It shapes our opinions and helps preserve our cultural values.

Whether it is Joy FM broadcasting news updates, Daily Graphic reporting on national events, GTV showing educational programmes or conversations happening on Twitter about issues affecting young Ghanaians, these are all examples of media at work in our society.

The evolution of media reflects shifts in technology (e.g., analogue to digital) and communication dynamics (one-way to interactive), while retaining its core purpose of connecting society through shared content.

b. The Two Main Forms of Media

i. Traditional Media Defined

Traditional media refers to established, conventional means of mass communication that existed before the digital revolution. These are established forms of mass communication that predate the digital age. These forms typically operate through one-way communication channels with centralised content production and distribution systems.

They are generally characterised by one-way communication from the source to the audience.

Examples of Traditional Media

- **Radio:** Remains highly influential in Ghana with over 400 stations nationwide, reaching both urban and rural populations.
- **Television:** Including state-owned GTV and private channels like TV3, GHOne and Joy News
- **Newspapers:** Daily Graphic, Ghanaian Times, Daily Guide and The Chronicle
- **Magazines:** Such as The Finder, Business and Financial Times
- **Billboards and Posters:** Used for public announcements and campaigns



Figure 4: An Image showing Examples of Traditional Media

ii. Digital Media Defined

- Digital media encompasses communication platforms and content that operate through internet-based technologies, allowing for interactive, two-way communication and user-generated content.

Examples of Digital Media

- **Social Media:** Facebook, Twitter, Instagram, TikTok, and WhatsApp (most popular in Ghana)

- **News Websites:** Myjoyonline, Ghanaweb, Citi Newsroom
- **Blogs:** Personal and professional content platforms
- **Podcasts:** Audio content distributed digitally
- **Online Video Platforms:** YouTube, Netflix, Showmax
- **Mobile Applications:** News apps, civic engagement apps

According to the National Communications Authority (2023), Ghana has over 42 million mobile connections and approximately 17 million internet users, representing significant digital media penetration.



Figure 5: An image showing Examples of Digital Media

2. Influence of Media in Democracy and Civic Engagement

a. Information Dissemination

- i. Providing citizens with information about government policies, electoral processes and civic rights.
- ii. Broadcasting parliamentary proceedings and policy debates.
- iii. Educating voters on registration processes and voting procedures.

b. Watchdog Function

- i. Investigating government activities and exposing corruption.
- ii. Holding public officials accountable through investigative journalism.
- iii. Monitoring electoral processes for transparency and fairness.

c. Public Forum

- i. Creating platforms for public debate and discussion.
- ii. Amplifying diverse voices and perspectives.
- iii. Facilitating dialogue between citizens and government officials.

d. Mobilisation

- i. Encouraging citizen participation in democratic processes.

- ii. Organising public campaigns on social issues.
- iii. Mobilising community action for development initiatives.

Examples from Ghana

- Media coverage of the “Fix The Country Movement” mobilised youth civic engagement.
- Joy FM’s investigative series on illegal mining (galamsey) influenced government policy.
- Media Foundation for West Africa’s fact-checking initiatives during the 2020 elections. enhanced electoral integrity

The Ghana Media Commission (2022) reported that media coverage significantly increased voter turnout in previously disengaged communities during the 2020 elections.

3. Challenges of Democracy and Civic Engagement in the Digital Media Era

Challenges

- a. **Misinformation and Disinformation:** Rapid spread of false information undermining democratic processes.
- b. **Echo Chambers:** Digital algorithms create isolated information bubbles that reinforce existing beliefs.
- c. **Digital Divide:** Unequal access to digital media based on economic status, location and education.
- d. **Cybersecurity Threats:** Hacking, impersonation and other digital attacks on democratic institutions.
- e. **Media Polarisation:** Increasing partisan coverage, reducing balanced information.
- f. **Information Overload:** Excessive content makes it difficult to identify reliable information.
- g. **Online Harassment:** Intimidation of journalists, activists and citizens engaging in civic discourse.

Ways of Overcoming These Challenges

- a. **Regulatory Approaches**
 - i. Implementation of Ghana’s Cybersecurity Act 2020.
 - ii. Media literacy components in the educational curriculum.
 - iii. Enforcement of professional journalism standards.
- b. **Technological Solutions**
 - i. Development of fact-checking platforms specific to the Ghanaian context.
 - ii. Improved access to affordable internet in rural areas.
 - iii. Creation of secure digital platforms for civic engagement.

c. Educational Initiatives

- i. Digital citizenship education in schools.
- ii. Community-based media literacy programmes.
- iii. Training for journalists on responsible digital reporting.

d. Collaborative Efforts

- i. Multi-stakeholder approach involving government, media, civil society and technology companies.
- ii. Public-private partnerships to expand digital infrastructure.
- iii. International cooperation on combating cross-border disinformation.

The Electoral Commission of Ghana and the National Commission for Civic Education have collaborated to establish digital platforms that provide verified electoral information to combat misinformation during election periods (Electoral Commission of Ghana, 2023).

Focal Area 2: **Verifying The Authenticity Of Media Content**

1. **Fact-Checking Strategies for Authenticating Media Content**

a. The 5W1H Approach

- i. **Who:** Identify the source/author of the information.
- ii. **What:** Determine exactly what is being claimed.
- iii. **When:** Check the date of publication for context and relevance.
- iv. **Where:** Consider the geographical context and relevance.
- v. **Why:** Analyse the potential motivation behind the information.
- vi. **How:** Examine how the information was obtained and shared.

b. ESCAPE Method

- i. **Evidence:** Look for supporting facts and data.
- ii. **Source:** Evaluate the credibility of the source.
- iii. **Context:** Consider the full context of the information.
- iv. **Audience:** Identify who the content is targeting.
- v. **Purpose:** Determine why the content was created.
- vi. **Execution:** Analyse how the information is presented.

c. Digital Verification Tools

- i. **Reverse Image Search:** Google Images, Tin Eye to verify the authenticity of photos.
- ii. **Google Fact Check Explorer:** Database of fact-checked claims.
- iii. **Africa Check:** Specialised fact-checking service for African content.

- iv. **Ghana Fact-Check:** Local fact-checking initiative.
 - v. **InVID:** Tool for verifying video content.
 - vi. **Wayback Machine:** Archive of websites to verify past content.
- d. **Critical Analysis Techniques**
- i. Cross-referencing information across multiple reliable sources.
 - ii. Checking for logical inconsistencies in the content.
 - iii. Examining emotional language that might indicate bias.
 - iv. Identifying doctored images through inconsistencies in lighting, shadows or proportions.

The Media Foundation for West Africa (2022) found that Ghanaians who regularly apply fact-checking strategies are 70% less likely to share misinformation on social media platforms.

2. Ways of Searching for Authentic Information from the Media

a. Official Sources

- i. Government websites and official portals (gov.gh domains).
- ii. Verified social media accounts of government institutions.
- iii. Publications from established research institutions.
- iv. Press releases from recognised organisations.

b. Credible Media Outlets

- i. State broadcaster (Ghana Broadcasting Corporation).
- ii. Established private media with editorial standards.
- iii. International news agencies with local bureaus.
- iv. Media outlets with transparent ownership and funding.

c. Advanced Search Techniques

- i. Using specific search operators (site: filetype: date:).
- ii. Setting date ranges to find recent information.
- iii. Searching within specific credible domains.
- iv. Using Boolean operators (AND, OR and NOT) for precise results.

d. Verification Practices

- i. Checking publication dates for currency.
- ii. Examining author credentials and expertise.
- iii. Looking for citations and references to primary sources.
- iv. Assessing whether multiple credible sources report similar information.
- v. Consulting fact-checking websites for controversial claims.

e. Community Resources

- i. Public libraries and information centres.
- ii. Academic institutions and research repositories.
- iii. Professional associations in relevant fields.
- iv. Community information services.

According to the National Information Technology Agency (2023), developing structured information search skills can reduce vulnerability to misinformation by up to 60% among Ghanaian internet users.

Learning Tasks

1. Identify examples of traditional media; at least 5 examples of each media type (traditional and digital).
2. Discuss the influence of the media in democracy and civic engagement (how the media can inform and misinform citizens).
3. Outline the challenges of democracy and civic engagement in the era of digital media and suggest ways of overcoming these challenges.
4. Design a campaign to educate members of the community about how they can search for authentic information from the media.

PEDAGOGICAL EXEMPLARS

Collaborative learning

- In pairs, learners identify examples of traditional media (Radio, Television, Newspaper) and digital media (social media, Websites, Online Podcasts).
- Working in pairs, learners discuss the influence of the media in democracy and civic engagement (how the media can inform and misinform citizens). Learners then write or present a short explanation of how the media helps inform citizens (e.g., during elections) and how it can also spread misinformation.
- In mixed-ability groups, learners outline the challenges of democracy and civic engagement in the era of digital media and suggest ways of overcoming these challenges.
- In a jigsaw activity, learners practice the use of different fact-checking strategies (5Ws1H, Google fact-check) to verify the authenticity of media content

Project-based Learning: Learners design posters to educate members of the community about how they can search for authentic information from the media. Posters should include tips for checking sources, using credible sites and avoiding fake news.

KEY ASSESSMENT: PRACTICE PAPER 1

Media Analysis Project

Task Description

1. **Identify Traditional Media Sources (5 marks).** Select a significant civic event from Ghana (e.g., “Fix the Country”, 2020 Elections, Anti-Galamsey campaign).
 - a. List **at least 3** traditional media sources (newspapers, TV, or radio) that covered this event.
 - b. Describe how each source covered the event (e.g., content focus, tone, timing).
2. **Discuss Influence of Media in Democracy (5 marks)**
 - a. Explain how the media **informed** and/or **misinformed** the public during the event.
 - b. Use **real examples** from your research to show how media coverage affected civic engagement.
3. **Outline Challenges & Solutions (5 marks)**
 - a. Identify **at least 2** challenges that media (especially digital media) pose to democracy (e.g., fake news, online polarisation).
 - b. Suggest practical solutions to these challenges, such as promoting media literacy or using fact-checking tools.
4. **Create an Educational Poster (5 marks)**
 - a. Design a **creative, informative and accurate** poster that educates your community on how to identify **authentic media information**.
 - b. Include tips such as checking the source, cross-referencing news and using Ghanaian fact-checking platforms.

