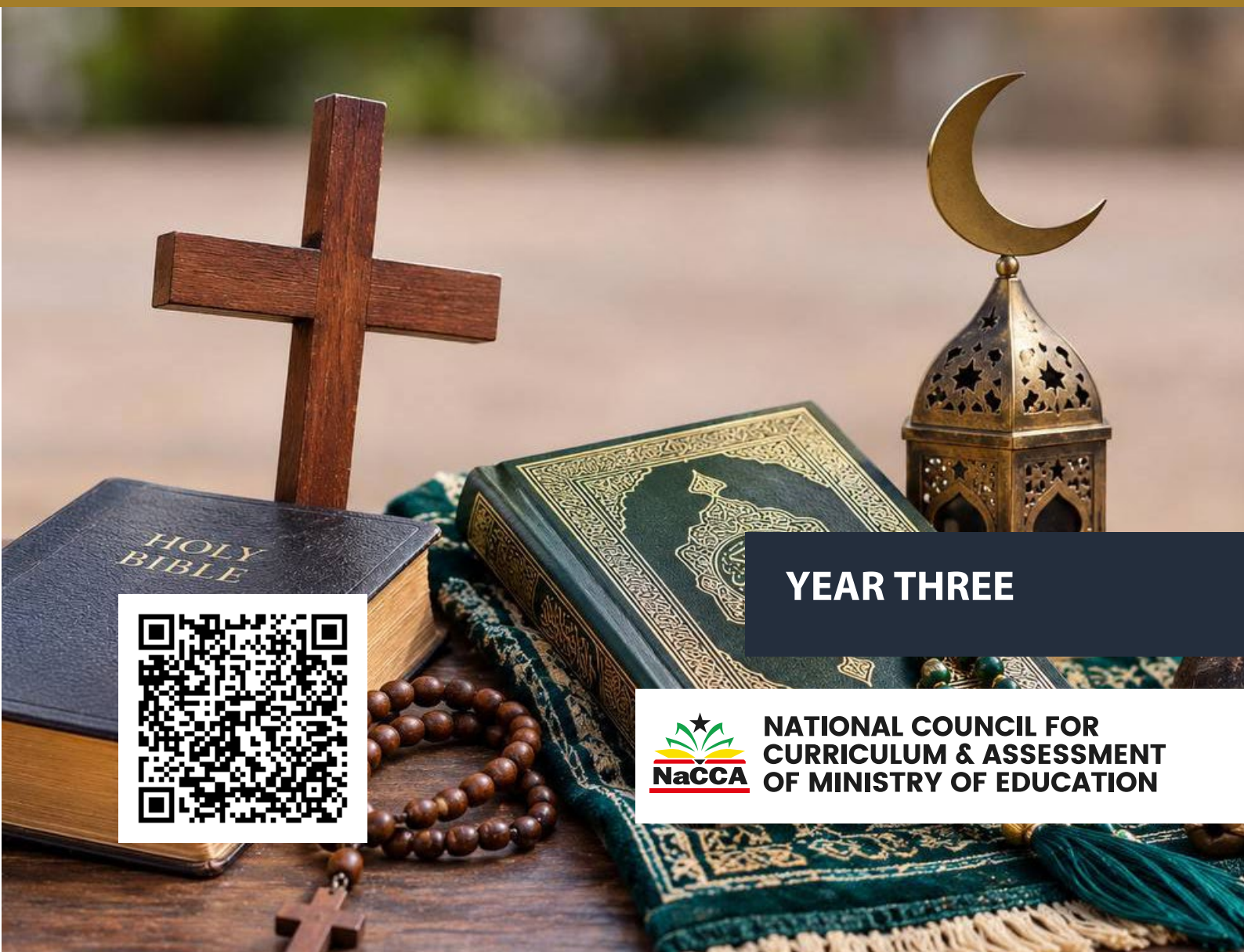
MINISTRY OF EDUCATION

RELIGIOUS AND MORAL EDUCATION

For Senior High Schools

TEACHER MANUAL



YEAR THREE

NaCCA
NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Religious and Moral Education

For Senior High Schools

Teacher Manual

Year Three

NaCCA NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

RELIGIOUS AND MORAL EDUCATION TEACHER MANUAL

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Introduction for the Year Three Teacher Manual

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 be supporting learners to prepare 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: LEISURE

STRAND: WORK, TIME MANAGEMENT AND LEISURE

Sub-Strand: Leisure

Learning Outcome: *Discuss the need for leisure and how to utilise time profitably*

Content Standard: *Demonstrate knowledge and understanding of the importance of leisure in work ethics.*

INTRODUCTION AND SECTION SUMMARY

This is the first section of the Year Three Religious and Moral Education curriculum. Under the same strand, Work, Time Management and Leisure, learners in Year One were introduced to the concept of work. Year Two dealt with the concept of Time Management and Year Three is looking at the concept of Leisure. This section will introduce learners to the concepts of leisure, hobbies and recreation. Although the concepts are directly linked to one another, learners will be taught to distinguish between them. It will also expose them to the need to take their leisure time seriously by pursuing their hobbies and participating in recreational activities. This will improve their physical and mental well-being as well as strengthen their social relationships. Making good use of leisure time can also provide learners opportunities to gain economic benefits and spiritual development.

The weeks and the indicators covered by the section are:

Week 1: Explain the need for leisure time. (The concepts of leisure, hobbies and recreation)

Week 2: Explain the need for leisure time (Physical health benefits of leisure)

Week 3: Explain the need for leisure time, (Mental health benefits of leisure)

Week 4: Explain the need for leisure time (Innovative health benefits of leisure)

Week 5: Discuss how to use leisure time profitably (Engaging in social activities for leisure)

Week 6: Discuss how to use leisure time profitably (Engaging in health and wellness activities)

Week 7: Discuss how to use leisure time profitably (Economic ways of utilising leisure time)

Week 8: Discuss how to use leisure time profitably (Spiritual ways of utilising leisure time)

SUMMARY OF Pedagogical Exemplars

Teachers are encouraged to apply learner-centred Pedagogical Exemplars such as experiential learning (nature walks), talk for learning, project-based learning, resource persons, among others. It is expected that teachers will engage learners to generate an exciting learning environment for learners to fully participate in the learning process. Teachers should be aware of the diversity of their learners in terms of gender, ability, and religion, and utilise that as a resource during teaching. They should also be mindful of the fact that there are diverse abilities among learners, which may not lead them to accomplish the same tasks. Content and pedagogy of the lessons should therefore be differentiated to

support the different abilities of learners. Teachers should ensure lessons are inclusive and pay particular attention to learners with special educational needs to ensure their full participation.

ASSESSMENT SUMMARY

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

Summary of the assessment used against the indicator

Indicators	DOK Level	Assessment Strategy and/or Mode
Explain the need for leisure time	3	Group Project
Discuss how to use leisure time profitably	4	Case Study Scenario

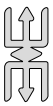
WEEK 1

Learning Indicator: *Explain the need for leisure time*

Focal Area 1: The Concepts of Leisure, Hobbies and Recreation

Key takeaways

1. Leisure
    a. Definition: Leisure is the free time from work, school, or household duties to make time to relax, pursue personal interests, or do nothing at all.
    b. Complexity in Ghana: For many Ghanaians, especially those in rural or informal work settings, the boundary between work and leisure can blur. For example, farming for personal use is necessary but can also be satisfying and leisurely.



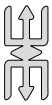
Cultural Note

Leisure time and how it is spent can vary widely depending on lifestyle, location, and economic circumstances.

2. Hobbies
    a. **Definition:** A hobby is a regular activity done for pleasure during leisure time, often for personal growth or enjoyment.
    b. Examples in Ghana include:
        i. **Traditional:** Drumming, dancing, storytelling, kente weaving, bead making.
        ii. **Modern:** Playing or watching football, listening to music (highlife, gospel, hip-life), watching local and Nigerian movies (Ghallywood, Nollywood).
    c. **Dual Role:** Some hobbies, like craftwork, can also be income-generating activities.
3. Recreation
    a. **Definition:** Recreation includes activities done for enjoyment, relaxation, and revitalisation, often with a social or active component.
    b. Examples in Ghana:
        i. Going to the beach.
        ii. Attending festivals (Homowo, Hogbetsotso).
        iii. Community sports events.
        iv. Social gatherings and traditional games (e.g., Oware).
    c. **Importance:** Recreation supports both physical and mental health, and good access to recreational activities enhances overall quality of life.

Summary Table

Concept	Definition	Examples in Ghana	Special Notes
Leisure	Free time from obligations	Relaxing, informal farming	Work-leisure boundaries can blur
Hobbies	Regular, enjoyable activities	Drumming, football, bead making	Can reflect culture or be income sources
Recreation	Enjoyable, often social/ active pursuits	Festivals, sports, games	Vital for well-being and community life



Note

- *Leisure, hobbies, and recreation are interconnected but distinct concepts.*
- *In Ghana, these activities are shaped by culture, resources, and daily realities.*
- *All three contribute to personal satisfaction, cultural identity, and community well-being.*

Learning Tasks

1. Explain the concept leisure, hobbies and recreation.
2. Examine specific examples of hobbies and recreation.
3. Justify why you enjoy a particular hobby.

Pedagogical Exemplars

Talk for Learning/Collaborative Learning

In groups,

a. Using talk for learning, learners brainstorm the concepts of leisure, hobbies and recreation.

b. Learners mention specific examples of hobbies and recreational sites.

c. Learners describe their favourite hobbies and explain why they enjoy them.

d. Groups share their findings with the class for discussion and feedback.

Key Assessment Level 3: Group Work

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

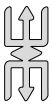
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).

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

   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**

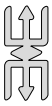
5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

   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

   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).



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30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 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

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   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: *Explain the need for leisure time*

Focal Area 2: The Importance of Leisure (Physical Health Benefits)

Key takeaways

1. Leisure is often undervalued in Ghana, where cultural norms prioritise communal living and hard work, yet it plays a vital role in supporting physical health.

   Awareness campaigns, education in schools, and community programmes highlighting the health benefits of leisure can help change perceptions and encourage a balanced lifestyle.

2. Participating in activities like traditional games, drumming, dancing, and family relaxation promotes physical fitness by increasing movement, improving cardiovascular health, and strengthening muscles and bones. Dancing and drumming are excellent for cardiovascular fitness and muscle strength, while traditional games often involve running and agility, enhancing endurance and coordination.

3. Regular leisure activities help control weight, reduce the risk of chronic diseases (such as hypertension, diabetes, and heart disease), and boost immune system function. Scheduling regular time for physical activities, such as morning walks or weekend sports, and encouraging family participation can make leisure a consistent part of daily life.

4. Outdoor hobbies and sports improve coordination, flexibility, and balance, which are essential for injury prevention and healthy aging.

   Outdoor activities help maintain mobility and muscle strength, reduce fall risk, and enhance social interaction, all of which contribute to healthier, more independent aging.

5. By embracing and promoting leisure, Ghanaian communities can foster better physical health, reduce healthcare costs, build stronger, and more active societies. Organising local sports tournaments, cultural festivals with active participation, and creating safe public spaces for exercise can motivate community members to engage in leisure activities.

Learning Tasks

1. Name some outdoor physical activities that are common in the learners' locality.
2. Discuss the benefits of undertaking physical activities during leisure time.
3. Examine the physical health activities that are helpful for relaxation.

Pedagogical Exemplars

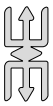
1. **Experiential Learning/Resource Person**
   a. With the help of a P.E.H. teacher, learners are taken through indoor or outdoor physical activities.

2. **Talk for Learning**
   a. Using talk for learning, learners discuss the benefits of undertaking physical health activities during leisure time.
   b. Learners identify other physical health activities that are helpful for relaxation.

Key Assessment Level 2: Individual Class Exercise
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
   c. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   d. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   e. 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 individual class exercise. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the class 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

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- *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 la-1b, 1e-lg, 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
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      ii. were the examples grounded in contexts familiar to Ghanaian learners?
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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).
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9. Remember to
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   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 3

Learning Indicator: *Explain the need for leisure time*

Focal Area 3: The Importance of Leisure (Mental health benefits of leisure)

Key Takeaways

1. Leisure is often overlooked in Ghana due to cultural emphasis on communal living and hard work, but it is essential for mental health.
2. Engaging in leisure activities, such as traditional games, drumming, dancing, singing, deep breathing, meditation, reading prayer, listening to music, or relaxing with family, reduces stress and combats feelings of isolation through social bonding.
3. Leisure activities stimulate cognitive function, improving memory, focus, and problem-solving skills, critical in today's fast-changing society.
4. Emotional well-being is enhanced through hobbies, time in nature, and creative pursuits, leading to higher self-esteem, resilience, and life satisfaction.
5. Promoting and integrating leisure into daily life can build healthier, more resilient communities across Ghana.

