

**MINISTRY OF EDUCATION SCIENCE AND SPORTS**



Republic of Ghana

**TEACHING SYLLABUS FOR CITIZENSHIP EDUCATION**

**(PRIMARY 4 - 6)**

Enquiries and comments on this syllabus should be addressed to:

The Director  
Curriculum Research and Development Division (CRDD)  
P. O. Box 2739  
Accra  
Ghana.

September, 2007

# TEACHING SYLLABUS FOR CITIZENSHIP EDUCATION

(UPPER PRIMARY)

## RATIONALE FOR TEACHING CITIZENSHIP EDUCATION

Citizenship education is a subject that aims at producing competent, reflective, concerned and participatory citizens who will contribute to the development of the communities and country in the spirit of patriotism and democracy. It focuses on problems/challenges of human survival in Ghana. The subject exposes pupils to the persistent contemporary issues hindering the development of the nation and the desired attitudes, values, and skills needed to solve these problems. The subject is introduced into the curriculum at the Upper Primary level (P4-P6) to make children appreciate basic concepts and values that underlie a democratic political community and constitutional order to enable them uphold and defend the Constitution of Ghana at all times.

## GENERAL AIMS

This syllabus is designed to help pupils to:

1. build attitudes and values needed to solve personal and societal problems
2. develop critical thinking skills.
3. develop a sense of national consciousness, unity and development.
4. acquire desired characteristics of a Ghanaian patriot.
5. develop an appreciation for peace and always work towards it.

## SCOPE OF CONTENT

Citizenship Education covers the child's role as an effective and participatory member of the democratic political community. It emphasizes civic responsibility and service rendering. The issues selected are those that are necessary to promote the child's active participation in the public life and community issues in an informed, committed and constructive manner, with a focus on the common good.

The subject integrates knowledge and information from many areas of study including Civics, Hygiene, Social Studies, Life Skills and Religious and Moral Education. Issues such as the promotion of good Governance, Democracy, Sustainable Management of Environment, Peace and Human Rights have been emphasized.

The syllabus introduces the child to critical and reflective thinking, decision making, positive attitudes and value building. It also focuses on personal and civic responsibility, as well as, the rights that go with it.

## ORGANIZATION OF THE SYLLABUS

The syllabus has been structured to cover the three years of Upper Primary. Each year's work consists of four sections with each section comprising a number of units. The syllabus is organized along the following themes:

1. **The Individual:** Pupils to understand themselves, acquire skills, values and attitudes that will build them into responsible citizens.
2. **Responsibility:** Pupils to understand the importance of responsibility, acquire knowledge and skills in analyzing the benefits and costs of responsibility to become responsible citizens.
3. **Authority:** Pupils to understand what authority and power are and how to respect authority, acquire skills and knowledge for voting people into positions of authority. They also will be able to examine sources of authority and analyse the costs and benefits of authority.
4. **Justice:** Pupils will learn the virtue in being truthful and honest, understand and apply the principles of fairness to people around them, recognizing gender stereotypes and other forms of injustices and acquiring the skills to challenge unfairness.

The structure and organization of the syllabus is presented below.