HINT



- **Conduct *Practice Paper 1*. It should cover contents taught from Year 1 to 3. Refer to the *Table of Specification and Structure of the Paper* at the end of this section. Learners' papers should be marked immediately and scores entered into the SAP.**



PRACTICE PAPER 1

TABLE OF SPECIFICATIONS FOR SOCIAL STUDIES MULTIPLE CHOICE QUESTIONS (SET A)

S/N	Learning Indicator (s)	Type of Questions	DoK Levels			Total
			1	2	3	
1	1.1.1.LI.1 Describe the major geographical features of Africa and how they shaped Africa (e.g., rivers, deserts, mountains, coastlines and vegetation)	MCQ	Q31	Q32, Q33	Q4	4
2	1.1.1.LI.3 Analyse how climate change influenced the movements and adaptations of early African populations, such as the transitions from nomadic hunter-gatherer lifestyles to settled agricultural communities	MCQ	Q1	Q2	Q3	3
3	1.3.4.LI.2 Causes of road accidents, their socio-economic implications and strategies to minimise them in Ghana	MCQ	Q40	Q41	Q42, Q43	4
4	1.5.1.LI.1 Investigate the impact of indigenous technologies, such as metalworking irrigation systems and transportation, on ancient Africa	MCQ	Q5	Q7	Q8	3
5	1.5.3.LI.1 Discuss the common features of ancient African civilisation	MCQ	Q9	Q10	Q11	3
6	1.6.1.LI.1 Examine the origin and development of the earliest domestic and external forms of trade in Africa	MCQ	-	Q25, Q26	Q27	3
7	1.6.2.LI.1 Discuss the importance of Entrepreneurship to personal development	MCQ	Q12	Q13	Q14	3
8	1.6.3.LI.1 Examine types and relevance of consumer rights	MCQ	Q15	Q16	Q17	3
9	1.6.4.LI.3 Examine ways of ensuring sustainable use of public finances	MCQ	Q18	Q19	Q20	3
10	2.1.2.LI.3 Discuss ways of promoting national cohesion in Ghana	MCQ	Q28	Q29	Q30	3
11	2.2.1.LI.1 Examine the relationship between humans and the physical environment and how they promote sustainable development	MCQ	Q34	Q35	Q36	3

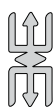
12	2.3.2.LI.2 Examine ways of developing a sense of responsibility among the youth towards the physical environment	MCQ	Q37	Q38	Q39	3
13	2.6.4.LI.1 Explain the importance of saving and its role in achieving financial goals	MCQ	Q21	Q22	Q23	3
14	2.3.1.LI.1 Discuss the institutions mandated to enforce law and order in Ghanaian society, and how their functions help to maintain law and order	MCQ	-	Q6	Q24	2
15	3.2.2.LI.3 Outline the challenges environmental regulatory bodies face in enforcing environmental laws and policies and suggest ways of addressing the challenges	MCQ	-	Q44	-	1
16	3.4.2.LI.1 Discuss the democratic processes of decision making in Ghana	MCQ	Q45	Q46	-	2
17	3.6.2.LI.1 Identify business opportunities emanating from societal problems in Ghana	MCQ	Q47	Q48	Q49	3
18	3.6.6.LI.1 Explain globalisation and its relevance to national development	MCQ	Q50	-	-	1
Total			15	20	15	50

PLC Session 12

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject-specific app to explore the content before planning. Ask the app to
 - a. Explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. Identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject-specific app to plan your lesson. Ask the app to
 - a. Suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. Suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. Review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

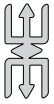
4. Plan the Student Assessment Portal (SAP) with your app
 - a. The key assessment for the week is ***Practice Paper 1***. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks **and marking schemes/rubrics for the practice paper** (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. Use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
 - b. All teachers in the group work through the problem individually for 3–4 minutes
 - c. The group then works through the problem together, step by step

- d. Highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not ‘How do I teach this?’ but ‘How do I teach it for learners to understand?’
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to the clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. Was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. Were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. Did any misconceptions surface, and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years **1 and 2 (NTS 3a)**.
 - c. integrate National Values, GESI, SEL, and 21st-century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 13

Learning Indicator: *Analyse the impact of false information on the well-being of Ghanaians*

Focal Area I: Impact Of False Information On The Well-Being Of Ghanaians

Recap

Year 1	Week 8: Examine the place of ethics and ethical behaviour in the development of the individual and the Ghanaian society.
Year 2	Week 2: Concept of false identity and its implications for personal development.

1. Meaning of False Information

False information refers to any information that is inaccurate, misleading, fabricated or deliberately untrue, often shared through various media, either intentionally or unintentionally. It can manifest in various forms, including misinformation, disinformation, fake news and falsified information.

Types of False Information

- **Misinformation:** False or inaccurate information shared without intent to harm.
 - *Example:* Sharing unverified health remedies during disease outbreaks.
- **Disinformation:** Deliberately false information created and shared to cause harm or achieve an agenda.
 - *Example:* Fabricated stories about political candidates during election periods.
- **Fake News:** False stories presented as news, often designed to influence public opinion.
 - *Example:* Manufactured stories about government policies or actions.
- **Falsified Information:** Manipulated content, including altered images or videos.
 - *Example:* Deep fake videos of public figures making statements they never made.

Prevalence in Ghana: According to the Media Foundation for West Africa (2022), approximately 65% of Ghanaians have encountered false information on social media platforms. During the 2020 election period, over 500 instances of election-related misinformation were documented across various platforms.

2. Ways Misinformation Affects Individual Well-being

Psychological Impacts

- Creation of fear and anxiety through false health or security threats.
- Erosion of trust in institutions and information sources.
- Confusion and cognitive dissonance when exposed to contradictory information.
- Stress from attempting to determine what information is reliable.

Social Impacts

- Damage to personal and professional relationships due to shared misinformation.
- Social isolation resulting from stigma based on false information.
- Community tensions and conflicts arising from divisive false narratives.
- Breakdown of social cohesion and increased polarisation.

Economic Impacts

- Financial losses from scams and fraudulent schemes.
- Career damage from false information about individuals or organisations.
- Economic decisions based on incorrect information.
- Investment losses due to market manipulation through false information.

Health Impacts

- Physical harm from following dangerous health misinformation.
- Delayed medical treatment due to distrust of health authorities.
- Vaccine hesitancy based on false information.
- Mental health deterioration from persistent exposure to distressing false content.

Examples from Ghana

- COVID-19 misinformation led to communities rejecting health interventions.
- False information about banking sector reforms created panic withdrawals.
- Misinformation about ethnic groups has heightened communal tensions.
- Election misinformation threatened peaceful transitions of power.

3. Consequences of Irresponsible Media Use

Individual Consequences

- Legal liability for sharing defamatory content.
- Reputational damage from association with false information.
- Loss of credibility and trust from peers and the community.
- Development of poor information consumption habits.

Societal Consequences

- Undermining of democratic processes and informed decision-making.
- Erosion of shared facts and common understanding.
- Increased polarisation and social divisions.
- Weakened public institutions due to declining trust.

Media Industry Consequences

- Decline in public trust of journalism.
- Financial pressure on quality news outlets.
- Blurring of boundaries between credible and non-credible sources.
- Challenges to sustainable business models for responsible journalism.

4. Remedies for Victims of False Information

Legal Remedies

- Defamation lawsuits for false and harmful statements.
- Right to reply in traditional media outlets.
- Content removal requests to platforms and websites.
- Reporting to the National Media Commission or the Communications Authority.

Social Remedies

- Public corrections and apologies from information sources.
- Community education and awareness campaigns.
- Peer support networks for victims of false information.
- Public rehabilitation of reputation through media coverage.

Technical Remedies

- Digital content removal and de-indexing from search engines.
- Fact-checking services to verify and correct false claims.
- Social media flagging and correction mechanisms.
- Digital literacy training and resources.

Support Services in Ghana

- Media Foundation for West Africa's fact-checking service.
- National Media Commission's complaint procedures.
- Penplusbytes' information verification resources.
- Ghana Independent Broadcasters Association's ethics procedures.

5. Responsible and Ethical Use of Digital Media

Individual Responsibilities

- Verifying information before sharing.
- Considering the potential consequences of content creation and sharing.
- Respecting the privacy and dignity of others.
- Being open to correction and willing to retract false information.

Platform Best Practices

- Clear labelling of news versus opinion content.
- Transparent content moderation policies.
- Promotion of verified and authoritative sources.
- Mechanisms for correcting false information.

Critical Consumption Skills

- Evaluating source credibility and authority.
- Checking publication dates and context.
- Cross-referencing information across multiple sources.
- Recognising emotional manipulation in content.

Digital Citizenship Framework

- Understanding rights and responsibilities in digital spaces.
- Practising ethical communication online.
- Contributing positively to online communities.
- Supporting media literacy in social networks.

Learning Tasks

1. Discuss ways that misinformation, disinformation, fake news, and falsified information can affect an individual's well-being.
2. Develop mind maps on the consequences of irresponsible use of the media and suggest remedies for victims affected by false information
3. Discuss ways by which citizens (especially the youth) can use digital media responsibly and ethically.

PEDAGOGICAL EXEMPLARS

1. Collaborative learning

- Form concentric circles to discuss ways that misinformation, disinformation, fake news and falsified information can affect the individual's well-being.

- Research and present real-life examples (in written or oral form) showing how false information has negatively impacted individuals' mental health, reputation, safety, or decision-making.

2. Project-based learning

- Learners develop mind maps on the consequences of irresponsible use of the media and suggest remedies for victims affected by false information.
- Learners research and document a specific instance of misinformation or disinformation in Ghana, analysing its origins, spread, impacts and remedies, culminating in an educational product.

