



ESSENTIAL

Our World and Our People Primary 3

Teacher's Guide



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Teacher's Guide

Jacob Agbedam • Dorothy Glover





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Structure of the Teacher's Guide

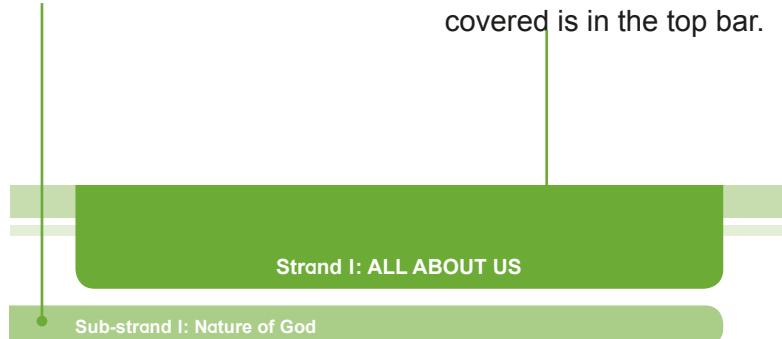
The concise Teacher's Guide is organized under the following headings and features.

Sub-Strand

NaCCA, Ministry of Education 2019 curriculum Sub-strand covered.

Strand

The relevant NaCCA, Ministry of Education 2019 curriculum Strand covered is in the top bar.



Page reference

You will find the Learner's Book page references on the top right/left for each sub-strand.

Resources

Helps to aid preparation. The series identifies all the relevant resources necessary to deliver a successful lesson. Resources identified are mostly "NO COST" or "LOW COST" materials that teachers can easily acquire to make their lessons more meaningful and enjoyable.

Key words

Every lesson in the series identifies key words that learners are expected to know and use appropriately. These are relevant to the lesson.

Helpful links

Comprehensive site of helpful links for educational or teaching tips and ideas.

Indicator

This feature indicates the specific things that learners need to know and be able to demonstrate in order to achieve the content standards. Modules (lessons) are generated from these indicators.

Content Standard

This feature indicates the broad expectations under the strands that learners are expected to achieve in the course of completing that grade level.

Core competencies

The universal core competencies as stated under each sub-strand in the curriculum is outlined here.

Subject specific practices

This is the specific methods or practices which are used to teach a particular lesson under the sub-strand.

Introduction

This gives the teacher an overview of what the particular sub-strand entails.

Some have introductory activities prior to a lesson.

Strand I: ALL ABOUT US

Sub-strand I: Nature of God

LB: pages 6 - 19

Explanation of why God created human beings
Tell creation stories
 Guide learners to understand the purpose of God's creation of humankind on this earth. Learners should know through the discussions that after God created heaven and earth He again created human beings called Adam and Eve into the garden of Eden. God had purpose for creating humankind. One of them can be found in the book of Genesis, you find God telling men to "be fruitful and multiply; fill the earth and subdue it; have dominion..." (Genesis 1:28). God wants man to be fruitful. That can mean reproduction in terms of having children, but it also means spiritual reproduction. It means bearing fruit for the Lord, producing love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, and self-control (see Galatians 5:22-23).

He also created us to know Him as the only one who gives everlasting life to us. "This is eternal life that they know you the only true God, and Jesus Christ whom you have sent" (John 17:3). God created humankind to love him. God tells us that love is the greatest. God wants us to love Him: "You shall love the LORD your God with all your heart and with all your soul and with all your might. And these words that I command you today shall be on your heart" (Deut. 6:5-6). God created us to glorify him. His word tells us that the kind of worship you and I will give to God. God says you and I will join those in heaven and do what God created us to do: worship.

Identify reasons we should protect and care for God's creation

Protecting creation means caring for all of God's creation by stopping and preventing activities that are harmful (example, air and water pollution, species extinction), and participating in activities that further brings reconciliation of all of creation to God. Protecting God's creation fills people with the joy that only comes from doing the will of God.

CONTENT STANDARD

B3.1.1.1. Demonstrate understanding of the purpose of God's creation

INDICATOR

B3.1.1.1.1. Explain God's promises to humankind

CORE COMPETENCIES

Communication and Collaboration
 Critical Thinking and Problem Solving
 Personal Development and Leadership

SUBJECT SPECIFIC PRACTICES

Stewardship, Loyalty, Protection, Cleanliness, Sustainability, Responsibility, Maintenance, Caring, Obedience, Respect for right to life, Trust, Commitment, Humility, Unity, Togetherness

SUGGESTED RESOURCES

Mobilized the following resources to the lesson practical. Pictures, videos paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker.

KEY WORDS

Fruitful, increase, creature, environment, creation, protect, humankind, possession, descendants

HELPFUL LINKS

<https://www.google.com/search>, <https://www.biblword.net/what-is-the-character-of-god/?gclid>

<https://www.godonthe.net/evidence/attribute.htm>

Introduction

God has a purpose for creating human kind. We need to find out the purpose for which God created us in other for us to fulfil that purpose. After God creating humankind He made promises to man. He made promises to Abraham and Moses. Etc.

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Introduction

Activities to support learners

This section offers the facilitator extra activities to do with learners after the main activities under each sub-strand. Role-play activities are also captured here.

Sub-strand 3: My Family and the Community

Discuss the need to promote good relationship

Guide learners to understand good relationship and how to live in harmony with one another. Harmony describes an agreement, such as in feeling, sound, look, feel, or smell. Living in harmony is about living with each other together peacefully rather than fighting or quarreling. Good relationship is the ability to peacefully co-exist. It is also the ability to peacefully co-exist with aspects of yourself that you do not agree with; bringing your entire being-ness into unity and wholeness.

Guide learners to discuss reasons of being in good relationship with one another. Let learners understand that being in good relationship with one another brings a lot of benefits and should be promoted. Some of the reasons are that it improves the bond and the way we interrelate with one another in our communities and in the nation. Being in good relationship with one another promotes peace and unity, law and order, growth and development of people and communities. In everyday life, we always need help from one another so we must maintain very good relationship with others and once we need something from each other we must always live in harmony.

Activities to support learners

- i. Learners write down five (5) behaviour that promote good relationship
- ii. Learners talk about ways to promote interpersonal relationship
- iii. Guide Learners role- play their roles in the family
- iv. Write down the members of your family
- v. Learners role-play behaviours that show good relationship
- vi. In groups, learners talk about the need to promote good relationship
- vii. Guide learners to explain factors that promote good relationship in the community

Evaluation Exercise

Expected Answers (Refer to Learners Book 3, page 32 for exercises and Activities)

Exercise 1

Things that promote good relationship	Things that do not promote good relationship
honesty	hate
hardwork	disobedience
trust	untruth
love	bitterness/anger
smile	laziness

Exercise 2

1. it makes us bold
- b. know ourselves better
- c. know our strengths
- d. know our weaknesses

Suggested Home Work

1. Explain three factors that promote good relationship at school.
2. What are your roles as an individual in the family?
3. Write down four things that promote good relationship.

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following by way of reflecting on the lesson

1. Tell the class what you have learnt during the lesson
2. Tell the class what you can do to promote interpersonal relationship at home
3. Tell the class what you do as an individual to promote good relationship in class

Suggested Homework

In every sub-strand, an exploration of the concepts learned in the classroom is further extended to the home. The series suggests relevant home activities that help learners to augment and consolidate what has been learnt in the classroom and its real life application where necessary.

Reflections

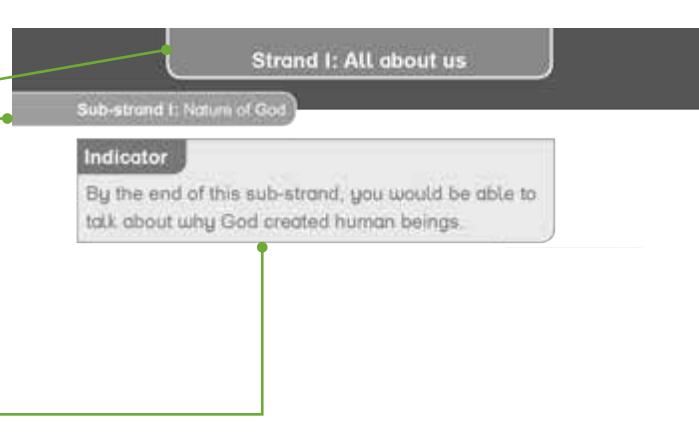
After every lesson, the facilitator is expected to engage learners to reflect on 3 key outcomes. This will help the teacher plan well for the next lesson.

Answers

Expected answers are provided for all exercises under every sub-strand. Where answers are to vary from one learner to the other, it is mentioned.

Organisation and structure of the Learner's Book

The user-friendly Learner's Book tackles the new standard-based Mathematics curriculum features and criteria with a clear and logical structure that incorporates the following features.

<p>Strand starter</p> <p>There are five “strands” in the Learner’s Book – one for each of the Our World Our People curriculum. This precedes the beginning of contents under each strand.</p>	 <p>Strand: 1 All about us</p> <p>A black and white photograph of a simple street scene with houses and utility poles.</p>	 <p>Strand: 5 My global community</p> <p>A photograph of a computer mouse.</p>
<p>Header labels</p> <p>Strand: This feature indicates the particular strand from which the lessons are developed.</p> <p>Sub-strand: These are larger groups of related owop topics to be studied under each strand.</p> <p>Indicator: This feature specifies the indicator that the lessons were developed from.</p>	 <p>Strand I: All about us</p> <p>Sub-strand I: Nature of God</p> <p>Indicator</p> <p>By the end of this sub-strand, you would be able to talk about why God created human beings.</p>	
<p>Key words</p> <ul style="list-style-type: none"> build subject-specific vocabulary gradually, giving learners the confidence to understand it clearly and apply it in context and through different exercises. 	<p>Key words</p> <p>worship rule environment</p>	
<p>ICT boxes</p> <ul style="list-style-type: none"> include research activities emphasise the core competencies 	<p>ICT</p> <p>Watch videos from the internet about creation.</p>	
<p>Exercise</p> <ul style="list-style-type: none"> learners practice and consolidate what they have been taught. This provides an opportunity for all learners to strengthen their newly acquired knowledge. 	<p>Exercise</p> <ol style="list-style-type: none"> What is law and order? Explain three ways by which law and order is maintained in your community. Mention three agencies that are responsible for maintaining law and order. 	

Introduction

<p>Activities and exercise</p> <ul style="list-style-type: none">incorporate accurate and current individual, pair and group work activities that help learners to explore and practise what they have learntincorporate exercises that allow learners to answer questions about what they have learnt and consolidate learningaddress the syllabus content standards and core competenciesare representative of the indicators and exemplarshave instructions and text that are consistent and clearly presented to learnerspromote problem-solving and subject understanding	<p>Activity 1</p> <p>Locate the East and West</p> <p>Let's us all go outside.</p> <p>We will now try to locate the cardinal points.</p> <p>Look for the place from which the sun rises. Face it- say the name of the cardinal point. Which direction is at our back? (teacher will guide you). Now tell us where the north and south are from your classroom.</p>
<p>Text and content</p> <ul style="list-style-type: none">use language that is appropriate to the level, age, knowledge and background of the learnersare representative of Ghana's diversityhave a good gender balance and portray no gender stereotypes <p>Illustrations and photos</p> <ul style="list-style-type: none">are high-quality and representative of Ghana's diversitybalance the text on every page and add to learners' understanding of the contenthave captions and labels that are simple, relevant, appropriate, and clearreflect a variety of learners (including learners with special needs)show no gender stereotypes	<p>Sub-module 2: Plants and animals</p> <p>1. Use manure/compost</p> <p>This will provide food the plants need to grow well and healthy. You can use droppings from fowls or cattle dung.</p>  <p>Learners spreading seed</p> <p>2. Water the plants</p> <p>You may water the plants early in the morning or late afternoon. Be careful, that you do not give it too much water. If you give too much water, the roots may rot and the plants will die. If you do not water too, the plants will dry and die. You should always look at (observe) your plants carefully, especially when they are just growing.</p>  <p>Learners watering plants</p> <p>3. Look out for bugs and other pests</p> <p>Some plants attract bugs and other insects. Some of these pests eat the leaves of the plant and destroy it. Spray your plants often to prevent bugs from destroying the plants. These are pests. They cause diseases to crops.</p>  <p>Learners weeding around plants</p> <p>4. Weed the garden often</p> <p>When you weed the garden often, the plants grow well. You will get good yield if you weed around the plants on time. The plants get fresh air in the soil to grow.</p>
<p>Homework</p> <ul style="list-style-type: none">Another opportunity is provided for learners to practice and consolidate what they have been taught. This provides an opportunity for all learners to relate the knowledge acquired to their environment.	<p>HOME WORK</p> <p>Sketch all the items in your living room at home. Add a legend, date and title.</p>

INTRODUCTION

The **Our World and Our People (OWOP)** is an integrated subject that brings together facts, ideas and concepts or generalization from interrelated subjects of the Social Sciences. The discipline, Our World and Our People, aims at producing a morally upright Ghanaian, who is responsible and capable of maintaining a healthy lifestyle and preserving their environment for sustainable development.

The subject being the first of its kind in the history of Ghana's education seeks to explore social, cultural/religious, geographical, and the technological space to develop the cognitive, affective and psychomotor domains of the learner.

The subject was specifically designed to focus on standards-based assessment of the learner that applies learner-centered approach to provide opportunity for the learner to develop their knowledge and skills in the **4Rs** of **R**eading, **c**Reativity, **w**Riting and **a**Rithmetic.

The objective of this Teacher's Guide is to make teaching and learning more interactive, practical, useful and to bring out the ingenuity of teacher professionalism in the teacher to produce well equipped learners for national development.

Philosophy of Teaching Our World and Our People

OWOP provides opportunity for teachers to adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving conducive learning environment and developing learners into creative, honest and responsible citizens. The OWOP classrooms should be learning-centred where the teacher, acting as a facilitator, introduces the topics for the day and assists learners to describe and analyse issues raised. In addition, the teacher helps learners to interact and share ideas among themselves based on their knowledge of Ghana and the world. The class will be encouraged to explore topics through **enquiry-based questions**. The OWOP curriculum is underpinned by five themes broken into specific learning areas. The teacher should emphasise

these important areas in the day-to-day learning as they are aimed at promoting higher order thinking among learners.

Philosophy of Learning Our World and Our People

Through the learning of Our World and Our People learners will specifically acquire:

1. **critical thinking and problem-solving skills** to be able to compare and contrast, analyse, evaluate and apply geographical knowledge with little or no supervision
2. **creative thinking skills** to be able to reconstruct important information confidently
3. **digital literacy skills** to be able to use IT tools and resources efficiently for investigations and project works
4. **effective communication skills** to be able to share information at various levels of interaction
5. **values** to live as global citizens capable of learning about other peoples and cultures of the world.

General Aim

The curriculum, Our World and Our People, aims at producing a morally upright Ghanaian, who is responsible and capable of maintaining a healthy lifestyle and preserving their environment for sustainability.

Subject Specific Aims

The aims of the Our World and Our People curriculum are to enable learners to:

1. Develop awareness of their creator and the purpose of their very existence.
2. Appreciate themselves as unique individuals.
3. Exhibit sense of belonging to the family and community.
4. Demonstrate responsible citizenship.
5. Explore and show appreciation of the interaction between plants, animals and their physical environment;
6. Show love and care for the environment.
7. Develop attitudes for a healthy and peaceful lifestyle.
8. Appreciate use ICT as a tool for learning.

Introduction

Instructional Expectations

Our World and Our People provides opportunity for teachers to:

- adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving learner-centred classrooms;
 - nurture and develop learners into creative, honest and responsible citizens;
 - provide opportunity for learners to develop their skills in the **4Rs** of Reading, cReativity, wRiting and aRithmetic through thematic and creative approaches to learning.
- Learning and learning progression are central to the OWOP curriculum;
- adopt collaborative approaches to lesson preparation within and across disciplines and grade levels to develop communities of OWOP learners;
 - use multiple methods to systematically gather data about learners' understanding and ability in order to guide the teaching and learning of OWOP;
 - put necessary arrangements in place to provide feedback to both learners and parents.

Organisation of the Curriculum

There are five integrated learning areas organised under five themes. The learning areas are:

1. Religious and Moral Education
2. Citizenship Education
3. Geography
4. Agricultural Science
5. Computing

The thematic areas are organised under five strands:

1. First Theme: All About Us
2. Second Theme: All Around Us
3. Third Theme: Our Beliefs and Values
4. Fourth Theme: Our Nation Ghana
5. Fifth Theme: My Global Community

Interpretation of key words in the Curriculum

Strands are the broad areas/sections of Our World and Our People curriculum to be studied.

Sub-strands are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.

Content Standards indicate what all learners should know, understand and be able to do.

Indicators are clear statements of specific things learners should know and be able to do within each content standard.

Exemplars refer to support and guidance, which clearly explain the expected outcomes of an indicator and suggest what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.

The curriculum for Basic 3 is organised under five strands with twenty sub-strands:

Strand 1: ALL ABOUT US

Sub-strand 1: Nature of God

Sub-strand 2: Myself

Sub-strand 3: My Family and the Community

Sub-strand 4: Home and School

Strand 2: ALL AROUND US

Sub-strand 1: The Environment and the Weather

Sub-strand 2: Plants and Animals

Sub-strand 3: Map Making and Land Marks

Sub-strand 4: Population and Settlement

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 1: Worship

Sub-strand 2: Festivals

Sub-strand 3: Basic Human Rights

Sub-strand 4: Being a Leader

Strand 4: OUR NATION GHANA

Sub-strand 1: Being a Citizen

Sub-strand 2: Authority and Power

Sub-strand 3: Responsible use of Resources

Sub-strand 4: Farming in Ghana

Strand 5: MY GLOBAL COMMUNITY

Sub-strand 1: Our Neighbouring Countries

Sub-strand 2: Introduction to Computing

Sub-strand 3: Sources of Information

Sub-strand 4: Technology in Communication

Time allocation

For effective learning to take place within specified timeframe, 30 minutes as on time table be adhered to for lesson for the day. Remember that other lessons will be taught the same day with OWOP. Two periods of 60 minutes could be allocated for practical lessons, revision and demonstrations where needed due to time consuming factor during class activity lessons. If

possible, there should be internal arrangements for more time for activities outside the classroom such as excursions and other educational visits. This will make learners have enough time for practical lessons.

Class management

Most teachers in Ghana teach large classes. Such classes are in the range of 40 to 100 learners or more. The teachers, based on their professional experience over the years have developed skills in classroom methodology. Here are a few reminders about whole class, group, pair and individual work that could be helpful with large classes.

Whole class teaching

Much of your teaching, especially when your class is large, will involve you standing at the front of the class explaining and listening to your learners. You can set out facts and concepts which everyone can understand. However, your class will vary in ability. More able learners should be given additional tasks to stretch their capabilities while those who find understanding more difficult should be given the time and attention they need.

When you introduce a topic make sure you use learners' existing knowledge and build upon it. The basic information for your lesson is in the text. If you are going to ask learners to read for themselves (at home or in class or to read out loud), work out during your lesson planning which words will be difficult for them to understand and explain these first. Make sure that all your learners have understood your explanation and give time to those having difficulty as well as talking and listening you will find other activities can be very valuable during whole-class teaching, for example:

Group work

Class teaching is large group work but sometimes there are advantages in working in pairs or groups of four to six learners: some children make more progress when working in a group of the same ability. On other occasions more able learners can help those who are not quite so quick at understanding. Groups of friends and groups working on different topics are other possible divisions that you could make.

For group work to be successful some thought must be given to the organization of class furniture. In most of our classrooms we still see rows of desks with several children to each desk. The classrooms are also often crowded so that it is not easy to move the desks around. Whatever the situation some kind of group can be organized. At its most basic the group will have to be learners at one desk. It might be possible for those at one desk to turn around to face those at the desk behind.

There are many advantages in allowing a number of children to consider a topic, work jointly and bring their findings back to the whole class: each group will think in a slightly different way and have different experiences to share. Sometimes learners are better able to discuss sensitive areas in same - sex groups. Such work encourages co-operation and mutual support. Individual groups can study a picture together, or write a poem or discuss a topic like pollution in their village. You need to ensure that there is follow-up to group work so that work is not done in isolation but is instead considered by the class as a whole.

Pair work

Learners are often instructed to work in pairs – either with their desk mate, or with a partner. This is an ideal opportunity for learners to assist each other, and for them to assess each other. Working with a desk mate offers the least classroom disturbance. The learners are already seated side-by-side. They ask and answer questions during Picture talk, and they discuss the readings before they write comprehension answers individually.