Learning Tasks

1. Mention some examples of relaxation techniques.
2. Discuss the importance of leisure activities in supporting mental health.
3. Justify the need to undertake mental health activities for leisure.

Pedagogical Exemplars

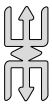
1. **Experiential Learning**
   a. Learners research and take part in relaxation techniques that support mental health e.g., deep breathing, meditation, reading, prayer, singing, listening to music etc.
2. **Talk for Learning**
   a. Using talk for learning, learners discuss the benefits of engaging in the above activities and give example other techniques to help relax the mind.
   b. Learners share their techniques and experiences with the class.

Key Assessment Level 2: Oral Discussion
PLC Session 3

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
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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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Note

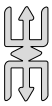
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- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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

   The key assessment for the week is oral discussion. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the discussion (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

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30 minutes	Enactment

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
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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).
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WEEK 4

Learning Indicator: *Explain the need for leisure time*

Focal Area 4: The Importance of Leisure (Innovative benefits of leisure)

Key takeaways

1. Leisure in Ghana is not mere idleness but a powerful driver of individual well-being, economic growth, and cultural enrichment.
2. Creative leisure activities, like traditional drumming and dance, nurture artistic expression and foster innovation across sectors such as fashion, architecture, and technology. Leisure promotes economic diversification through ecotourism and creative industries, generating revenue and sustainable jobs in local communities.
3. Traditional festivals and communal leisure activities strengthen social cohesion, preserve cultural heritage, and reinforce collective identity.
4. Strategic investment in leisure by policymakers, businesses, and community leaders can unlock innovation and build a more creative, vibrant, and united Ghana.
5. Certain traditional Ghanaian games and recreational activities are being revitalised in schools due to their innovative benefits. For instance, cultural dances staged by school children are innovative ways of promoting the Ghanaian cultural identity.

Learning Tasks

1. Describe leisure activities that can lead to the development of new ideas or skills.
2. Discuss the importance of engaging in innovative leisure activities.
3. Justify the need to engage in innovative leisure activities.

Pedagogical Exemplars

Project-Based Learning

1. In groups, learners explore various leisure activities that promote creativity, skill-building, or innovation. Each group should research, reflect, and present on three leisure activities including how these activities can benefit a person's development and why it's important to engage in innovative leisure practices.

   The presentation should include:

   a. A description of at least three leisure activities that can lead to the development of new ideas or skills.

   b. A view on the value of innovative leisure activities in promoting creativity, problem-solving, or personal growth.

   c. Why people should consider innovative leisure activities in their lives.

Key Assessment: DoK Level 3 (Note: This key assessment covers Learner Indicator 1 and caters for weeks 1, 2, 3, and 4 and it is to be taken at week 4 where lessons for the indicator end).

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.

Assessment Mode: Group Poster and Presentation Project

Project Description

In groups of 3-4, learners create a poster and prepare a presentation explaining why leisure time is important from religious, health, and social perspectives.

Project Requirements

1. Research Notes (Group Submission)
    a. Find at least two religious teachings about rest/leisure.
    b. List three health benefits of leisure time.
    c. Identify two social benefits of leisure time.
2. Awareness Poster (Group Submission)
    a. Create a colourful poster explaining why leisure time is needed.
    b. Include religious quotes/teachings.
    c. Show benefits using pictures and simple text.
    d. Target your message to either youth, adults, or elders.
3. Group Presentation (5-7 minutes)
    a. Explain your poster.
    b. Share key findings from your research.
    c. Tell why leisure time is important in your community.
4. Individual Reflection (½ page)
    a. What did you learn about leisure time?
    b. How did you contribute to the group?
    c. How will you use leisure time better in your own life?

PLC Session 4

45 minutes | **Planning & Reviewing the Learning Plan**

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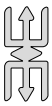
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Note

- *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. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).

   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**

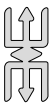
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   d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



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5 minutes Reflection

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WEEK 5

Learning Indicator: *Discuss how to use leisure time profitably*

Focal Area 5: Engaging in Social Activities for Leisure

Key takeaways

1. Leisure in Ghana often strengthens social connections, offering a vital balance to daily demands.
2. For example, nature walks provide gentle exercise and appreciation of Ghana's landscapes while fostering conversation and bonding among friends and family.
3. Spending quality time with loved ones through meals, storytelling, and ceremonies reinforces cultural values, emotional support, and communal well-being.
4. Interacting with pets, an emerging trend in urban areas, offers emotional comfort, reduces stress, and encourages community interaction among pet owners.
5. These accessible activities—nature walks, family gatherings, and pet companionship- serve as powerful tools for relaxation, recreation, and social cohesion in Ghana.

Learning Tasks

1. Casually connect with individuals in your community by smiling and greeting at least three people today, whether in person or online.
2. Participate in a nature walk.
3. Join a group activity (like a game night, book club, or a casual sports meetup) and actively participate for at least 30 minutes.
4. Organise a small gathering or event with friends or family. It could be a movie night, picnic, or even a themed dinner—something that fosters deep conversation and shared experiences.

Pedagogical Exemplars

1. **Experiential Learning - Nature Walk**

   Learners take a walk to an attractive area within or around the school vicinity for pleasure. Learners to greet individuals and take note of their surroundings during the activity.

2. **Talk for learning**

   Learners identify and discuss the benefits of engaging in the above activities when they return to their classes.

Key Assessment Level 2: Homework
PLC Session 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.

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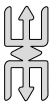
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Note

- *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

   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**

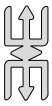
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WEEK 6

Learning Indicator: *Discuss how to use leisure time profitably*

Focal Area 6: Engaging in Health and Wellness Activities

Key takeaways

- A well-rounded life in Ghana embraces both physical and mental wellness through a blend of traditional and modern practices.
- Sporting activities like soccer, *ampe*, and biking improve cardiovascular health, agility, and fitness while offering fun and social engagement.
- *Soccer* is the nation's most beloved sport, with participation at all levels.
- *Ampe*, a traditional game, boosts coordination and is widely enjoyed in schools and communities.
- *Biking* is growing in popularity, promoting health and offering a sustainable alternative in urban areas like Accra.
- Mental health activities are equally vital, supporting relaxation, cognitive stimulation, and social connection.
- *Ludu* and traditional games like *Oware* and *Dame* sharpen strategic thinking and encourage social interaction.
- *Meditation* is gaining recognition as a stress-relief and mindfulness practice, often tied to spiritual traditions.
- *Reading* and *playing cards* have become popular leisure pursuits, enhancing mental alertness and entertaining.
- By actively engaging in these activities, Ghanaians can cultivate a healthier, more balanced, and fulfilling lifestyle.

Learning Tasks

1. Identify traditional games and sports that people in your community engage in during their leisure time.
2. Describe how three traditional games and sports are played.
3. Participate in a traditional game or sport.
4. Examine the ways in which games and sport promote health and wellbeing.

Pedagogical Exemplars

1. **Experiential Learning**

   Learners engage in sports/games (either indoor or outdoor) like ampe, biking, ludu, chaskele, antoakyire, dame (draught), oware, volleyball, soccer etc. for 20 minutes.

2. **Reflection**

   Learners identify and analyse the various ways in which the above activities promote their health and wellbeing.

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	Explain the need for leisure time	MCQs	2	2	-		4
		ESSAY	-	-	-		-
2	Explain the need for leisure time	MCQs	2	2	2		6
		ESSAY	-	-	1		1
3	Explain the need for leisure time	MCQs	-	2	1		3
		ESSAY	-	-	-		
4	Explain the need for leisure time	MCQs	3	2	1		6
		ESSAY					
5	Discuss how to use leisure time profitably	MCQs	1	3	2		6
		ESSAY			1		1
		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.

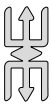
b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).

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. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).

   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**

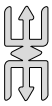
5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

   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 la-1b, 1e-lg, 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 7

Learning Indicator: *Discuss how to use leisure time profitably*

Focal Area 7: Economic Ways of Utilising Leisure Time

Key takeaways

1. **Skills Development:** Turning Free Time into Productive Growth.

   Leisure offers an essential space for Ghanaians to build new skills that enhance employability and foster entrepreneurship. For example:

   - After-work coding clubs can equip young professionals with technological skills, positioning them to thrive in the digital economy or launch start-ups.
   - Community workshops on modern farming techniques during off-seasons empower rural farmers to boost crop yields and improve livelihoods.

2. **Creative Arts:** Growing Ghana's Cultural and Creative Economy.

   With its rich cultural heritage, Ghana can leverage leisure time to nurture creative talent and strengthen the creative sector. For example:

   - Investment in community theatre groups and craft workshops (e.g., kente cloth, and smock production) can generate income, preserve cultural identity, and attract tourism.
   - Promoting digital content creation through activities such as training in filmmaking and animation based on local folklore can create jobs and enhance Ghana's global cultural influence.

3. **Broader leaning and personal development:** Beyond specific skills, leisure time enables broader learning and personal development. For example:

   - Public libraries and online courses (e.g., in personal finance and sustainable farming) can empower citizens to make informed decisions and contribute to national development.
   - Volunteer tourism can create economic opportunities for local communities while fostering cultural exchange and mutual understanding.

Learning Tasks

1. Identify economic ways of utilising leisure time.
2. Discuss the importance of engaging in economic ways of utilising leisure time.
3. Justify the importance of young people venturing into economic ways of utilising their leisure time.

Pedagogical Exemplars

1. **Collaborative Learning**
   a. In mixed-ability/religious groups, learners identify and discuss economic ways of utilising leisure time.

b. Groups brainstorm and write the importance of engaging in the above economic ways of utilising leisure time.

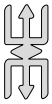
c. Groups discuss why it is important for young people to engage in economic ways of utilising their leisure time.

d. Groups to feedback to the class for a full class discussion and feedback.

Key Assessment Level 3: Essay
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

   The key assessment for the week is essay. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the essay (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 la-1b, 1e-lg, 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 8

Learning Indicator: *Discuss how to use leisure time profitably*

Focal Area 8: Spiritual Ways of Utilising Leisure Time

Key takeaways

Leisure in Ghana is more than rest. It is a sacred opportunity to strengthen faith and deepen connection with God, the gods, ancestors, and the spirits.

1. **Prayer and Meditation**

   Structured prayers (e.g., Sunday church services, daily Muslim salat) and private reflections are vital spiritual practices.

   Meditation through gospel music or reflecting on proverbs helps align with core Ghanaian values of wisdom and morality.

   These practices offer moments of peace and direct communication with the divine.

2. **Spiritual Reading**

   Reading sacred texts like the Bible, Quran, or translations in Twi, Ga, or Ewe nourishes the soul.

   Ancestral stories provide spiritual guidance and cultural wisdom.

   Listening to preachers via radio, TV, or reading their books supports ongoing spiritual growth.

3. **Pilgrimage**

   Pilgrimages, both international (Mecca, Jerusalem) and local (shrines, sacred landmarks, hometowns of religious leaders), hold deep spiritual meaning.

   These journeys offer reflection, healing, and a renewed commitment to faith.

Conclusion

Leisure time in Ghana offers rich opportunities to deepen spirituality.

Through prayer, reading, and pilgrimage, Ghanaians can fill free time with meaning and purpose, strengthening the link between daily life and the divine.

Learning Tasks

1. Identify spiritual ways of using leisure time.
2. Examine the need to engage in spiritual ways of utilising leisure time.
3. Justify how engagement in spiritual activities can enhance the use of leisure time.

Pedagogical Exemplar

1. **Resource Person/Talks:** Learners are taken through a talk by a religious practitioner (e.g., School Chaplain, Imam or Traditional Priest) about the spiritual ways of utilising leisure time. Learners are to take notes of the salient points and jot down their questions for redress after the presentation.

Key Assessment: Levels 4 (Note: This key assessment covers Learner Indicator 2 and caters for weeks 5, 6, 7, and 8 and it is to be taken at week 8 where lessons for the indicator end).