3. Talk for learning

- In a fishbowl activity, learners discuss ways by which citizens (especially the youth) can use digital media responsibly and ethically.
- Learners then create a multimedia campaign to raise awareness of these issues for the youth of Ghana.

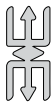
KEY ASSESSMENT LEVEL 3: HOMEWORK

PLC Session 13

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject-specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS **3a, 3g and 3m**).
3. Use your subject-specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

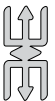
4. Plan the week's key assessment with your app

- The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, **during and after the homework (NTS 3k-3q)**.

10 minutes

Content Exploration

- As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
 - all teachers in the group work through a similar problem individually for 3–4 minutes
 - the group then works through the problem together step by step
 - highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

- Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - After the enactment, ask for structured feedback from the group

- i. was the concept explained in a way that a learner with no prior knowledge could follow?
- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years **1 and 2 (NTS 3a)**.
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 7 Review

Section 7 examined the relationship between the media and Ghana's democratic processes over two weeks, exploring how traditional and digital media influence civic engagement. Learners analysed media's democratic functions (information dissemination, watchdog role, public forum, mobilisation) and evaluated challenges in the digital era, including misinformation and echo chambers. They developed fact-checking strategies, distinguished between types of false information and examined its psychological, social, economic and health impacts on Ghanaians. Through Media Analysis Projects and Case Study Investigations (both at DOK Level 3), learners demonstrated their ability to critically evaluate media coverage of democratic events and analyse specific instances of misinformation.



MARKING SCHEME FOR THE KEY ASSESSMENTS

WEEK 12 (20 MARKS)

Task	5 marks (Excellent)	4 marks (Very Good)	3 marks (Good)	2 marks (Fair)	1 mark (Poor)
1. Identify examples of traditional media	Expected answers: • Joy News (TV): Live coverage of the protest • Daily Graphic (Newspaper): Editorial on civic movement • Peace FM (Radio): Morning show with callers' views	Mention Joy News, Graphic, and Peace FM, but with brief descriptions like "reported the protest"	Mentions only 3 media like "TV3 and a newspaper", with no full names or vague descriptions	List only 2 media houses without full details, or simply says "TV, radio"	List only 1 media house without full details, or simply says "TV"
2. Discuss the influence of media on democracy and civic engagement	Expected answers: • Inform: Joy News gave real-time info on protests • Misinforms: social media spreads fake news about violence • Media sparked national discussion and civic awareness	Good explanation of informing and misinforming, but the example lacks detail	Mention media inform and misinform, but without an event-related example	Mention only informing or misinforming; e.g., "media educates people"	Vague statements like the media is good" or off-topic
3. Outline the challenges of democracy and civic engagement in the digital era	Expected answers: • Challenges: Fake news, polarisation, misinformation • Solutions: Use of fact-checking tools like Dubawa, education in media literacy, and follow credible sources	List 2 challenges: e.g., "people believe lies" and "no trust" with one or two real solutions	One challenge, one vague solution like "teach people more"	Only mention a challenge: "people spread lies" or a weak solution	No relevant challenge or solution provided

4. Design posters to educate the community on authentic media use	Expected features: • Title: “Stop, Think, Verify” • Tips: Check sources, avoid clickbait, use GhanaFact • Images/icons • List of credible sources (e.g., Joy News, Citi FM)	Poster includes title and 2–3 tips like “read more than the headline” with moderate creativity	Poster includes 1–2 points like “check source,” limited design and not visually strong	Poster lacks focus or only gives one generic advice, e.g., “watch good TV”	Poster has almost no useful content, unclear visuals or off-topic
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SECTION 8: ENTREPRENEURSHIP, WORKPLACE CULTURE AND PRODUCTIVITY

STRAND: PRODUCTION, EXCHANGE AND CREATIVITY

Sub-Strand: Entrepreneurship, Workplace Culture and Productivity.

Learning Outcome: *Explore ways of developing skills and techniques to generate and implement business ideas for nation-building.*

Content Standard: *Demonstrate knowledge and understanding of entrepreneurial idea generation and implementation for nation building.*

INTRODUCTION AND SECTION SUMMARY

Section 8 builds upon foundational entrepreneurship concepts introduced in Year 1 and Year 2. While first-year learners explored basic principles of entrepreneurship and its relationship to self-employment (Week 15), and second-year students examined the specific traits of entrepreneurship (Week 20), Year 3 learners are expected to apply entrepreneurial knowledge to address real societal needs. The progression is clear: learners move from understanding general entrepreneurship concepts to identifying business opportunities from societal problems in Ghana (3.6.2.LI.1) and examining key components for implementing business ideas (3.6.2.LI.2). This progression reflects Webb's Depth of Knowledge framework, as learners advance from basic understanding of entrepreneurship to Level 3 strategic reasoning tasks that require them to analyse market needs, develop comprehensive implementation plans, and create business proposals with legal and leadership structures. By building on Year 1's entrepreneurial foundations and Year 2's business planning skills (**Week 15**), Section 8 enables learners to apply entrepreneurial frameworks to contemporary challenges in Ghana's economic development landscape.

Over two weeks, learners will:

- **Week 14:** Identify business opportunities emanating from societal problems in Ghana.
- **Week 15:** Examine the key components of the implementation of an entrepreneurial idea.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Teachers are encouraged to use collaborative learning strategies, market research activities and project-based approaches:

- **Week 14 - Business Opportunities:** Facilitate group discussions on the entrepreneurial mindset and case studies of successful Ghanaian entrepreneurs. Guide learners in market research activities to identify genuine needs and opportunities in their communities.
- **Week 15 - Implementation Components:** Use collaborative learning approaches to help learners develop comprehensive business implementation plans. Utilise video resources and group tasks to explore legal structures and leadership requirements.

Teachers should ensure activities are differentiated to support learners of different abilities. High-performing learners can mentor peers and explore advanced business concepts, while learners needing additional support can work with simplified templates and receive structured guidance.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Identify business opportunities emanating from societal problems in Ghana	3	Problem–Solution Business Proposal: Learners identify a significant societal problem, research market gaps, and propose a considered solution.

WEEK 14

Learning Indicator: *Identify business opportunities emanating from societal problems in Ghana*

Recap

Year 1	Week 15: Discuss the importance of entrepreneurship to personal development
Year 2	Week 20: Traits and capabilities of an entrepreneur in setting up a business and the role entrepreneurs play in national development. Week 21: Challenges facing entrepreneurs in Ghana and how to sustain their business.

Focal Area I: Business Opportunities Emanating From Societal Problems In Ghana

1. The Entrepreneurial Mindset

Definition and Characteristics: The entrepreneurial mindset is a way of thinking that enables individuals to identify opportunities, innovate and create value. It combines creativity with practical implementation skills to develop solutions to problems.

Key Characteristics

- **Opportunity Recognition:** Ability to identify unmet needs and market gaps.
- **Innovation and Creativity:** Developing novel solutions to existing problems.
- **Resilience:** Persisting through challenges and learning from failure.
- **Risk Management:** Calculated risk-taking rather than reckless action.
- **Resourcefulness:** Making the most of available resources.
- **Initiative:** Self-motivation and proactive problem-solving.
- **Value Creation Focus:** Emphasis on creating solutions that people value.

Entrepreneurial Mindset in the Ghanaian Context: In Ghana, successful entrepreneurs demonstrate adaptability to local conditions, understanding of community needs and the ability to work within resource constraints. Examples include:

- *Patrick Awuah (Ashesi University):* Identified gaps in educational quality and leadership development.
- *Bernice Dapaah (Ghana Bamboo Bikes):* Recognised opportunity to create sustainable transportation while addressing unemployment.
- *Gregory Rockson (mPharma):* Solved medication access and affordability problems.

2. Societal Problems as Business Opportunities

Problem-Solution Framework: Entrepreneurs identify societal challenges that can be addressed through business models that create both economic and social value.

Key Sectors with Opportunities in Ghana

Agriculture and Food Security

- Post-harvest losses (40% of produce lost)
- Limited food processing capacity
- Inefficient supply chains
- Climate change adaptation needs
- Limited access to markets for smallholder farmers

Health and Sanitation

- Medication accessibility and authenticity issues
- Inadequate waste management systems
- Limited access to clean water in rural areas
- Insufficient preventive healthcare solutions
- Maternal and child health challenges

Education

- Skills gap between education and employment needs
- Limited access to quality educational resources
- Need for practical and technical training
- Digital divide in educational access
- Inadequate early childhood development services

Technology and Connectivity

- Digital exclusion in rural communities
- Need for locally relevant digital content
- Cybersecurity challenges
- Limited access to e-government services
- Technology adaptation for low-resource settings

Energy

- Unreliable electricity supply
- Limited clean cooking solutions

- Underutilised renewable energy potential
- Energy efficiency needs
- Last-mile distribution challenges

3. Market Research and Opportunity Analysis

Market Research Approaches

- **Primary Research Methods:** Surveys, interviews, focus groups, observation
- **Secondary Research Sources:** Industry reports, government statistics, academic studies
- **Competitive Analysis:** Examining existing solutions and their limitations
- **Trend Analysis:** Identifying emerging needs and market directions

Opportunity Evaluation Criteria

- **Problem Significance:** How serious and widespread is the problem?
- **Solution Viability:** Can a practical solution be developed with available resources?
- **Market Size:** How many potential customers face this problem?
- **Willingness to Pay:** Will people pay for the proposed solution?
- **Competitive Landscape:** What existing solutions exist, and what are their limitations?
- **Regulatory Environment:** What legal or regulatory factors affect this opportunity?
- **Social Impact Potential:** How will the solution improve lives and communities?