Working with a partner that you have allocated to the learner means that you can pair a slower learner with a faster learner, so that they can help one another. You may also choose to pair learners of similar abilities together, so that they can proceed more quickly with the work, while you assist the slower pairs.

Learner self-study

There will be times when you want the class to work as individuals to allow them to become familiar with material you have given them and to allow you to work with Learners of different abilities. It is worth bearing in mind that while there is a need for Learners to learn how to read and study on their own; there are also dangers

Introduction

in this approach. It is essential that the material they read is understandable to them, and that your attention is still focused on the class to ensure that all learners are using the time to read and not misbehave. Use additional material at different levels to ensure that some learners do not finish more quickly than others.

Teaching tip

One of the most important skills in classroom management is the ability to ensure your learners are occupied for the whole lesson. If a group has finished its task and has nothing else to do it is likely to become disruptive. Break up your lesson and make sure it has several different parts:

- full class work
- individual work
- practical activities

Learning domains (expected learning behaviours)

In order to achieve Standards-based Assessment, teaching and learning should be measured in line with three integrated learning domains. These are discussed in the following text.

Knowledge, Understanding and Application
Under this domain, learners acquire knowledge through learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new context. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesize knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learner may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours “knowledge”, “application” “understanding”, “analysis”, “synthesis”, ‘evaluation’ and ‘creation’, fall under the integral domain “Knowledge, Understanding and Application”.

In this curriculum, the learning indicators are stated with action verbs to show what the learner should know and be able to do. For example, ‘The learner will be able to describe something’. Being able to “describe” something after teaching and learning has been completed means that the learner has acquired “knowledge”. Being able to explain, summarise, and give examples etc. means that the learner has understood the concept taught.

Similarly, being able to develop, defend, etc. means that the learner can “apply” the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases tends to stress knowledge acquisition to the detriment of other higher-level behaviours such as application, analysis etc.

Each action verb in any indicator indicates the underlying expected outcome. Read each indicator carefully to know the learning domain towards which you have to teach. The focus of the new form of teaching and learning, as indicated in this curriculum, is to move teaching and learning from the didactic acquisition of “knowledge” where there is memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to real world – **surface learning** – to a new position called – **deep learning**. Learners are expected to deepen their knowledge through activities that involve critical thinking to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the position where learning becomes beneficial to the learner.

The explanation and key words involved in each of the learning domains are as follows:

Knowing: This is the ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is the ability to remember or recall material already learnt and this constitutes the lowest level of learning.

Understanding: The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some concept that may be verbal, pictorial or symbolic.

Applying: This dimension is also referred to as “Use of Knowledge”. The ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, and discover among others.

Skills and processes

These are specific activities or tasks that indicate performance or proficiency in a given learning area. These skills and processes include Observing, Classifying, Comparing, Communicating/Reporting, Predicting, Analysing, Generating possibilities, Evaluating, Designing, Interpreting, Recording, Generalising.

Attitudes

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them participate in debates and take a stand on issues affecting them and others. The Our World and Our People curriculum thus focuses on the development of these attitudes, values and skills:

Commitment: the determination to contribute to national development

Tolerance: the willingness to respect the views of others

Patriotism: the readiness to defend the nation.

Flexibility in ideas: the willingness to change opinion in the face of more plausible evidence.

Respect for evidence: the willingness to collect and use data on one's investigation and also have respect for data collected by others.

Reflection: the habit of critically reviewing ways in which an investigation or observation has been carried out to see possible faults and other ways in which the investigation or observation can be improved upon.

Comportment: the ability to conform to

acceptable societal norms.

Co-operation: the ability to work effectively with others.

Responsibility: the ability to act independently and make decisions; morally accountable for one's action; capable of rational conduct.

Environmental Awareness: the ability to be conscious of one's physical and socio-economic surroundings.

Respect for the Rule of Law: the ability to obey the rules and regulations of the land.

Values

At the heart of this curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy should be consistent with the following set of values.

Respect: This includes respect for the nation of Ghana, its institutions, laws, the culture and respect among its citizens and friends of Ghana.

Diversity: Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum promotes social cohesion.

Equity: The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds, which require the provision of equal opportunities to all, and that all strive to care for each other both personally and professionally.

Commitment to achieving excellence:

Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.

Teamwork/Collaboration: Learners are encouraged to become committed to team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all persons.

Truth and Integrity: The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, it aims to make

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them become morally upright with the attitude of doing the right thing even when no one is watching be true to themselves and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the work place, including integrity and perseverance must underpin the learning processes to allow learners to see and apply skills and competencies in the world of work.

Pedagogical Approaches

These include the approaches, methods, strategies, appropriate relevant teaching and learning resources for ensuring that every learner benefits from teaching and learning process.

The curriculum emphasises the: creation of learning-centred classrooms through the use of creative approaches to ensure learner empowerment and independent learning; positioning of inclusion and equity at the centre of quality teaching and learning; use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind; use of Information Communications Technology (ICT) as a pedagogical tool; identification of subject specific instructional expectations needed for making learning in the subject relevant to learners; integration of assessment as learning, for learning and of learning into the teaching and learning processes and as an accountability strategy; and questioning techniques that promote deep learning.

Learning-Centred Pedagogy

The learner is at the centre of learning. At the heart of the national curriculum for change and sustainable development is the learning progression and improvement of learning outcomes for Ghana's young people with a focus on the **4Rs** – Reading, writing, arithmetic and creativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the primary school, the progression phases are B1 to B2 and B1 to B6.

The Curriculum encourages the creation of a learning centered classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centered classroom is a place for the learners to discuss ideas through the inspiration of the teacher. The learners then become actively engaged in looking for answers, working in groups to solve problems. They also research for information, analyse and evaluate information. The aim of the learning-centered classroom is to enable learners to take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher as a facilitator needs to create a learning environment that:

- makes learners feel safe and accepted;
- helps learners to interact with varied sources of information in a variety of ways;
- helps learners to identify a problem suitable for investigation through project work;
- connects the problem with the context of the learners' world so that it presents realistic opportunities for learning;
- organises the subject matter around the problem, not the subject;
- gives learners responsibility for defining their learning experience and planning to solve the problem;
- encourages learners to collaborate in learning; and
- expects all learners to demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than teachers providing the answers and their opinions in a learning-centered classroom.

The content with reference to learner's activities in class and outside classroom focusses on learner-centered pedagogy, which emphasizes active participation in class activities, making teaching and learning more practical and toward achieving positive learning outcomes that largely benefit the learner.

Effective teaching and learning in Our World and Our People depends upon the use of actively participatory methods including the following:

- Discussion

- Drama, role play and simulation
- Song and dance
- Case studies and interviews
- Research
- Miming
- e-Learning
- Group work
- Question and answer
- Games.

Inclusion

Inclusion is ensuring access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access and accessibility to quality education is met. The Curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process. When these approaches are effectively used in lessons, they will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning experiences should take these differences into consideration.

The curriculum therefore promotes: learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

Differentiation and scaffolding

This curriculum is to be delivered through the use of creative approaches. Differentiation and scaffolding are pedagogical approaches to be used within the context of the creative approaches:

Differentiation is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group

have the best possible chance of learning. Differentiation could be by task, support and outcome. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through:

- i) task
- ii) support from the Guidance and Counselling Unit and
- iii) learning outcomes.

Differentiation by task involves teachers setting different tasks for learners of different abilities. Example in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan.

Differentiation by support involves the teacher giving the needed support and referring weak learners to the Guidance and Counselling Unit for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. Weaker learners are allowed more time for complicated tasks.

Scaffolding in education refers to the use of variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process. It involves breaking up the learning task, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read and engaging them to discuss the excerpt to improve comprehension. The teacher goes ahead to guide them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text.

Common scaffolding strategies available to the teacher are:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time;
- describing or illustrating a concept, problem, or process in multiple ways to ensure understanding;
- giving learners an exemplar or a model of an assignment, they will be asked to complete;

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- giving learners a vocabulary lesson before they read a difficult text;
- describing the purpose of a learning activity clearly and the learning goals they are expected to achieve; and
- describing explicitly how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

Core competencies

Through the pedagogy and learning areas envisaged for our OWOP as a body of knowledge in the school curriculum, it is expected that as is the case for other subjects in the school curriculum learners will demonstrate the following universal and core competencies:

Critical thinking and problem solving (CP)

Develop learners' cognitive and reasoning abilities to enable them to analyse issues and situations, leading to the resolution of problems. This skill enables learners to draw on and demonstrate what they have learned and from their own experiences analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

Creativity and Innovation (CI)

Learners acquire entrepreneurial skills through their ability to think about new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners that possess this competency are also able to think independently and creatively.

Communication and collaboration (CC)

This competency aims to promote in learners the ability to make use of languages, symbols and texts to exchange information about themselves and their live experiences. Learners actively participate in sharing their ideas and engage in dialogue with others by listening to and learning from others in ways that respect and value the multiple perspectives of all persons involved.

Cultural identity and global citizenship (CG)

This competency aims to develop learners who put country and service as foremost through an understanding of what it means to be active

citizens, by inculcating in them a strong sense of environmental, and economic awareness. Learners make use of the knowledge, skills, attitudes acquired to contribute meaningfully towards the socio-economic development of the country. They build skills to critically analyse cultural trends, identify and contribute to the global community.

Personal development and leadership (PL)

This means improving self-awareness, self-knowledge, skills and health; building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people's needs. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience and self-confidence; exploring leadership, self-regulation and responsibility, and developing a love for lifelong learning.

Digital literacy (DL)

It involves developing learners to discover, acquire skills in, and communicate through ICT to support their learning and using digital media responsibly.

Teaching instructions

The teaching instructions provide guidelines or suggestions for each of three phases (Phase 1, Phase 2 and Phase 3) in the lesson plan as to how the teacher should go about handling the lesson of the day. They indicate what to teach, how to teach, when to teach, where to teach as well as responses from learners to a particular strand or by extension, sub-strand taught in the class or outside the classroom. Several suggestions are provided for each phase, so that there are sufficient options to cover all of the required lesson plan for the relevant exemplar(s) in that section of content.

Learner activities

The types of activities used to ensure on-level, age-appropriate and multi-ability learning include:

- true or false activities
- cloze activities
- role play
- songs and games
- crosswords and word searches

- matching activities
- case studies (for the higher grades) and interviews
- diary entries, newspaper articles, brochures, posters and timelines.

Activities included in the text are intended to serve several purposes:

- They break up the lesson to aid concentration and increase learner participation.
- They extend the knowledge gained from the text.
- They develop academic skills such as reading with understanding, writing, presenting and organising information, map drawing and map reading, interpreting pictures and diagrams, problem solving.
- Some activities will develop communication skills: discussing, co-operating, and reporting.

In later primary years the activities should also help learners to look beyond the material easily available to them by encouraging them to ask other adults, visit libraries (if there are any) and use the internet if it is available.

The Learners' Book aims to use a variety of approaches in order to offer as many ways of learning as possible. No one way suits every learner. As an example, there are many ways to teach reading. The best teachers use every method they know so as to suit each individual in their class. Some people learn quickly by reading with understanding. Others need to learn through practical experience. You will have all types of learners in your class.

Each theme in the Learner's Book contains activities that will help your learners achieve the objectives of that theme. They are designed to develop a range of skills and you can adapt individual tasks to the needs of each learner. You will need additional activities to broaden the learning experience, some tailored to the needs of more or less able learners and others to add variety and depth to various topics.

Practical activities

When we talk about practical activities we tend to think of working with our hands but in this context the term covers all activities which include a practical skill. The obvious ones are writing and drawing related to the factual material of the lesson but an equally valuable

practical activity might be the making of a model of some aspect of the learners' surroundings, such as a house or the local market. Another might be the writing and performing of a play based upon a traditional story.

All practical activities need careful organization but they can add a good deal of fun to the learning process. Learning needs to be made enjoyable if children are to grow up wishing to carry on developing their knowledge and skills. Playing team games, reading stories to each other and making up and acting simple plays can all contribute to the promotion of learning.

Practicing skills

Acquisition of study skills and knowledge has by and large been through practical lessons. Oral lesson cannot necessarily and abundantly give the learner the required skills and knowledge. Learners need to practice:

Reading: Learners need to be able to read easily. In Ghana, as we grow older, we need to be able to speak and read in English and our Ghanaian languages to develop our studies further.

Writing: Learners need to develop writing skills through activity-based lessons so their writings will look legible to themselves and others for correct interpretation of what they have written.

Listening: Learners need to know how to listen carefully, especially when someone is not speaking clearly. This is a matter of practising concentration.

Research skills are important too. You can encourage learners to go beyond the Learner's Book in these later years of their primary schooling to look for additional materials, and to store only those facts which will be of long-term use and lifelong learning.

Use of ICT

Some schools in urban areas have access to computers in school or in libraries. Rural areas will become linked in the future. You should learn how to use a computer as soon as you are able. They open up the world as your resource. The internet can provide as much additional material as you will ever need. Once your learners have the chance to use a computer they too will have access to a world of information. This can be done through effective use of the following ICT tools:

- Laptop or desktop computers

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- Smartphones
- Tablets
- CD players
- Projectors
- Calculators
- Radios
- Cameras
- Television sets
- Computer and related software, such as Microsoft Office packages (Word, PowerPoint and Excel).

ICTs are a useful communication technology that can by and large be used to enhance the quality of teaching and learning in schools. Internet systems have made the world a globalized one. It is for this that Professor Ali Mazrui describes globalization as “the villagization of the world” hence, the world being a “global village” (Marshall McLuhan and Quentin Fiore, 1968). This means all parts of the world are being brought together by the internet and other electronic communication interconnections. That is more information has become accessible anywhere in the world by way of interconnectedness and interdependency. You can communicate to anybody anywhere in the world from the comfort of your room, car and many more places. In working towards the rationale of the OWOP curriculum, there is the urgent need for the teacher to display professionalism through effective use of ICTs in teaching and learning.

The teacher should try as much as possible use whatever technological resources available such as any of those stated above to assist in teaching and learning. The use of ICTs in teaching and learning activities promotes a paradigm shift to learner-centered environment. Here are some useful ideas on how to go about this:

Integrate ICT's in the learning process, as a key competence and contributing to the acquisition of skills and knowledge;

- Use ICT's in the classroom to work on information processing, authentic communication, and on the learner autonomy, as the builder of his or her own learning process;
- Give ICT's a role to help young people be able to arrange, evaluate, synthesize, analyze and decide on the information that comes to them;
- Challenge students with different types of

- supports and formats and, therefore, a great variety of activities in which they pass from receivers to makers;
- Attend to the diversity of learning needs of students, using the copious offer of interactive exercises available on the web.

Assessment

Making sure that learners have actually absorbed the lessons taught and not just had fun through the entire lesson is equally important. There are assessments at the end of each lesson in the Learner's Book that are useful tools for reinforcement of lessons taught. You can also adopt other forms of assessment during the lessons to ensure learners are on the same level of understanding. Some of these assessments include the following:

Diagnostic assessment

This examines learners' prior knowledge and is used to establish links to the new lesson: Test learners' prior knowledge by asking them to respond to key words, names and dates related to the next topic

Ask learners to define key words and terms

Formative assessment

Formative assessment is the methods that teachers use to evaluate and assess a learner's ability to understand and apply what they have learnt during a lesson. This also gives teachers the opportunity to continually assess learners and to use this assessment to address their learning needs, the progress they have made, and to address any barriers to learning or learning difficulties that they may have.

Formative assessment in the form of teacher observations and assessments, as well as self-assessment and peer-assessment done by the learners, will help to identify areas of difficulty so that these areas can be targeted and any problems addressed immediately before moving on to the next section of work.

Formative assessment is an important step in the teaching and learning process. It allows you as the teacher to observe your learners in a wide variety of learning situations and to collect, record and use this information, which you can then use to inform further teaching and learning.

You should use different types of formative

assessment to address the different learning abilities of the learners in your class. These assessments could take the form of formal and informal observations during whole class and individual, pair and group work activities, through the assessing of written work, projects, tasks and tests.

You can record your assessments as short notes in a record book or as a simple checklist on a class list of learners' names.

Summative assessment

Summative assessment is used to test whether the learners have achieved the objectives of the whole unit or series of topics, or a whole semester, term or year's work.

To guarantee adequate time for the course coverage and assessment, lessons must be planned in advance for the week or the month. The best advice is to be well informed about the lesson content and teach with passion. The facilitator is always the best determinant of the time frame to adapt and diverge lessons based on the capability of the class. Irrespective of the time frame, each lesson should be as interactive and enjoyable as possible to ensure attentiveness and involvement of every learner.

Be positive, confident about the subject matter and explicit in your directions on what learners need to do. Remember: Your attitude in delivering the lessons will definitely determine the attitude of the learners towards the lesson!

Methods of assessment

Some type of assessment is going on all the time during a lesson. Throughout every lesson a good teacher is always watching his or her class for their reactions. Are they bored or restive? Is it because the work is too difficult, is it because I'm speaking too quietly? If the learners are giving you their full attention the lesson is going well and the learners are learning.

At the end of every lesson some form of assessment is necessary. It could be a question and answer session; it could be a class quiz or a short test. You need to know if the learners have achieved the lesson's indicators.

Written tests marked after the class is over are useful tools but be wary of over testing and never put the results in a class order. Slower

learners should not be made to feel failures, but helped to catch up.

Reflection and self-evaluation

Reflective thinking is the ability to look at the past and develop understanding and insights about what happened and using this information to develop a deeper understanding or to choose a course of action. It provides teachers and learners with the skills to mentally process learning experiences, identify what they learned, modify their understanding based on new information and experiences, and transfer their learning to other situations. Never be too critical of yourself; teaching large classes with limited resources is a difficult task. No lesson is perfect but given a little time you can learn from every one of them.

1. What went well?
2. What went badly?
3. What would you improve next time?

When you mark your tests (oral or written) you need to assess the results quite formally:

What proportion of the learners showed real understanding of the themes and has achieved the specific indicators?

For those who you think need extra help you must find time by giving others some extra reading or research work to allow you time with the less successful. When there are so many lessons in a day it is difficult to reflect on every one of them. If you can think about the best and the worst in order to compare them, you might gain some insight into how you are doing. Do not be afraid to share your thoughts with colleagues. If you work in a caring school, you should be helping each other.

When considering a particular lesson, you might ask yourself these questions:

- Did the learners understand what I was trying to explain?
- Did they pay attention?
- Was there a quiet, hardworking atmosphere or was it too noisy?
- Did my learners enjoy my lesson, did we work well together?
- Were there smiles and some fun?
- Did the lesson achieve its indicators?

Evaluation of your lessons should help you to work out which parts of your course need to be repeated in some form.

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Reinforcement and revision

Sometimes you will need to revise parts of the theme with the whole class. You will certainly need to start the next lesson by asking learners what they remember of the last one. Children need reinforcement. A few revision notes on the board to cover earlier work will be a very valuable start to every lesson.

Marking work

When you have a large class the marking of learners' work can become a burden. If it is postponed the burden can become unbearable. Learners need to have their work marked and returned promptly with constructive criticism and as much encouragement as you can give them.

Teaching tips

Some marking of work can be done by learners themselves, swapping papers so that there is a check. You can mark work in class while you are going round supervising and encouraging the learners as they work. This has the advantage of offering instant praise and correction.

Do not let your marking pile up from one day or one week to another.

It is important to create an atmosphere of trust in which learners feel confident enough to ask you questions without feeling embarrassed.

Learners should never be allowed to make fun of a learner who asks a question to which other learners already know the answer. Make it clear that such a response is not acceptable.

Using resources effectively

In order to help learners gain the most benefit from this Our World Our People course you will need to draw on as many resources as possible and use them imaginatively. This section contains some suggestions on how best to use the resources in the Learner's Book and how to make use of other resources that may be available. The factual material in the Learner's Book is useful but it should be used alongside other information that the learners find out for themselves. It is important that learners learn techniques for finding out additional information.

Education is not just about learning facts; it is about learning **how and where** to find information. Learners may forget individual facts but they will remember how to find the information when they need it again. By

following this course, therefore, they will be helped to develop skills and attitudes benefiting themselves, community and the nation when they are adult.

The Learner's Book

Within each theme/strand and sub-strand of the Learner's Book there are different types of text, illustrations and activities. These are designed to be used in a variety of ways to make lessons interesting, to increase learners' knowledge and motivation and to encourage them to be inquisitive, skilled, confident and mutually supportive.