Mode of Assessment Level 3: Case Study Scenario

Assessment Task

Read the following case scenario carefully and use it to answer the questions below:

Case Study Scenario (20 marks)

The youth of Akweteyman, a growing community in Ghana, have expressed concerns about having "nothing to do" during their free time. Community surveys reveal most young people spend leisure hours passively consuming social media or watching television. Parents are worried about increasing reports of substance abuse among idle youth. Meanwhile, the community has unaddressed needs: elderly residents require assistance, public spaces need maintenance, and many children struggle with reading. The community leadership has organised a youth forum to discuss productive leisure opportunities.

Tasks

1. Identify three specific ways the youth of Akweteyman can use their leisure time for personal development, explaining the potential benefits of each. (6 marks)
2. Propose two leisure activities that could simultaneously benefit the community and develop valuable skills for the participants. (4 marks)
3. Analyse how traditional Ghanaian leisure practices can be modernised to appeal to youth of Akweteyman while maintaining their developmental benefits. Provide one detailed example. (4 marks)
4. Evaluate the statement: "Profitable leisure must always generate income." Discuss two alternative perspectives on what makes leisure "profitable." (6 marks)

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
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    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).
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    d. 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 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)
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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 Review

This section provides students with both theoretical understanding and practical applications of leisure concepts, emphasising the uniquely Ghanaian perspective while acknowledging universal benefits.

In this section, learners have learnt about leisure, hobbies and recreation in Ghana. They have also come to appreciate the thin line between work and free time, particularly in rural areas, where activities like subsistence farming hold dual purposes. Learners also reflect on Ghanaian cultural values, encompassing drumming, dancing, and modern pursuits like football. Finally, learners explored the spiritual dimensions of leisure, emphasising prayer, spiritual reading, and pilgrimage within the Ghanaian spiritual landscape. In summary, learners have been introduced to the physical, emotional, spiritual, and innovative benefits (creative and problem-solving) of leisure for their adult life, world of work, and further studies.

Additional Reading

- Aristotle On Why Leisure Defines Us More than Work | Philosophy Break- https://philosophybreak.com/articles/aristotle-on-why-leisure-defines-us-more-than-work/
- Ankobrey, G. A. (2022). Following the 'hype': The role of leisure practices during 'homeland' visits in transnational youth's way of relating to Ghana. *Global Networks-a Journal of Transnational Affairs*, *23*(1), 262–276. https://doi.org/10.1111/glob.12413
- Bagson, E., & Kuuder, C.-J. W. (2013). Assessment of a Smallscale Irrigation Scheme on Household Food Security and Leisure in Kokoligu; Ghana. *Research on Humanities and Social Sciences*, *3*(1), 17–26. https://www.iiste.org/Journals/index.php/RHSS/article/download/4084/4185

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEKS 1 – 4

Assessment Rubric (Total: 16 marks)

Component	Excellent (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)
Research Notes	*Clear notes with specific religious teachings and well-explained benefits of leisure*	*Good notes with religious teachings and benefits of leisure*	*Basic notes with some religious teachings and benefits*	*Limited notes with few details*
Awareness Poster	*Creative, colourful poster that clearly explains why leisure time is needed with effective religious connections*	*Good poster that explains the need for leisure time with some religious connections*	*Simple poster showing basic need for leisure with minimal religious content*	*Incomplete poster with unclear message*
Group Presentation	*Clear, engaging presentation with all members participating; strong explanation of the importance of leisure*	*Good presentation with most members participating; clear explanation of the importance of leisure*	*Basic presentation with uneven participation; simple explanation of the importance of leisure*	*Disorganised presentation with poor explanation of the importance of leisure*
Individual Reflection	*Thoughtful reflection showing new understanding about leisure time and personal application*	*Good reflection showing understanding about leisure time and some personal application*	*Basic reflection with simple understanding of leisure time*	*Limited reflection with minimal insights*

Sample Student Group Response with Mark Allocations

Group: "Rest & Blessings" (Target Audience: Youth)

1. Research Notes (4 marks)

Religious Teachings about Leisure

a. Christianity: "Come to me, all you who are weary and burdened, and I will give you rest." - Matthew 11:28

b. Islam: The Prophet Muhammad said: "There is a time for this and a time for that." (Hadith)

c. Traditional: Our ancestors had special rest days after harvest when no work was allowed

Health Benefits of Leisure

a. Reduces stress and prevents burnout

b. Improves sleep quality

c. Gives time for physical exercise

Social Benefits

a. Strengthens family bonds through shared activities

b. Builds community when people celebrate together

c. Allows time to help others

Example Mark allocation: 4/4 - Excellent research with specific religious references and clear benefits relating to youths.

2. **Awareness Poster (4 marks)**

Title: "REST IS BLESSED: Why Young People Need Leisure Time"

Design Elements

a. Bright colours with images of youth engaged in different leisure activities

b. Central religious symbol (tree of life) with branches showing different benefits

c. Speech bubbles with religious quotes about rest

d. Before/after images showing stressed vs. relaxed students

e. Simple chart showing "School + Chores + REST = SUCCESS"

Key Messages

a. "God commanded rest - it's not laziness"

b. "Healthy body, healthy mind, healthy spirit"

c. "Make time for what matters most"

d. "Rest now to succeed later"

[Example Mark allocation: 4/4 - Excellent poster with creative design, clear religious connections, and youth-appropriate messaging. The visual elements effectively communicate the need for leisure time.]

3. **Group Presentation (4 marks)**

The group presented their poster to the class:

a. Explained why they chose to focus on youth

b. Shared the religious teachings they found

c. Described how leisure helps students perform better

d. Connected traditional rest practices to modern youth needs

e. Demonstrated simple ways students can find leisure time

Three members spoke during the presentation, but one member did not participate. The explanation of religious teachings was clear, though the group rushed through some important points about social benefits.

[Example Mark allocation: 3/4 - Very good presentation with clear explanation of religious reasons for leisure. Lost points for uneven participation and rushed delivery of some content.]

4. **Individual Reflection - Abena Owusu (4/5 marks)**

My Reflection

Before this project, I thought leisure time was just for fun or being lazy. Now I understand it is important for many reasons. I was surprised to learn that even God rested on the seventh day, showing us, that rest is part of the divine plan.

In our group, I researched the religious teachings and helped design the poster. I found the quote from the Prophet Muhammad that teaches about balance in life. This made me think about how I spend all my time either studying or on social media, without real rest.

I learned that true leisure is different from just playing on my phone. Real leisure refreshes the mind and body. After this project, I have started taking a proper break on Sundays without screens. I also joined a church youth group that meets on Saturdays for games and discussions.

This project helped me understand why my grandmother always insisted on the family resting together after church. She wasn't just being old-fashioned – she was following important religious and cultural wisdom about rest.

[Example Mark allocation: 3/4 - Excellent reflection showing personal transformation in understanding leisure time, specific contribution to the group, and meaningful application to personal life. Lost one point for not addressing challenges faced during the project.]

WEEK 5 to 8

Sample Responses and Mark Allocation

Question 1: Personal Development Through Leisure (6 marks)

The Akweteyman youth could use leisure time for personal development through:

First, forming reading clubs where members explore Ghanaian and international literature, enhancing literacy skills, cultural knowledge, and critical thinking while providing structured social interaction.

Second, engaging in skill-building workshops focusing on practical abilities like digital marketing, traditional crafts, or sustainable agriculture—these develop marketable competencies while fostering creativity and problem-solving.

Third, participating in physical recreation through traditional games like ampe or contemporary sports, which research shows improves not only physical health but also discipline, teamwork, and mental wellbeing. Each activity transforms 'empty' leisure time into opportunities for holistic development addressing cognitive, practical, and physical aspects of personal growth.

Marking Guide

2 marks for each well-explained personal development activity (maximum 6).

Each should include: Specific activity, clear benefits, and depth of understanding.

Question 2: Community-Beneficial Leisure (4 marks)

The leisure activities that would benefit both the community and participants include:

First, a youth-led Community Beautification Initiative where participants design and maintain public gardens or create murals on approved spaces. This addresses the community's need for maintained public spaces while developing participants' project management, artistic skills, and environmental knowledge. Documentation of before/after transformations could build impressive portfolios for future opportunities.

Second, an intergenerational Knowledge Exchange Programme where youth provide technology assistance to elderly residents while elders share traditional knowledge and cultural practices. This addresses elderly assistance needs while youth develop communication skills, patience, cultural appreciation, and technological proficiency through teaching—all valuable transferable skills for future employment."

Marking Guide

2 marks for each well-explained activity (maximum 4).

Must include: Clear connection to community needs, specific skill development outcomes.

Question 3: Modernising Traditional Leisure (4 marks)

Traditional Ghanaian leisure practices can be modernised while maintaining their developmental benefits through thoughtful adaptation. One compelling example is transforming traditional storytelling into digital content creation. Traditionally, developed listening skills, moral reasoning, and cultural identity while building community bonds. This practice could be modernised by youth creating podcasts, short films, or social media series based on traditional stories but addressing contemporary challenges. For instance, updating the Kwaku Ananse character in Akan storytelling to navigate modern ethical dilemmas like social media pressures or environmental choices.

This modernisation maintains the original benefits of moral development and cultural preservation while adding digital literacy skills that youth value. By incorporating production elements like scriptwriting, recording, editing, and marketing, participants develop practical skills with economic potential. The format appeals to youth preference for digital engagement while preserving the essence of traditional storytelling—teaching through narrative. Community viewing/listening events could maintain the social cohesion aspect of traditional storytelling circles.

Marking Guide

1 mark for explanation of modernisation approach.

2 marks for detailed specific example.

1 mark for analysis of how benefits are maintained.

Question 4: Evaluating Profitable Leisure (6 marks)

The statement 'Profitable leisure must always generate income' presents an unnecessarily limited view of profitability. Two alternative perspectives offer more comprehensive understandings:

First, 'profitable' leisure can be measured through human capital development. Activities that build skills, knowledge, and abilities represent investments in oneself even without immediate financial returns. For example, a youth who uses leisure time to learn traditional drumming might not earn money initially, but develops discipline, cultural competence, and potential future opportunities in cultural tourism or education. This perspective aligns with the Ghanaian proverb 'Knowledge is better than silver and gold,' recognising that personal growth has long-term value beyond immediate income.

Second, 'profitable' leisure can be evaluated through social capital generation, building relationships and community connections that create support networks and opportunities. For many Ghanaian youth, leisure activities that strengthen community bonds, like organising cultural events or mentoring younger children, create social resources that have been proven to improve life outcomes, including employment prospects and resilience during challenges. Traditional Ghanaian values emphasise this social wealth, captured in the concept of 'nnoboa' (cooperative community work).

In evaluating profitable leisure, we should adopt a holistic view that recognises human development and social connection as forms of wealth, sometimes more sustainable than immediate financial returns.

Marking Guide

1 mark for clear evaluation of the statement.

2 marks for first alternative perspective with example.

2 marks for second alternative perspective with example.

1 mark for depth of critical thinking and cultural relevance.

Total Score: 6+4+4+6 = 20 Marks

SECTION 2: RESPONSIBILITIES OF YOUNG PERSONS

STRAND: STEWARDSHIP AND RESPONSIBILITY

Sub-Strand: Responsibility of Young Persons

Learning Outcome: *Assess responsibilities of young persons as defined by religion and society.*

Content Standard: *Demonstrate an appreciation for responsibilities of young persons to their family, society, and the country.*

INTRODUCTION AND SECTION SUMMARY

This section of the Year Three Religious and Moral Education curriculum focuses on cultivating responsible citizenship in young learners. Learners will explore their duties and obligations within the family, community, and the state. They will examine the principles and values responsible citizenship in their daily lives.

The first part of the section (Weeks 9-10) investigates the duties and roles of learners within, and towards the family unit. The section, particularly (Weeks 11-12) will challenge learners to also focus on their community responsibilities. Finally, the section ends with (Weeks 13-16) with a discussion of civic duties and the responsibilities of young people as citizens of Ghana. The weeks covered by the section are:

The weeks and the indicators covered by the section are:

Week 9-12: Examine the responsibilities of young persons to their families and community.

Weeks 13-16: Discuss the responsibilities of young persons to the state as citizens of Ghana.