Validation Techniques

- Minimum Viable Product (MVP) testing
- Customer interviews and feedback collection
- Small-scale pilots in target communities
- Co-creation with potential users
- A/B testing of different solution approaches

4. Case Studies of Successful Problem-Solving Enterprises in Ghana

AgroCenta

- **Problem:** Smallholder farmers struggled with market access and fair pricing
- **Solution:** A digital platform connecting farmers directly to markets
- **Impact:** Increased farmer incomes by 25-40% while improving urban food access
- **Success Factors:** Deep understanding of farmer challenges; technology adaptation for rural contexts

Farmerline

- **Problem:** Limited access to agricultural information and inputs for rural farmers
- **Solution:** Mobile information service and supply chain platform
- **Impact:** Serving over 800,000 farmers with critical information and quality inputs
- **Success Factors:** User-centred design; appropriate technology for target users

Redbird Health Tech

- **Problem:** Limited access to preventive healthcare monitoring
- **Solution:** Point-of-care diagnostic testing through local pharmacies
- **Impact:** Expanded healthcare access through 360+ pharmacy partners
- **Success Factors:** Leveraging existing infrastructure (pharmacies); affordable pricing model

Zaacoal

- **Problem:** Deforestation from charcoal production waste management challenges
- **Solution:** Eco-friendly charcoal from coconut waste
- **Impact:** Reduced deforestation while creating value from waste
- **Success Factors:** Circular economy approach; product performance comparable to traditional options

Learning Tasks

1. Discuss the entrepreneurial mindset.
2. Discuss case studies of successful entrepreneurs.
3. Identify market gaps and pain points.
4. Conduct market research and trend analysis to discover business opportunities.
5. Analyse business opportunities in Ghana.

PEDAGOGICAL EXEMPLARS

1. Collaborative Learning

- a. In mixed-ability groups, learners:
 - discuss the entrepreneurial mindset.
 - discuss case studies of successful entrepreneurs using their learning from Year 2 to support their discussions.
 - conduct market research and trend analysis to discover business opportunities.

2. Project-Based Learning

- a. In mind mapping and concept visualisation, learners analyse business opportunities in Ghana.
- b. In class presentations, learners discuss the divergent and convergent nature of their ideas and validate the ideas.

KEY ASSESSMENT LEVEL 3: GROUP WORK

Task Description

1. Identify a significant societal problem in Ghana that presents a viable business opportunity. The problem should:
 - be specific and well-defined
 - affect a substantial number of people
 - have inadequate existing solutions
 - be addressable through a sustainable business model
2. Conduct comprehensive research on the selected problem, including:
 - root causes and contributing factors
 - scope and severity (using quantitative data where possible)
 - current approaches and their limitations
 - stakeholder perspectives (those affected, current solution providers, regulators)
3. Propose a potential business solution considering:
 - relevant market trends and technological developments (i.e., apps etc).
 - potential ‘roadblocks’ to its success and how to overcome them (e.g., opposition from key stakeholders)
4. Present to the class.

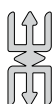
PLC Session 14

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject-specific app to explore the content before planning. Ask the app to
 - a. explain the week’s concepts in a practical way that will make it easier for learners to understand
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 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
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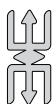
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4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **group work**. Chat with your app to plan this assessment, indicating what you and your learners will do **before, during and after the group work** (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
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 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



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30 minutes**Enactment**

- 6.** Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a.** Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
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- 7.** Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
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WEEK 15

Learning Indicator: *Examine the key components of the implementation of an entrepreneurial idea*

Recap

Year 2

Week 21: Challenges facing entrepreneurs in Ghana and how to sustain a business.

Focal Area 2: Key Components Of The Implementation Of An Entrepreneurial Idea

Components of Entrepreneurial Idea Implementation

Implementation of an entrepreneurial idea requires a structured approach with key components that work together to transform a concept into a viable business. These essential components include:

- **Business Plan Development:** A comprehensive document detailing all aspects of the business
- **Resource Mobilisation:** Securing necessary financial, human and material resources
- **Market Entry Strategy:** Approach for introducing products/services to the market
- **Operational Framework:** Day-to-day functioning mechanisms
- **Monitoring and Evaluation:** Systems to track progress against objectives

Business Concept and Strategic Planning

A successful business implementation requires:

- a. **Clear Value Proposition:** What makes your product/service unique
- b. **SMART Goals:** Specific, Measurable, Achievable, Relevant, Time-bound objectives
- c. **Strategic Analysis:** Market research, competitor analysis and SWOT assessment
- d. **Marketing Plan**
 - Target market identification
 - Pricing strategy
 - Distribution channels
 - Promotion methods
- e. **Operational Planning:**
 - Production processes
 - Supply chain management

- Quality control systems

f. Financial Projections:

- Start-up costs
- Revenue forecasts
- Break-even analysis
- Cash flow projections

Legal Structures for Businesses in Ghana

Each business structure has distinct characteristics relevant to the Ghanaian context:

a. Sole Proprietorship:

- Single owner with complete control
- Simple registration with the Registrar General's Department
- Personal liability for business debts
- *Examples:* local retail shops, service providers

b. Partnership:

- Two or more owners sharing responsibilities
- Governed by a partnership agreement
- Partners have mutual liability
- *Examples:* law firms, accounting practices

c. Limited Liability Company (LLC):

- Separate legal entity from owners
- Limited personal liability
- More complex registration requirements
- *Examples:* technology start-ups, manufacturing businesses

d. Cooperative:

- Member-owned and democratically controlled
- Common in the agricultural sector in Ghana
- Profits are distributed among members
- *Examples:* cocoa farmer cooperatives

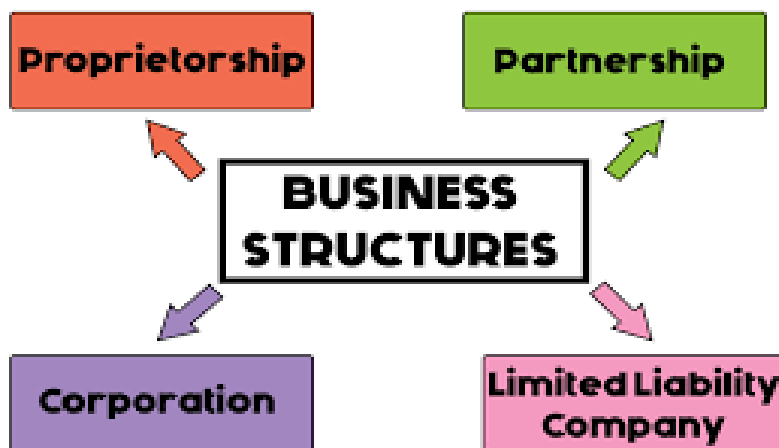


Figure 6: An image Showing Legal Structures for Businesses in Ghana

Leadership and Team Management Skills

Successful entrepreneurial implementation requires:

- a. **Visionary leadership:** Ability to inspire and motivate team members
- b. **Strategic thinking:** Long-term planning and problem-solving
- c. **Communication skills:** Clear articulation of ideas and active listening
- d. **Decision-making:** Weighing options and making timely choices
- e. **Delegation:** assigning tasks based on team members' strengths
- f. **Conflict resolution:** Addressing disagreements constructively
- g. **Adaptability:** Adjusting to changing business environments

Learning Tasks

1. Discuss the components of the entrepreneurial idea implementation plan.
2. Develop a business plan using the concepts and ideas studied regarding entrepreneurship in Ghana.
3. Analyse the leadership and team management skills needed for the implementation of their ideas

PEDAGOGICAL EXEMPLARS

1. Collaborative/Project-Based Learning

- In small groups or pairs, learners develop a business idea.
- In a thought shower, learners discuss the components of an entrepreneurial idea implementation plan.

- In mixed-ability groups, learners develop a plan that outlines their business concept, goals, strategies, marketing, operations, financial projections and how they will execute their ideas.
- Learners choose a legal structure for their business (e.g., sole proprietorship, partnership, LLC, etc.) and justify their choice.
- Learners watch videos and discuss leadership and team management skills needed for the implementation of their ideas, identifying the strengths and weaknesses of each of the skills.

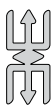
KEY ASSESSMENT LEVEL 2: GROUP DISCUSSIONS

PLC Session 15

45 minutes

Planning & Reviewing the Learning Plan

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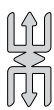
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10 minutes

Content Exploration

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30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years **1 and 2 (NTS 3a)**.
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 8 Review

In the past two weeks (*Weeks 14–15*), we focused on entrepreneurship as a pathway for addressing societal challenges and contributing to national development. This section has examined entrepreneurship through a practical, Ghana-focused lens. Learners have developed skills to identify societal problems, conduct market research and design business solutions that address real challenges within their communities.

Through collaborative activities and case studies of successful Ghanaian entrepreneurs, learners have gained competencies in opportunity recognition. They have explored the essential components of business implementation, including legal structures, marketing strategies and operational planning appropriate for the Ghanaian context.



MARKING SCHEMES FOR THE KEY ASSESSMENT

WEEK 14 (32 MARKS)

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
1. Clarity of Problem Identified	Clearly and specifically define a major societal problem in Ghana, such as post-harvest food losses due to a lack of cold storage in farming communities . The problem is actionable and has clear business potential.	Identify a problem like water scarcity in urban areas , but the scope or clarity may be slightly limited.	Vague or broad problems stated, e.g., “poverty in Ghana” , without specific focus or clarity.	The Problem is irrelevant, poorly defined or missing, e.g., “people are suffering” .
2. Root Cause Analysis	Thoroughly analyse key causes of the problem. For example, lack of cold storage, poor road networks, and weak farmer education . Causes are logically connected to the problem.	Identify at least 2 causes, such as poor logistics and weak infrastructure , with a basic explanation.	Mention a single cause, like lack of funding , with limited analysis.	Causes are unclear, not relevant, or not mentioned at all.
3. Scope and Severity (with Data)	Present clear data or statistics to show the scale, e.g., “Over 30% of harvested tomatoes are wasted annually in Ghana” (MoFA 2020) . The scope is specific and supported.	Refer to the general impact, e.g., “many farmers lose income during harvest season” , but lacks precise data.	The state’s problem is “big” or “serious” without details or evidence.	No scope described; no data or vague statements only.
4. Current Solutions & Gaps	Describe at least 2 existing solutions (e.g., NGOs offering solar dryers) and explain why they are limited (e.g., low adoption, small scale).	Identify 1–2 solutions, such as government farming support , with minor discussion of limitations.	Mention a single solution without explaining its effectiveness.	No current solutions or discussion provided.