Other resources

You can use a variety of resources in your lessons. Below are some of them.

Equipment: weather stations, gardening tools, craft tools, and computers

Buildings: churches, workshops, shops, houses, memorials

Sound resources: radio, audio tape, musical instruments

Places to visit: farms, offices, forest and woodland, rivers, factories, museums, national parks, game reserves

Living resources: plants, seedlings, animals, local people

Personal treasures: photos, diaries, possessions, memories

Print resources: magazines and newspapers, books, atlases, workbooks

Pictures: photographs, maps, drawings, diagrams, cartoons, illustrations

Using the local environment

The study of Our World Our People is about the whole of your learners' physical, social and cultural surroundings. Your resources lie all around you, in the classroom and outside. Do not just rely on the written word or pictures; use your own knowledge, and that of your learners, of the world around you.

Go outside and look with new eyes at your surroundings. Take the learners out into their environment (farms, rivers, lakes, the sea shore, offices, workshops, factories) and encourage them to do the same.

Bring people into the school to talk about their roles in the community (farmers, nurses, engineers, councilors)

Make the most of local examples. You could look outside when it is raining to see how miniature streams are created, for example. Learn about the different types of cloud and what they might indicate about future weather

by encouraging learners to look into the sky when they are in the playground. Learn about the economics of running a business from the local shop owner or from local market traders.

SCOPE AND SEQUENCE

STRAND	SUB-STRAND	Basic 3
ALL ABOUT US	Nature of God	✓
	Myself	✓
	My Family and the Community	✓
	Home and School	✓
ALL AROUND US	The Environment and the Weather	✓
	Plants and Animals	✓
	Map Making and Land Marks	✓
	Population and Settlement	✓
OUR BELIEFS AND VALUES	Worship	✓
	Festivals	✓
	Basic Human Rights	✓
	Being a Leader	✓
OUR NATION GHANA	Being a Citizen	✓
	Authority and Power	✓
	Responsible use of Resources	✓
	Farming in Ghana	✓
MY GLOBAL COMMUNITY	Our Neighbouring Countries	✓
	Introduction to Computing	✓
	Sources of Information	✓
	Technology in Communication	✓

Source: NaCCA, Ministry of Education 2019

Scheme of learning

Never go into a class unprepared even if you have taught a lesson many times before. Have your ideas, plans and materials ready. You should make sure you are confident with your material. Classes are easier to manage and behaviour is better when a lesson is tightly organized.

You might want to develop a regular pattern such as:

- A brief period of revision. What did we do last time?
- The introduction of new material given in the form of a class lesson.
- Activities, undertaken in pairs, groups or singly.
- Whole class discussion of what everyone has done.

When Learners are used to being occupied for the whole time they tend to be more co-operative and to value the lesson more.

Points to remember in preparing scheme of learning

Here are some points to remember when developing a scheme of learning:

Know your syllabus.

Make a preliminary plan based on the time you think you will need to cover each unit.

Be prepared to change that plan as you learn how much time each theme really takes.

Take into account school events which take up time (example, examinations and special occasions). Leave some spare time in your planning. Very few timetables work out absolutely perfectly. Learners, especially at the higher levels, can be very critical if they think a syllabus has not been covered or if it is rushed and they cannot keep up.

Remember all the time that facts are only part of education. Keep in your mind the skills you wish to develop, particularly those of easy communication, of co-operation and the development of mutual tolerance and respect. Make sure you have all the materials ready at hand for each lesson. If classes are sharing resources make sure the ones you want are available when you want them. Before you start on any theme, check on your aims and work out how you can find out if you have achieved them. This is called **evaluation**.

When preparing materials and activities, take into account the different abilities of your Learners. Try to organise additional activities for the quicker learners to give you time to help those who are finding the lesson difficult. This Teacher's Resource Pack will help you to plan further activities.

Sample scheme of learning for Year 1

The aim of this section is to set out in a simple form the way you might look at each theme comprising strands and sub-strands as a progression, from an introduction to a finale. Remember as you read the Teacher's Resource Pack that it is not telling you what you must do. It is making suggestions which you might find useful. Your teaching style is individual. There is no 'best' way to teach any topic. You will work out your own way.

In the new curriculum, teachers are expected to make connections across standards within a given strand, and that is why in the Scheme of Learning (SOL) related standards are "clustered" (i.e. grouped together) under a key idea. The use of clustered standards for planning and delivery of lessons allows teachers to quickly recognize the different related understandings or skills learners need to develop in order to achieve full understanding of a key idea. Teachers are therefore required to carefully read the standards they plan developing in their learners each week and identify the group of indicators the learners have to demonstrate for achieving these standards. It is also important for teachers to note that the strands themselves, and the standards for a given strand, are not necessarily organized sequentially. For example, just because standard A comes before standard B does not mean that standard A should be addressed before standard B. Teachers might want to address standard B before standard A or address the two standards at the same time.

SAMPLE YEARLY SCHEME OF LEARNING – BASIC 3

Weeks	Term 1 (List term 1 Sub-strands)	Term 2 (List term 2 Sub-strands)	Term 3 (List term 3 Sub-strands)
1	Nature of God	Map Making and Land Marks	Responsible use of Resources
2	Nature of God	Population and Settlement	Responsible use of Resources
3	Nature of God	Worship	Farming in Ghana
4	Myself	Worship	Farming in Ghana
5	Myself	Festivals	Our Neighbouring Countries
6	My Family and the Community	Basic Human Rights	Our Neighbouring Countries
7	My Family and the Community	Being a Leader	Introduction to Computing
8	Home and School	Being a Leader	Introduction to Computing
9	Home and School	Being a Citizen	Sources of Information
10	The Environment and the Weather	Being a Citizen	Sources of Information
11	The Environment and the Weather	Authority and Power	Technology in Communication
12	Plants and Animals	Authority and Power	Technology in Communication

Source: NaCCA, Teacher Resource Pack - 2019

SAMPLE TERMLY SCHEME OF LEARNING – TERM 1

Suggested format for writing Scheme of Learning (SOW) for P3 Term 1

Week	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B3.1.1.1. understanding of the purpose of God's creation	B3.1.1.1.1. Examine the purpose of God's creation of human beings	Pictures, Charts, Video Clips
2	ALL ABOUT US	Nature of God	B3.1.1.2. Appreciate God's promises to humankind	B3.1.1.2.1. Explain God's promises to humankind B3.1.1.2.2. Identify benefits of responding to God's call	Pictures, Charts, Video Clips
3	ALL ABOUT US	Nature of God	B3.1.1.2. Appreciate God's promises to humankind	B3.1.1.2.1. Explain God's promises to humankind B3.1.1.2.2. Identify benefits of responding to God's call	Pictures, Charts, Video Clips
4	ALL ABOUT US	Myself	B3.1.2.1 Demonstrate knowledge of promoting personal hygiene and safety	B3.1.2.1. I Explain ways of promoting personal hygiene and safety as a responsible citizen	Real objects, Pictures, Charts, Video Clips
5	ALL ABOUT US	Myself	B3.1.2.1 Demonstrate knowledge of promoting personal hygiene and safety	B3.1.2.1. I Explain ways of promoting personal hygiene and safety as a responsible citizen	Real objects, Pictures, Charts, Video Clips
6	ALL ABOUT US	My Family and the Community	B3.1.3.1 Show understanding of roles in the family and community	B3.1.3.1.1 Explain factors that promote good relationships at home, school and community	Pictures, Charts, Video Clips

7	ALL ABOUT US	My Family and the Community	B3.1.3.1 Show understanding of roles in the family and community	B3.1.3.1.1 Explain factors that promote good relationships at home, school and community	Pictures, Charts, Video Clips
8	ALL ABOUT US	Home and School	B3.1.4.1 Demonstrate understanding of the home and other important locations in the neighbourhood	B3.1.4.1. 1 Sketch a map of the neighbourhood showing major home, major routes and other important locations	Pictures, Charts, Video Clips
9	ALL ABOUT US	Home and School	B3.1.4.1 Demonstrate understanding of the home and other important locations in the neighbourhood	B3.1.4.1. 1 Sketch a map of the neighbourhood showing major home, major routes and other important locations	Pictures, Charts, Video Clips
10	ALL ABOUT US	The Environment and the Weather	B3.2.1.1 Appreciate the problems associated with the use of land and water	B3.2.1.1.1 Explain problems with the use of land and water	Pictures, Charts, Video Clips
11	ALL ROUND US	The Environment and the Weather	B3.2.1.1 Appreciate the problems associated with the use of land and water	B3.2.1.2.1 Identify ways of protecting land and water as a responsible citizen	Pictures, Charts, Video Clips
12	ALL ROUND US	Plants and Animals	B3.2.2.1 Demonstrate understanding of the importance of gardening	B3.2.2.1.1 Explain how to make and maintain a garden	Pictures, Charts, Video Clips

Adapted from - Source: NaCCA, Teacher Resource Pack - 2019

Introduction

Learning planning

Planning lessons within a theme/strand

Once you have allocated the time available for each part of the term's strands and sub-strands you can begin on that lesson planning. Work out

how many lessons each theme/strand needs and then plan individual lessons.

You can use a table like the one below as a planning format:

SAMPLE WEEKLY LEARNING PLAN FOR P3 OWOP, WEEK 1

Learning Indicator (s) (Ref. No.)		B3.1.1.1.1		
Performance indicators		Learners can demonstrate understanding of the purpose of God's creation		
Week Ending		18th September, 2020		
Reference		Our World and Our People Curriculum page, 39		
Teaching/Learning Materials:		Wall charts, videos on creation of God		
DAY	Phase1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary/Reflections (Learner and teacher)	
	10 minutes	40 minutes	10 minutes	
Monday	Learners to sing a song about Gods creation.	<p>Engage learners in a discussion to talk about Gods creation of humankind.</p> <p>Leaners tell you who was created first.</p> <p>Through questions and answers have learners talk about why God created human beings.</p> <p>Let learners talk about the attributes of God and their relevance to their daily lives.</p> <p>Assessment: Learners draw and colour some of the creations of God in the environment.</p>	<p>Ask the learners the following questions to review their understanding of the lesson:</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Have learners read the key words written on the board? 3. What did you find difficult in the lesson? 	
Tuesday	Learners to sing a song about Gods creation.	<p>Learners watch a short video about creation.</p> <p>Leaners talk about what they saw in the video on creation.</p> <p>Learners mention some of the things they like in the video.</p> <p>Learners think-pair-share on why we should protect and care for God's creation.</p> <p>Assessment: Learners organise and do clean-up exercises in the school environment.</p>	<p>Ask the learners the following questions to review their understanding of the lesson:</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Have learners read the key words written on the board? 3. What did you find difficult in the lesson? 	

Friday	<p>Learners to sing a song about creation.</p>	<p>Learners watch a pictures/ short video on plants and animals created by God. Learners talk about the things they saw in the video.</p> <p>Learners talk about ways of caring for the environment: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc.</p> <p>Assessment: Put Learners, in groups, to do a project on clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters.</p>	<p>Ask the learners the following questions to review their understanding of the lesson:</p> <ol style="list-style-type: none"> 1. Ask learners to talk about what they enjoyed most during the lesson? 2. Have learners read and spell the key words written on the board. 3. How will you put what you learnt in to practice?
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Source: NaCCA, Teacher Resource Pack - 2019

SAMPLE LESSON – BASIC 3

Date: 14-09-2020 Duration: 60 Minutes Class: B3 Class	Period: 1 size: 45	Subject: OWOP Strand 1: ALL ABOUT US Sub-Strand 1: Nature of God
Content Standard: Demonstrate understanding of the purpose of God's creation	Indicator: Examine the purpose of God's creation of human beings	Lesson 1
Performance Indicator: Learners can demonstrate their understanding of the purpose of God's creation		Core Competencies: Communication and Collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership
		Subject specific practices: Stewardship, Loyalty, Protection, Cleanliness, Sustainability, Responsibility Maintenance, Caring,
Values: Obedience, Respect for right to life		
Key words: God, creator, environment, creation		
Phase/Duration	L earners activities	Resources
Phase1: Starter (preparing the brain for learning) 5 minutes	Learners to sing a song about Gods creation	
Phase 2: Main (new learning including assessment) 30 minutes	<p>Engage learners in a discussion to talk about Gods creation of humankind.</p> <p>Leaners tell you who was created first.</p> <p>Through questions and answers have learners talk about why God created human beings.</p> <p>Let learners talk about the attributes of God and their relevance to their daily lives.</p> <p>Assessment: Learners draw and colour some of the creations of God in the environment.</p>	<p>Pictures</p> <p>Posters of different Pictures, videos.</p>
Phase 3: Plenary/Reflections (Learner and teacher) 10 minutes	<p>Ask the learners the following questions to review their understanding of the lesson:</p> <ol style="list-style-type: none"> What have we learnt today? Have learners read the key words written on the board What did you find difficult in the lesson? <p>End of the lesson</p>	

Source: NaCCA, Teacher Resource Pack - 2019

Planning an individual lesson

The two most important steps in your planning are as follows:

Choose your topic

Know your objectives

What factual knowledge do you want to pass on, and what skills do you want to develop? What attitudes and values do you want to emphasize? Read through the material in the Learner's Book and make sure you know the facts and understand that material and any other material which you are planning to introduce. A good maxim is 'Teach from knowledge.'

There are certain general rules to keep in mind when planning your lesson. **Check the reading level of the material you are using.**

The language levels in each of the six books are carefully chosen but your learners will have different levels of reading ability. Check first for words which might pose difficulties for some of your learners and decide how you will help those who might have problems of understanding.

Decide on the methods you will use. Plan your lesson in such a way that your Learners can learn the factual material while developing skills like participation, co-operation and communication. Content and skills are equally important. We tend to concentrate on facts but we need to keep the skills content of a lesson in our minds all the time.

Decide how you will measure whether the lesson has been successful or not (evaluation). This can be by class discussion, marking work or giving tests.

Remember the following four elements when planning your lesson:

Knowing

Understanding

Applying

Values and attitudes

1

Strand:

All about us

Strand I: ALL ABOUT US

Sub-strand I: Nature of God

LB: pages 6 - 19

CONTENT STANDARD

B3.1.1.1. Demonstrate understanding of the purpose of God's creation

INDICATOR

B3.1.1.1.1. Explain God's promises to humankind

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving
Personal Development and Leadership

SUBJECT SPECIFIC PRACTICES

Stewardship, Loyalty, Protection, Cleanliness, Sustainability, Responsibility, Maintenance, Caring, Obedience, Respect for right to life, Trust, Commitment, Humility, Unity, Togetherness

SUGGESTED RESOURCES

Mobilized the following resources to the lesson practical. Pictures, videos paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker.

KEY WORDS

Fruitful, increase, creature, environment, creation, protect, humankind, possession, descendants

HELPFUL LINKS

<https://www.google.com/search>, <https://www.biblword.net/what-is-the-character-of-god/?gclid>

<https://www.godonthe.net/evidence/atribute.htm>

Introduction

God has a purpose for creating human kind. We need to find out the purpose for which God created us in other for us to fulfil that purpose. After God creating humankind He made promises to man. He made promises to Abraham and Moses. Etc.

Explanation of why God created human beings
Tell creation stories

Guide leaners to understand the purpose of God's creation of humankind on this earth. Learners should know through the discussions that after God created heaven and earth He again created human beings called Adam and Eve into the garden of Eden. God had purpose for creating humankind. One of them can be found in the book of Genesis, you find God telling men to "be fruitful and multiply; fill the earth and subdue it; have dominion..." (Genesis 1:28). God wants man to be fruitful. That can mean reproduction in terms of having children, but it also means spiritual reproduction. It means bearing fruit for the Lord, producing love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, and self-control (see Galatians 5:22-23).

He also created us to know Him as the only one who gives everlasting life to us. "This is eternal life that they know you the only true God, and Jesus Christ whom you have sent" (John 17:3). God created humankind to love him. God tells us that love is the greatest. God wants us to love Him: "You shall love the LORD your God with all your heart and with all your soul and with all your might. And these words that I command you today shall be on your heart" (Deut. 6:5-6). God created us to glorify him. His word tells us that the kind of worship you and I will give to God. God says you and I will join those in heaven and do what God created us to do: worship.

Identify reasons we should protect and care for God's creation

Protecting creation means caring for all of God's creation by stopping and preventing activities that are harmful (example, air and water pollution, species extinction), and participating in activities that further brings reconciliation of all of creation to God. Protecting God's creation fills people with the joy that only comes from doing the will of God.

Assist learners to brainstorm reasons for protecting things created by God. Let learners understand that just as they would like things of theirs to be well protected, God also wants all things He created protected. All things created by God are to benefit humankind economically, socially, spiritually and culturally for generations today and those yet unborn and that there is the need to protect them against destruction. Therefore, there are reasons for which we should regularly protect His creation.

- i. To maintain creation for generations.
- ii. To maintain the beauty of creation.
- iii. We should protect creation because it brings glory to God. From the very beginning of scripture we see that God created the natural world and called it “very good” (Gen 1:31). Psalm 96:13 says, “Let all creation rejoice before the Lord.”
- iv. Environmental issues are ethical issues and provide an opportunity to draw others toward God so we should do everything to protect the environment
- v. We should care because God told us to.
- vi. To ensure that resources of the environment are used to benefit His children on earth.
- vii. Protecting God’s creation helps all other creations in their natural state to work well because all of us depend on one another to live well (**biodiversity**).

Discuss the usefulness of plants and animals to human beings

Guide learners in groups to understand the origin of plants and the reason (s) for their creation. Let learners understand that trees are created by God and they existed long before humankind was created. That is, they were part of the Garden of Eden and even the creation of Adam and Eve into the same garden. Let learners also know that God created all kinds of plant for humankind to use on this earth and plants can either live in water and on land. Let learners know that plants are everywhere on this earth. Humankind uses these plants for several things including extraction of medicine to cure sicknesses such as malaria, typhoid fever and sores among others. Besides these uses there are others like food, wood, and paper that we derive from it. Most of our food that we eat comes from plants for example-fruits, vegetables, cereals, pulses etc. We eat roots,

leaves, stems, flowers and fruits of plants. To embellish the lesson, the teacher should take learners out to the compound and let learners observe different kinds of trees created by God.

Let learners in groups think-pair-share how useful animals are to the humankind. Let them know that just as plants are found everywhere in the world, animals are also found everywhere in the world. Let learners also understand that the existence of animals is vital because they help us in so many ways including keeping them for security reasons such as rearing dogs to watch over our property in the home or elsewhere against theft, selling them to earn money, using them for food so that we can get protein from them into our bodies to live well and healthy, use their manure to plant crops in our farms and gardens, use them as transport from one place to another example, horse, donkey and camel. Learners should further understand that apart from the animals themselves that work for us and eat their meat what they produce are also useful to humankind. These include the use of cow milk for cheese and milk itself, skin of cattle called leather is used for clothing such as purse, wallet, shoes and belts among others.

Learners must be aware that are so special to us in the sense that apart from their usefulness to humankind mentioned above they can be used in games like race. Some of these animals are bulls, horses and elephants.

Draw and colour food plants and domestic animals

Guide learners to draw and colour some food plants and animals they know or have learnt. Let them understand that this can develop their creative skills and some may even start their profession in Arts from school. Let them understand the need to engage in drawing.

Discuss ways of caring for the environment

Assist learners to mention practical ways to care for the environment. Learners should know that destruction of God’s creation is the cause of activities of humankind on earth. Some ways to care for the environment include:

- i. Use fewer paper and plastic products – example, use a re-usable water bottle
- ii. Reduce water consumption – example, take shorter showers, wash dishes by hand, etc.

- iii. Do not cook more than you will consume
- iv. Compost (instead of disposing) food waste
- v. Recycle
- vi. Reuse instead of disposing
- vii. Use public transportation, carpool, walk, or ride a bike
- viii. Conserve electricity – example, turn off lights and buy energy-efficient appliances
- ix. Plant trees
- x. Do not throw garbage (rubbish) on the street, into water, or in the park or natural areas.
- xi. Talk to students about the need to protect animals and plants, that can easily disappear (endangered species) on our planet. Example, Sea Turtles
- xii. Allow students to be in touch with nature by visiting protected forests and zoos so they can appreciate God better.
- xiii. Other ways include legal mining, clean-up exercises, avoiding environmental pollution, checking erosion, clearing choked gutters.

As means of protecting the environments, Teacher guides learners to plant trees, weed their compound and check erosions on the school compound.