SUMMARY OF Pedagogical Exemplars

Teachers play a pivotal role in cultivating responsible citizenship among learners by employing specific pedagogical methods. To that end, mock parliaments and debates can simulate parliamentary procedures, sharpening learners' critical thinking, public speaking, and argumentation skills. Learners will also have the opportunity to debate relevant laws or policies so that they can directly engage with their community or nation's governance. Secondly, personal reflection encourages critical self-assessment of learning experiences and societal roles through journaling and discussions, which deepen their understanding of citizenship responsibilities and values. Thirdly, learning discussions can emphasise dialogue to facilitate peer learning and articulate ideas, thus fostering a shared understanding of responsible citizenship. Finally, **Collaborative Learning** encourages teamwork and shared responsibility through group projects, peer teaching, and problem-solving activities.

Family: Role-playing exercises can explore family roles and duties, while collaborative projects foster teamwork and shared responsibility within the family unit.

Community: Mock community meetings or debates or practical activities can address local issues, encouraging students to propose solutions. Reflection exercises can cultivate empathy and community responsibility.

State: Mock parliaments simulate the legislative process, enabling students to debate laws or policies. Discussions can clarify their civic duties and responsibilities as citizens.

ASSESSMENT SUMMARY

To gauge the effectiveness of lessons and monitor learners' progress, a variety of assessment strategies have been recommended for each lesson. The primary focus is on formative assessment, aimed at providing meaningful feedback on learners' holistic development rather than merely assigning grades. Suggested assessment activities include multiple-choice questions, presentations, written assignments (such as essays), case studies, and both individual and group projects among others. These tools are designed to measure progress toward the learning outcomes, not to categorize students as excellent or weak.

Teachers are encouraged to thoughtfully select from the provided assessment options and to design creative assessment activities that align with these objectives. Each suggested assessment method has been evaluated for its Depth of Knowledge (DOK) level. By choosing a balanced mix of higher and lower DOK activities, teachers can better accommodate the diverse abilities within their classrooms and support all learners effectively.

Provide a summary of the assessment used against the indicator.

Indicators	DOK Level	Assessment Strategy and/or Mode
Examine responsibilities of young person to their families and community.	4	Debate
Discuss responsibilities of young persons to the state as citizens of Ghana.	4	Individual Environmental Micro-Project

WEEK 9

Learning Indicator: *Examine the responsibilities of young persons to their families and community*

Focal Area 1: Responsibilities of young persons to their families (I)

Key takeaways

1. **Looking After Family**

   Young people are encouraged to support their families, especially during difficult times.

   The support can be financial assistance if they are working, or practical help with tasks like caring for younger siblings or elderly relatives.

   This reflects the Ghanaian spirit of **Ubuntu,** valuing community, compassion, and mutual support.

2. **Honouring Traditions**

   Young Ghanaians must respect and uphold family values and customs.

   This includes:
   - Showing respect to elders**.**
   - Participating in family ceremonies and understanding traditional roles.
   - Taking part in festivals that strengthen cultural identity.

3. **Helping at Home**

   Young people should contribute to household duties, promoting togetherness and shared responsibility. This helps develop important life skills and community spirit.

   Examples include: Cleaning, cooking, fetching water, and assisting with family tasks, especially important in rural communities.

Learning Tasks

1. State key responsibilities of young persons to their families.
2. Examine key responsibilities between young boys and girls.
3. Explain the need for young persons to undertake their family responsibilities.

Pedagogical Exemplars

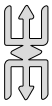
Mock Parliament/Debate

1. Learner organises a mock parliament with a speaker who tables motion on the responsibility of young persons to their families. Invite learners to individually speak to the motion.
2. Learners summarise the main issues raised in the mock parliament and discuss how they apply to their lives.

Key Assessment Level 4: Debate
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

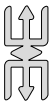
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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

   The key assessment for the week is debate. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the debate (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 la-1b, 1e-lg, 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 10

Learning Indicator: *Examine the responsibilities of young persons to their families and community*

Focal Area 1: Responsibilities of young persons to their families (II)

Key takeaways

1. **Honest Communication**
   a. Open and respectful communication is key to building trust and unity within the family.
   b. Maintaining Transparency: Young Ghanaians are encouraged to share their activities, challenges, and aspirations openly with family members for guidance and support when it is most needed.
   c. Respectful Dialogue: Even in moments of disagreement, young people should communicate respectfully. This involves listening to elders' perspectives, expressing their own views calmly, and seeking compromises that honour both sides.
2. **Educational pursuit**

   Young people should dedicate themselves fully to their studies, recognising that their success contributes to the family's future. For example:

   a. When facing difficulties in their studies, they should seek help and involve their family in finding solutions.
   b. Celebrating educational milestones together strengthens family pride and unity.
3. **Personal Development and Responsibility**
   a. They should avoid harmful influences and make decisions that reflect family values.
   b. They should set goals, stay focused on self-improvement, and contribute to family welfare. Helping with household chores or mentoring younger siblings are practical ways to uphold this role.
   c. They should strive to become role models for others, reinforcing the family's place at the heart of Ghanaian society.

Learning Tasks

1. Explain what is meant by "honest communication".
2. Discuss ways of engaging in honest communication.
3. Discuss the responsibilities of young people to their families in modern Ghanian society.
4. Justify why some young people may not want to follow the educational paths of their parents.

Pedagogical Exemplar

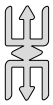
Talk for Learning

Learners engage in a discussion about honest communication, education and personal development as responsibilities to their families.

Key Assessment Level 2: Discussion
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.
   c. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   d. 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 discussion. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the discussion (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

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30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 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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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 11

Learning Indicator: *Examine the responsibilities of young persons to their families and community*

Focal Area 2: Responsibilities of young persons to their community (I)

Key takeaways

1. **Responsibilities to Family**
    a. Support: Assist parents and elders by helping with chores, offering financial help if possible, and caring for family members in need.
    b. Respect: Honour elders, listen to their advice, and uphold family traditions and values.
    c. Education and Progression: Strive for personal growth through education and career success, bringing pride and progress to the family.
2. **Responsibilities to the Community**
    a. Protecting Public Property: Safeguard community resources like schools and hospitals; prevent and report vandalism.
    b. Reporting Crime: Help maintain safety by reporting criminal activities to authorities or community leaders.
    c. Civic Engagement: Get involved in community projects, volunteer, join youth groups, and participate in local clean-up and development efforts.

Learning Tasks

1. State responsibilities of young persons to their community.
2. Discuss the difficulties young person's face in fulfilling their responsibilities to the community.
3. Suggest ways to mitigate the difficulties young person's encounter in the fulfilment of their responsibilities to their community.

Pedagogical Exemplars

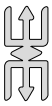
Collaborative Learning

a. In mixed-ability/religious groupings, learners search for information on their responsibility to the community.
b. Learners identify and discuss the difficulties in living up to the expectations of the responsibilities raised and suggest ways to overcome these difficulties.

Key Assessment Level 3: Group Discussion
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).
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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

   The key assessment for the week is group discussion. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the discussion (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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30 minutes **Enactment**

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9. Remember to
   c. transfer your chats into your learning planner template.
   d. 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).
   e. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 12

Learning Indicator: *Examine responsibilities of young persons to their families and community*

Focal Area 2: Responsibilities of young persons to their community (II)

Key takeaways

1. **Environmental Stewardship**
    a. Participate in clean-up activities and educate others on proper waste disposal and recycling.
    b. Advocate for sustainable practices, better waste management, and protection of natural resources.
2. **Financial Literacy and Responsibility**
    a. Learn budgeting, saving, and investing to make smart financial decisions and avoid debt.
    b. Promote entrepreneurship by creating businesses that solve community problems and boost the local economy.
3. **Relationship Building**
    a. Engage in respectful dialogue with elders to preserve traditions and strengthen community ties.
    b. Learn conflict resolution skills to help mediate disputes and promote peace in the community.

Learning Tasks

1. Identify roles young people need to play as environmental stewards.
2. Discuss the essence of becoming environmentally sensitive as a young person.
3. Justify why young people need to seek financial literacy and responsibility.

Pedagogical Exemplars

Collaborative Learning

In mixed-ability/religious groupings, learners research information on environmental stewardship, financial literacy and responsibilities, and relationship building.

Learners discuss the essence of becoming environmentally sensitive and identify measures to protect the environment.

Learners suggest why it is important for young persons to seek financial literacy and responsibility.

Key Assessment: Practice Paper 1 (Note: This key assessment covers Learner Indicator 1 and caters for weeks 9, 10, 11, and 12 and it is to be taken at week 12 where lessons for the indicator end).

Mode of Assessment: Debate

Assessment Task: Argue for or against the motion, "Traditional responsibilities of young people to their families are becoming outdated in contemporary Ghanaian society". (Total = 30 Marks)

HINT

Two teams: *Proposition and Opposition*

Structure: *Opening statements, Arguments, Rebuttals, Closing statements*

PROPOSITION TEAM

Main Arguments

Ghana has transformed (55% urban population, 10 times university enrolment), requiring the evolution of youth responsibilities.

Traditional expectations (staying in family compounds, farm work) conflict with education and economic opportunities.

Geographic mobility necessary for career advancement conflicts with traditional location-based duties.

Gender-based traditional responsibilities limit women's potential.

Youth can better contribute through education and economic advancement while preserving core values.

Rebuttal Points

Traditional responsibilities often trap youth in poverty cycles when education is sacrificed.

Family obligations disproportionately burden young women and rural youth.

Not about abandoning all responsibility but evolving how they're fulfilled.

Traditional age hierarchies can suppress youth innovation needed for development.

OPPOSITION TEAM

Main Arguments

Traditional responsibilities provide essential social cohesion and identity formation.

Education should enhance family obligations, not replace them (research shows students with strong family ties perform better).

Traditional systems provide crucial safety nets where government support is limited.

Modern technology (mobile money, video calls) facilitates fulfilling traditional responsibilities in new ways.

Adapting responsibilities strengthens both individuals and society.

Rebuttal Points

Traditional responsibilities are adaptable principles, not static practices.

Education and family obligations are complementary, not exclusive ("Knowledge is better than silver and gold").

Traditional responsibilities teach valuable workplace skills (resource management, conflict resolution).

Proper application of traditional values supports equity and protects vulnerable members.

Research shows that urban Ghanaians maintain traditional connections show greater resilience during hardships.

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.*

A TEST SPECIFICATION TABLE SAMPLE MULTIPLE CHOICE QUESTIONS FOR A PRACTICE/MOCK EXAMINATION

Sub-Strand	Learning Indictor	Depth of Knowledge				Total
		1	2	3	4	
Work, Ethics and Honesty	1.1.1.LI.1 Identify key work ethics and indicate how they can be applied at home, school and in the world of work.	1	2	1		4
	1.1.1.LI.2 Explain the benefits of hard work.	1	1			2
Time Management	2.1.2.LI.1 Explain the concept of time and how it is conceptualised in the Ghanaian society.	1	1			2
	2.1.2.LI.2 Identify the various ways learners misuse their time and the benefits of proper time management.	1	1	1		3
Leisure	3.1.1.LI.1 Explain the need for leisure time.	1	1	1		3
	3.1.1.LI.2 Discuss how to use leisure time profitably.		1		1	2
The Environment and Climate Change	1.2.1.LI.1 Explain human activities that impact on the environment.	1	1			2
	1.2.1.LI.2 Explain ways of reversing and improving the negative impacts of human activities on the environment.	1	1	1	1	4
Responsible Parenting and Parenthood	2.2.2. LI.1 Explain the concepts of parenting and parenthood.	1	1			2
	2.2.2. LI.2 Examine obligations of individuals to the family and the society.	1	1	1		3

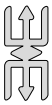
Responsibilities of Young Persons	3.2.3.LI.1 Examine responsibilities of young persons to their families and community.	1	1			2
	3.2.3.LI.2 Discuss responsibilities of young persons to the state as citizens of Ghana.	1	1	1	1	4
Honesty and Nation Building	1.3.1LI.1 Discuss dishonesty as central to the causes and effects of corruption.	1	1			2
	1.3.1.LI.2 Discuss the place of honesty at home, school and society in general.	1	1	1		3
	1.3.1.LI.3 Analyse honest ways of gaining wealth.		1	1		2
Character Values	2.3.2.LI.1 Explain Ghanaian character values as identity markers.	1	2			3
	2.3.2.LI.2 Analyse relationship among Ghanaian character values, western character values and universal character values.		1	1	1	3
Concern for One's Nation	3.3.3.LI.1 Identify and explain Ghanaian values that promote concern for the nation.	1		1		2
	3.3.3.LI.2 Justify the need to honour Ghanaians who exhibit and champion Ghanaian virtues.		1		1	2
Total		15	20	10	5	50
Percentage		30	40	30		100

PLC Session 12

45 minutes **Planning & Reviewing the Learning Plan**

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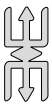
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).