5. Stakeholder Perspectives	Show understanding of different viewpoints, e.g., farmers (who face losses), the government (policy gaps), and buyers (inconsistent supply) .	Covers 2 stakeholders such as farmers and NGOs , but with brief insights.	Mentions only one stakeholder (e.g., farmers) without detail.	No stakeholder views included.
6. Market Trends & Tech Developments	Identify a relevant trend or tech, e.g., mobile apps for farmer-buyer linkage, solar-powered cold rooms , showing how it could address the issue.	Mention one trend or innovation (e.g., youth in agritech) with some connection.	Refers vaguely to “new technology” or “modern farming.”	No trends or technologies mentioned or unclear.
7. Solutions	Have a realistic solution which has considered potential obstacles and stakeholder perspectives and explains these in depth.	Mention a general solution.	Vague ideas for a business solution.	No solution suggested.
8. Presentation Quality	Well-organised, visually appealing, uses headings, graphs or citations. Clear and free of major errors. E.g., includes charts on crop loss rates and the timeline of current policies .	Mostly clear structure with minor lapses. Some visuals or formatting may be inconsistent.	Basic structure lacks organisation or polish. Contains distracting grammar/spelling issues.	Difficult to follow, lacks organisation, visuals, or clarity. Poor language quality.

SECTION 9: FINANCIAL LITERACY

STRAND: PRODUCTION, EXCHANGE AND CREATIVITY

Sub-Strand: Financial Literacy

Learning Outcome: *Examine how to take control of personal finances and make sound financial choices.*

Content Standard: *Demonstrate knowledge and understanding of how to take control of personal finances and make sound financial choices.*

INTRODUCTION AND SECTION SUMMARY

This section focuses on developing practical financial literacy skills among learners, essential for their financial management. Learners will explore budgeting-related concepts and their relevance to achieving financial goals, then apply these concepts to create personal budgets using both traditional methods and digital tools. By the end of this section, learners should be able to explain the importance of budgeting in financial decision-making and have practical skills to implement budgeting in their personal lives.

The weeks and the indicators covered by the section are:

- **Week 16:** Explain the concept of budgeting and its relevance to personal finance.
- **Week 17:** Create a personal budget based on income, expenses and financial goals.

Section 9 builds systematically on concepts and features of financial literacy introduced in previous years. Year 1 introduced personal finance fundamentals (Week 20), while Year 2 advanced to ways of developing responsible and effective saving habits to achieve financial goals (2.6.4. LI.1 and 2.6.4. LI.2 in Weeks 23 and 24). Year 3 now focuses on practical financial management through budgeting concepts and personal budget creation. This carefully structured progression moves learners from theoretical financial knowledge to actionable financial management skills. The assessment tasks demonstrate this application focus, requiring learners to analyse financial case studies and develop comprehensive personal budgets using digital tools. By building on previous learning, Section 9 enables learners to take control of their finances and make sound financial choices skills with immediate real-world relevance for young Ghanaians.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section employs discussion-based learning, role-play activities, and technology-based approaches to develop learners' practical financial management skills. Teachers should facilitate

interactive discussions on budgeting principles, guide learners through real-world financial scenarios and provide hands-on experience with budgeting tools and applications. Emphasis should be placed on developing practical skills that learners can immediately apply to their financial management.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Explain the concept of budgeting and its relevance to personal finance	3	Case study analysis of budgeting scenarios with problem-solving

WEEK 16

Learning Indicator: *Explain the concept of budgeting and its relevance to personal finance*

Recap

Year 2	Week 23: Roles of savings in achieving financial goals. Week 24: Personalised saving plan based on short-term and long-term financial goals.
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Focal Area: Concept Of Budgeting And Its Relevance To Personal Finances

Concept of Budgeting for Achieving Financial Goals

A budget is a financial plan that allocates income towards expenses, savings and investments over a defined period. Key concepts include:

- **Income Tracking:** Identifying and recording all sources of money
- **Expense Categorisation:** Grouping spending into fixed, variable and discretionary
- **Financial Prioritisation:** Allocating resources based on importance
- **Saving Allocation:** Designating portions of income for future needs
- **Budget Balancing:** Ensuring expenses do not exceed income

Common budgeting approaches include:

- Zero-based budgeting (allocating every cedi)
- Percentage-based budgeting (50/30/20 rule)
- Envelope system (cash allocation method)
- Pay-yourself-first approach (prioritising saving)

Relevance of Budgeting to Personal Financial Goals

Budgeting serves as a critical tool for financial success through:

1. Financial Awareness and Control

- a. Creates consciousness about spending patterns
- b. Helps identify unnecessary expenditures
- c. Provides clarity on the actual financial position

2. Goal Achievement

- a. Channels resources toward priority objectives

- b. Measures progress toward savings targets
- c. Establishes a timeline for accomplishing milestones

3. Debt Management

- a. Creates structured repayment plans
- b. Prevents the accumulation of further debt
- c. Accelerates journey to financial freedom

4. Financial Security and Growth

- a. Builds emergency funds for unexpected expenses
- b. Create a framework for wealth accumulation
- c. Enables investment opportunities

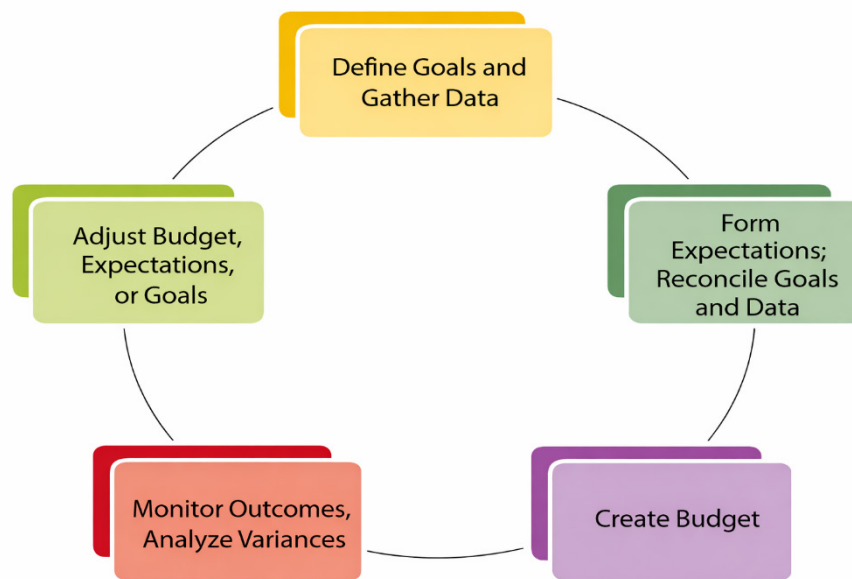


Figure 7: An image showing a budget process

Budgeting and Personal Finance Basics



Figure 8: An image showing budgeting and Personal Finance Basics

Learning Tasks

1. Discuss the concept of budgeting to achieving financial goals.
2. Role-play the relevance of budgeting in achieving personal financial goals.

PEDAGOGICAL EXEMPLARS

Talk for Learning

- In a whole-class discussion, learners discuss the concept of budgeting to achieve financial goals.
- Learners role-play the relevance of budgeting in achieving personal financial goals.

KEY ASSESSMENT LEVEL 3: CASE STUDY

Teacher is to provide the learners with specific case studies for the task below.

Task Description

You are to complete the task in two steps:

1. **Create a realistic budget** to help an individual (e.g., a student, farmer, or trader) in Ghana achieve a specific financial goal (e.g., buying a laptop, starting a small business, paying school fees). Include income, expenses, savings and explain how the budget supports the goal.
2. **Evaluate the budget** by identifying possible challenges the person may face in sticking to it (like unexpected expenses, low income or price changes). Suggest smart ways the person can adjust the budget and still achieve the goal.

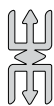
PLC Session 16

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject-specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS **3a**, **3g** and **3m**).
3. Use your subject-specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

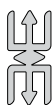
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is a **case study**. Chat with your app to plan this assessment, indicating what you and your learners will **do before, during and after the case study** (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

- 6.** Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a.** Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b.** After the enactment, ask for structured feedback from the group
 - i.** was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii.** were the examples grounded in contexts familiar to Ghanaian learners?
 - iii.** did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

- 7.** Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
- 8.** Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- 9.** Remember to
 - a.** transfer your chats into your learning planner template.
 - b.** read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years **1 and 2 (NTS 3a)**.
 - c.** integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 17

Learning Indicator: *Create a personal budget based on income, expenses and financial goals*

Recap

Year 2	Week 23: Roles of savings in achieving financial goals. Week 24: Personalised saving plan based on short-term and long-term financial goals.
--------	--

Focal Area: Creating A Personal Budget

Budgeting and Personal Finance Apps

Digital tools have revolutionised personal budgeting, offering accessible solutions for financial management:

1. Mobile Applications for Budgeting

a. Local Ghanaian Apps

- i. ExpressPay (payment and expense tracking)
- ii. Mula (Ghanaian expense management app)
- iii. SlydePay (digital wallet with expense tracking)

b. Global Apps with Local Relevance

- i. Mint (comprehensive financial management)
- ii. YNAB (You Need a Budget) (zero-based budgeting)
- iii. Money Manager (simple expense tracking)

2. Key Features to Consider

- a. Mobile accessibility
- b. Bank account integration
- c. Expense categorisation
- d. Bill payment reminders
- e. Report generation
- f. Goal tracking
- g. Security features

3. Implementation Process

- a. Download and set up the chosen app

- b. Connect relevant financial accounts
- c. Categorise expenses and income sources
- d. Set budgeting goals
- e. Review and adjust regularly

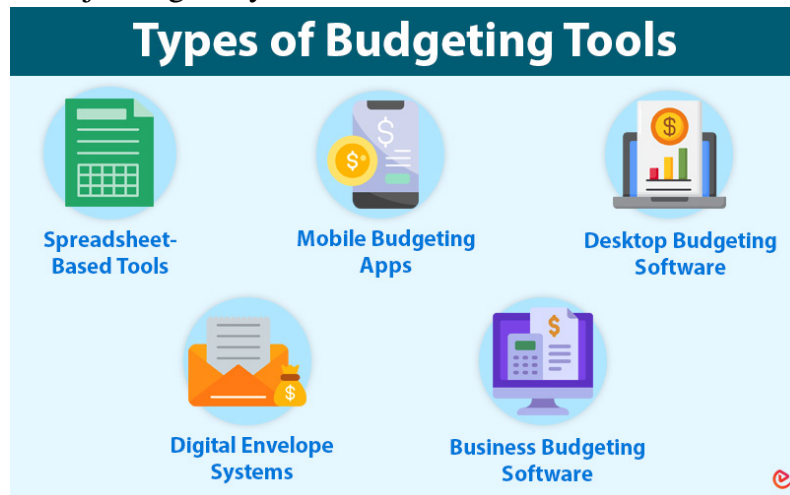


Figure 9: An image showing the best tools for budgeting



Figure 10: An image showing a Financial App.