Explanation of God's promises to humankind

Narrate God's promises to humankind (Abraham and Moses)

Discuss with learners in groups the promises of God to humankind with evidence from the Scriptures if possible. Let learners know that the promises of God are never failing and that are really fulfilling example, God called Abraham and promised him with eternal life and to make him father of great people and required of Abraham and his descendant's obedience. God in return guided, protected and gave them the land of Israel. (Ibrahim; Genesis 11:27-12:9). God also promised Moses (Musa) He would be with him and that he should lead his people out of slavery in the land of Egypt to the promised land. He showed Himself to Moses in the desert in the form of the burning bush. God in this case, too fulfilled His promise. More so, He promised through the Holy Spirit and further through Angel Gabriel a child would be borne of the Virgin Mary, who would be called the Messiah and really how Mary conceived remains a mystery. True to His word it came to pass.

Learners should learn a lesson from these biblical stories that they should always rely on God in everything they do be it academic, finance or any other thing they need in their lives and that His promises come to pass no matter how long it takes. We should know that God's call to humankind is responded in many ways such as through prayer, service to humankind, caring for the environment, helping the needy (charity) and offering/sacrifice among others.

Identify ways we respond to God's call

Guide learners to identify ways by which we respond to God's call. Let learners know that responding to God's call is very important in the life of every humankind. He was the one who created us, created any other thing on this earth and also created heaven and earth so He can do anything to us. Therefore, we have to honour His presence in our lives all the time. We respond to God's call through the following:

- i. Service to humankind. Service to man is service to God. We respond to each other in many ways on this earth. Our parents do send us on errands and it is our duty to respond appropriately.
- ii. Caring for the environment. The environment is one thing God gave us that supports human, plant, and animal lives till our death so we have to preserve and protect it from destruction for personal gains. Sustainable measures are needed in this call.
- iii. Helping the needy (charity). Those who are in need of basic needs in life should be supported to alleviate their suffering in terms of food, shelter, clothing and money. You get lots of blessing from this work.
- iv. Service to God through worship. It is truly our services to God through worship that we can see ourselves in heaven one day. We are as humankind are expected to serve God and serve Him well because He is a jealous God. He will help us in many ways if we also worship Him well.

Mention the benefits of responding to God's call

Discuss with learners the benefits of responding to God's call to humankind. Being the owner of this world He has power over everything He created and rewards us appropriately

with any of the things He created. In the case of Abraham, whom God called and obeyed Him, God made this great man live up to One Hundred and Seventy-Five (175) years old on earth before his death (Genesis 25:7-31). Today it is common knowledge that many people die at very young ages, hardly we hear about someone die at age 100. Some of the benefits derived as a result of God's call to humanity are as follows:

- i. long life
- ii. prosperity
- iii. eternal life

Identify moral lessons derived from responding to God's call

Guide learners in a discussion to identify moral lessons learnt from responding to God's call, as responsible citizens. This could be stated by focusing on the home or parents, where learners mostly respond to the calls of their parents. What moral lessons do they learn from that? Morality is the principle that looks at what is good and what is bad. Responding to calls of people and to God is a good thing that teaches a child good morals. It does not only make the child or person responsible but builds in the child obedience, respect, sacrifice, commitment, reverence for God, humility, and love for humanity and God. Learners at this juncture, should respond to calls from their parents, people in the community and their teachers as they would be rewarded appropriately by humankind and God.

Activities to support learners

- i. Guide learners to tell creation stories.
- ii. With pictures learners identify uses of plants and animals.
- iii. Guide learners to draw and colour some of the creations of God in the environment.
- iv. Guide learners to draw and colour food plants and domestic animals using pencil and colour pencils or crayons.
- v. Learners tell one thing they can do to protect the environment.
- vi. Explain how to protect the environment.
- vii. Explain the uses of plant and animals to humankind.
- viii. In groups, let learners discuss the call of Abraham (Ibrahim) and Moses (Musa).
- ix. Let learners present their work to class for discussion.

- x. Let learners role-play the call of Moses (Musa).
- xi. Using the sacred scriptures, learners dramatize moral activities such as humility, obedience, reverence, commitment, respect, honouring promises, etc.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, pages 10 to 11 for exercises and Activities)

Exercise 1

1. a. to worship him.
b. to care the environment.
c. to rule over all other creatures
d. to bring forth children.
2. a. to preserve God's creation for the next generation.
b. It shows our service to God and humans.
c. because it is a command from God to humans.
3. a. plants and animals provide us with food.
b. medicine.
c. clothing.
d. wood.
4. a. by planting trees.
b. using legal means to do mining.
c. do clean up exercises.
d. stop activities that can cause bush fires.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, pages 17 to 19 for exercises and Activities)

Exercise 1

1. table and chair
2. planting of trees
3. he would become the father of all nations
4. yes
5. Moses
6. yes

7. greed
8. eternal life

Exercise 2

- Worship
- Clean
- steward
- Destroy
- Saves

Exercise 3

1

- a. Taking care of the environment.
- b. worshiping God.

2.

- a. We get closer to God for His protection.
- b. For prosperity.
- c. For eternal life.

3.

Moses responded to God's call by taking his people on a journey to the land Canaan. Abraham also responded to His call by leaving his home to where God asked him to go.

4.

- a. obedience
- b. respect
- c. sacrifice
- d. protection

5. Learners to draw.

Suggested Home Work

1. Mention three benefits of responding to God's call.

- a. prosperity
- b. eternal life
- c. protection
- d. it draws us closer to God

2. State three ways of caring for the environment.

- a. we should plant trees
- b. we should use legal ways in mining
- c. we should involve in clean up exercises
- d. we should not throw rubbish into water bodies

3. Draw two things we get from plants and animals.

learner's answer

4. Describe the usefulness of plants and animals to human beings.

clue: they give us food, medicine, clothing, wood

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following by way of reflecting on the lesson

- i. Tell the class the moral lessons you have learnt
- ii. Tell the class why it is important to care for our environment
- iii. Tell the class how we can respond to the call of God individually.

Strand I: ALL ABOUT US

Sub-strand 2: Myself

LB: pages 20 - 26

CONTENT STANDARD

B3.1.2.1. Demonstrate knowledge of promoting personal hygiene and safety

INDICATOR

B3.1.2.1.1. Explain ways of promoting personal hygiene and safety as a responsible citizen

CORE COMPETENCIES

Communication and Collaboration

Critical Thinking and Problem Solving

Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Responsibility, Love, Sharing, Commitment, Obedience, Respect Humility, Honesty, Trust

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson practical:

Water, Soap, Tooth brush, Tooth paste, Nail cutter, Chewing stick, Brooms, Pressing iron, Paper, pencils, pictures, charts, computer, projector, blackboard/marker board and chalk/ marker.

KEY WORDS

clothes, bath, diet, teeth, trim, toilet, tooth brush, tooth paste, nail cutter, chewing stick, Similarly, pictures of these things could also be of help.

HELPFUL LINKS

www.theschoolrun.com/personal-hygiene-learning-children

www.google.com/amps/s/www.momjunction.com/articles/personal-hygiene-tips-for-kids

Introduction

A child with bad personal hygiene habits may feel isolated by his or her friends. Everybody, especially children need to keep themselves healthy and neat all the time. One of the ways to

do this is to practice personal hygiene.

Ask the learners to discuss personal hygiene in pairs. The pairs should share their thoughts with the class.

Personal hygiene is maintaining cleanliness of one's body, clothing and the person's immediate surroundings to prevent sickness. It also means the act of taking good care of our health and wellbeing by keeping ourselves clean. Personal hygiene is an individual's responsibility. Children are guided by their parents, teachers, and other adults to have this experience.

Some of the ways one can promote person hygiene includes.

Things needed to promote personal hygiene

Personal hygiene is possible only when we have the required things that make us experience it. Group learners to talk about things they need to promote personal hygiene.

The groups should present their findings to the class.

Items Needed to Show Personal Hygiene

1. Soap
2. Tooth brush and paste
3. Nail cutter
4. Water
5. Facial tissues
6. Shaving brushes

Other examples are comb, chewing stick, pressing iron etc.

Through think-pair-share, ask the learners to talk about things they do to show personal hygiene. The things should include the following:

1. Bathing twice a day
2. Washing of clothes regular.
3. Bath at least one a day
4. Eat banana diet
5. Clean your teeth
6. Trim and comb your hair every day after taking bath
7. Wash your hands properly after visiting the toilet, before eating, after eating and before cooking
8. Covering the mouth when coughing, sneezing or yawning

Guide learners to demonstrate how each of the items is used. These should be done first by the teacher. Examples of activities that could be demonstrated in the class are brushing or cleaning the teeth, proper handwashing, covering the mouth when coughing, sneezing or yawning, washing of clothes

Other ways to keep body fresh and clean smelling

1. Clean your fingers to prevent bad breath
2. Wash behind your ears
3. Use saline water as mouth wash
4. Use the local chewing stick to brush your teeth

Draw items used in keeping our bodies clean In order to develop creative skills of learners, let learners individually draw items used in keeping their bodies clean. These include soap, water, toothbrush and tooth paste and nail cutter among others. Encourage learners to always remind their parents to buy all these items for them. Let learners also put these things into good use by practicing personal hygiene all the time.

Identify importance of keeping personal hygiene

Guide learners to understand the meaning of hygiene and safety. Let them understand that personal hygiene and safety are critical in the lives of every humankind and that you gain some level of protection. Let them know that it is important to stay hygienic and safe because it makes your body free from odour or repugnant smell especially at your private parts. You also avoid frequent attacks of sicknesses from diseases, which emanate from our own environment. People around give us a lot of respect for being hygienic that makes us avoid embarrassment at home, among our friends and in the general public. More so, parents of other children in your community use you as a role model for their children and that not only gives you respect but boosts your morale. Teacher should let learners understand that they can extend personal hygiene to their immediate physical environment and elsewhere they may live. Personal hygiene and safety also help us feel good about our appearance.

Activities to support learners

- i. Using pictures, guide learners to show one

- item used to clean their teeth every morning
- ii. Guide learners to draw one item used to clean their teeth every morning.
- iii. They should tell one thing their parents or guardians do for them before they wear their school uniform.
- iv. Assist the learners to draw items used in keeping our bodies clean using pictures as guide.
- v. Guide the learners to sing and tell stories about items needed to keep personal hygiene.
- vi. Guide the learners to sing and tell stories about the importance of keeping personal hygiene.
- vii. Through think-pair-share, ask the learners to compose a rhyme of or song on promoting personal hygiene.
- viii. Explain how you will help your family and community with the knowledge on personal hygiene

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, pages 24 to 26 for exercises and Activities)

Exercise 1

1. water, soap, tooth brush and tooth paste, nail cutter

Exercise 2.

- i. We must clean our teeth at least once a day
- ii. It is good to wash our hands with soap under running water before eating and after going to the toilet
- iii. We must wash our clothes and hands regularly.
- iv. Cooking in a clean place
- v. Washing the body often

Exercise 3

1. Water is used for bathing, washing the hands and cooking
2. Soap is used for bathing, washing the hands and dishes
3. Tooth brush for brushing our teeth
4. Tooth paste for brushing our teeth
5. Nail cutter for trimming our finger and toe nails

Exercise 4

- i. we look healthy
- ii. It prevents germs from making us sick.
- iii. We smell good.
- iv. We get respect.
- v. We avoid shame.
- vi. We have good friends when we practice personal hygiene.

Suggested Home Work

1. Draw one item that you use to clean your teeth every morning
learners answer
2. Draw two items used in keeping our bodies clean
learners answer
3. Compose a rhyme or song on promoting personal hygiene.
learners answer
4. Explain how you will help your family and community with the knowledge on personal hygiene
learners answer

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following by way of reflecting on the lesson:

- i. Tell the class what you learnt during the lesson
- ii. Tell the class how you will use the knowledge you acquired during the lesson
- iii. Which aspects of the lesson did you not understand?

Strand I: ALL ABOUT US

Sub-strand 3: My Family and the Community

LB: pages 27 - 32

CONTENT STANDARD

B3.1.3.1. Show understanding of roles in the family and the community

INDICATOR

B3.1.3.1. 1. Explain factors that promote good relationship at home, school and the community

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Responsibility, Love, Sharing, Commitment, Obedience, Respect, Humility, Honesty, Trust, Unity

SUGGESTED RESOURCES

Mobilise the following resources to make the lesson practical
Pictures, Video, Chart, paper, pencils, computer, projector, blackboard/marker board and chalk/marker

KEY WORDS

Peace, development, comportment, obedience, commitment, behaviours

HELPFUL LINKS

<https://www.google.com/search?>

Introduction

Through questions and answers guide learners to tell how they have been living together with relatives, and other friends.

Discuss good relationship

Assist learners to understand the meaning of good relationship. It is about being very close to someone that may go on in a life time. Good relationship is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Learners should be able to know that in sustaining good relationship there are skills that should be acquired. Good

relationship skills allow us to share a special bond with people such that trust and positive feelings for one another are maintained. Good relationship skills at workplace allow a better understanding among employees as well as more effective communication.

Guide learners through think-pair-share to talk about skills which help to sustain good relationships. Below are some of the skills that promote sustained good relationships.

- i. Good communication: Engage in verbal communication.
- ii. Making new friends: Meet new people.
- iii. Respect the views of other people: Respect diversity.
- iv. Look for quality relationship/friendship: Focus on relationship quality.
- v. Agree on common understanding: Find common ground. Misunderstanding may come however; try.
- vi. Give back (reciprocity): Give in return what other people had given you. It may not necessarily be the same thing

Identify things that promote good relationship

In groups guide learners to talk about things that promote good relationship. Assist learners to understand that promoting good relationship depends on factors such as relationship in the home, school and the community. The friendship or relationship that exists between people, that makes them do things in common and or help each other if need be. This can be done by meeting new people in the community and establishing friendship with them through frequent interactions. Identifying strengths and weaknesses of yourself as well as your friend and helping your friend where he or she is weak at and vice versa, respect cultural diversity of people close to you and those that you have seen or known for the first time in your life, empathize with people who are traumatized or are in trouble due to some circumstances, and treat your students with dignity or respect so that you can also be respected. Others include comportment, respect, love, obedience, humility, friendliness, honesty, respect for law and order, respecting the views of others, work together for growth and development and the fear of God.

Discuss the need to promote good relationship

Guide learners to understand good relationship and how to live in harmony with one another. Harmony describes an agreement, such as in feeling, sound, look, feel, or smell. Living in harmony is about living with each other together peacefully rather than fighting or quarreling. Good relationship is the ability to peacefully co-exist. It is also the ability to peacefully co-exist with aspects of yourself that you do not agree with; bringing your entire being-ness into unity and wholeness.

Guide learners to discuss reasons of being in good relationship with one another. Let learners understand that being in good relationship with one another brings a lot of benefits and should be promoted. Some of the reasons are that it improves the bond and the way we interrelate with one another in our communities and in the nation. Being in good relationship with one another promotes peace and unity, law and order, growth and development of people and communities. In everyday life, we always need help from one another so we must maintain very good relationship with others and once we need something from each other we must always live in harmony.

Activities to support learners

- Learners write down five (5) behaviour that promote good relationship
- Learners talk about ways to promote interpersonal relationship
- Guide Learners role- play their roles in the family
- Write down the members of your family
- Learners role-play behaviours that show good relationship
- In groups, learners talk about the need to promote good relationship
- Guide learners to explain factors that promote good relationship in the community

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, page 32 for exercises and Activities)

Exercise 1

Things that promote good relationship	Things that do not promote good relationship
honesty	hate
hardwork	disobedience
trust	untruth
love	bitterness/anger
smile	laziness

Exercise 2

- it makes us
- bold
- know ourselves better
- know our strengths
- know our weaknesses

Suggested Home Work

- Explain three factors that promote good relationship at school.
- What are your roles as an individual in the family?
- Write down four things that promote good relationship.

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following by way of reflecting on the lesson

- Tell the class what you have learnt during the lesson
- Tell the class what you can do to promote interpersonal relationship at home
- Tell the class what you do as an individual to promote good relationship in class

Strand I: ALL ABOUT US

Sub-strand 4: Home and School

LB: pages 33 - 39

CONTENT STANDARD

B3.1.4.1. Demonstrate understanding of the home and other important locations in the neighbourhood.

INDICATOR

B3.1.4.1. 1. Sketch a map of the neighbourhood showing major home, major routes and other important locations

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Responsibility, Love, Sharing, Honesty, Trust

SUGGESTED RESOURCES

mobilise the following resources to make the lesson practical

Markers, Drawing sheets, Pencil, Drawing boards, Clippers, Rulers, Erasers, Pictures, Paper, pencils, charts, computer, projector, blackboard/marker board and chalk

KEY WORDS

Locations, routes, direction, neighborhood, sketch, community.

HELPFUL LINKS

<https://www.google.com/search?>

Introduction

Guide learners to discuss locations of their homes and other important places in their neighbourhood.

Let the learners explore the community and take note of major routes, the chief's palace, the post office and the Police station.

Back to the classroom, let them sketch the neighbourhood and identify their home, the major routes as well as important land marks such as the hospital/clinic, the chief's palace, the post office and the market.

Let them share their sketches with their peers for evaluation and discussion.

Using their own sketch maps let them write simple sentences to give directions to their homes and other important land marks.

Landmarks are important features on the land and on the map that help identify various locations. Some of these features are post office, police stations, mosque, church, the chief's palace, hospital or clinic, school, football park or field, rivers and lakes. The cardinal points: North, South, East and West also help us to find directions in life.

End the lesson by inspecting their sketched maps and commenting on the relative distances between the land marks.

Activities to support learners

- i. Guide learners to mention landmarks in their community
- ii. Guide learners to draw or sketch a map of their neighbourhood showing their home and other important places in the community using drawing sheets, pencils etc.
- a. The Chief's palace
- b. Post Office
- c. The market
- d. The Police station
- v. With the help of pictures of features of landmarks and the cardinal points, guide learners to write in sentences giving direction to their home and important places in the community
- vi. Sketch the map of your locality and show where your house is located on the map
- vii. Direct a friend to your home

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, pages 24 to 26 for exercises and Activities)

Exercise 1

- 1.
 - a. we can use land marks.
 - b. maps
 - c. directional signs
2. Learners drawing.

Suggested Home Work

Direct a stranger to the nearest clinic in your locality from your home

Sketch the map of your community showing your school, church and mosque

Write down two landmarks in your school

directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task.

The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following by way of reflecting on the lesson:

1. Tell the class what you have learnt from the lesson
2. What aspect of the lesson you did not understand?
3. How you help people to find their way with the knowledge you have gained.

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal

2

Strand:

All around us

Strand 2: ALL AROUND US

Sub-strand I: The Environment and the Weather

LB: pages 42 - 54

CONTENT STANDARD

B3.2.1.1. Appreciate the problems associated with the use of land and water

INDICATOR

- B3.2.1.1. 1.** i) Explain problems with the use of land and water
- ii) Identify ways of protecting land and water as a responsible citizen

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Applying

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson practical:
Pictures, Videos, Internets (where available), paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker

KEY WORDS

Environment, sand winning, land degradation, deforestation, construction, indiscriminate, disposal, sanitation, improper, illegal, galamsey, dangerous, chemicals, pollution, domestic, defecating, dumping.

HELPFUL LINKS

<https://www.google.com/search=problems+associated+with+land+and+water+bodies>

Introduction

Introduce this lesson by drawing the attention of learners to the attitudes of Ghanaians use of land and water bodies.

Land and water pollution is of great concern in Ghana. Lack of job opportunities has made the youth to embark on various practices such as "galamsey", bush burning in pursuit of rats, deforestation and other bad practices that

pollute the land and water bodies.

The environment is the surrounding in which we live. Environment that is not safe can affect our health and social wellbeing therefore, we all have responsibility to protect our land and water bodies in our community. Our lives depend on the land and water bodies. As good citizens we need to put a stop to various activities that we engage in that have direct effect on the land and water bodies.

Explain problems with the use of land and water

Engage the learners in whole class discussion on "galamsey" as a form of illegal small scale mining in Ghana. It has resulted in serious degradation of vegetation and the land. It pollutes major water bodies as the top soil is mined and left unconcerned. It is a major land and water pollution in Ghana. Arable lands for farming and drinking water for communities around mining areas are being lost and destroyed by the irresponsible activities of both foreign and local illegal miners.

Using pictures or films of diminishing forest cover the teacher should explain the effects of the loss of forests as responsible for the changed atmospheric conditions and raining pattern of the affected areas around the country. Also, mining has negatively affected our water bodies to become polluted and dry. Harmful chemicals used by these illegal miners seep into the soil and rivers resulting into pollution of water and the loss of higher percentage of our arable farmlands that has led to reduction in crop production in the country.