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

WEEK 13

Learning Indicator: *Discuss the responsibilities of young persons to the state as citizens of Ghana*

Focal Area 3: Responsibilities of young persons to the state as citizens of Ghana (I) (Civic engagement (e.g., Voting, holding leaders accountable, making inputs in youth policy formulation, advocacy, volunteerism etc.)

Key takeaways

Civic engagement by young persons, includes the following but not limited to; voting, holding leaders accountable, making inputs in youth policy formulation, advocacy and volunteerism. The following is a breakdown of responsibilities young Ghanaians have to their state, focusing on civic engagement, with practical examples rooted in the Ghanaian context.

Forms of Civic Engagements

1. **Active Participation in Governance:** Young Ghanaians have a duty to actively participate in shaping their nation's future. This goes beyond simply voting in elections. For instance, young people can engage with their Members of Parliament (MPs), attend town hall meetings, and contribute to public debates on issues that affect them. A good example is youth involvement in consultations regarding the National Youth Policy, ensuring their voices are heard in shaping policy frameworks.
2. **Holding Leaders Accountable:** A core responsibility is to hold elected officials accountable. Young people can do this by demanding transparency and responsiveness from their leaders. They can use social media and other platforms to question decisions, demand explanations, and advocate for better governance. For example, youth-led campaigns scrutinising the use of district assembly funds or demanding accountability for unfulfilled campaign promises can be powerful tools.
3. **Volunteerism and Community Service:** Young Ghanaians should actively contribute to their communities through volunteer work and service. This could involve participating in clean-up campaigns, tutoring younger students, or supporting local initiatives that address social problems. An example could be young people volunteering their time and skills to support local clinics during national health campaigns or helping with environmental conservation efforts in their communities.
4. **Advocacy:** The following are points on Ghanaian Youth contribution to the state through advocacy.

    a. **Youth Participation in Governance and Decision-Making**

    Ghanaian youth are active engagement in local and national governance processes, enhancing democratic participation and accountability. Organisations like Youth Advocates Ghana (YAG) have trained young people to understand and participate in local governance, promoting transparency and community development.

    b. **Advocacy for Sustainable Development Goals (SDGs)**

    Youth groups in Ghana contribute to monitoring and advocating for the implementation of the SDGs. Through data-driven campaigns such as Voice Africa's Future, young advocates

generate evidence and human stories that influence policy on education, employment, and leaving no one behind.

c. **Political Engagement and Electoral Influence**

Young activists in Ghana can shape politics in the country by mobilising peers to demand better governance, transparency, and social justice. They may also step into political roles to represent youth interests directly.

d. **Youth as Agents of Social Change and Accountability**

Youth advocacy in Ghana may focus on demanding accountability from duty bearers and improving service delivery at the grassroots level. Projects like "I Am Aware" encourage youth to monitor local government actions and hold leaders accountable for public goods and services.

Learning Tasks

1. Identify responsibilities of young people to the state as citizens of Ghana.
2. Examine challenges young people encounter in living up to the responsibilities as citizens of Ghana.
3. Suggest innovative ways young people can use to overcome their challenges in living up to their responsibilities as citizens of Ghana.

Pedagogical Exemplars

1. **Reading/Research**

In mixed-ability/religious groupings, learners are tasked to identify five responsibilities of young persons to the state. Groups share their research findings with the class and update their research findings with any additional responsibilities learned from other groups.

2. **Talk for Learning**

Learners individually share with the class some of the challenges they face when living up to their responsibilities to the state and suggest innovative ways of dealing with them. Class members should suggest ways to overcome these challenges.

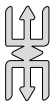
Key Assessment Level 2: Homework
PLC Session 13

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
   c. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

d. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)

e. 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**

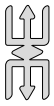
5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

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 la-1b, 1e-lg, 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 14

Learning Indicator: *Discuss responsibilities of young persons to the state as citizens of Ghana*

Focal Area 3: Responsibilities of young persons to the state as citizens of Ghana (II) (Personal investment in educational and skill development to national development)

Key takeaways

There is connection between personal education/skills development and National Development. These connections include:

1. **Get the Right Skills:** Focus on learning technical, trade, and digital skills that fit with Ghana's changing job market.
2. **Go for Higher Education:** Join universities or take courses to improve your knowledge and skills in important areas like farming, technology, health, and education.
3. **Keep Learning (lifelong learning or continuous education):** Always look for ways to update your skills and knowledge to keep up with the changing trends in the world.
4. **Encourage Innovation and Start-ups:** Use your education to come up with new ideas and start businesses that create jobs and help the economy.
5. **Get involved in Civic Education:** Learn about national policies in order to be an informed citizen and contribute your quota in deepening Ghana's democracy.
6. **Support Quality Education:** Support efforts to make education better and more accessible for everyone, helping the nation to build a better labour force.
7. **Adopt Good Values:** Develop traits like honesty, responsibility, and discipline to make a positive impact in your work and community.
8. **Use Technology:** Take advantage of digital tools to improve learning, share what you know, and connect with people around the world.
9. **Help Others:** Share what you've learned with other young people to strengthen the community and foster growth.
10. **Contribute to Community Development:** Use what you've learned to tackle local issues and help improve social and economic conditions.

Learning Tasks

1. Examine the responsibilities young people need to bear to ensure their personal investment in education and skill development.
2. Discuss or analyse motivational stories of some known successful individuals in their self-development journeys.
3. Justify the need for young people to participate in skill development to accelerate national development.

Pedagogical Exemplars

1. **Think-pair-share**

   Students explore and evaluate the responsibilities young people have in investing in their own education and skill development.

   Instructions

   a. **Think:** Individually, list **three responsibilities** you believe young people should take on to ensure they benefit from education and skill development.

   b. **Pair:** With your partner:

   - Share and compare your lists.
   - Choose **two responsibilities** you both agree are the most important.
   - Discuss and note **why** these responsibilities matter and how they can positively affect a young person's future.

   c. **Share:** Volunteers share their pair's chosen responsibilities and reasons with the class or in small groups.

   d. **Extension (optional)**

   Write a short paragraph together summarising your discussion.

2. **Motivational Story**

   a. Learners listen to a motivational story of a successful individual who invested in their self-development (formal education or apprenticeship). Highlight some of the challenges faced and how they persevered in overcoming them or leapfrogging to their current status.

   b. Learners should also share their stories or stories of people they know to motivate others to make bold decisions and take responsibility for their personal development.

3. **Collaborative Learning**

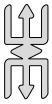
   In a whole class discussion, brainstorm how young people can contribute to national development though developing their own skills.

Key Assessment Level 3: Oral Discussion and Presentation
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
   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 discussion and presentation. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentation (NTS 3k-3q).

10 minutes **Content Exploration**

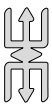
5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

   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?*
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- *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 la-1b, 1e-lg, 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
    c. transfer your chats into your learning planner template.
    d. 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).
    e. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 15

Learning Indicator: *Discuss the responsibilities of young persons to the state as citizens of Ghana*

Focal Area 3: Responsibilities of young persons to the state as citizens of Ghana (III)

1. Promotion of Ghanaian Culture and national values (e.g., active participation in cultural events or activities).
2. Preservation and conservation of historical and/or cultural sites.

Key takeaways

1. **Promoting Ghanaian Culture and Values**

   The youth in the country can promote Ghanaian Culture and Values by:

   - **Getting involved in cultural events:** Participating in festivals, traditional ceremonies, and local gatherings helps keep Ghana's rich culture alive.
   - **Education and Awareness:** Teaching Ghana's history, languages, and customs in schools and communities builds pride and helps people understand national values.
   - **Core Values Promotion:** Stressing respect for elders, unity, hospitality, and communal living through cultural practices helps bring everyone together.
   - **Using Media and Technology:** Sharing cultural programmes and using social media to show off Ghanaian art, music, and traditions helps reach more people.
   - **Intercultural Conversations:** Encouraging talks between different ethnic and religious groups fosters mutual respect and unity across the nation.
   - **Supporting Cultural Institutions:** Funding museums, cultural centres, and arts festivals helps preserve cultural treasures and boost national pride.
   - **Linking Culture with Development:** Tying cultural promotion to tourism and economic projects creates growth opportunities while celebrating what makes Ghana unique.

2. Preservation and conservation of historical and/or cultural sites can be done in the following ways:

   - **Peer education on culture:** Young people should teach peers in their communities about why it's important to keep our cultural heritage alive. Sharing skills and knowledge about our cultural heritage with younger people.
   - **Joining in Cultural Festivals:** Taking part in traditional celebrations that keep our cultural practices going strong.
   - **Volunteering for Clean-Up Projects:** Helping with local efforts to clean and restore our heritage sites.
   - **Using Technology:** Taking pictures and recording cultural artifacts to keep a record for the future.
   - **Encouraging Cultural Tourism:** Promoting travel that respects and supports our local heritage.

- **Sharing Folk Stories:** Learning and passing on traditional stories, music, and dances to keep our culture vibrant.
- **Helping Cultural Institutions:** Working with museums and cultural centres to protect our artifacts.
- **Getting Involved in Traditional Arts:** Practicing and supporting crafts, music, and dance that reflect our identity.
- **Advocating for Support:** Pushing for government and NGO help for heritage projects.
- **Respecting Sacred Places:** Following traditional customs and protecting spiritual sites from harm.
- **Working with Traditional Leaders:** Collaborating with chiefs and elders to manage cultural sites.
- **Getting Involved in Research:** Helping with studies about our cultural history and sites.
- **Creating Cultural Content:** Making documentaries, articles, and digital stories that showcase Ghana's heritage.
- **Promoting Cultural Exchange:** Encouraging respect and understanding among different ethnic groups.
- **Supporting Eco-Friendly Practices:** Advocating for conservation methods that align with our cultural beliefs. Applying local practices in managing our resources.
- **Joining in Policy Development:** Bringing young voices into national conversations about culture.
- **Celebrating National Heritage Days:** Taking part in events that celebrate Ghana's history and diversity.
- **Encouraging Community Involvement:** Getting locals engaged in protecting our heritage.
- **Promoting Cultural Learning:** Bringing heritage topics into schools and informal education.
- **Creating Cultural Experiences:** Developing tours and crafts that display Ghana's rich culture.
- **Building Networks:** Connecting with youth groups regionally and globally to focus on cultural preservation.

Learning Tasks

1. Examine ways young people can contribute to the promotion of Ghanaian culture and national values.
2. Recommend ways Ghanaian cultural and/or historical sites can be preserved and conserved.

Pedagogical Exemplars

Experiential Learning

a. Learners watch a video / look at pictures that showcase Ghanaian culture and national values and link it to the cultural elements in their local communities.

or

Field Trips: Learners undertake field trips (in person or virtually) to historical and/or cultural sites to appreciate Ghanaian cultural values.

or

Wearing of Cultural Artifacts: Learners wear traditional dress to class and discuss their feelings about wearing Indigenous dresses. (The teachers should inform the learners ahead of time if this pedagogy will be adopted).

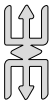
b. Based on the experiences above, conduct a whole class discussion to elicit ways young people can promote Ghanian culture and national values.

Key Assessment Level 4: Field Trip and Report Writing

PLC Session 15

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

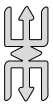
   The key assessment for the week is field trip and report writing. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

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.*
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30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 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 16

Learning Indicator: *Discuss the responsibilities of young persons to the state as citizens of Ghana*

Focal Area 3: Responsibilities of young persons to the state as citizens of Ghana (IV)

1. Environmental stewardship
2. Community service and volunteerism

Key takeaways

1. **Environmental Stewardship**
    a. **Combating Illegal Mining (Galamsey):** Young Ghanaians have a responsibility to actively report and discourage illegal mining activities. *Galamsey* causes severe environmental damage (water pollution, deforestation) that undermines the nation's long-term sustainability. This can be done through community watchdog groups, leveraging social media to raise awareness, and reporting to the relevant authorities.
    b. **Promoting Sustainable Waste Management:** Ghanaian youth should champion responsible waste disposal practices. Overburdened landfills and plastic pollution are major environmental challenges in Ghana. Young people can lead initiatives in their schools, communities, and workplaces to promote recycling, reduce waste, and advocate for policies that support effective waste management systems.
2. **Community Service and Volunteerism**
    a. **Supporting Education in Under-Resourced Areas:** Young Ghanaians, especially those with higher education, have a responsibility to volunteer their skills and knowledge in underserved communities. This could involve tutoring, mentoring, or providing educational resources to students in rural schools, addressing educational disparities and promoting equal opportunities.
    b. **Participating in Public Health Campaigns:** Young people should actively participate in public health campaigns organised by the government or NGOs. Ghana faces challenges with sanitation, disease prevention, and access to healthcare information. Youth can volunteer in health education programmes, sanitation drives, and immunisation campaigns to improve public health outcomes at the local level.
    c. **Other ways of promoting community service and environmentalism include**
        i. Tell inspiring stories of volunteers making a difference in their neighbourhoods through social media platforms like Instagram, TikTok, and Facebook.
        ii. Team up with popular Ghanaian celebrities and youth leaders to promote community service.
        iii. Organise interactive volunteer drives, clean-up days, and awareness activities that young people will enjoy.
        iv. Give out certificates, awards, or small stipends to acknowledge volunteers' like Busstop Boys.
        v. Encourage schools and universities to make community service part of their curriculum or after-school activities.