Using Microsoft Excel for Personal Budgeting

Excel provides powerful, customisable budgeting solutions:

1. **Setting Up a Basic Budget Spreadsheet**
 - a. Income section (listing all sources)
 - b. Fixed expenses (rent, utilities, subscriptions)
 - c. Variable expenses (food, transport, entertainment)
 - d. Savings and investments
 - e. Debt repayment
2. **Essential Excel Functions for Budgeting**
 - a. SUM (totalling categories)
 - b. AVERAGE (calculating typical spending)

- c. IF statements (conditional formatting)
- d. Charts and graphs (visual representation)
- e. PivotTables (analysing spending patterns)

3. Step-by-Step Implementation

- a. Create a spreadsheet with appropriate columns and rows
- b. Enter income sources and amounts
- c. List all expenses by category
- d. Create formulas to calculate totals and differences
- e. Add visualisations to track progress
- f. Establish a system for regular updates

4. Budget Monitoring Process

- a. Daily or weekly expense recording
- b. Monthly reconciliation with actual spending
- c. Quarterly review and adjustment
- d. Annual comprehensive reassessment

Learning Tasks

1. Identify financial apps and digital tools that can be used to track expenses and create personal budgets.
2. Evaluate the pros and cons of different tools used for personal budgeting.
3. Use of Microsoft Excel to create their personal budget.

PEDAGOGICAL EXEMPLARS

1. Collaborative Learning

- In pairs, learners identify different budgeting tools and apps.
- Learners evaluate the pros and cons of different budgeting tools and apps, supporting and justifying their ideas.

2. Technology-Based

- Learners utilise budgeting and personal financial apps and digital tools to track their expenses and create personal budgets.
- Learners discuss their short-, medium- and long-term financial goals.
- Learners practice the use of Microsoft Excel to create their budget.
- Learners peer-review each other's budgets and use of Excel.

KEY ASSESSMENT LEVEL 3: EVALUATION

PLC Session 17

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject-specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
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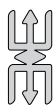
4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **evaluation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, **during and after the evaluation** (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
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30 minutes

Enactment

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Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
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 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 9 Review

This section has covered three critical areas for Ghana's economic development and individual financial empowerment: entrepreneurship, implementation, and personal financial management.

Over the past two weeks, learners have developed practical skills and conceptual understanding that will serve them in both personal and professional contexts.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 16 (24 MARKS)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement
1. Clarity of Financial Goal	Clearly define specific financial goal relevant to the Ghanaian context. E.g., “A SHS graduate wants to save GH¢3,000 in 10 months to start a table-top phone accessories business.”	The goal is clear, but not fully detailed or lacks a time frame.	The goal is general or somewhat unclear. E.g., “He wants to save money to start a business.”	Vague or missing financial goal. E.g., “He wants to do something with money.”
2. Budget Breakdown (Income, Expenses, Savings)	Detailed and accurate monthly or weekly budget including realistic figures for income, expenses and savings. All amounts align logically with the goal.	The budget includes income, expenses and savings with mostly correct figures. Minor miscalculations or missing items.	Basic budget with missing items or inaccurate figures. Not all components align with the goal.	The budget is incomplete, unrealistic or lacks logic.
3. Justification of Budget Strategy	Clear and logical explanation of how the budget supports the goal. E.g., “By saving GH¢300/month from part-time teaching income, he will reach GH¢3,000 in 10 months.”	Explanation is mostly clear but lacks detail or connection to the full goal.	Weak explanation. Limited connection between savings and the goal.	No explanation or unclear how the budget supports the goal.
4. Identification of Budget Challenges	Accurately identify at least 2 realistic challenges (e.g., inflation, medical emergencies, inconsistent income). E.g., “Rainy season may reduce farming income by 30%.”	Identify 1–2 challenges that are somewhat realistic but not fully explained.	Vague or irrelevant challenges are stated with little connection to the budget.	No challenges identified or irrelevant ones mentioned.

5. Proposed Adjustments or Solutions	Thoughtful and realistic solutions to each challenge were identified. E.g., “Create an emergency fund and reduce entertainment expenses to increase savings in low-income months.”	Solutions provided are mostly realistic but lack detail or depth.	Some attempts at solutions, but they are general or unclear.	No solutions or unrealistic/irrelevant suggestions.
6. Organisation and Communication	Well-organised, clearly written or presented. All steps are easy to follow. Uses budget tables, charts, or headings where needed.	Clear presentation, minor issues with organisation or formatting.	Somewhat disorganised, with unclear structure or missing labels.	Poorly organised or difficult to follow.

SECTION 10: GLOBALISATION

STRAND: PRODUCTION, EXCHANGE AND CREATIVITY

Sub-Strand: Globalisation

Learning Outcome: *Analyse Globalisation and its impact on the growth and development of Ghana.*

Content Standard: *Demonstrate knowledge and understanding of globalisation and its impact on the growth and development of Ghana.*

INTRODUCTION AND SECTION SUMMARY

This section explores globalisation as a complex phenomenon shaping Ghana's development strategy. Learners will examine the concept of globalisation and its multifaceted impacts on individuals, communities, and the nation. They will analyse both opportunities and challenges presented by global interconnectedness and explore strategies for maximising benefits while mitigating negative consequences. By the end of this section, learners should understand Globalisation's influence on Ghana's economy, culture and society and be able to critically evaluate approaches to engaging with global systems.

The weeks and the indicators covered by the section are:

- **Week 18:** Explain globalisation and its relevance to national development.
- **Week 19:** Discuss how the benefits of globalisation can be maximised for Ghana's development.

Section 10 completes the three-year progression in understanding Ghana's place in the global economy. While in Year 2 established foundational knowledge about production, exchange and creativity, Year 3 learners are expected to critically analyse globalisation's specific impacts on Ghana (3.6.6. LI.1) and develop strategies for maximising benefits (3.6.6. LI.2). The progression is clear: learners move from a basic understanding of global economic concepts to evaluating both opportunities and challenges of globalisation for Ghana's development. This progression reflects Webb's Depth of Knowledge framework, as learners advance from conceptual understanding to Level 3 strategic reasoning tasks that require them to synthesise learning from all three years. The assessment tasks—analytical research essays and policy recommendation presentations—prepare learners to develop evidence-based strategies for Ghana's engagement with global systems, equipping them for informed citizenship in an interconnected world.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section employs discussion-based learning approaches, critical thinking activities, and collaborative analysis to develop learners' understanding of globalisation in the Ghanaian context. Teachers should facilitate thought-provoking discussions, guide learners in analysing complex global relationships and encourage critical evaluation of globalisation's impacts. Emphasis should be placed on developing balanced perspectives that recognise both opportunities and challenges of global engagement.

ASSESSMENT SUMMARY

Indicators	DOK Level	Assessment Strategy and/or Mode
Explain globalisation and its relevance to national development	3	Research-based analytical essay on globalisation's impact on specific sectors in Ghana.

WEEK 18

Learning Indicator: *Explain globalisation and its relevance to national development*

Focal Area: Globalisation And Its Relevance To National Development

Concept of Globalisation and Its Significance

Globalisation refers to the increasing interconnectedness and interdependence among countries through the growing movement of people, goods, services, capital, information and ideas across national borders. This process has transformed how individuals, communities and nations interact with one another.

1. Key Dimensions of Globalisation

- a. **Economic Globalisation:** International trade, investment flows and market integration.
- b. **Political Globalisation:** Growth of international governance structures and cooperation.
- c. **Cultural Globalisation:** Exchange of ideas, values and cultural expressions.
- d. **Technological Globalisation:** Sharing of knowledge, innovation and technologies globally.
- e. **Social Globalisation:** Movement of people, interconnection of communities and participation in global and sub-regional sporting competitions.

2. Significance for Individuals

- a. Access to diverse products, services and information.
- b. Expanded employment opportunities with multinational corporations.
- c. Enhanced educational and professional development opportunities.
- d. Exposure to different cultures, values and perspectives.
- e. Digital connectivity enables global relationships and networks.

3. Significance for Nations

- a. Expanded markets for domestic products and services.
- b. Access to foreign direct investments and capital flows.
- c. Knowledge transfer and technological advancement.
- d. Participation in global governance and international relations.
- e. Enhanced diplomatic and cultural influence.

Opportunities Created by Globalisation

1. **Expanded Export Markets:** Access to international consumers for Ghanaian products like cocoa, gold and non-traditional exports.
2. **Foreign Direct Investment:** Attraction of capital, technology and expertise from multinational companies into various sectors.
3. **Knowledge and Technology Transfer:** Acquisition of advanced technologies and knowledge systems from developed economies.
4. **Digital Economy Participation:** Opportunities in business process outsourcing, digital services and e-commerce platforms.
5. **Educational Advancement:** Access to international educational resources, online courses and academic collaborations.
6. **Tourism Development:** Increased international visitor arrivals and development of Ghana's tourism industry.
7. **Developing Creative Industry:** Global platforms for Ghanaian music, film, art and fashion.
8. **Diaspora Engagement:** Leveraging skills, networks and remittances from Ghanaians abroad.
9. **Professional Development:** International standards, certifications, and career opportunities for Ghanaian professionals.
10. **Healthcare Improvements:** Access to global medical research, technologies and health interventions.