These activities contributed to hunger because vast farm plantations like cocoa, palm, coconut, oranges are being destroyed and the top soil which is the main sources of nutrients to plants that has taken several years to gain its fertility is also being removed and therefore making our arable land infertile.

The lands are also polluted, making it weak for Agricultural purposes. Chemicals used for extracting gold for instance, mercury, cyanide and other complex chemicals are discharged

into the soil and these have dispossessed the land of its natural properties to perform its natural functions to mankind.

Slash and burn is the practice where a piece of farmland is cleared and the slashed vegetation set on fire to burn. This makes the land easily accessible and convenient for planting of crops. Burning vegetation after slashing exposes the surface soil to direct contact with rain. Exposed soil is easily eroded by rainfall, leaving gullies on your field. Erosion takes away the fertile topsoil of the field. Wind also carries away the exposed top soil.

Uncontrolled burning on farms has been a major cause of bushfires spreading to destroy vast areas of forests, plantations and other properties in Ghana and across the globe. Slash and burn has been a major cause of deforestation worldwide. Avoiding burning of residual vegetation after slashing can save one from all these troubles while we protect our forest cover. It goes a long way to improving climatic conditions

Sand winning

Sand mining activities frequently occurs along the coastlines of many countries. These activities have caused a great deal of damage to the coastal environment resulting in coastal erosion. The sea gradually floods the land to displace a lot of people along the beach. Beach sand mining for construction purposes is a major source of coastal erosion in Ghana. Sand winning at the beach has resulted beach sand has resulted in a situation of coastal flooding.

Quarrying

Quarrying is the process of obtaining rocks found on or below the surface of the land. Some of the stones extracted are sandstone, limestone, perlite, marble, ironstone, slate, granite, rock salt and phosphate rock. It is generally known that dust generated by quarrying can be inhaled beyond the larynx and it can be breathed into the lungs. Blasting vibrations have also resulted in cracks in several buildings exposing the occupants to danger. Other quarrying effects which are of concern include land degradation, and reduced plant growth.

Pollution of water bodies

Large amounts of untreated industrial waste emptied into surface drains has led to severe

pollution in the lagoon and disrupted its natural ecology. The increased levels of industrial activity and consumption by the urban population lead to the generation of copious quantities of waste. Managing the volume of wastes poses a major challenge for the city authorities, particularly, ensuring that all the waste generated is collected for disposal. In Accra, the Waste Management Department is currently capable of collecting only 60 percent of the waste generated daily. The rest is dumped in open spaces, in surface drains, and into water bodies which end up in the Korle Lagoon. The net effect is that, at the slightest downpour, the lagoon overflows its banks causing regular flooding in parts of the city. Environmental education and awareness programmes must be carried out to sensitize everybody.

Identify ways of protecting land and water bodies

Environmental public education programmes must be intensified to create awareness for people to stop polluting the land and water.

Do not cut trees, do not set bushes on fire, do not burn rubbish, do not engage in illegal mining activities (galamsey), do not throw rubbish into water bodies, do not wash or bathe in water bodies, and do not defecate in the open and in water bodies. Sand winning around water bodies must be discouraged.

The teacher must encourage the learners to grow trees around water bodies.

The teacher must summarize the lesson by oral evaluation of the problem and the suggested solutions.

Other ways by which our environment can be protected are:

1. Education on the need to maintain a healthy environment
2. Recycling of solid and liquid wastes
3. Encourage proper disposal of domestic and industrial waste
4. Practicing afforestation or tree planting
5. Avoiding bush burning
6. Farmers engaging good farming practices
7. Illegal mining should be controlled
8. Enforcement of environmental laws
9. Enforcement of sanitation laws
10. Fishermen avoiding the use of chemicals in fishing

Activities to support learners

- i. Draw proper waste disposal site
- ii. Describe two (2) human activities that takes place on the land
- iii. Write down two (2) human activities taking place around water bodies in the community
- iv. Write down three ways of protecting the land and water bodies as a responsible citizen
- v. Explain the term environment
- vi. State and explain three (3) effects of water pollution
- vii. Describe three activities taking place on the land in your community
- viii. Suggest four (4) ways in which these practices can be mitigated

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, pages 53 and 54 for exercises and Activities)

Exercise 1

1.

- a. Trees
- b. buildings
- c. animals
- d. water

2

- a. Sand winning
- b. Indiscriminate felling of trees
- c. Fishing
- d. Swimming
- e. Farming
- f. Mining

3.

- a. mining
- b. farming along river banks
- c. throwing of rubbish into gutters

4.

- a. Mining: laws must be made to check illegal mining
- b. Farmers must avoid farming along river banks
- c. Sanitation laws must be enforced or sustainable waste management methods should be applied, for example recycling.

Exercise 2

1.

- i. Public education on dangers of bush fires
- ii. Enforcement of sanitation laws
- iii. Illegal mining should be stopped.

2.

- i. Human beings get sick
- ii. Domestic animals that drink the polluted water die
- iii. Animals in the water die

Suggested Home Work

1. State four activities that affect our water bodies.
 - a. mining
 - b. farming along river banks
 - c. throwing of rubbish into gutters
2. Write down three ways of protecting land and water bodies.
 - a. Planting trees along water bodies
 - b. Bye laws at the local community should be enforced
 - c. Erosion must be checked to prevent leeching

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following by way of reflecting on the lesson:

- i. Tell the class how you will protect your home environment
- ii. Tell the class what you will do to educate family members on the need to protect the environment
- iii. Tell the class what activities you will engage in to beautify your school compound

Strand 2: ALL AROUND US

Sub-strand 2: Plants and Animals

LB: pages 55 - 60

CONTENT STANDARD

B3.2.2.1. Demonstrate the importance of gardening

INDICATOR

B3.2.2.1.1. Explain how to make and maintain a garden

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving
Cultural Identity and Global Citizenship

SUGGESTED RESOURCES

mobilise the following resources to make the lesson practical

Hoe, Rake, Cutlass, Shovel, Seedlings, Flower pots, Watering can, Videos, Internet (when available) paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker

Similarly pictures of these things could also be helpful

KEY WORDS

Vegetables, manure, organic matter, garden, digging, weeding, mulching.

HELPFUL LINKS

<https://www.google.com/search>

Introduction

Plants grow well in particular environments. Gardening provides the environment where the soil type and conditions of growth of the plant is controlled.

Teacher introduces this lesson by reviewing the lessons on the importance of plants and animals in the environment.

Explain how to make and maintain a garden

Gardening is the practice of growing and taking care of plants such as flowers, herbs or vegetables and keeping it attractive.

The teacher should engage the whole class and give reasons for selecting a suitable site for the school garden. It must be at a vantage point

to protect it from stray animals and intruders. Demarcate its borders and fence the garden. Fill the garden with loamy soil and moisturize it. Make a number of flower beds or vegetable beds for flowers only or vegetables only. Plant seedlings of your choice into the moist soil of the beds. Planting seedlings ensures uniform growth and management. Regular watering and periodic picking of weeds is essential for the growth of plants. Use hand forks to remove the weeds from the garden. Ensure that the water drains well from the soil so that the plants would not rot.

The teacher invites the class to the selected site and demonstrate the preparation of the vegetable bed.

With the display of relevant pictures on growing vegetables in a garden, or films, let the teacher guide learners to make a vegetable bed. The learners should be supervised to transplant seedlings onto the beds and water them regularly to grow.

Let learners take note of the growth profile of the vegetables.

Guide learners to talk about the important of gardens in the home, school and community. The following points should be considered:

1. Gardening makes good use of space and protects the soil
2. Gardening is a very good physical and mental exercise
3. Source of fresh and organic food
4. Gardening reconnects students with the natural world.
5. Digging the soil is beneficial for health and changes in human mood
6. It helps keeps your community free from contamination
7. It helps you to learn about various plants
8. Gardening can be a great exercise
9. Gardening can earn your money

Explanation of how to make a garden using the tools listed above.

The following points may have been considered:

Get an Idea. Is this going to be a vegetable garden?

Choose a place. Almost all vegetables and most flowers need about six hours of full sun each day. Choose a day in your chosen spot and watch how the sun moves across the space.

Clear the Ground.

Improve the Soil. Soil needs a boost. Add 2 to 3-inch layer of compost, decayed leaves, dry grass clipping or old manure. Leave the organic matter on the surface and it will work its way into the soil in a few months.

Dig only when the soil is moist enough.

Digging loosen the soil so roots can penetrate more easily.

Pick Your Plants

Put them in the ground

Water the seedling

Learners visit various gardens in the school or a flower garden in the community

Learners make a simple garden in the school and care for them with the help of the teacher using the various tools listed above.

Learners watch pictures or films of garden.

Learners talk about how to maintain a garden.

The following points may be considered:

1. Water plants in the evening or early in the morning
2. Weed to prevent the growth of weeds by using weeding trowel
3. Use mulch – A layer of organic mulch reduces weed growth and soil moisture, while adding organic matter to the soil

Activities to support learners

1. Draw and colour a vegetable garden
2. Fill in the blank with the words in the box
Food, water, seed, oxygen, pollen grains

- i. All plants produce which we use to breathe.
- ii. All plants need food, sunlight and
- iii. Insect carry from flower to flower.
- iv. New plants grow from
- v. Some plant grows that we can eat.
3. Describe how to make a garden
4. Write down three (3) ways to maintain a garden
5. What is gardening?
6. List the tools used in making a garden

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, page 60 for exercises and Activities)

Exercise 1

1. Learner's answer

2.

- i. Water plants in the evening or early in the morning.
- ii. Weed to prevent the growth of weeds by using weeding trowel.
- iii. Use mulch – A layer of organic mulch reduces weed growth and maintain soil moisture, while adding organic matter to the soil.

Suggested Home Work

1. State four ways to maintain a garden
 - a. manure preparation
 - b. estering plants regularly
 - c. look out for pests and diseases
 - d. weed the garden often
2. Draw a picture to show what plants need to grow properly
(Using these words: water, sun, soil and light)
learner's answer

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following by way of reflection on the lesson:

1. Tell the class what you learnt during the lesson
2. Tell the class how you use the knowledge you have acquired at home
- 3.

Strand 2: ALL AROUND US

Sub-strand 3: Map making and landmarks

LB: pages 61 - 70

CONTENT STANDARD

B3.2.3.1. Demonstrate understanding of skills in map making

INDICATOR

- B3.2.3.1. 1.** i) Sketch the shape of the classroom and indicate the position of the teacher's desk.
ii) Mention reasons why records should be taken regularly as a responsible citizen.
iii) Make a sketch of the school compound and show locations of some land marks.

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Analysing, Record keeping.

SUGGESTED RESOURCES

mobilise the following resources to make the lesson practical, Drawing sheets, Pencil, Drawing board, Eraser, Sample map of a classroom, pictures, charts, computer, projector, blackboard/marker board and chalk/marker

KEY WORDS

Location, board, flat surface, classroom, measurement, accuracy, future, references.

HELPFUL LINKS

<https://www.google.com/search>

Introduction

Map making is the modelling of reality in ways that give information effectively. It is important to expose learners to sketching and mapping. This will enable them to become literate in spatial information.

In this unit, we will learn sketching and positioning of objects. We would also discuss the need to take records regularly especially for future use.

Introduce the lesson by drawing learners' attention to photographs they had ever taken. Make reference to pictures of things they have been seeing in books.

Maps are representative of the earth surface. Maps show visible features such as rivers, lakes, forest, buildings, mountains, roads etc. Most maps are drawn on a flat surface.

Sketch the shape of the classroom and indicate the position of the teacher's desk. Tell them that they can also sketch things in their books. Ask them to observe the shape of the classroom and sketch it in their drawing book. Inspect and guide them sketch the shape. Guide them to mark the location of the cupboard on their sketch and label it 'C'. Let them mark, in a square form, the location of the teacher's table and label it 'Tt'. Lastly let them locate their own position on the sketch and label it 'Me'

Mention reasons why records should be taken regularly.

In pairs, let them discuss their sketch with each other. They can compare the relative accuracy of their own work. Stress the importance of record taking for communication and information; and for future use. The accuracy of such records is an asset.

Expected reasons why records should be taken regularly include:

1. Preservation of record

Regular record taking helps to protect necessary records with care and disposes useless records.

2. Evaluating progress

It helps in preservation of history of organization. It helps in finding out the weakness and strength of organization.

3. Facilitate comparison

Regular record taking helps to evaluate progress and performance. It helps in comparison between one period of time and another.

4. Helpful in decision making

Regular record taking is useful for future decision making process. It supplies information whenever it is needed. Therefore, it helps in taking decisions.

5. Efficiency in operation

Record management helps to provide required information with speed and accuracy. It helps to make work efficiently and effectively.

6. Evidence

Records acts as an evidence in the time of dispute. It is important for the settlement of dispute.

Summarize the lesson with the salient points as discussed.

Make a sketch of the school compound and show locations of some landmarks.**Introduction**

Landmarks are easily identifiable features of an area. They serve as reference points in locating other things and in giving directions. In this unit learners will be exposed to such easily identifiable features on the school compound. Learners will also be made to locate other things with reference to a landmark.

Landmarks of the School Compound

1. Sketch the school compound and show the position of the following features: Chapel/ Mosque; Head teacher's office; your classroom.
2. Draw the outline of the classroom on the chalk/white board. Invite learners to mark out their sitting positions on the outline.

End the lesson by encouraging the learners in their observations and spatial thinking.

Activities to support learners

- i. Draw a teacher and his learners doing measurement and recording
- ii. Sketch a classroom and show the positions of the things mentioned above
- iii. Draw one (1) thing in the school that can be shown on a map
- iv. Draw a police station
- v. State five importance of record keeping
- vi. Write down five things in the locality that can be shown on a map
- vii. Write down five (5) tools you will need when measuring the size of your class
- viii. Write five (5) landmarks in your locality

Evaluation Exercise**Expected Answers**

(Refer to Learners Book 3, pages 69 and for exercises and Activities)

Exercise 1

1. Record keeping is about preserving information in any permanent form.
2.
 - a. for future use
 - b. we make reference to them
 - c. for accuracy
 - d. to avoid loss of data

3

- a. future use
- b. pictures
- c. locker

Evaluation Exercise

(Refer to Learners Book 3, pages 69 and for exercises and Activities)

Exercise 1

- 1 a. the building
- b. car
2. a landmark
3. a. church, post office, mosque, chief's palace, market square

Suggested Home Work

1. State three importance of keeping record
 - a. for future use
 - b. we make reference to them
 - c. for accuracy
 - d. to avoid loss of data
2. Draw the outline of your class and show your table, your chair and yourself.
learner's answer

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following by way of reflection:

- i. Tell the class what you have learnt from the lesson
- iii. Tell the class how you are going to apply the knowledge gained

Strand 2: ALL AROUND US

Sub-strand 4: Population and Settlement

LB: pages 71 - 73

CONTENT STANDARD

B3.2.4.1. Demonstrate knowledge of settlement.

INDICATOR

B3.2.4.1. 1. Recognise the need to be proud of their communities.

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Responsibility

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson practical.

Pictures, Videos, paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker

KEY WORDS

Settlements, buildings, locality, community, layouts, environment,

HELPFUL LINKS

<https://www.google.com/search>

<https://www.geographypods.com./>>

theme-1-population—settlement

Introduction

Settlements are our dwelling communities. Communities can either be planned or not planned. Various types of work go on in our communities. Population density and the type of employment avenues may define settlements as either rural or urban. Whether one comes from a rural community or urban community may not matter. What matters is the sanitary conditions in the communities.

Teacher introduces this lesson by inviting few learners to describe their settlements. The teacher should probe to see how many of the

learners in the class are really proud of their communities.

Settlement is also a place where people have put up their homes or is community in which people live.

Settlement contains buildings that have been constructed according to plan called layouts.

Types of settlement

1. Nucleated Settlement: It is where buildings or houses on the land are nearer each other.
2. Dispersed Settlement: It is the type of settlement where buildings or houses are scattered or wide apart.
3. Linear Settlement: It is the type of settlement where the buildings or houses are arranged in line.

Rural and Urban Settlements

Teacher briefs learners that there are two main categories of settlements. We have the rural settlement and the urban settlement.

Rural settlements are village type of communities and hamlets.

Features of the rural settlement are:

The population in rural communities is small as compared to urban communities. The people living there are mainly engaged in primary activities such as hunting, farming and fishing. Rural settlements are outside towns and cities. They have less social amenities such as schools, electricity, and pipe borne water, market centres, hospitals and good roads.

Urban settlements

Urban settlements, however are towns and cities. The population in the towns or cities are higher than that of the rural community. The houses and buildings are well planned. The shape of the layout is square or rectangle. Urban settlements have well developed market centres. There are schools and good roads. Electricity supply is good. Hospitals and other care stores exist. The people are usually engaged in secondary and tertiary activities. Examples of secondary activities are manufacturing industries and factories.

Examples of tertiary activities are the work of medical Doctors, Nurses and Teachers.

Keeping the surroundings clean

Let teacher engage the learners in whole class discussion about sanitation in the various communities as the most important reason for being proud of one's community.

Whether we come from rural or urban community does not matter in terms of our health and well-being. To be healthy we need to keep our surrounding tidy and be proud of wherever we come from.

We should not throw any waste material anywhere as we like. Waste materials should be packed and dumped in a place it is supposed to be dumped for further processing. When you see a litter pick it and put it in a dustbin.

In rural areas it is easy to organise communal labour and clean the entire village. Urban dwellers should also set a day aside to clean their surroundings including gutters. We should desist from defecating in drains and water ways. Such acts can lead to the spread of cholera. A clean and tidy rural community is better than a dirty and stinking urban community. Those in the clean rural communities will be healthier than those in the stinking urban communities.

Our attitudes and behaviours in cleaning our communities should make us proud and happy about our settlements.

We need to take good care of our social amenities and maintain them for our own good. We also need to plant more trees so that the vegetation cleans the atmosphere for our health.

End the lesson by highlighting responsible living.

Activities to support learners

- i. Name two (2) types of settlement
- ii. Draw the settlement of your choice
- iii. State five (5) things you will like to see in your settlement
- iv. What is settlement?
- v. State four (4) ways we can protect the environment and the facilities in the community
- vi. Write down four sentences why you are proud of your community
- vii. Through whole class discussion learners talk about the need to be proud of their communities e.g. that is where they live.
- viii. Through role play/dramatization guide

learners to talk about how they will protect their environment and the facilities in the community. In the role play/dramatization let the bad attitudes of open defecation and littering of the environment is shunned upon as responsible living of good habits of proper waste disposals, and taking care of public utilities be encouraged.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, page 73 for exercises and Activities)

Exercise 1

1. learner's answer
2. my community has some landmarks that can give direction to my house
3.
 - a. good roads
 - b. potable water
 - c. school
 - d. hospital
4.
 - a. avoid cutting down of trees
 - b. avoid open defecation
 - c. avoid throwing waste into the environment

Suggested Home Work

1. Write down five (5) things you will do to protect the facilities in your community
 - a. avoid cutting down of trees
 - b. avoid open defecation
 - c. avoid throwing waste into the environment
2. Give reasons why you are proud of your community

my community has some landmarks that can give direction to my house

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving

problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following by way of reflection:

- i. Tell the class what you gain from the lesson
- iii. Tell the class how you use the knowledge gained to educate your colleagues in the community on the need to protect facilities in the community

3

Strand: Our beliefs and values

Strand 3: Our Beliefs and Values

Sub-strand I: Worship

LB: pages 76 - 82

CONTENT STANDARD

B3.3.1.1. Demonstrate understanding of the importance of religious worship

INDICATOR

B3.3.1.1.1. Explain the reasons for studying the sacred scriptures of the three major religions among their followers

CORE COMPETENCIES

Communication and Collaboration,
Personal Development and Leadership
Creativity and Innovation
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Faithfulness, Obedience, Respect,
Commitment, Humility, Togetherness, Cultural
Identity, Gratitude

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson practical:
Holy Bible, Quran, Pictures,
Videos (when available) Paper, pencils, charts,
computer, projector, blackboard/marker board
and chalk/marker

KEY WORDS

Scriptures, religion, worshippers, christians,
muslims, traditionalist, object, covenant,
sacred.

HELPFUL LINKS

<https://www.google.com/search=scriptures>
<https://learnanywhere.co.uk>

Introduction

Through questions and answers guide learners to tell what lessons they have learnt from the Holy Bible and the Holy Quran during children service. Learners should also be asked of any traditional proverb(s) they might have learnt from parents, siblings or others in the home and community.