Learning Tasks

1. State the responsibilities of young people towards environmental stewardship.
2. Suggest practical ways through which young people can actively engage in community service and volunteerism.

Pedagogical Exemplars

1. **Experiential Learning**
   a. In mixed-ability/religious groups, learners embark on any of the following activities in the environment:
      i. Growing of trees
      ii. Clearing weeds around the school compound or in the community
      iii. De-silting of choked gutters etc.
2. **Community Service/Volunteerism**

   Learners should brainstorm why it is important to engage in community/volunteer services. Each group identifies one area where they can volunteer in their school or community. Learners can watch "Busstop Boys" on Facebook to appreciate the need for volunteerism.
3. **Collaborative Learning**

   In mixed-ability/religious groups, learners discuss why it is important for young people to be involved in environmental stewardship.

Key Assessment Levels 4 Individual Environmental Micro-Project: (Note: This key assessment covers Learner Indicator 2 and caters for weeks 13, 14, 15, and 16 and it is to be taken at week 16 where lessons for the indicator end).

Assessment Task: In the spirit of voluntarism, select one of the following environmental issues applicable to your community or school and work on it.

1. Home/school waste reduction initiative
2. Personal garden project using recycled materials
3. Weekly plastic collection and proper disposal
4. Community or school water source monitoring and protection
5. Development of environmental education materials
6. Creation and maintenance of small wildlife habitat
7. Any other relevant environmental issue

Follow the attached guidelines in the execution of your project:

1. Planning Phase

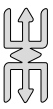
   Develop a personal action plan including:
   a. Environmental issue analysis of your choice
   b. Volunteering activity design
   c. Resource needs and timeline
   d. Expected impact

2. Implementation Phase
    a. Execute your individual volunteering activity
    b. Document the process with photos/videos
    c. You project must involve a minimum of 3 hours hands-on environmental action
    d. Recruit 1-2 family members or friends as assistant volunteers (optional)
3. Reflection Phase
    a. Complete a structured reflection form
    b. Prepare a 3-minute presentation on your experience
    c. Create an awareness product (e.g., a poster, brochure, or social media post)

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

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

10 minutes | **Content Exploration**

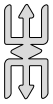
5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

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 la-1b, 1e-lg, 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 Review

This section has helped teachers to introduce learners to the concept of young persons' responsibilities to their communities in Ghana. It helped learners to understand the diverse roles youth play in community development, focusing on civic engagement, cultural promotion, environmental stewardship, personal growth, and community service.

Learners explored the importance of active participation in governance through voting, advocacy, and holding leaders accountable. They also examine how volunteerism, such as organising clean-up campaigns and supporting health and education initiatives contribute to social and economic progress. The section highlights the preservation of Ghanaian culture through festivals, storytelling, and the use of modern tools like social media to celebrate and conserve heritage.

Environmental responsibility is emphasised, with learners gaining awareness of issues like illegal mining and waste management, alongside practical conservation efforts such as tree planting and recycling. Challenges faced by youth in fulfilling these roles are discussed, with innovative solutions encouraged, including digital platforms, youth networks, and collaboration with community leaders.

Learner-centred approaches or pedagogies like experiential learning, reflection, case studies, and ICT tools among others were employed to deepen their understanding on responsibilities and build the requisite skills to be more responsible citizens of the nation. Formative assessments such as presentations, community projects, and digital literacy tasks, help track learners' holistic development. By relating lessons to learners' backgrounds and contexts, this section prepares them to become responsible, active citizens ready for adult life, world of work, and further studies.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEKS 9 – 12

Note

This is a team-based assessment and scoring must be for the team.

Content Knowledge (5 marks)

Assess understanding of traditional and contemporary youth responsibilities in Ghana, including cultural practices and societal changes.

Quality of Arguments (5 marks)

Evaluate logical structure, strategic reasoning, and multi-dimensional analysis (social, economic, ethical, cultural).

Evidence and Examples (5 marks)

Measure use of specific Ghanaian examples, proverbs, cultural practices, and relevant support for arguments.

Rebuttal Skills (5 marks)

Assess ability to address opposing arguments with thoughtful counter-arguments and critical thinking.

Presentation Skills (5 marks)

Evaluate clarity, confidence, and audience engagement.

Teamwork (5 marks)

Assess coordination between team members and coherence of the overall argument.

WEEKS 13 – 16

Rubrics: 2 marks per point below

1. Project Plan (8 marks)
    a. Environmental issue analysis and relevance
    b. Volunteering activity design and feasibility
    c. Timeline and resource planning
    d. Expected impact
2. Implementation Evidence (8 marks)
    a. Documentation of environmental action
    b. Quality of intervention
    c. Problem-solving and adaptability
    d. Volunteer hours log
3. Reflection and Analysis (6 marks)
    a. Environmental impact assessment
    b. Connection between personal action and broader stewardship

   c. Critical evaluation of challenges and solutions

4. Communication (6 marks)
   a. Presentation clarity
   b. Awareness of product effectiveness
   c. Knowledge demonstration

   Total = 28 marks

SECTION 3: CONCERN FOR ONE'S NATION

STRAND: GHANAIAN VALUES

Sub-Strand: Concern for One's Nation

Learning Outcome: *Explain the values of the Ghanaian society and show how they can be exhibited*

Content Standard: *Demonstrate an appreciation of Ghanaian values relating to patriotism and justify the need to honour those who exhibit them*

INTRODUCTION AND SECTION SUMMARY

The third section of the Year Three Religious and Moral Education curriculum builds upon previous lessons under the strand "Stewardship and Responsibility." In this section, learners will be introduced to Ghanaian values with a particular emphasis on helping them to understand and appreciate the values in order to exhibit them in their day to day lives.

The series of discussions emphasises the role of Ghanaian values as foundational to national development. Core values such as honesty, integrity, patriotism, time consciousness, hard work, perseverance, patience, tolerance, respect, trustworthiness, selflessness, contentment, and volunteerism are identified as essential for both individual growth and societal progress. upholding to these values, young learners will contribute their quota in the socio-economic development of the country.

Weeks 17-21 focus on how these values contribute to national well-being by fostering trust, unity, productivity, economic growth, social cohesion, and community development.

Weeks 22-23 highlight the importance of recognising and honouring individuals who exemplify these values, inspiring future generations, promoting national unity, and encouraging positive societal change.

The weeks and the indicators covered by the section are:

Week 17: Identify and explain Ghanaian values that promote concern for the nation.

Week 18: Identify and explain Ghanaian values that promote concern for the nation.

Week 19: Identify and explain Ghanaian values that promote concern for the nation.

Week 20: Identify and explain Ghanaian values that promote concern for the nation.

Week 21: Identify and explain Ghanaian values that promote concern for the nation.

Week 22: Justify the need to honour Ghanaian who exhibit and champion Ghanaian virtues.

Week 23: Justify the need to honour Ghanaian who exhibit and champion Ghanaian virtues.

SUMMARY OF Pedagogical Exemplars

Teachers are encouraged to implement learner-centred teaching methods such as experiential learning (for example, nature walks), talk for learning, digital literacy, research, creative storytelling, community service or volunteerism, and jigsaw activities among others. These approaches are designed to foster an engaging and stimulating learning environment that encourages active learner participation.

Teachers should acknowledge and embrace the diversity within their classrooms, including differences in gender, abilities, and religious backgrounds, and leverage this diversity as a teaching asset. Recognising that learners have varied abilities, which may influence their ability to complete tasks uniformly, it is essential to differentiate both the lesson content and instructional strategies to meet these diverse needs.

Furthermore, teachers should ensure that lessons are inclusive, with particular attention to learners with special educational needs, to promote their full engagement and success in the learning process.

By integrating these pedagogies, educators create a dynamic and engaging learning environment that not only helps students identify and explain Ghanaian values but also justify the need to honour citizens who exemplify these virtues. This holistic approach fosters patriotism, ethical behaviour, and a strong sense of national identity among learners.

ASSESSMENT SUMMARY

To gauge the effectiveness of lessons and monitor learners' progress, a key assessment strategy has been suggested for at the end of the lesson that completes a particular Learner Indicator. It is worth noting that two key assessments have been recommended for this section to cater for the two learning indicators under it. The emphasis is on formative assessment, aimed at providing valuable information about learners' overall development. Suggested assessment activities include written assignments (such as essay) and case scenarios. These tools are intended to track learners' progress toward achieving the learning outcomes, rather than to assign grades or classify learners by ability.

Teachers should thoughtfully choose from the suggested assessment methods and also adapt innovative activities that serve this purpose. Each assessment type is linked to a specific Depth of Knowledge (DOK) level. It is important for teachers to include a balanced mix of both higher- and lower-level DOK tasks to accommodate the varying abilities of learners.

Summary of the assessment used against the indicator

Indicators	DOK Level	Assessment Strategy and/ or Mode
Identify and explain Ghanaian values that promote concern for the nation.	4	Essay
Justify the need to honour Ghanaian who exhibit and champion Ghanaian virtues.	4	Case Scenario Assessment

WEEK 17

Learning Indicator: *Identify and Explain Ghanaian values that promote concern for the nation*

Focal Area 1: Ghanaian values that promote concern for the nation Concern for the Nation

1. Honesty and integrity
2. Patriotism
3. Time consciousness

Key takeaways

1. **Honesty and Integrity**
    a. **Foundation of Trust:** Honesty and integrity in public life, from government officials to everyday citizens, build trust in national institutions and processes. This trust is crucial for effective governance, policy implementation, and citizen participation in national development. When citizens believe their leaders and systems are honest, they are more likely to invest in the nation's future.
    b. **Efficient Resource Management:** Upholding honesty and integrity minimises corruption and mismanagement of national resources. When funds and assets are used for their intended purposes, it allows for better investment in essential services like education, healthcare, and infrastructure, directly benefiting the entire nation.
2. **Patriotism**
    a. **Collective Responsibility:** True patriotism goes beyond symbolic gestures; it translates into a sense of collective responsibility for the well-being of the nation. This means citizens actively participate in addressing national challenges, from environmental conservation to promoting peace and unity, understanding that their individual actions contribute to the larger national picture.
    b. **National Unity and Progress:** Patriotism fosters a sense of national unity, transcending ethnic, religious, and political divides. When citizens prioritise the interests of Ghana above all else, it creates a conducive environment for collaboration, innovation, and sustainable progress in all sectors.
3. **Time Consciousness**
    a. **Enhanced Productivity:** A culture of time consciousness leads to increased productivity across all sectors. When individuals and organisations prioritise punctuality and efficient time management, projects are completed on schedule, resources are used effectively, and the nation's overall output is significantly improved.
    b. **National Development and Competitiveness:** Time consciousness is directly linked to national development and global competitiveness. A nation that values time is better positioned to attract investment, meet deadlines in international trade, and adapt to the fast-paced demands of the global economy.

Learning Tasks

1. Explain what values are:
2. Explain what is meant by the following Ghanaian values:
   a. Honesty and Integrity
   b. Patriotism
   c. Time Consciousness
3. Demonstrate with relevant examples situations where honesty, integrity, patriotism and time consciousness are necessary to promote concern for the nation.

Pedagogical Exemplars

1. **Think-pair-share**

   Learners brainstorm, using think-pair-share to come up with the meaning of honesty and integrity, patriotism, and time consciousness.