Ways Individuals and Nations Are Connected

1. **International Trade:** Exchange of goods and services between countries (Ghana exports cocoa, gold; imports machinery, electronics).
2. **Digital Communication:** social media, messaging apps and video conferencing are connecting people globally.
3. **Financial Systems:** Integrated banking networks, international payment systems and currency exchanges. **Migration and Diaspora Communities:** Ghanaians living abroad maintain connections with family at home.
4. **Transportation Networks:** Air travel, shipping routes and logistics systems facilitate movement.
5. **International Organisations:** Ghana's membership in the UN, AU, ECOWAS, WTO and other multilateral bodies.
6. **Cultural Exchange:** Music, film, art and fashion crossing borders and influencing societies.
7. **Academic Collaboration:** Research partnerships, student exchanges and knowledge sharing between institutions.
8. **Diplomatic Relations:** Embassy networks, bilateral agreements and international treaties.

- 9. Global Supply Chains:** Production processes spread across multiple countries (e.g., electronics assembled with components from various nations).

Global Issues and Their Impact on Ghana's Development

1. Climate Change

- a. Disruption of agricultural production due to changing rainfall patterns.
- b. Coastal erosion is threatening communities along the Gulf of Guinea.
- c. Reduced hydroelectric power generation during prolonged dry seasons.
- d. Impact on food security and rural livelihoods.

2. Global Economic Volatility

- a. Vulnerability to commodity price fluctuations (cocoa, gold, oil).
- b. Exchange rate instability is affecting imports and debt servicing.
- c. Impact of global recessions on export demand.
- d. Exposure to financial market disruptions.

3. Technological Disruption

- a. Digital divide limiting access to opportunities.
- b. Digitalisation threatening traditional employment sectors.
- c. Cybersecurity vulnerabilities in digital infrastructure.
- d. Need for rapid education system adaptation.

4. Global Health Challenges

- a. The COVID-19 pandemic's impact on economic activities and tourism.
- b. Supply chain disruptions for essential medicines.
- c. Brain-drain of healthcare professionals.
- d. Need for health system resilience against future pandemics.

5. International Migration

- a. Brain-drain of skilled professionals to developed economies.
- b. Remittance dependencies in local economies.
- c. Social impacts on families with migrant members.
- d. Challenges of irregular migration and human trafficking.

6. Trade Protectionism

- a. Barriers to Ghana's exports in developed markets.
- b. Subsidised agricultural imports competing with local production.
- c. Intellectual property restrictions limiting technology transfer.

- d. Impact of trade wars between major economies.

7. Food Security Concerns

- a. Global food price volatility is affecting local affordability.
- b. Land acquisitions by foreign investors (land grabbing).
- c. Climate-induced agricultural disruptions.
- d. Dependence on imported food items.

8. Energy Transition

- a. Pressure to shift from fossil fuels to renewable energy.
- b. Investment requirements for green infrastructure.
- c. Changing market for Ghana's oil resources.
- d. Technology gaps in renewable energy implementation.

9. Digital Security and Privacy

- a. Cybercrime targeting financial systems.
- b. Digital surveillance concerns.
- c. Data sovereignty and protection challenges.
- d. Disinformation and social media manipulation.

10. International Governance Gaps

- a. Unequal representation in global decision-making.
- b. Challenges in implementing international agreements.
- c. Power imbalances in trade negotiations.
- d. Limited voice in global financial institutions.

Learning Tasks

1. Explain the concept of globalisation, highlighting its significance in the context of individuals and nations.
2. Discuss specific global issues and how these issues impact Ghana's development.
3. Discuss the opportunities created by globalisation and explore how individuals and nations are connected.

PEDAGOGICAL EXEMPLARS

1. Initiate Talk for Learning

- In a thought shower activity, learners explain the concept of globalisation, highlighting its significance in the context of individuals and nations.

2. Collaborative Learning

- In a Socratic seminar strategy, learners discuss the opportunities created by globalisation and explore how individuals and nations are connected. Learners record the discussion in a chart or table.
- In groups, learners discuss specific global issues and how these issues impact Ghana's development. Learners use these discussions and research to create a presentation on these issues.

KEY ASSESSMENT: PRACTICE PAPER

Written Assignment

Task Description: Good and Bad for Ghana

Write a short essay to:

- explain what globalisation means.
- give two ways globalisation is helping Ghana (opportunities).
- give two ways globalisation is causing problems for Ghana (challenges).
- use examples to support your points (e.g., trade, jobs, culture, education, technology).

HINT



- **Conduct *Practice Paper 2*. It should cover contents taught from Year 1 to 3. Refer to the *Table of Specification and Structure of the Paper* at the end of this section. Learners' papers should be marked immediately and scores entered into the SAP.**



PRACTICE PAPER 2

TABLE OF SPECIFICATION FOR SOCIAL STUDIES MULTIPLE-CHOICE TEST

S/N	Learning Indicator (s)	Type of Questions	DoK Levels		
			1	2	3
1	1.1.1.LI.1 Describe the major geographical features of Africa and how they shaped Africa (e.g., rivers, deserts, mountains, coastlines and vegetation)	MCQ	Q1, Q11	Q3, Q4	-
2	1.1.1.LI.3 Analyse how climate change influenced the movements and adaptations of early African populations, such as the transitions from nomadic hunter-gatherer lifestyles to settled agricultural communities	MCQ	-	Q5, Q6	Q7
3	1.3.4.LI.2 Causes of road accidents, their socio-economic implications and strategies to minimise them in Ghana	MCQ	Q8	Q9	Q10
4	1.5.1.LI.1 Investigate the impact of indigenous technologies, such as metalworking irrigation systems and transportation, on ancient Africa	MCQ	-	Q12, Q13	-
5	1.5.3.LI.1 Discuss the common features of ancient African civilisation	MCQ	Q14	Q15, Q16	-
6	1.6.1.LI.1 Examine the origin and development of the earliest domestic and external forms of trade in Africa	MCQ	-	Q17	Q18
7	1.6.2.LI.1 Discuss the importance of Entrepreneurship to personal development	MCQ	Q19	Q20, Q21	-
8	1.6.3.LI.1 Examine types and relevance of consumer rights	MCQ	Q22	Q23, Q24	-
9	1.6.4.LI.3 Examine ways of ensuring sustainable use of public finances	MCQ	-	Q25, Q26	Q27
10	2.1.2.LI.3 Discuss ways of promoting national cohesion in Ghana	MCQ	Q28	Q29	Q30
11	2.2.1.LI.1 Examine the relationship between humans and the physical environment and how they promote sustainable development	MCQ	-	Q31, Q32	Q33
12	2.3.2.LI.2 Examine ways of developing a sense of responsibility among the youth towards the physical environment	MCQ	-	Q34, Q35	Q36
13	2.6.4.LI.1 Explain the importance of saving and its role in achieving financial goals	MCQ	Q37	Q38	Q39

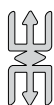
14	2.3.1.LI.1 Discuss the institutions mandated to enforce law and order in Ghanaian society, and how their functions help to maintain law and order	MCQ	-	Q40	Q41, Q42
15	3.2.2.LI.3 Outline the challenges environmental regulatory bodies face in enforcing environmental laws and policies and suggest ways of addressing the challenges	MCQ	-	-	Q43
16	3.4.2.LI.1 Discuss the democratic processes of decision making in Ghana	MCQ	-	Q44, Q45	-
17	3.6.2.LI.1 Identify business opportunities emanating from societal problems in Ghana	MCQ	-	Q46, Q47, Q48	-
18	3.6.6.LI.1 Explain globalisation and its relevance to national development	MCQ	-	Q49	Q50
Total			8	30	12

PLC Session 18

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

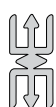
4. Plan the Student Assessment Portal (SAP) with your app
 - a. The key assessment for the week is ***Practice Paper 2***. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks **and marking schemes/rubrics for the practice paper** (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a **teacher who is strong in the content area**)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step

- d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not ‘How do I teach this?’ but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years **1 and 2 (NTS 3a)**.
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 19

Learning Indicator: *Explain globalisation and its relevance to national development*

Focal Area: Globalisation And Its Relevance To National Development

Ghana has derived several benefits from globalisation that contribute to its development:

1. Export Market Expansion

- a. Access to international markets for traditional and non-traditional exports
- b. Participation in preferential trade agreements (AfCFTA, AGOA)
- c. Diversification of export destinations beyond traditional partners
- d. Development of value-added products for global markets

2. Foreign Direct Investment

- a. Capital inflows for infrastructure and industrial development
- b. Technology and knowledge transfer to local enterprises
- c. Job creation in the formal sector
- d. Development of local supplier networks and capabilities

3. Diaspora Contributions

- a. Remittances supporting household consumption and investments
- b. Knowledge, skills and network transfers
- c. Diaspora's direct investments in local businesses
- d. Cultural ambassadorship promoting Ghana internationally

4. Digital Economy Integration

- a. Mobile money revolution improving financial inclusion
- b. E-commerce platforms enabling market access for small businesses
- c. Digital skills development and tech entrepreneurship
- d. Business process outsourcing opportunities

5. International Development Cooperation

- a. Access to development finance and technical assistance
- b. Capacity building through international partnerships
- c. Knowledge sharing on best practices
- d. Participation in global development initiatives

Opportunities and Challenges of Globalisation

Opportunities

1. **African Continental Free Trade Area (AfCFTA)** - Access to a market of 1.3 billion people and a \$3.4 trillion economy.
2. **Digital Economy Participation** - Growth in tech startups, fintech innovations and digital services.
3. **Green Growth Industries** - Renewable energy development and climate finance opportunities.
4. **Cultural Exports** - Growing international markets for Ghanaian music, film, art and fashion.
5. **Tourism Expansion** - Development of eco-tourism, cultural tourism and heritage tourism.
6. **Value Addition to Commodities** - Processing cocoa, minerals and agricultural products for higher returns.
7. **Knowledge Economy Participation** - Development of education services and research capabilities.
8. **Diaspora Engagement** - Leveraging skills, networks and investments of Ghanaians abroad.
9. **Regional Hub Development** - Positioning Ghana as a service, logistics or financial centre for West Africa.
10. **Global Value Chain Integration** - Participation in specific segments of international production networks.