Identify the reasons for studying the sacred scriptures

Through class discussions as well as questions and answers, guide learners to talk about the reasons for studying the Sacred Scriptures.

- i. It is one of the major ways whereby we keep our covenant to always remember him.
- ii. It helps us become familiar with the voice of the Lord and thus better prepared to receive his direction in our lives
- iii. It leads us to God.
- iv. It helps us to know the truth about God and the world.
- v. It helps us to lead good moral lives, and they give us messages from God.
- vi. Also because of the bond (covenant) we have made with God and the direction we need in our lives.
- vii. It is also to receiving personal revelation.
- viii. Reading the Scriptures shows us God's character. The Scriptures are our definitive source for the answers to our questions about God.
- ix. Reading the Scriptures teaches us to imitate God.
- x. Reading the Scriptures help us discover our next step.
- xi. Reading the Scriptures allows us away from sin.
- xii. Reading the Scriptures allow us to be certain of what God said. The Scriptures are our final authority.
- xiii. Reading the Scriptures allows us to receive the desires of our heart.
- xiv. Reading the Scriptures are how we learn about the gospel.
- xv. Reading the Scriptures gives us courage.
- xvi. Reading the Scriptures helps us to be fruitful.

Recite simple texts from the scriptures

Guide learners to understand the meaning of sacred scriptures. Sacred scriptures are a collection of books accepted as holy scriptures especially the books of the Bible recognized by any Christian church as genuine and inspired. Through questions and

answers let learners understand and mention the sacred scriptures such as The Holy Bible (Christianity), The Holy Quran, Hadith (Islam), Sacred Myths, parables, proverbs and taboos (Traditional Religion) among others. Let learners know that these sacred books contain the words of God and therefore, must be held in high esteem. They are the books that help us get close to God and His creation. Guide learners to recite **simple texts** from the scriptures: Al-fatihah (Islam), Psalm 23 (Christianity) and Sacred Myths, folktales, parables, etc. (Traditional Religion). Learners should be aware that these texts are to prepare us morally and spiritually on earth and towards our spiritual journey to the next world, that is life after death.

Psalm 23:

The LORD is my shepherd; I shall not want.
He maketh me to lie down in green pastures:
he leadeth me beside the still waters. He
restorest my soul: he leadeth me in the paths of
righteousness for his name's sake.

Al-fatihah:

The name al-Fātiḥah (“the Opener”) is due to the subject-matter of the surah. Fātiḥah is that which opens a subject or a book or any other thing. ... That means sura Al-Fatiha is the summary of the whole Quran. That is why it is generally recited with another Ayat or sura during prayers.

Transliteration:

1. بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
(Bismillāhi r-rahmāni r-rahīm)
2. نَعِمْلَى عَلَيْنَا بَرَّ مَلَكُ دُمْخَلٍ
(Al ḥamdu lillāhi rabbi l-ālamīn)
3. مَيْحَرَلَا نَمَحْرَلَا
(Ar rahmāni r-rahīm)
4. نَيْدَلَا مُوَيْلِي لَكِلِام
(Mālikī yawmi d-dīn)
5. نُيِعَتَسْنَ لَكَائِي إِوْ دُبُعَنْ لَكَائِي!
(Iyyāka na'budu wa iyyāka nasta'īn)
6. مَيْقَتَسْنَمْلَا طَارَصَلَا اَنَدَمَا
(Ihdinā š-ṣirāt al-mustaqīm)

7.

مُهْيَلَعْ بِوْضُعْعَمْلَا رِيْغْ مُهْيَلَعْ تَمْعَنْأَيِذَلَا طَارَصَنْ
نَيِلَاضَلَالَالَّوَ
(Širāt al-I jīna an'amta 'alayhim, ḡayril maġdūbi 'alayhim walād ḏallīn)

Translation

1. In the name of Allah, the Entirely Merciful, the Bestower of Mercy
2. Praise be to Allah, the Lord of the Worlds [mankind, jinn and all that exist]
3. The Entirely Merciful, the Bestower of Mercy
4. Master of the Day of Judgment
5. Thee do we worship, and Thine aid we seek
6. Show us the straight path
7. The path of those on whom Thou hast bestowed Thy Grace, those whose (portion) is not wrath, and who go not astray

Proverbs:

Let learners also learn and recite at least two traditional proverbs in order not discard our tradition as Africans.

Proverbs are one of the rich traditions that build the fabric of a life in Ghana. They are wise sayings that are used to season the language of the people to make it more beautiful. As our elders say, “Ba nyansafo o yebu no bε, yεnnka no aseem” (to wit, the wise child is spoken to in proverb, not in mere words).

“Bere te se anomaa, woankyere no na otu a, wonhu no bio.”

Meaning: Time operates like a bird; while it is before you, if not caught, it flies away and never to be seen again. “Biribi anka papa anka angye grada.” Meaning: If there is no smoke, there won’t be fire.

Identify moral lessons from the scriptures.

Guide Learners to talk about the moral lessons from the scriptures. Let them know it has been the moral principle of old and this generation should emulate to make life better for themselves.

The following points should be considered:

1. The scriptures teach us to love God, to love our friends and to even love our enemies
2. I am taught to serve all people without complaining
3. when we give to others, we will receive the same in return.

4. One must never boast of what they do for others. If you do and you say that out loud to all, then the service and charity shall lose its importance
5. To forgive people their mistakes. This will make God also forgive us. If you can ask for forgiveness you should be ready to give it to others as well.

Activities to support learners

- i. Recite Psalm 23
- ii. Draw people serving others
- iii. Draw some giving alms
- iv. What is the meaning of the following proverbs?
 - a. We speak to the wise man in proverbs and not in plain language.
 - b. A child breaks the shell of the snail but not that of the tortoise
 - c. The old woman cares for the chicken and the chicken cares for the old woman
- iv. Write four (4) reasons for studying the scriptures
- v. Write four (4) moral lessons from studying the sacred scriptures

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, page 81 for exercises and Activities)

Exercise 1

1. The Bible, the Quran
2.
 - a. God speaks to us when we study the sacred scriptures
 - b. They help us to say the truth all the time
 - c. They open our understanding
3.
 - a. they are needed to make us obey people
 - b. to respect people in our community
 - c. to build our strengths
 - d. to work on our weaknesses
4.
 - a. obedience
 - b. tolerance
 - c. respect
 - d. commitment
 - e. humility

Suggested Home Work

1. State five reasons for studying scriptures
 - a. God speaks to us when we study the sacred scriptures
 - b. They help us to say the truth all the time
 - c. They open our understanding
2. Write any two proverbs and their meanings
 - a. we speak to the wise man in proverbs and not in plain language (there is no need to talk at length to an intelligent person)
 - b. it is when someone loves you that he comes to your house (a person keeps the company of the one he loves)

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
 - What went badly?
 - What would you improve next time?
- In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as way of reflection:

- i. Tell the class the moral lessons learnt
- ii. Tell the class why they need to study the scriptures

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 2: Festivals

LB: pages 83 - 93

CONTEND STANDARD

B3.3.2.1. Demonstrate understanding of the importance of religious festivals.

INDICATOR

B3.3.2.1. 1. Describe how various festivals are celebrated.

Core Competencies

Critical Thinking and

Problem Solving

Communication and Collaboration

SUBJECT SPECIFIC PRACTICES

Faithfulness, Obedience

Respect, Commitment Humility, Togetherness

Cultural Identity, Gratitude Sharing,

Reconciliation

Sacrifice, Patriotism

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson practical: Pictures, Video (when available), Paper, pencils, charts, computer, projector, blackboard/marker board and chalk/ marker

KEY WORDS

Celebrate, sacrifice, festival, crucified, resurrection, ancestors, traditional, development, unity, importance.

HELPFUL LINKS

<https://www.google.com/search>

<http://ghanadistricts.com/home/> , www.klient-solutech.com

Introduction

All the three religions celebrate different festivals. Festivals are a chance to whole people of the country and world to work and connect for a cause. So that it spread brotherhood, faith, love, sense of respect and duty in between people. That is why festivals are important occasions that have to be celebrated peacefully and without destroying others emotions and beliefs.

Mention religious festivals they have witnessed:

Guide learners to mention some religious festivals they have witnessed, and how they are celebrated. For instance, Christians celebrate Christmas and Easter to mark the birth and death of Jesus respectively as major festivals in Ghana and throughout the world mainly in December and in late March and April. The Muslims also celebrate some festivals such as the Eid al Fitr, and Eid al Adha every year. Let them also know that in the African Traditional Religion, there are several festivals being celebrated. These festivals are being celebrated by ethnic groups in the country every year and at different traditional areas. For instance, Akwasidae or Adae Kesie is being celebrated by the peoples of Akan tradition, Asafotu Fiam festival by the chiefs and people of Ada traditional area, Homowo by chiefs and people of Ga-Accra, Hogbetsotso by the chiefs and people of Anlo, Fetu Afahye by the chiefs and people of Ogua, Cape Coast, and Damba by the chiefs and people of Yendi in the Northern region Yendi is still in northern region among others.

Narrate the events in the festivals they have participated in

Guide learners to understand how festivals are celebrated in Ghana. Learners should understand that different ethnic people in Ghana celebrate different festivals including Christian and Islamic festivals. Let them also be aware about reasons for celebrating these festivals for instance, the Ga people of Accra celebrate Homowo festival to commemorate the period in their history when there was a serious famine in the land. The Hogbetsotso symbolizes the migration of the Anlos from the wicked ruler of Notsie king Agorkorli, in olden day Togoland to their present homeland in Ghana.

Christians do celebrate Christmas on the 25th December to remember the birth of Jesus Christ, who Christians believe is the Son of God. Muslims also celebrate Eid al Fitr to mark the end of Ramadan, the Muslim holy month

of fasting, and is celebrated during the first three days of Shawwal, the 10th month of the Islamic calendar (though the Muslim use of a lunar calendar means that it may fall in any season of the year). During the celebration of Christmas, Christians all over the world engage in activities including church services, drama or play of Nativity, preparation of feast and sharing of food and other items to loved ones among others. Muslims on the other hand go for Islamic prayers in their mosques and go on pilgrimage to Mecca, kill sheep or cow to prepare feast and share with loved ones among others. In the African Traditional Religion, various traditional festivals are held throughout the country at different times and different locations with various reasons usually in connection with their ancestors, who might have experienced an event in the past. Activities to mark the festivals include drumming and dancing, firing of guns, procession of chiefs and people, and durbar of chiefs and people, who come from far and near to support in various ways including the development of the traditional area in terms of educational infrastructure, health facilities and scholarships for needy students among others. Some festivals leaners should know include Damba, Fetu Afahye, Asafotu fiam, Homowo, Akwasidae and Hogbetsotso.

Learners narrate the events in the festivals they have participated in and their **importance**. The following points should be considered for the importance of festivals

- i. It makes people know about their history example, the Homowo festival reminds the Ga-Dangme people to know much about how they came out of hunger and later settled at their present area.
- ii. Religiously people believe in the existence of the Supreme Being (God Almighty), lesser gods and ancestral spirits hence, they ask for forgiveness of offence committed, petition the supernatural powers for material prosperity, peace and long life.
- iii. It serves as reunion of family members, relatives and loved ones. At this time quarrels and misunderstandings are settled
- iv. It also provides a forum where marriages among people within a particular geographical area can be transacted
- v. It brings most of the citizens together. This

helps them to initiate developmental projects and contribute financially towards the project

- vi. It strengthens their faith and believe in their objects of worship
- vii. It is also a time of sharing and showing love towards one another
- viii. It creates a sense of unity
- ix. It allows individuals to connect with God, Allah and the lesser gods and spirits
- x. Festivals speed up the economic development of a place. People buy more goods and services during festivals

Activities to support learners

- i. Learners role-play activities that take place during festivals
- ii. Draw a Hogbetsoso festival
- iii. Let learners complete exercise two from their text book for marking
- iv. Let learners complete exercise three from their text book for marking
- v. Ask learners to narrate the events in the festivals they have participated in
- vi. Write down five importance of religious festivals.
- vii. Learners draw scenes of what they saw during the festival they witnessed
- viii. Draw the Damba festival

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, pages 90 to 93 for exercises and Activities)

Exercise 1

1. Voodoo
2. The Holy Spirit baptism
3. the Greater Eid or the festival of the sacrifice
4. Golgotha
5. 30 days
6. Easter Sunday
7. sheep
8. Aboakyer
9. Anlo
10. Ewe people
11. June
12. Agbadza
- 13.

Exercise 2

1. Hogbetsoto, Asafotu Fiam, Homowo, Damba, Aboakyer
2. Learners answer

- 3.
- to remember past events such as migration of the people of Anlo
 - to bring people home
 - to build friendship with people they may see for the first time
 - it is an opportunity for the community to do projects

Suggested Home Work

- State and explain three (3) importance of festivals
 - to remember past events such as migration of the people of Anlo
 - to bring people home
 - to build friendship with people they may see for the first time
- Draw scenes of festivals you have witnessed learner's answer

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask the learners to do the following by way of reflection:

- Tell the class what you have learnt from the lesson
- Tell the class how the knowledge you have gained would be used.
- What aspect of the lesson you did not understand?
- Tell the class why they think festivals are important

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 3: Basic Human Rights

CONTENT STANDARD

B3.3.3.1 Demonstrate understanding of the importance of human rights

INDICATOR

B3.3.3.1. 1. Describe ways of claiming one's rights

CORE COMPETENCIES

Communication and Collaboration

Creativity and Innovation

Digital Literacy

Cultural Identity and Global Citizenship

Personal Development and Leadership

SUBJECT SPECIFIC PRACTICES

Respect, Trust, Obedience Commitment, Responsibility

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson more practical:

Placards, Charts, Pictures, Videos (when available) Paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker

KEY WORDS

Human rights, lawful, public, agencies, law courts, individuals,

HELPFUL LINKS

<https://www.humanrights.gov.au/introhuman-rights/>

<https://www.un.org/en/universal-declaration-human-rights/>

<https://www.google.com/search=teaching+learners+basic+human+right&oq=teaching+learners>

Introduction

When our rights and freedoms are trampled upon or taken away unlawfully, we can claim them.

LB: pages 94 - 98

Through questions and answers guide learners to understand human rights and ways of claiming one's rights.

Describe ways of claiming one's rights

In groups, guide learners to discuss how to claim their rights whenever these rights are infringed upon. Let learners understand that there is window of opportunity to report cases of human rights abuses for redress. Let them also know that these human rights are by and large protected in our law or legal books and for that matter people should feel free to go about their regular duties without fear and do the right thing. Encourage learners to join or form Civic Education Club in the school.

The individual can claim his/her rights through:

- i. joining civic clubs
- ii. reporting to Social Welfare
- iii. reporting to the law courts
- iv. reporting to CHRAJ
- v. reporting to the Police
- vi. embarking on lawful public demonstrations
- vii. using negotiation
- viii. reporting to relevant institutions, e.g. FIDA,

Importance of human rights

Guide learners to understand the concept **human rights**. Human rights are things that we ask for ourselves and are required to give to others. They are right to life, right to a fair trial, right to education, the right to liberty and freedom and the right to live your life free of discrimination. Let learners understand that respecting parents, siblings, their pastors and Imams, teachers and others in the community amounts to respecting the rights of others in society. Let them know that it is very important to exercise this right as their rights will also be respected by others. Receiving respect from others is important because it helps us to feel safe and to express ourselves. Being respected by important people in our lives growing up teaches us how to be respectful toward others.

Human rights are good for the development of individuals and communities.

Human rights make life easy for people to live in dignity. Human rights give people the freedom to choose how they live, how they express themselves, and what kind of government they want to support, among many other things.

Human rights also assures people the means to choose and to satisfy their basic needs, such as food, housing, and education, so they can take full advantage of all opportunities.

By assuring us life, liberty or freedom, equality, and security, human rights protect people against abuse by those who are more powerful.

Human rights ensure people get basic needs like medicine, food and water, clothes, and shelter. Unfortunately, there are still millions of people out there who do not have these necessities.

Human rights protect the disabled people from abuse. People who for some reasons have problem with their bodies and cannot walk, work or can do little to survive are also protected by human rights from abuse.

Human rights allow people to stand up to corruption in society. Human rights allow people to speak up when they experience abuse and corruption.

Human rights encourage enable people to speak freely without fear of attack.

Human rights give people the freedom to practice their religion (or not practice any) and the freedom to not belong to a religion is also a human right.

Human rights allow people to choose those they love. Being able to choose what one loves, is an important human right.

Human rights encourage equal work opportunities be it male or female. Human rights provide a guide for how workers should be treated and encourages equality.

Human rights give people access to education so that both the poor and the rich can go to school. Organizations and governments interested in human rights provide access to schooling, supplies, and more in order to stop the cycle of poverty. Seeing education as a right means everyone can get access, not just the rich.

Activities to support learners

- i. Write down four (4) rights you enjoy
- ii. Draw a court room
- iii. Draw people carrying placards demanding their rights
- iv. Draw a child reporting a case to the police
- v. Write four (4) institutions that help children to claim their rights
- vi. Write four (4) ways by which children can claim their rights
- vii. Draw a court session
- viii. Draw club members having a meeting

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, page 98 for exercises and Activities)

Exercise 1

- i. Joining Civic Clubs
- ii. Reporting to Social Welfare
- iii. Reporting to the Law Courts
- iv. Reporting to the National Commission on Human Rights and Administrative Justice (CHRAJ)

Exercise 2

- i. National Commission on Civic Education (NCCE)
- ii. Amnesty International (AI)
- iii. International Federation of Women Lawyers (FIDA)
- iv. Ghana National Commission on Children (GNCC)
- v. National Council on Women and Development (NCWD)

Suggested Home Work

1. Draw a court room
learner's answer
2. State two functions of the Police Officer
 - a. they look into cases of domestic violence
 - b. they make sure human rights are protected

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners the following as a way of reflection:

- i. Tell the class how you will make sure people do not trample on your rights
- ii. Tell the class how you can also claim your rights lawfully
- iii. Tell the class how you use the knowledge gained to educate the members of your family

Strand 3: OUR BELIEFS AND VALUES

Sub-strand 4: Being a Leader

LB: pages 99 - 107

CONTENT STANDARD

B3.3.4.1. Demonstrate knowledge of the life stories of leaders of the major religions in Ghana

INDICATOR

B3.3.4.1. 1. i) Describe the youthful lives of the leaders of the three major religion in Ghana
ii. Identify moral lessons of the lives of the religious leaders

CORE COMPETENCIES

Communication and Collaboration
Creativity and Innovation
Digital Literacy
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Respect, Trust, Obedience Commitment, Responsibility
Personal Development and Leadership

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson more practical:
Pictures, Charts, Videos, Paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker

KEY WORDS

Jesus Christ, Muhammad, leaders, sacrifice, patience, perseverance.

HELPFUL LINKS

<https://www.biography.com/religion>

Introduction

Through questions and answers guide learners to tell the class what Scriptural stories they know about Jesus Christ, Prophet Muhammad and Egya Ahor.

Describe the youthful lives of the leaders of the three major religions in Ghana

Through questions and answers, guide learners in their groups to talk about the youthful lives of the religious leaders:

- (i). The Lord Jesus Christ
- (ii). The Holy Prophet Muhammad (S.A.W)
- (iii). A Traditional Religious Leader Egya Ahor

Let learners understand that these religious leaders led life worthy of emulation and in their youthful ages did a lot of things for their creator and humanity. For instance, in the case of Jesus Christ, at age 12 was seen talking with the teachers in the temple. Eighteen years later Jesus was baptized, and he then began the Kingdom preaching and teaching work that God sent him to earth to do. To help him in this work, Jesus chose 12 men and made them his apostles. Jesus also did many miracles. He fed thousands of people with only a few small fishes and a few loaves of bread. He healed the sick and even raised the dead. He turned water into wine. He also raised the dead, Jesus preached for about three and a half years.

In the life of Prophet Muhammad (S.A.W) he was a good businessman, honest and trustworthy person. He got the names al-Sadiq (the Truthful) and al Ameen (the Trustworthy) due to his moral qualities. He was compassionate to his equals, respects the elders and always shows love and affection to the children. He does not look at women with an evil mind and is never rude to anybody. He does not backbite or spend his time in finding faults in people.

He was part of a covenant called "Hilful Fudhool" or "Covenant of High Morals". The Holy Prophet (S) participated in this agreement and was an active member of the Hilful Fudhool. The Holy Prophet also spent part of his youth as a shepherd and worked with his uncle Abu Talib on trade journey to Syria and Yemen. Thus, by the time he was 25 years of age, the Holy Prophet had built himself a good name in Makka and had gained the trust and affection of the people around him.