2. **Collaborative Learning/Jigsaw Activity**

   In mixed-ability/religious groups, honesty and integrity, patriotism, and time consciousness are shared among the groups to prepare a presentation for class discussion and feedback.

Key Assessment Level 3: Essay

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
   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 essay. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the essay (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?*
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- *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 la-1b, 1e-lg, 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 18

Learning Indicator: *Identify and Explain Ghanaian values that promote concern for the nation*

Focal Area 1: Ghanaian Values that Promote Concern for the Nation

1. Hard work and perseverance

Key takeaways

1. **Hard Work**
   a. **Economic Growth:** A strong work ethic fuels productivity, leading to increased national output and overall economic prosperity. Hardworking citizens contribute to a more robust and competitive economy.
   b. **Resourcefulness and Innovation:** Hard work often fosters a spirit of ingenuity, driving individuals to find creative solutions to challenges and develop new industries, benefiting the entire nation.
   c. **National Pride:** When citizens are known for their diligence, it cultivates a sense of national pride and a positive reputation on the international stage, attracting investment and partnerships.

2. **Perseverance**
   a. **Overcoming Obstacles:** A persevering spirit enables Ghana to withstand economic downturns, political instability, and other challenges, ensuring long-term stability and progress.
   b. **Achieving National Goals:** Perseverance is essential for implementing long-term development plans, such as infrastructure projects, educational reforms, and healthcare improvements, which require sustained effort and commitment.
   c. **Inspiring Future Generations:** Stories of individuals and the nation overcoming adversity through perseverance serve as powerful examples for the youth, instilling a sense of optimism and encouraging them to contribute to the country's future.

Learning Tasks

1. Explain what is meant by hard work and perseverance as cherished Ghanaian values.
2. Analyse the circumstances where Ghanaians need to portray the sense of hard work and perseverance to promote nation-building.
3. Assign reasons for Ghanaians to portray the sense of hard work and perseverance toward nation-building.

Pedagogical Exemplars

1. **Think-pair-share**
   a. Learners individually write down their own definitions of hard work and perseverance in their notebooks.
   b. Learners turn to a partner and:

- Share their definitions.
- Discuss examples of how they have seen these values in action (e.g., a farmer working daily, a student preparing for exams).

c. Volunteers share their partner's definition or example with the class. As the learners are sharing, the teacher should write keywords on the board (e.g., determination, effort, consistency).

d. Summarise the class input and emphasise how hard work and perseverance are key traditional values in Ghanaian culture, especially for achieving personal and national goals.

2. **Role Play**

- In groups, students brainstorm real-life situations in Ghana that require perseverance and hard work (e.g., building rural schools, fighting corruption, developing local businesses).
- Each group selects one situation and creates a 1-minute roleplay or short dialogue showing someone overcoming challenges through hard work and perseverance.
- Pairs perform their mini-scenes for the class.

Reflection Question

How do these individual acts contribute to the growth and progress of the nation?

3. **Collaborative Learning**

Learners Create a large poster or digital board titled "Why Hard Work and Perseverance Matter for Ghana".

- Each learner receives a sticky note.
- Learners write one reason why these values are important for nation-building (e.g., economic growth, community development, innovation) and post their reasons on the wall.

Class Follow-Up: Review the responses and categorise them into themes (e.g., economy, education, leadership). Discuss:

- Which reasons are most urgent or relevant today?
- How can young people embody these values now?

Key Assessment: Practice Paper 2

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.*

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.

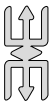
b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).

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. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).

   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**

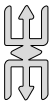
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   b. all teachers in the group work through the problem individually for 3–4 minutes

   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

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5 minutes Reflection

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WEEK 19

Learning Indicator: *Identify and Explain Ghanaian values that promote concern for the nation*

Focal Area 1: Ghanaian Values that Promote Concern for the Nation

Patience and tolerance

Key takeaways

1. **Patience**
    a. **Long-Term Perspective:** Patience fosters a long-term perspective, enabling Ghanaians to prioritise sustainable development and strategic planning over immediate gains. This national vision is crucial for initiatives like infrastructure projects, educational reforms, and economic diversification.
    b. **Diligent Perseverance:** Patience encourages perseverance in the face of challenges. This tenacity is essential for overcoming obstacles in nation-building, such as bureaucratic inefficiencies, resource constraints, and socio-political hurdles.
    c. **Thoughtful Decision-Making:** Patience promotes a culture of thoughtful decision-making, mitigating impulsive actions and rash policies that can destabilise national progress. This steadiness allows for broader consultation and a more informed approach to governance.
2. **Tolerance**
    a. **Social Cohesion:** Tolerance ensures social cohesion by fostering mutual respect and understanding among diverse ethnic, religious, and socio-economic groups. This unity is essential for a stable and prosperous nation.
    b. **Inclusive Governance:** Tolerance engenders an inclusive governance structure with space for diverse viewpoints and perspectives. This inclusivity strengthens the legitimacy and effectiveness of government policies.
    c. **Conflict Resolution:** Tolerance provides mechanisms for peaceful conflict resolution. By valuing dialogue and compromise, Ghanaians can address disagreements and prevent escalation in ways that reinforce national stability.

Learning Tasks

1. Explain the values, patience and tolerance.
2. Analyse situations or circumstances where the values, patience and tolerance, are mostly needed for nation-building
3. Recommend ways through which Ghanaian youth can exhibit the sense of patience and tolerance in their quest for finding meaning to life.

Pedagogical Exemplars

1. **Collaborative learning**

   Patience and Tolerance Teaser, in groups:

   a. Learners analyse a given patience and tolerance teaser and share their views.

   b. Learners identify circumstances where the values, patience and tolerance, are mostly needed for nation-building.

   c. Groups feedback to the class.

2. **Talk for Learning**

   In a mixed ability/gender/religious groups, learners discuss ways the youth of Ghana can exhibit the sense of patience and tolerance in their quest in finding meaning to life.

   Create a class word-cloud highlighting key ideas from the groups.

Key Assessment Level 2: Discussion

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.
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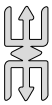
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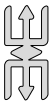
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WEEK 20

Learning Indicator: *Identify and Explain Ghanaian values that promote concern for the nation*

Focal Area 1: Ghanaian Values that Promote Concern for the Nation

Respect and trustworthiness

Key takeaways

Respect and trustworthiness are key values how the Ghanaian values of respect and trustworthiness promote concern for the nation:

1. **Respect**
    a. **Fosters Social Cohesion:** Respect, particularly for elders, authority figures, and diverse perspectives, creates a harmonious environment. This cohesion minimises internal conflicts and allows the nation to focus on collective goals and development, rather than being fractured by discord.
    b. **Encourages Civic Participation:** When citizens feel respected and heard, regardless of their background or status, they are more likely to actively participate in civic duties. This includes voting, community involvement, and holding leaders accountable, all crucial for a healthy democracy.
    c. **Preserves Cultural Heritage:** Respect extends to traditions, customs, and institutions. By valuing and safeguarding these cultural cornerstones, Ghana maintains a strong sense of national identity and continuity, preventing cultural erosion and promoting unity.
2. **Trustworthiness**
    a. **Strengthens Institutions:** When public officials and institutions demonstrate honesty, transparency, and reliability, public trust increases. This enhanced trust leads to greater compliance with laws and policies, reducing corruption and promoting efficient governance.
    b. **Attracts Investment and Partnerships:** A nation perceived as trustworthy, both internally and internationally, is more likely to attract foreign investment, development aid, and beneficial partnerships. This influx of resources can fuel economic growth and improve living standards for all citizens.
    c. **Enhances Social Capital:** Trustworthiness cultivates strong social bonds and reciprocal relationships within communities. This social capital enables collective action, mutual support, and a shared commitment to the well-being of the nation. When people trust each other, they are more likely to cooperate and contribute to the common good.

Learning Tasks

1. Discuss the meanings of respect and trustworthiness.
2. Identify behaviours and attitudes that are considered as acts of respect and trustworthiness.

3. Suggest ways of instilling the values of respect and trustworthiness in Ghanaian youth.

Pedagogical Exemplar

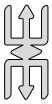
1. **Think-pair-share**
   a. Learners brainstorm the meaning of respect and trustworthiness and share their thoughts with the class.
   b. Learners identify some of the behaviours and attitudes that are considered as acts of respect and trustworthiness.
   c. Learners discuss and come out with ways of instilling the values of respect and trustworthiness in Ghanaian youth.

Key Assessment Level 2: Brainstorming

PLC Session 20

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



Note

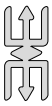
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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

   The key assessment for the week is brainstorming. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the brainstorming (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 la-1b, 1e-lg, 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 21

Learning Indicator: *Identify and Explain Ghanaian values that promote concern for the nation*

Focal Area 1: Ghanaian Values that Promote Concern for the Nation

1. Selflessness and contentment
2. Volunteerism

Key takeaways
Ghanaian Values Promoting Concern for the Nation

Ghana's societal fabric is interwoven with values that, when actively practiced, foster a deep sense of national responsibility. Selflessness, contentment, and volunteerism are particularly vital in driving citizens to prioritise the well-being of the nation.

1. **Selflessness and Contentment**

    a. **Reduced Corruption:** Selflessness, the antithesis of greed, directly combats corruption. When leaders and citizens prioritise the needs of the country above personal gain, embezzlement and bribery diminish, allowing resources to be channelled towards national development. Contentment reinforces this by discouraging the insatiable pursuit of wealth, fostering a culture of integrity.

    b. **Equitable Resource Distribution:** A selfless mindset encourages policies and practices that ensure fair distribution of resources. Contentment mitigates social unrest arising from perceived inequalities. This creates a stable environment where national progress benefits all citizens, strengthening social cohesion and national unity.

    c. **Focus on Long-Term National Goals:** Selfless leaders are more likely to prioritise long-term national goals over short-term political gains or personal enrichment. Contentment fosters patience and perseverance needed to achieve these goals, paving the way for sustainable development and a brighter future for Ghana.

2. **Volunteerism**

    a. **Strengthened Social Cohesion:** Volunteerism breaks down social barriers as people from diverse backgrounds work together for a common cause. This shared experience fosters empathy, understanding, and a stronger sense of community, which are crucial for national unity.

    b. **Enhanced Community Development:** Volunteer efforts directly address local needs, supplementing government initiatives. From education and healthcare to environmental conservation, volunteerism empowers communities to take ownership of their development, fostering self-reliance and reducing dependence on the state.

    c. **Active Citizenship and Accountability:** Engaging in volunteer activities cultivates a sense of responsibility and active citizenship. Volunteers become more informed about societal challenges and more likely to hold leaders accountable, promoting good governance and transparency at all levels from the top down.

In conclusion, selflessness, contentment, and volunteerism are not merely abstract ideals but practical values that profoundly influence a nation's trajectory. By embracing and actively promoting these values, Ghana can cultivate a citizenry deeply invested in the nation's progress, prosperity, and long-term well-being.

Learning Tasks

1. Examine the meanings of the following values: Selflessness, Contentment and Volunteerism.
2. Narrate stories about individuals or groups that have demonstrated selflessness or volunteerism to the admiration of others.
3. Recount instances where you have shown selflessness or volunteerism towards a fellow learner, member of the community or the society at large.
4. Identify some challenges associated with volunteerism.

Pedagogical Exemplar

1. **Story Telling/Experiential Learning**
   a. Learners listen to a story about individuals or characters who have demonstrated selflessness/ volunteerism to the admiration of many others.
   b. Learners recount instances where they have shown selflessness toward fellow learners or anyone in their family or community and share as part of a whole class discussion.
   c. Learners identify the challenges associated with volunteerism and discuss inspirations to sustain voluntary work.

Key Assessment Level 4: Essay: (Note: This key assessment covers Learner Indicator 1 and caters for weeks 17, 18, 19, and 20 and it is to be taken at week 21 where lessons for the indicator end).

Task:

a. Discuss **three** Ghanaian values that promote concern for the nation. For each value, explain:
   - How it appears in Ghanaian society.
   - Its importance to national development.
   - The potential impact of these values on society and the economy of Ghana.

b. Analyse the challenges being faced in maintaining each of these values in modern Ghana.

c. Suggest a strategy for how each of these values can be promoted.

(20 Marks)

PLC Session 21

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

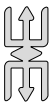
b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).

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 essay. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the essay (NTS 3k-3q).