Challenges

1. **Economic Vulnerabilities** - Exposure to global market fluctuations and commodity price volatility.
2. **Unfair Trade Practices** - Dumping of subsidised products harming local industries.
3. **Cultural Harmonisation** - Threat to traditional values and indigenous cultural practices.
4. **Digital Divide** - Unequal access to digital tools and opportunities.
5. **Environmental Pressures** - Resource exploitation and pollution from multinational corporations.
6. **Labour Market Disruptions** - Job losses in sectors facing international competition.
7. **Tax Avoidance** - Profit shifting by multinational corporations reduces domestic revenue.
8. **Dependency Relationships** - Over-reliance on foreign capital, technology and expertise.
9. **Brain -Drain** - Loss of skilled professionals to developed economies.
10. **Sovereignty Concerns** - Limitations on policy space due to strict international agreements and investor protections.

Ways Ghana Maximises the Benefits of Globalisation

1. Strategic Trade Policy

- a. Implementation of export promotion strategies for non-traditional exports e.g., AGOA
- b. Negotiation of favourable terms in trade agreements
- c. Strategic use of tariffs and non-tariff measures to protect infant industries
- d. Development of trade facilitation infrastructure (ports, roads, digital systems)

2. Investment Promotion and Targeting

- a. Focused attraction of FDI in priority sectors (manufacturing, technology)
- b. Local content requirements to ensure technology transfer
- c. Strategic investment incentives tied to development objectives
- d. Investment at special economic zones and industrial parks

3. Digital Economy Development

- a. Expansion of broadband infrastructure and connectivity
- b. Digital skills development programmes
- c. Support for tech entrepreneurship ecosystems
- d. E-government implementation to improve service delivery

4. Educational System Adaptation

- a. Curriculum reforms to develop globally competitive skills
- b. STEM education promotion
- c. Technical and vocational training aligned with market demands
- d. International academic partnerships and exchanges

5. Cultural Industries Promotion

- a. Support for creative sectors (music, film, fashion, arts)
- b. Cultural preservation initiatives and museums
- c. Cultural diplomacy programmes
- d. Intellectual property protection for cultural expressions

6. Diaspora Engagement Strategies

- a. Diaspora investment incentives and bonds
- b. Skills transfer programmes
- c. Dual citizenship policies
- d. Diaspora representation in development planning

7. Sustainable Resource Management

- a. Environmental standards enforcement for foreign investments

- b.** Development of green growth industries
- c.** Sustainable certification for exports (cocoa, timber)
- d.** Community benefit agreements in extractive sectors

8. Small and Medium Enterprise Support

- a.** Export readiness programmes for SMEs
- b.** Access to financial assistance
- c.** Business development services
- d.** Digital marketplace access support

9. Regional Integration Leadership

- a.** Active participation in ECOWAS and AfCFTA implementation
- b.** Development of cross-border infrastructure
- c.** Regional peacekeeping and stability initiatives
- d.** Championing of regional industrialisation strategies

10. Inclusive Growth Policies

- a.** Social protection programmes for vulnerable groups
- b.** Rural development initiatives to spread globalisation benefits
- c.** Gender-responsive policy implementation
- d.** Youth employment and entrepreneurship programmes

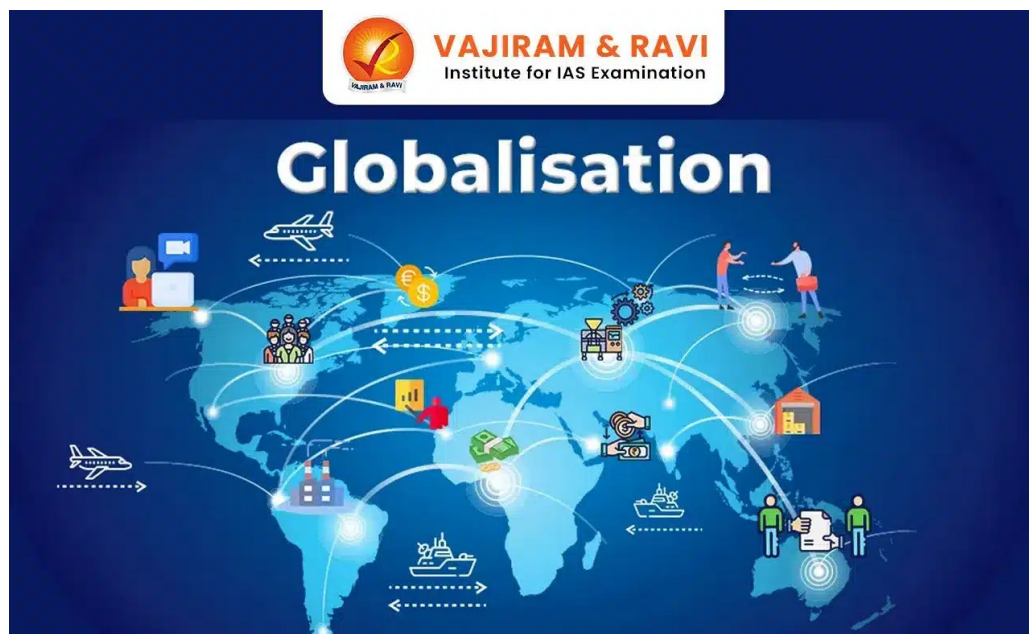


Figure 11: *An image showing Globalisation*

Learning Tasks

1. Explore the opportunities and challenges of globalisation.
2. Discuss the benefits Ghana derives from globalisation.
3. Evaluate and analyse ways Ghana maximises the benefits, considering factors such as economic competitiveness, cultural preservation and sustainable development.

PEDAGOGICAL EXEMPLARS

Talk for Learning

- In a whole-class discussion, learners talk about the opportunities and challenges of globalisation.
- Learners create a poster to outline the opportunities and challenges of globalisation.

Initiating talk for learning and talk for learning:

- Through think-pair-share, learners discuss the benefits Ghana derives from globalisation.
- In small groups, learners discuss ways Ghana maximises the benefits, considering factors such as economic competitiveness, cultural preservation and sustainable development.
- Learners rank the benefits and justifying the choices that they have made.

KEY ASSESSMENT LEVEL 2: WRITTEN ASSIGNMENT

Task Description

Write an essay to discuss at least three benefits Ghana derives from globalisation. Support each benefit with clear explanations and relevant examples (e.g., trade, technology, education, jobs, cultural exchange).

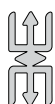
PLC Session 19

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
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Note

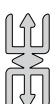
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is **written assignment**. Chat with your app to plan this assessment, indicating what you and your learners will do **before, during and after the assignment** (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
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 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 10 Review

This section has explored globalisation and its impact on Ghana's development across Weeks 18-19. Throughout this section, learners have examined the complex relationship between global interconnectedness and national development, analysing both opportunities and challenges presented by globalisation in the Ghanaian context.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 18 (20 MARKS)

Criteria	Excellent (4 marks)	Good (3 marks)	Fair (2 marks)	Needs Improvement (1 mark)
Understanding of Globalisation	Define globalisation as the process of increasing interconnectedness and integration among countries through trade, technology, culture, and communication. Clearly explains how it brings the world closer.	Define globalisation as countries becoming more connected through trade and communication, but lacks detail.	Give a vague or partial definition, e.g., “countries working together” without a clear explanation.	Show little or no understanding of globalisation or gives an incorrect definition.
Explanation of Challenges	Identify multiple challenges such as: • Economic dependence on foreign markets • Loss of local culture • Environmental degradation • Inequality • Explains how these affect Ghana’s development with examples.	Mention some challenges, such as economic dependence or cultural changes with a basic explanation, but lacks examples.	Mention one or two challenges, but the explanation is unclear, or examples are missing or vague.	Fail to identify relevant challenges, or explanations are incorrect or absent.
Explanation of Opportunities	Identify multiple opportunities such as: • Access to international markets for Ghanaian products • Technology transfer and innovation • Cultural exchange and education • Foreign investment and job creation • Explains how these opportunities benefit Ghana.	Mention some opportunities, such as trade or technology, but explanations are brief, and examples are limited.	Mention one or two opportunities with limited explanation or no examples.	Fail to identify relevant opportunities, or explanations are incorrect or missing.

Use of Examples	Provide specific examples like: • Ghana exports cocoa to global markets • Use of mobile money technology • Environmental issues due to mining • Jobs created by foreign companies • Examples support explanations.	Provide general examples such as “Ghana trades with other countries” or “technology helps people, but lacks detail.	Examples given are vague or unrelated, e.g., “Ghana has problems” without specifics.	No example provided, or examples are incorrect/irrelevant.
Clarity and Organisation	Answers are well-organised with a clear introduction, body and conclusion. Ideas flow logically, and writing is easy to follow.	Mostly clear and organised with minor lapses in flow; some ideas could be better connected.	Some organisational issues, ideas are sometimes unclear or repetitive.	Poorly organised, the ideas are confusing, making it difficult to understand the answer.

WEEK 19 (20 MARKS)

Criteria	Description	Marks
1. <i>Understanding of the Topic</i>	Demonstrate clear understanding of globalisation and its relevance to Ghana.	4 marks
2. <i>Identification of Benefits</i>	Clearly identify at least three valid benefits of globalisation.	4 marks
3. <i>Explanation of Points</i>	Provide clear and detailed explanations of each benefit.	4 marks
4. <i>Use of Examples</i>	Support each benefit with relevant and appropriate examples (e.g., trade, technology, education, jobs, cultural exchange).	4 marks
5. <i>Organisation and Structure</i>	Essay is well-organised with introduction, body, and conclusion. Ideas flow logically.	2 marks
6. <i>Language and Presentation</i>	Use clear language, correct grammar, spelling, and punctuation.	2 marks