Let learners know that apart from the two major religious leaders proclaimed all over the world there were some other indigenous Ghanaian traditional religious leaders who impacted lives such as Egya Ahor. Ahobaa festival is celebrated by all Borbor Fante to mark the sacrifice of **Egya Ahor**. History has it that the ancestors of the Fantes were afflicted with a very devastating epidemic which killed numerous indigenes. One great man Egya Ahor, a royal, offered himself to be sacrificed. Accordingly, Ahor was led to the alter of Akyen, and his throat was slit, and the royal blood was used for the sacrifice. There and then, lightening flashed, and the sound of thunder was heard, rain showers started to wet the ground, and healing took immediate effect.

Introductory

Through questions and answers guide learners to tell the class what Scriptural stories they know about Jesus Christ, Prophet Muhammad and Egya Ahor.

Discuss the moral lessons of the youthful lives of the religious leaders

Guide learners to identify moral lessons of the youthful life of the religious leaders mentioned above. Some of the moral lessons are that:

Jesus Christ

1. Love (Matthew 22:36-40).
2. Treat others as you want to be treated. (Matthew 7:12).
3. Sacrifice, patience, hard work, courage, perseverance
4. Communicate sincerely with God: Speak with Him through prayer, thank Him, and also ask for those things that you need.
5. Faith: Jesus trusted in God and followed His teachings
6. Freely forgive: The Lord commands us to repent of our sins and seek His forgiveness, and He also commands us to forgive others who offend or hurt us.
7. Jesus showed humility example, he humbled himself for John the Baptist to baptize him
8. He showed tolerance by welcoming people who did not even agree with them

Prophet Muhammad

1. He was honest and trustworthy person
2. He was compassionate to his equals, respected the elders
3. He always showed love and affection
4. He showed obedience

5. He did not gossip about people
6. He was part of the “Covenant of High Morals” (Hilful Fudhool”)
7. He showed sacrifice, patience, hard work, courage, perseverance

Egya Ahor

1. He was courageous
2. Hard work
3. He displayed perseverance
4. Charisma
5. He served the Asante
6. He showed tolerance towards his enemies

Let them know how important it is to live good moral life on earth.

Describe how to apply the moral lessons they learnt from the lives of the religious leaders in their daily lives.

Guide learners to demonstrate in their daily lives the moral lessons learnt from the lives of the religious leaders. They can do this not only to their parents at home but to any other person in the school or the community. Below are how learners can demonstrate moral lessons learnt:

- i. Learners are encouraged to ensure that they demonstrate or show in their daily lives the moral life led by the religious leaders mentioned in the text.
- ii. Learners are to be obedient to their parents, teachers and other people in society.
- iii. Learners should be hard working so that they get good results in whatever they do.
- iv. They have to love one another as showed by religious leaders
- v. Learners should show compassion towards one another in times of difficulty.
- vi. Learners must show bravery in life situations no matter how difficult they might be.

Activities to support learners

- i. Learners role play the moral lives of religious leaders
- ii. Learners do exercise one (1) from their text book
- iii. Learners do exercise two (2) from their text book
- iv. Write short paragraph on the occupational life of the following
 - a. The Lord Jesus Christ
 - b. Prophet Muhammad
 - c. Egya Ahor
- iv. State and explain three moral lesson of these leaders
- v. Learners do exercise three from their text book

Evaluation Exercise**Expected Answers**

(Refer to Learners Book 3, pages 104 to 107
for exercises and Activities)

Exercise 1

1. crying for someone to wake up from the dead
2. carpenter
3. his uncle
4. farming
5. 30
6. trader

Evaluation Exercise**Expected Answers**

(Refer to Learners Book 3, pages 104 to 107
for exercises and Activities)

Exercise 1

1. Deception
2. Cried for someone to wake up from the dead
3. Carpenter
4. uncle
5. farming
6. 30
7. trader

Exercise 2

1. faithful or trustworthy
2. Khadijah
3. John the Baptist
4. Ourselves
5. Needy
6.
 - a. to maintain law and order
 - b. to be our role model
7. they provide their needs
8. we have learnt obedience, tolerance, humility, commitment from our religious leaders.
9.
 - a. i will be committed to worshipping God
 - b. i will obey my teachers, parents and others

Suggested Home Work

1. Write short paragraph of the leader
 - a. Egya Ahor

learners answer

2. Describe the occupational life of the following leaders.
 - b. The Lord Jesus Christ
 - c. Prophet Muhammad

learners answer

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following by way of reflection.

- i. Tell the class what you have learnt from the lesson
- ii. Tell the class how you are going to apply the moral lessons learnt to your life
- iii. Which aspect of the lesson you did not understand?

4

Strand:
Our nation
Ghana

Strand 4: OUR NATION GHANA

Sub-strand I: Being a Citizen

CONTENT STANDARD

B3.4.1.1. Demonstrate knowledge of good manners in society

INDICATOR

B3.4.1.1. 1. Identify good manners in the community

CORE COMPETENCIES

Communication and Collaboration
Personal Development and Leadership
Creativity and Innovation
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Courtesy, Commitment, Love, Peace, Honesty, Tolerance, Respect for others, High achievement, Patriotism, Hard work and observing good manners

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson more practical:

Pictures, Videos, Paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker

KEY WORDS

Greetings, courtesy, commitment, honesty, patriotism, tolerance, respect.

HELPFUL LINKS

www.youthjournal.org , www.qknowbooks.gitbooks.io

Introduction

Values are basic and fundamental beliefs that guide attitudes and actions. They help us to determine what is important to us.

Identify good manners in the community

Guide learners to understand what is meant by **good manners**. Good manners are about speaking politely to others to feel good about oneself. Assist learners to identify

LB: pages 110 to 120

good manners in the home, school and the community. Let learners know that good manners are good for our daily lives and must be exhibited. Some of the good manners include Greeting, Courtesy, Commitment, Love, Peace, Honesty, Tolerance, Respect for others, High achievement, Patriotism, and Hard work.

Discuss good manners and the importance of upholding societal values

Guide learners to discuss good manners and reasons they must be upheld. Learners should understand that society values good manners a lot and would like every household to take time to teach children how to develop and show good manners in life. Let them know that it is important that good manners promote peace and harmony, it promotes good neibourliness, it promotes the culture of the people, it makes other people respect persons, who shows good manners to others, and it puts a person in a good position to be helped by people around him or her.

Other importance of good manners are:

- i. preserves the society,
- ii. promotes unity,
- iii. gives us a sense of identity,
- iv. promotes law and order,
- v. makes people responsible
- vi. prevents child delinquency

Discuss things they can do to uphold values in the community

Let learners understand that good manners cannot be achieved on a silver platter. We must do things that will uphold this value. Amongst them are show respect to things/people we have great value for. We should also respect each other's views (tolerance) on issues of concern to avoid misunderstanding that may damage our values. We should love one another in the community so we can have peace and live in harmony with one another. We should also respect, protect and promote religious or cultural diversity because it helps in the development of our country. We should respect people in authority or leadership positions.

Activities to support learners

- i. Learners do exercise one from their text book
- ii. Learners do exercise two from their text book
- iii. Learners talk about things they can do to uphold values in the community
- iv. Write down five good manners we need to exhibit in the community
- v. Write down four importance of upholding societal values
- vi. Write down three values they must exhibit in the school

Project

Facilitator/Teacher should let learners read *Courtesy for Boys and Girls* for more examples of observing good manners. Learners should be advised to tell their parents to buy the book for them.

Evaluation Exercise**Expected Answers**

(Refer to Learners Book 3, pages 118 to 120 for exercises and Activities)

Exercise 1

1. backbiting
2. respect their views
3. peace and order
4. engaging in illegal activities
5. happy
6. accept him or her
7. respected

Suggested Home Work

- i. State two importance of upholding societal values
 - a. it makes the society not to lose their values
 - b. they pass on the values to their children
 - c. it promotes the values of the people

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners do the following as way of reflection:

- i. Tell the class what you have learnt from the lesson
- ii. Tell the class how you going to apply the knowledge gained
- iii. Tell the class how you be a role model to your mates in upholding societal values.

Strand 4: OUR NATION GHANA

Sub-strand 2: Authority and Power

LB: pages 121 - 132

CONTENT STANDARD

B3.4.2.1. Demonstrate how law and order is maintained in the community

INDICATOR

B3.4.2.1.1. i) Explain how law and order is maintained in the community
ii) Show respect to national symbols

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Faithfulness, Obedience
Respect, Commitment, Humility, Togetherness,
Cultural Identity, Gratitude Sharing,
Reconciliation, Sacrifice, Patriotism

SUGGESTED RESOURCES

Mobilise the following resources to make the lesson practical
Pictures, videos, Paper, pencils, charts,
computer, projector, blackboard/marker board
and chalk/marker

KEY WORDS

Leaders, regulations, lawlessness,
punishment, offenders, restore, authority,
transform, enforcement, agencies,
maintained, communities, traditional courts,
security, disputes, patriotism.

HELPFUL LINKS

www.qkowbooks.gitbooks.io
<https://www.google.com/search?source=h-p&ei=6-9fXdznDsyVsAewzbewBA&q=teaching+learners+power+and+authority&o-q=teaching+learners+power+an>

Introduction

Guide learners to tell class how they demonstrate obedience to rules and regulations their parents and teachers set for them.

No group of people can survive without rules and regulations. The rules and regulations govern the behaviour of the people in the community are to ensure peace and order. For this reason, every community has leaders and people in authority.

The leaders or the people in authority make rules and regulations to check the behaviour of the people to bring sanity in the area they live. The leaders also have the responsibility to maintain law and order.

Discuss how law and order is maintained in the community.

Assist learners to understand that we live in a society where we must be guided by law and order otherwise there would be chaos. Let them know that the nation has her laws stated in the statute books as well as at the local government level and to the various traditional areas in the country. Each one of us and groups of people are expected to obey the laws of the land and anybody who violates any of these laws would be penalized by the state. Let them know that this starts by complaint to the relevant law agency especially the Police follow by arrest, interrogations, process the culprit to the law court and if found guilty of the offence would then be fined or prosecuted and jailed some number of years depending on the gravity of offense. Let learners refrain from things or acts that would bring their lives into jeopardy and even ruin. Let learners also know that it is good to maintain law and order in the community or country for safety so that people can go about their usual businesses all the time without fear of intimidation or attack on them and their property. Let learners have pictures and videos of arrests, crime scenes and prosecutions at the law courts. Learners should be aware that certain security agencies are in charge of maintaining law and order such as the Police, Prisons, the military, the parastatals and the law court involving the Judges among others.

Through a whole class discussion Learners discuss how law and order is maintained in the community.

The following summarized points should be considered:

- i. The law and order must be enforced by the institutions responsible for that
- ii. People must obey and comply with the law
- iii. People must be aware and educated on the existing laws that govern the community
- iv. Law and order can also be maintained when people have moral values
- v. By respecting one another
- vi. The fear of being caught and punished when one violates the law helps to maintain law and order
- vii. Reporting illegal activities, they see taking place in the community
- viii. Law breakers must be arrested and punished

Mention agencies responsible for maintaining law and order in the community

Guide learners to understand that, law and order can be maintained in our communities with the presence of the following forces:

- i. Police
- ii. the military
- iii. prisons
- iv. customs officers
- v. the law court
- vi. other citizens
- vii. Lawyers
- viii. Traditional council
- ix. The District Assemblies

Guide learners to explain characteristics of a good law

The following points should be considered:

- i. The law must be in the interest of the people
- ii. The law must not discriminate. This means the law must be applied equally to every one
- iii. A good law must be reasonable; the law should not be harsh
- iv. A good law must be made known to the people who are going to be ruled by it
- v. A good law should not suppress the people

Activities to support learners

- i. Guide Learners to role-play how law and order is maintained in the community.
- ii. Draw a traditional council set up
- iii. Draw the national flag
- iv. Draw the Coat of Arms
- v. Draw a police officer

Introduction

Through questions and answers guide learners to mention the national symbols that can be used to promote sense of belonging among individuals and to the nation:

- i. Coat of Arms
- ii. Pledge
- iii. National Anthem
- iv. Flag
- v. Adinkra

Give reasons national symbols should be respected

Guide learners through questions and answers to discuss how the national symbols mentioned can be respected. Let learners understand that every nation or country has their own national symbols that serve as pillars of the nation and cherished by the nationals such as students, the Police, the Army and politicians among others. These national symbols have been part of the nation since the country gained her independence in 1957 and were constructed by the people with each one of them having its own meaning. For example, green colour in Ghana flag shows our rich agriculture (vegetation) and its value in people's life.

Through questions and answers, guide learners to discuss the various ways of showing commitment to the national symbols. Example, singing the National Anthem, and reciting the National Pledge among others. Let learners know that they have a duty as citizens of Ghana to show commitment to their national symbols at Assembly ground in school, at national events such as during Independence day celebrations and during any other national events. They should also be aware that these symbols primarily give clear identity to the nation and its citizens even wherever you go in this world and identify yourself with the national flag people know you are from Ghana and the respect thereof will be accorded. National symbols promote the culture and identity of the country; they show the rich resources of the country. They also promote sense of belonging among individuals and to the nation, promote sense of pride as Ghanaian, promote sense of unity among individuals and the nation.

Learners talk about the various ways of showing respect national symbols.

The following points should be considered:

- i. singing the National Anthem,
- ii. reciting the National Pledge
- iii. By standing attention position
- iv. By flying the national flag at school and public functions
- v. We should take good care of the currency

Activities to support learners

- i. Draw a traditional council set up
- ii. Draw the national flag
- iii. Draw the Coat of Arms
- iv. Draw a police officer
- v. Give four reasons why national symbols should be respected

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, page 125 for exercises and Activities)

Exercise 1

1. through the law courts, the police, CHRAJ
2. Law and order is maintained with the help of elders, family heads, traditional courts and asafo groups.
3.
 - a. to maintain public peace.
 - b. to protect lives and property.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, pages 131 and 132 for exercises and Activities)

Exercise 1

1. Family heads
2. The court
3. Arranging them neatly in a wallet
4. Police
5. Patriotic citizens

Exercise 2

1

- a. the national flag
 - b. coat of arms
 - c. parliamentary mace
 - d. adinkra symbols
- 2.
- a. By flying the national flag at public gatherings. For example on independence Day
 - b. recite the national pledge
 - c. sing the national anthem

Suggested Home Work

1. State three ways law and order should be maintained

Through the law courts, the police, CHRAJ

2. Write down four agencies responsible for maintaining law and order

Police, courts, CHRAJ, FIDA.

3. State three reasons why national symbols should be respected

- a. for historical purposes
- b. for identity of nationals

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners do the following as a way of reflection:

1. Tell the class how you use the know gained to help your community
2. Tell the class the lesson learnt from the lesson
3. Tell the class what you will do for people to respect our national symbols

Strand 4: OUR NATION GHANA

Sub-strand 3: Responsible use of Resources

LB: pages 133 - 135

CONTENT STANDARD

B3.4.3.1. Demonstrate knowledge of responsible use of energy

Indicator

B3.4.3.1. 1. Explain ways of conserving energy

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Obedience
Patriotism
Commitment

SUGGESTED RESOURCES

Mobilise the following resources to make the lesson more practical:
Solar panels, Energy saving bulbs, Pictures, Videos, Paper, pencils, charts, computer, projector, blackboard/marker board and chalk/markers

KEY WORDS

Consumption, energy, conservation, environment, non-renewable, climate change, electricity, electronic equipment, operations, produce.

HELPFUL LINKS

<https://www.google.com/search?source=h-p&ei=6-9>

www.saving-energy-home.pdf

Introduction

Energy is very important in the process of growth and survival. As population increases the demand for energy also increases. The rise in technology goes with increasing demands for energy. As the demand for energy is getting higher than the supply of energy, we need to conserve the available energy.

Introduce this lesson by exploring the attitudes of learners in the use of energy sources at home and in the community. Expected findings from learners would include irresponsible use of energy leading to high electricity bills, much expenditure on fuel and fuel wood and charcoal, which tend to exhaust the supply of energy.

Energy Conservation

Guide learners to brainstorm on energy conservation

Energy Conservation: It is the practice of reducing the quantity of energy used or consumption of energy services.

Through whole class discussion guide learners to talk about the importance of conserving energy in home

The following points should be considered:

1. It plays an important role in lessening climate change.
2. It helps the replacement of non-renewable resources with renewable energy
3. It is the most inexpensive solution to energy shortages
4. All energy produced and used has an impact on the environment
5. Low electricity bills, reduced maintenance, operation and service costs for electronic equipment.
6. We use energy faster than it can be produced.
7. We save the country a lot of money when we save energy.

Let the positive attitudes of energy conservation such as switching off the light when not in use, using energy saving bulbs, putting gadgets off when leaving home should be highlighted to result in lower bills and savings. This should be weighed against irresponsible use of energy resulting into higher bills and waste.

The following points should be considered:

- i. switch off light when not in use,
- ii. use energy saving bulbs,
- iii. put all gadgets off when leaving home
- iv. Don't place your fridge or freezer near a heat source (such as your cooker) or in direct sunlight.

- v. Keep fridge door closed, don't leave open while you are going back and forth
- vi. Defrost your fridge and freezer regularly.
- vii. Switch to new, energy –efficient light bulbs
- viii. Don't leave electrical devices on standby
- ix. Turn off the lights as you leave a room
- x. Take chargers out of the wall sockets. Never leave them switched on.
- xi. Keep curtains and blinds open during the day to the warmth of the sunshine into your home.
- xii. Iron your clothes in bulk to conserve energy

Conclude the lesson by asking learners to campaign for energy conservation in their homes and community.

Activities to support learner

- i. Learners role-play how energy can be conserved in the community.
- ii. Let learners identify positive attitude towards energy conservation.
- iii. Learner prepare placards on energy conservation
- iv. Write five (5) reasons why energy should be conserved.
- v. Write five (5) ways of conserving energy.
- vi. Write down five positive attitudes towards energy conservation

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, page 135 for exercises and Activities)

Exercise 1

1.
Energy conservation is using energy in a way that we dont waste it.
2.
 - i. Use energy efficient bulbs.
 - ii. ironing in bulb.
 - iii. reduce the number of electrical appliances.
 - iv. close the fridge after opening it.
3.
 - i. It plays important role of lessening climate change.
 - ii. It helps the replacement of non-renewable resources with renewable energy
 - iii. It is the most inexpensive solution to energy shortages
 - iv. All energy produced and used has an impact on the environment

- v. Low electricity bills, reduced maintenance, operation and service costs for electronic equipment.
- vi. We use energy faster than it can be produced.

Suggested Home Work

1. Write a song on energy conservation learners answer
2. State four reasons why energy should be conserved
 - i. It plays important role of lessening climate change.
 - ii. It helps the replacement of non-renewable resources with renewable energy
 - iii. It is the most inexpensive solution to energy shortages
 - iv. All energy produced and used has an impact on the environment
5. Write down three ways of conserving energy
 - a. use solar panel
 - b. switch off electrical gadgets when they are not in use.
 - c. use energy conserving equipment

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as way of reflection:

- i. Role –play how energy can be conserved in the community
- ii. Tell the class how you will educate your family members on energy conservation
- iii. Tell the class what you have learnt from the lesson

- iv. Tell the class what you can do to serve as ambassadors for energy efficiency and energy conservation in their homes and communities.

Strand 4: OUR NATION GHANA

Sub-strand 4: Farming in Ghana

LB: pages 136 - 144

CONTENT STANDARD

B3.4.4.1. Demonstrate understanding of Ghana's agricultural products.

INDICATOR

B3.4.4.1.1. Identify Ghanaian agricultural products

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

-Self confidence

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson practical:
Samples of various food crops in the locality
Pictures, Videos, Paper, pencils, charts, computer, projector, blackboard/marker board and chalk/marker

KEY WORDS

Agriculture, produce, cereals, forest, savanna areas, economy, cultivation, food crops, export, cash crop, vegetables.

HELPFUL LINKS

<https://www.google.com/search?q=ghana%27s+agricultural+products>
<http://www.fao.org/ghana/fao-in-ghana/ghana-at-a-glance/en/>
<https://www.export.gov/article?id=Ghana-Agricultural-Sectors>

Introduction

Agriculture is the science and art of cultivating plants and livestock. It promotes modern civilization when large scale cultivation increase food stock for people to live in cities. Agricultural produce also serves as input to

many manufacturing industries. Nations that have arable and pastoral land must invest in agriculture. What are the main agricultural products in Ghana? We need to identify our products and patronise them for greater prosperity of our farmers and our total well-being.