10 minutes **Content Exploration**

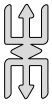
5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

   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 la-1b, 1e-lg, 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 22

Learning Indicator: *Justify the need to honour Ghanaian who exhibit and champion Ghanian virtues*

Focal Area 2: The Need to Honour People who Champion Ghanaian Values

1. Inspiration for future generations
2. Opportunity for highlighting role models
3. Reinforcement of cultural identities and preservation of traditional practices

Key takeaways

Ghanaian values play a key role in nation-building, but they must be actively taught and encouraged for the youth to adopt them. Honouring champions of these values is a strategic way to promote national progress.

Key Reasons for Honouring Champions

1. **Inspiration for Future Generations**
    a. Provides tangible examples of success through integrity, hard work, and community service.
    b. Encourages youth to emulate ethical behaviour by showcasing the rewards of virtuous conduct.
    c. Ensures the transmission of valuable cultural norms across generations.
2. **Highlighting Role Models**
    a. Offers a platform to showcase individuals who embody positive Ghanaian identity amidst global cultural influences.
    b. Elevates entrepreneurs, artists, and community leaders who promote ethical practices and heritage.
    c. Increases visibility of role models, enabling them to inspire and mentor others.
3. **Reinforcement of Cultural Identities and Preservation of Traditions**
    a. Celebrates those who keep Ghanaian traditions alive through art, music, storytelling, and leadership.
    b. Ensures continuity of traditional knowledge, languages, and customs.
    c. Strengthens national unity, social cohesion, and a shared sense of belonging.

Conclusion

a. Honouring champions of Ghanaian values is an investment in the nation's future.
b. It inspires youth, provides essential role models, and reinforces cultural heritage.
c. Active recognition guarantees the preservation of Ghana's ethical and cultural richness for generations to come.

Learning Tasks

1. Identify accomplished individuals in Ghanian society and list their accomplishments.
2. Describe religious teachings that support the recognition of traditional values.

Pedagogical Exemplars

1. **Research/Digital Learning/Collaborative Learning**
   a. In pairs, using the internet or other available resources, learners research prominent members of Ghanian society along with their accomplishments.
   b. Each pair to share their list for a class discussion.
2. **Think-pair-share**
   a. Using the previous activity as a guide, learners note down the individuals they wish as their role models. Discuss the reasons why they have selected these individuals.
   b. Ask volunteers to share their reasons with the class.
3. **Collaborative Learning**

   As a class, learners suggest honours/awards that they would give to each individual discussed if they had the chance to do so.
4. **Collaborative Learning**
   a. In mixed-ability/religion groups, research using the internet or other available resources to identify and share the details of religious teachings that support the recognition of those who uphold traditional values.
   b. Learners identify appropriate religious teachings and share with the class for a whole class discussion.

Key Assessment Level 3: Research

PLC Session 22

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 research. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the research (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 la-1b, 1e-lg, 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 23

Learning Indicator: *Justify the need to honour Ghanaian who exhibit and champion Ghanian virtues*

Focal Area 2: The Need to Honour People who Champion Ghanaian Values

1. Promotion of national unity and pride
2. Encouragement of positive societal change

Key takeaways

Honouring champions or models of Ghanaian values promote national unity and pride and at the same time encourage.

By actively honouring models of Ghanaian values helps the country to solidify its identity, foster progress, and inspire future generations. This can be achieved by focusing on:

1. **Promotion of National Unity and Pride**
    a. **Reinforcement of Shared Identity:** Honouring individuals who exemplify Ghanaian values, such as communalism, respect for elders, and integrity, reinforces a shared sense of national identity. This shared identity transcends ethnic and regional differences, fostering a stronger sense of belonging.
    b. **Elevation of National Symbols:** By celebrating those who live by these values, we elevate the values themselves to the level of national symbols. This provides tangible examples for citizens to emulate, strengthening social cohesion and promoting patriotism.
    c. **Counteract Divisive Forces:** In an increasingly globalised world, the recognition of Ghanaian values serves as a bulwark against cultural homogenisation and divisive influences. Recognising champions reinforces the uniqueness and importance of the Ghanaian identity.
2. **Encouragement of Positive Societal Change**
    a. **Inspiration for Future Generations:** Publicly honouring individuals who champion Ghanaian values provides powerful role models for young people. Seeing these individuals recognised for their contributions inspires young people to embrace these values and strive for excellence.
    b. **Incentivising Ethical Conduct:** Public acknowledgment of ethical behaviour sets a precedent and incentivises others to adopt similar conduct. This creates a positive feedback loop, promoting integrity and accountability across all sectors of society.
    c. **Challenging Negative Norms:** Highlighting individuals who actively challenge corruption, injustice, or other negative societal norms provides a platform for these issues to be addressed. This recognition empowers others to speak out and contribute to positive change, ultimately leading to a more just and equitable society.

Learning Tasks

1. Explain what is meant by 'national unity'.
2. Discuss ways by which national unity can be promoted.

3. Suggest areas that need modification or changed in Ghanaian society and justify why those changes are necessary.

Pedagogical Exemplars

1. **Collaborative Learning**

   In an all-class discussion, create a shared definition for 'national unity'.

2. **Talk for Learning**

   In groups, learners brainstorm and discuss ways by which national unity can be promoted. Groups share their ideas with the class. As a class expand on and develop these ideas to create a class plan for the promotion of national unity.

3. **Collaborative Learning**

   In mixed-ability/religion groups, groups suggest areas that need modification or change in Ghanaian society and why those changes are necessary. Groups share their thoughts with the class for agreement or further discussion.

Key Assessment Level 4: Case Study: (Note), This key assessment covers Learner Indicator 2 and caters for weeks 22 and 23 and it is to be taken at week 23 where lessons for the indicator end).

Case Scenario

Task: Read the case below carefully, analyse it and use it answer the questions that follows it.

In the village of Abotoase, nestled along the shores of Lake Volta, the annual "Pillar of Abotoase" award ceremony approaches. This prestigious recognition, established 50 years ago, honours individuals who embody the community's highest values and contribute significantly to its well-being. The award includes a monetary prize of 5,000 cedis, public recognition at the community durbar, and the recipient's name engraved on the sacred odum wood plaque in the` community centre.

Nana Yaa Oforiwaa, 76, has served the community for over five decades. Born during colonial times, she was among the first women in the village to receive formal education. Despite opportunities to pursue a lucrative career in Accra, she returned to Abotoase to establish a community school where she taught for 30 years without a consistent salary. She later founded a women's cooperative that revived traditional kente weaving, creating sustainable income for 40 families.

Throughout military coups and economic hardships, Nana Yaa maintained the community's oral history traditions, preserving ancient proverbs and folktales that would have otherwise been lost. She mediates family disputes using traditional wisdom, promotes traditional herbal knowledge that complements modern medicine, and leads annual rituals honouring ancestors. Despite personal tragedies, losing her husband and two children to illness, she exemplifies the Akan concept of resilience and continues to counsel youth on respecting elders and traditions.

Assessment Questions (30 marks total)

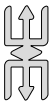
1. Explain three specific Ghanaian virtues exemplified by Nana Yaa's life and work, providing examples from the scenario for each virtue. (6 marks)
2. Justify with four reasons why it is important for communities like Abotoase to honour people like Nana Yaa, using specific details from the scenario to support your reasoning. (8 marks)
3. Analyse two religious teachings mentioned or implied in the scenario that support the recognition of those who uphold traditional values. (6 marks)

4. Evaluate the possible impact on younger generations if cultural virtues exemplified by Nana Yaa are not celebrated in the community. Use specific elements from the scenario in your evaluation. (10 marks)

PLC Session 23

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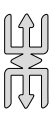
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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

   The key assessment for the week is 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)
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   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).



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30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
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5 minutes **Reflection**

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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 Review

The section, Concern for One's Nation, explores essential values that underpin national progress in Ghana, focusing on instilling patriotism and ethical citizenship in learners. It highlights core values such as honesty, integrity, patriotism, punctuality, diligence, perseverance, patience, tolerance, respect, and altruism. Together, these values foster trust, unity, and productivity within communities. The content emphasises the importance of these values in enhancing social cohesion and facilitating personal and national development.

Pedagogically, it utilises learner-centred methods such as experiential learning and community service to engage students effectively, catering to diverse backgrounds. Instead of merely ranking students, it employs a range of formative assessments to gauge comprehensive development. Ultimately, the section aims to mould proactive citizens equipped with the skills and motivations necessary to positively impact Ghana's socio-economic development.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 17 – 21

Sample Marking Scheme (26 marks)

a. Three Ghanaian Values (12 marks - 4 marks per value)

For each value discussed (e.g., unity in diversity, honesty and integrity, respect for elders/authority, communal spirit, hard work, tolerance):

1. Identification and definition of the value (1 mark)
2. How it appears in Ghanaian society (1 mark)
3. Importance to national development (1 mark)
4. Impact on society and economy of Ghana (1 mark)

b. Analysis (6 marks)

1. Challenges in maintaining these values in modern Ghana. (6 marks, 2 marks per value)

c. Promotional strategies (6 marks)

Strategic suggestions for promoting these values. (6 marks, 2 marks per value)

Organisation and Expression (2 marks)

1. Logical flow of ideas and paragraphing (1 mark)
2. Clarity of expression and appropriate examples (1 mark)

Sample Key Ideas for Response

1. Unity in Diversity
   a. Appears through: Inter-ethnic marriages, national celebrations, peaceful coexistence.
   b. Importance: Promotes peace needed for development.
   c. Impact: Creates stable environment for economic investments.
2. Communal Spirit (Ubuntu philosophy)
   a. Appears through: Community development projects, family support systems.
   b. Importance: Reduces burden on government for welfare.
   c. Impact: Creates social safety nets that promote entrepreneurship.
3. Respect for Authority
   a. Appears through: Reverence for traditional institutions, respect for national symbols.
   b. Importance: Maintains social order necessary for progress.
   c. Impact: Creates conducive environment for policy implementation.

WEEKS 22 – 23

Rubric with Sample Responses (30 marks)

1. **Identification of Ghanaian Virtues (6 marks)**

Excellent (4-6): Nana Yaa demonstrates respect for tradition through her advocacy of Adae ceremonies; honesty by exposing corruption in the market committee; and hard work through establishing the women's cooperative that provides an income for 40 families.

Good (3): Nana Yaa shows respect for tradition, honesty in dealing with community members, and hard work through her community development projects.

Satisfactory (2): Nana Yaa demonstrates honesty and hard work. Traditional values are important to her.

Needs Improvement (0-1): Nana Yaa is a good person who helps others.

2. **Justification for Honouring Virtuous Citizens (8 marks)**

Excellent (6-8): Honouring citizens like Nana Yaa reinforces the community's core values, creates visible role models in an era dominated by popular culture figures, motivates others to pursue virtuous living, and preserves cultural knowledge threatened by modernisation—particularly crucial as studies show declining traditional knowledge among urban youth.

Good (4-5): It is important to honour people like Nana Yaa because they set good examples, show the community values good behaviour, encourage others to practice virtues, and help preserve Ghanaian culture.

Satisfactory (2-3): We should honour good people because they are role models. It shows we care about good behaviour and makes others want to be good too.

Needs Improvement (0-1): We should honour good people because they deserve it.

3. Religious Support Analysis (6 marks)

Excellent (4-6): Traditional Ghanaian concept of 'Nananom' views ancestors as spiritual guides whose wisdom shapes community life. Christian teaching from Exodus 20:12 commands believers to 'Honour your father and mother,' extending to all elders who nurture the community—making recognition a spiritual obligation.

Good (3): Traditional religion teaches that elders should be respected because they are closer to the ancestors. Christianity teaches respect for elders in the commandment to honour parents.

Satisfactory (2): Religious teachings say we should respect elders. Traditional beliefs value ancestors and Christianity says to honour parents.

Needs Improvement (0-1): Religion says respect is good

4. Critical Evaluation of Impact (10 marks)

Excellent (8-10): Failure to celebrate cultural virtues could produce multi-generational decline in moral values. Research shows explicit recognition is vital for value preservation. Youth might validate only entertainment achievements rather than character development, weakening social cohesion as individualistic values replace communal responsibility.

Good (6-7): If cultural virtues are not celebrated, younger generations will focus on celebrities and materialistic achievements. This would create a gap between generations and weaken community bonds.

Satisfactory (4-5): Young people will not learn about good values if we don't celebrate them. Old values will be forgotten and this is bad for our culture.

Needs Improvement (0-3): Young people will not be good if they don't see good examples.

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