Identify Ghanaian agricultural products

In a brainstorming session engage the learners to identify Ghanaian agricultural products. Things to note are: Ghana is noted for its delicious chocolate the world over. Chocolate is produced from cocoa. Cocoa is the leading cash crop in Ghana for which Ghana is the second largest producer in the world. Apart from chocolate, there are other cocoa products such as cocoa powder, cocoa butter, and a host of cocoa drinks such as Milo and Bournvita. Though Ghana is a leading producer of cocoa, many Ghanaians could not afford to eat much chocolate. The price of chocolate is beyond the reach of many.

Ghanaian farmers produce coffee, shea nut, yam, cassava, maize, rice, and sorghum. Coffee beans are mainly exported just like cocoa beans. Yam, cassava, maize, rice and sorghum are mainly consumed locally. Rice is still imported as the local demand is more than the production from our farmers.

After the brainstorming session, let learners discuss in small groups the need to patronize Ghanaian agricultural products for the sake of employment, revenue and food security.

Learners talk about reasons why they should appreciate and use Ghanaian agricultural products.

The following points should be considered:

- i. To create employment,
- ii. Revenue for government.
- iii. Government gets money to provide us roads, hospital etc.
- iv. Workers are also paid through the money generated

Summarize the lesson by emphasizing the need to patronize Ghanaian agricultural products.

Activities for slow learners

- i. Draw people engaged in some farming activities
- ii. Draw a hospital to show what government uses money for
- iii. Write five (5) food crops in Ghana
- iv. Explain food crops
- v. Explain cash crops
- vi. State three (3) reasons we should appreciate and use Ghanaian product
- vii. Write five (5) cash crops in Ghana
- viii. Learners watch videos and pictures of Ghanaian agricultural products

Evaluation Exercise**Expected Answers**

(Refer to Learners Book 3, pages 143 to 144 for exercises and Activities)

Exercise 1

1. a. Food crops are crops grown mainly for food
b. Cash crops are crops grown purposely to sell and get money for individuals, groups and the government
2. millet, maize, rice, groundnuts, tomatoes and onions, cassava, maize, water yam, cocoyam
3. Cattle, goat, sheep, pig, rabbit.
4. Cocoa, coffee, cashew, rubber, shea nut
5. they give us food, money, employment

Suggested Home Work

1. Write down five (5) livestock in Ghana
2. Draw one cash crop
3. State three reasons why we should use Ghana products

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as way of reflection:

1. Tell the class what you have learnt from the lesson
2. Tell the class what you can do to serve as ambassadors for the use of Ghanaian products
3. What part of the lesson you did not understand?

5

Strand:
**My global
community**

Strand 5: MY GLOBAL COMMUNITY

Sub-strand I: Our Neighbouring Countries

LB: pages 146 - 149

CONTENT STANDARD

B3.5.1.1. Demonstrate knowledge of Ghana's neighbour

INDICATOR

B3.5.1.1. 1. Describe the location of Ghana and her neighbouring countries

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Observation skills

SUGGESTED RESOURCES

Mobilize the following resources to make the lesson practical :
Atlas, Map of West Africa, Globe, Videos, Paper, pencils, pictures, charts, computer, projector, blackboard/marker board and chalk/marker

KEY WORDS

Boundaries, countries, neighboring, stretches, location.

HELPFUL LINKS

<https://www.google.com/search?=our+neighbouuring+cou>

<https://www.worldatlas.com/articles>,
<https://www.nationaonline.org/one-world>map>west-africa-map>

Introduction

Ghana is surrounded by Francophone countries. It is one of the countries within the African continent, particularly in West Africa. Ghana is not bordered by any Anglophone country. But the citizens along the border areas share similar culture and local dialects with the neighbouring countries. It is important that Ghanaians know and describe the position of Ghana and their neighbouring countries correctly.

Introduce this lesson by reviewing the lesson on Cardinal points. Let each pupil identify the East, West, North, South, correctly.

Describe the location of Ghana and her neighbouring countries.

Display the Map of West Africa on the board. Invite learners to locate Togo, La Cote d'Ivoire, and Burkina Faso on the map. Let them describe the cardinal positions of the various countries identified.

Ghana is bordered on the East by Togo. Togo stretches from the South Eastern point of Ghana to the North Eastern point of Ghana. Burkina Faso stretches from the North Eastern point of Ghana to the North Western point of Ghana. Thus Burkina Faso covers the entire Northern border of Ghana. La Cote d'Ivoire stretches from South Western point of Ghana to the North Western point of Ghana. La Cote d'Ivoire therefore, occupies almost the entire Western border of Ghana. The Gulf of Guinea, as part of the Atlantic Ocean, borders Ghana on the South.

Guide learners to describe Ghana's neighbouring countries example, Togo stretches from the North to the South on the eastern part, La Cote d'Ivoire stretches from the North to the South on the western part, Burkina Faso joins the northern part of Ghana.

Map of West Africa and parts of North Africa.



As shown on the map above, Ghana is bordered by three countries: Cote D'Ivoire on the West, Togo on the East and Burkina Faso on the North. The Atlantic Ocean borders Ghana on the South. This means that Ghana is bordered by three other countries.

Use appropriate lyrics using the names of Ghana's neighbouring countries to compose a song or a rhyme.

Activities to support learners

- i. Draw the map of West Africa
- ii. Write down Ghana's neighbours
- iii. Draw the cardinal points
- iv. Sing the song about Ghana's neighbours
- v. Draw yourself with arms stretched and show the positions of Ghana's neighbours
- vi. Learners do exercise four from the text book
- vii. Show the positions of Ghana's neighbours using the human body in the box
- viii. Learners watch Ghana's neighbouring countries on a map or the globe.

The following points should be considered:

Burkina Faso
Guinea Bissau
Sierra Leone
Liberia
Ivory Coast
Togo
Nigeria
Niger
Benin
Cameron

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, pages 148 to 149 for exercises and Activities)

Exercise 1

1. East
2. North
3. Accra
4.
 - a. Aflao
 - b. Elubo

Exercise 2

1. a neighbour is someone, a town or a country that shares same boundary with another
2.
 - i. Togo
 - ii. La Cote d'Ivoire
 - iii. Burkina Faso

3.
 - to the east is Togo
 - to the west is Ivory Coast
 - to the north is Burkina Faso

Suggested Home Work

Write down the names Ghana's neighbours

Draw the map of West Africa

Write down the capital towns of the following countries

- a. Nigeria
- b. Benin
- c. Liberia
- d. Senegal

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners by way of reflection to do the following:

- i. Tell the class what you learnt from the lesson
- ii. Tell the class how you are going to use the knowledge gained

Strand 5: MY GLOBAL COMMUNITY

Sub-strand 2: Introduction to Computing

LB: pages 150 - 162

CONTENT STANDARD

B3.5.2.1. Demonstrate an understanding of the parts of the computer

INDICATOR

B3.5.2.1.1. Identify the parts of the computer and how they work

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Keyboarding Skill Development

SUGGESTED RESOURCES

mobilize resource to make the lesson practical
Computer, Mouse, Key board, System unit, Monitor, Speakers, Hard disk, DVD drives, Power supply Paper, pencils, pictures, charts, computer, projector, blackboard/marker board and chalk/marker.

KEY WORDS

Hard disk, computer, monitor, mouse, keyboards, system units, ports

HELPFUL LINKS

<https://www.google.com/search?source=h-p&ei=6-9fXdznDsyVsAewzbewBA&q=introduction+to+computer&oq=introduction>

<https://homepage.cs.edu>

Introduction

A computer is one of the main information communication and technology (ICT) tools. It is a device that works with information. It is used for typing texts and documents, playing games, and watching video and films.

New Concepts

Processor, bottom row keys, CD-ROM

Learning Indicator: 1

Identify the parts of the computer and how they work.

Previous Knowledge

Learners know the main component of a computer as system unit, mouse, monitor and keyboard.

A set of computer



Ask learners to pick one item in turns and differentiate selected items.

TLR:(Teaching Learning Recourses) system unit.

Exemplars

1. Facilitator reviews previous knowledge of the learners.
2. Facilitator displays system unit before learners to identify the front view to locate the power button, USB port, floppy disk drive, CD Rom drive.
3. Guide learners to open the system unit to identify the Processor, power supply unit, motherboard, central processing unit.
4. Displays label Processor, power supply unit, motherboard, central unit etc. for them.
5. Let learners do matching with components and with their names.

Learning Indicator: 2

Identify the bottom row key, Caps Lock and Tab keys

Previous Knowledge

Learners know the keyboard.

TLR:(Teaching Learning Recourses) Keyboard.
Learners identify the bottom row, Caps Lock and Tab keys on the real keyboard or by the use of pictures.

Picture of a Key board



Exemplars

Facilitator displays a computer keyboard before learners to mention the name and what is being used for.

Guide learners to locate the bottom row key and place their hand on the it.

Let learners locate and press Caps Lock and Tab keys.

Allow learners to practice several times.

Guide learners to identify other special keys like: Enter key, Spacebar, Backspace etc.

Learning Indicator: 3

Type four letter words and simple sentences.

Previous Knowledge

Leaner know the keyboard and they can position their hands on it.

TLR:(Teaching Learning Recourses) Keyboard
Exemplars

1. Treat some four letter words with learners.
2. Let learners position their hands on the keyboard.
3. Let learners type four letter words. Move round to check the correct way of placing the hands on the keyboard.

Learning Indicator: 4

To insert and remove DVD/CD-ROM and Pen drive from USB port.

Previous Knowledge

Leaner knows DVD/CD-ROM drive and USB port.



Pen drive

TLR:(Teaching Learning Recourses) system unit.



Exemplars

1. Facilitator displays the system unit for learners to identify the ports.
2. Demonstrate how to insert and remove for learners to observe. Supervise them to practice.

Let learners tell the class what computer can be used for

1. Type all our works or documents
2. Send and receive information using email
3. Browse and work on the internet

Activities to support learner

- i. What is a computer?
- ii. Draw a mouse
- iii. Draw a monitor
- iv. State four uses of computer
- v. Name four main parts of the computer
- vi. State three uses of the computer
- vii. Name the part of the computer that can be used to play the computer game.

- viii. Learners practice typing example, four-letter words and simple sentences on the key pad with proper positioning of fingers on the keyboard.
- ix. Learners explore the insertion and ejection of DVD/CD-ROM as well as connecting of a pen drive.
- x. Through demonstration guide learners to play computer games to re-enforce keyboard and mouse skills.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, pages 158 to 162 for exercises and Activities)

Exercise 1

1. A computer is one of the main information communication and technology ICT tools.
 - a. CD ROM
 - b. Pen drive
 - 3.
 - a. keyboard - to type characters
 - b. mouse - used to point at an item on the monitor
 - c. monitor - displays characters on the screen
 - d. system unit - it controls all the other parts of the computer
4. Let your left fingers hover on A, S, D, F and the right fingers hover on J, K, L;
5. A computer game is a computer programme
6. To make ourselves happy and to learn how to use a computer.
7. The mouse
 - The joystick
 - The keyboard.
8. Programme
9. Happy
10. Learn
11. Start
12. All programmes
13. Games
14. Solitaire
15. Solitaire

Exercise 2

1. Let your left fingers hover on A, S, D, F and the right fingers hover on J, K, L;
2. Learners drawing

Suggested Home Work

1. Name the fingers that can be used to type the following: A S D F G H J K L

Let your left fingers hover on A, S, D, F and the right fingers hover on J, K, L;

2. What is a computer game?

A computer game is a computer programme

3. State two importance of a computer game
To make ourselves happy and to learn how to use a computer.

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask the learners to do the following as a way of reflection:

- i. Tell class the lesson you have learnt in the lesson
- xvi. Tell the class how you are going to apply the knowledge you have gained.
- xvii. Which part of the lesson you did not understand?

Strand 5: MY GLOBAL COMMUNITY

Sub-strand 3: Sources of Information

LB: 163 - 168

CONTENT STANDARD

B3.5.3.1. Demonstrate understanding of sources of information

INDICATOR

B3.5.3.1.1. Demonstrate sending and sharing information

CORE COMPETENCIES

Communication and Collaboration
Critical Thinking and Problem Solving
Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES

Data identification and collection Skills,
Verbal and written

SUGGESTED RESOURCES

mobilise the following resources to make the lesson practical
Mobile phones
News papers
Computer
Posters

KEY WORDS

Information, sharing, text message, e-mail, compose, sources.

HELPFUL LINKS

www.google.com/search. [www.skillsyouneed.com>learn](http://www.skillsyouneed.com/learn)
<https://hennepintech.libguides.com/c.php?g=750079&p=5371747>

Introduction

Previous knowledge: Learners have been seeing their parents make calls.
We can get information from many different sources or ways such as from people, magazine, newspaper, mobile phones, journals, internet, books, posters and advertisements billboards.

Let learners talk about where one can receive or send information,

The following points should be:

- i. Letter writing
- ii. Text messaging,
- iii. Posters,
- iv. Newspapers,
- v. Telephones calls,
- vi. SMS
- vii. Billboards

Activities to support learners

- i. Prepare poster on road signs
- ii. Write a friendly letter to your friend
- iii. Make a call to you on mobile phone
- iv. What are posters?
- v. State five writing on posters
- vi. What is a road sign?
- vii. State five road signed on signboard
- viii. Ask learners to role-play a telephone conversation using a mobile phones.

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, pages 167 to 168 for exercises and Activities)

Exercise 1

1. Posters are writings or images on paper or mat posted on walls, notice board or billboards that communicate to people.
 2.
 - i. No Smoking
 - ii. Post No Bill
 - iii. No Entry
 - iv. Beware of Dogs
 - v. For Sale
 3. Through the use of television sets, mobile phones, newspapers, radio etc.
 4. Learners to draw.
- Suggested Home Work**
1. Learners make directional signs
 2. State five sources where one receives and sends information
 3. Prepare poster on danger signs
 4. State five writings on posters

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating

likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task.

The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Strand 5: MY GLOBAL COMMUNITY

Sub-strand 4: Technology in Communication

LB: pages 169 - 174

CONTENT STANDARD

Demonstrate understanding of the use of technology in the community

INDICATOR

Identify the importance of technology in communication

CORE COMPETENCIES

Communication and Collaboration

Critical Thinking and Problem Solving

Cultural Identity and Global Citizens

SUGGESTED RESOURCES

mobilise the following resources to make the lesson more practical

Mobile phones, Computers, Internet

KEY WORDS

Mail, email, video conferencing, social networking sites, text messaging, cell and data plan, telephones.

HELPFUL LINKS

www.scu.edu>mobi>sessio . www.google.com

Introduction

Communication is simply the act of transferring information from one place, person or group to another. Every communication involves at least one sender, a message and recipient

Guide learners to talk about ways of communicating with others.

We can communicate with others through the following ways:

- a. Storytelling.
- b. Conversation.
- c. Gesturing.
- d. Body language
- e. Technology
- f. Letter writing
- g. Text messages
- h. The internet
- i. Newspapers

Through whole class discussion learners talk about the importance of technology in communication

The following points should be considered

- i. It is faster,
- ii. It saves money,
- iii. It makes us contact people easily.
- iv. It saves time
- v. It allows communication to be more convenient
- vi. It is a more effective way of communicating

Learners talk about how to protect technology tools in communication,

The following points should be considered:

- i. Handling with care,
- ii. Not leaving them in the sun,
- iii. Cleaning them regularly.

Guide learners to practice how to use mobile phone to communicate politely

Example, how to make a call and how to receive a call.

Guide learners to talk about how to speak on phone politely.

The following points should be considered:

1. Greet the other caller **politely** ...
2. **Speak** in your normal tone of voice. ..
3. **Speak** directly into the **phone's** mouthpiece
4. Do not eat while **talking** on the **phone**. ...
5. Eliminate distractions while **talking** on the **phone**. ...
6. Ask to call the person back if you have bad service. ..
7. Say thank you and goodbye at the end of a call.

Activities support learners

- i. State three ways of communicating with people
- ii. Draw one communication tool
- iii. Let learners practice speaking on the phone
- iv. State four importance of technology in communication
- v. State four ways to protect technology tools in communications
- vi. State the steps in correct order on how to speak on phone politely

Evaluation Exercise

Expected Answers

(Refer to Learners Book 3, pages 173 and 174 for exercises and Activities)

Exercise 1

1.

- i. Through storytelling.
- ii. Through conversation.
- iii. Through gesturing.

2.

- i. It saves time
- ii. It saves money
- iii. It is faster
- iv. It makes us contact people easily

3.

- a. Handling them with great care.
- b. Not leaving them at the mercy of the sun or rain.
- c. Cleaning them regularly using brush.
- d. Cover them when not in use for a long time.

4.

Steps

- i. Greet the other caller **politely**. ...
- ii. **Speak** in your normal tone of voice. ...
- iii. **Speak** directly into the **phone's** mouthpiece. ...
- iv. Do not eat while **talking** on the **phone**. ...
- v. Eliminate distractions while **talking** on the **phone**. ...
- vi. Ask to call the person back if you have bad service. ...
- vii. Say thank you and goodbye at the end of a call.

Suggested Home Work

1. State three ways to protect technology
2. State four importance of technology in communication
3. State three ways of communicating with other people
4. Describe step by step how to communicate on the mobile phone

Reflections

Teacher reflects on the following in relation to the indicator and makes informed decision in the next lessons:

- What went well?
- What went badly?
- What would you improve next time?

In thinking about or answering the above questions, the teacher should make use of those cognitive skills or strategies that increase the probability of a desirable outcome. Use thinking that is purposeful, reasoned and goal directed; the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the teacher is using skills that are thoughtful and effective for the particular context and type of thinking task. The teacher should also analyze and make judgments about what has happened or been taught.

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations.

Ask learners to do the following as a way of reflection:

- i. Tell the class what you have learnt from the lesson
- ii. Tell the class how you are going to apply the knowledge gained to your life
- iii. How would you educate people on how to send and receive messages ?
- iv. What aspect of the lesson you did not understand?

GLOSSARY

C

Citizen: a legally recognized subject or national of a state or commonwealth, either native or naturalized

Community: a group of people living in the same place or having a particular characteristic in common.

Computer: an electronic device for storing and processing data,

Cutlass: a short sword with a slightly curved blade, formerly used by sailors

E

Energy: power derived from the utilization of physical or chemical resources, especially to provide light and heat or to work machines.

Environment: the surroundings or conditions in which a person, animal, or plant lives or operates

F

Farm: an area of land and its buildings, used for growing crops and rearing animals.

Festival: a day or period of celebration, typically for religious reasons.

Fruits: the sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food.

G

Garden: a piece of ground adjoining a house, in which grass, flowers, and shrubs may be grown.

I

Internet: a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols

N

National flag: A national flag is a flag that represents and symbolizes a country.

National Pledge: There is a pledge of Allegiance to the Constitution of the of a country

P

Posters: a large printed picture used for decoration.

S

Symbols: a mark or character used as a conventional representation of an object, function, or process, e.g. the letter or letters standing for a chemical element or a character in musical notation.

T

Tradition: a belief, principle, or way of acting that people in a particular society or group have continued to follow for a long time, or all of these beliefs, etc. in a particular society or group:

W

Watering can: a portable water container with a long spout and a detachable perforated cap, used for watering plants.

ESSENTIAL

Our World and Our People

Primary 3

Teacher's Guide

ESSENTIAL Our World and Our People is an integrated subject that brings together facts, ideas and concepts from interrelated subjects of the Social Sciences.

ESSENTIAL Our World and Our People Primary Book 3 meets the full requirements of the current New Standards-based curriculum by the National Council for Curriculum and Assessment (**NaCCA**) with a problem-solving approach to learning. It provides full coverage of all indicators outlined in the curriculum.

The Teacher's Guide offers the approaches, methods, strategies, and appropriate relevant teaching and learning resources to ensure that every learner benefits from the teaching and learning process. A variety of resources (low or no cost) are provided for use in your lessons.

Each theme in the Learner's Book contains activities that will help your learners achieve the objectives of that theme. They are designed to develop a range of skills and you can adapt individual tasks to the needs of each learner. You will need additional activities to broaden the learning experience, some tailored to the needs of more or less able learners and others to add variety and depth to various topics.

- Helpful links have been provided to help the teacher find and acquire additional knowledge to help the learners.
- Answers to all exercises in the Learner's Book have been provided.

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