### STRUCTURE AND ORGANIZATION OF THE SYLLABUS

P4	P5	P6
<p><b>SECTION 1: THE INDIVIDUAL</b> Unit 1: Knowing Myself Unit 2: Relationships With Each Other</p>	<p><b>SECTION 1: THE INDIVIDUAL</b> Unit 1: The Individual, Education and Work Unit 2: Peer Groups and Nation Building</p>	<p><b>SECTION 1: THE INDIVIDUAL</b> Unit 1: Young People and Nation Building Unit 2: Preparing for Life</p>
<p><b>SECTION 2: RESPONSIBILITY</b> Unit 1: Values and responsibilities in our community Unit 2: Our National Symbols</p>	<p><b>SECTION 2: RESPONSIBILITY</b> Unit 1: Safety in our Community Unit 2: One People, One Nation Unit 3: Attitudes and Responsibilities for Nation Building</p>	<p><b>SECTION 2: RESPONSIBILITY</b> Unit 1: Sustainable Management of the Environment Unit 2: Avoiding Waste at Home, School and Work Unit 3: Domestic Violence and Conflict in the Family</p>
<p><b>SECTION 3: AUTHORITY</b> Unit 1: My Community Unit 2: Skills for effective citizenship Unit 3: How my Community is Ruled Unit 4: How we are Governed</p>	<p><b>SECTION 3: AUTHORITY</b> Unit 1: Governance in Ghana Unit 2: How to become a Democratic Citizen</p>	<p><b>SECTION 3: AUTHORITY</b> Unit 1: Ghana and Her Neighbours</p>
<p><b>SECTION 4: JUSTICE</b> Unit 1: Basic Rights of Human Beings</p>	<p><b>SECTION 4: JUSTICE</b> Unit 1: Gender Relations in the Community Unit 2: Ethnicity and National Development in Ghana</p>	<p><b>SECTION 4: JUSTICE</b> Unit 1: Peace-building and Democratic Living Unit 2: Social Auditing</p>

### TIME ALLOCATION

**Primary 4 – 6:** Citizenship education is allocated 5 periods a week, with 30 minutes for each period. The five periods should be divided into 2 double periods of one hour each, and a single period of thirty minutes.

### SUGGESTIONS FOR TEACHING THE SYLLABUS

Teachers should sequentially select topics from all the themes (The Individual, Responsibility, Authority and Justice) to plan the scheme of work for each term. Key concepts that pupils are expected to internalize in every unit have been included in the syllabus. Teachers are expected to improve this concept to guide their teaching. It is expected that these concepts will not only make pupils to become reflective, concerned, competent and participating citizens, but will also guide the decisions that pupils will make for the rest of their lives.

In teaching citizenship education, the school should create an environment that will be consistent with the content and teaching of the syllabus. In particular, schools should make efforts to involve pupils in issues concerning school life such as school facilities, organization, rules, and matters relating to teaching and learning. This will create in pupils, a feeling that **'This is Our School'** and increase their motivation to cultivate the culture of maintaining school property.

### **General Objectives**

General Objectives (learning outcomes) have been listed at the beginning of each Section. The General Objectives are a summary of the Specific Objectives of the various units contained in that Section. Read the general objectives very carefully before you plan teaching the section. After teaching all the Units of the section go back and read the general objectives again to be sure you have covered the objectives adequately in the course of your teaching.

### **Sections and Units**

The syllabus has been planned in Sections and Units. Each year's work has been divided into Sections. A Section consists of a fairly homogeneous body of knowledge within the subject. Within each Section are Units. In previous syllabuses, the units were referred to as 'topics'. A unit consists of a more related and homogeneous body of knowledge and skills. The teacher is expected to consider the total number of Sections and associated number of Units prescribed for each year and to plan the scheme of work and lessons for each term such that the work in all the Sections and Units for each particular class is completed by the end of the school year.

Each Section of the syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

**Column 1 – Units:** The Units in column 1 are divisions of the major topic of the Section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you branched to another Unit before coming back to the Unit in the sequence, you are encouraged to do so. The order in which the Units will be taught depends of course on your scheme of work.

**Column 2 – Specific Objectives:** Column 2 shows the Specific Objectives for each unit. The Specific Objectives begin with numbers as 1.3.2 or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers". The first digit in the Syllabus Reference Number refers to the Section; the second digit refers to the unit, while the third digit refers to the serial number of the Specific Objective. For instance, 1.3.2 means: Section 1 (of the appropriate year's syllabus), Unit 3 (of Section 1) and Specific Objective 2. In other words, 1.3.2 refers to Specific Objective 2 of Unit 3 of section 1. Similarly, the Syllabus Reference Number 2.2.1 means Syllabus Objective number 1 of Unit 2 of Section 2. Using Syllabus Reference Numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. For instance, that Unit 2 of Section 2 has five specific objectives: 2.2.1 – 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 and not use the other three objectives. In this way, a teacher could sample the objectives within units and within Sections to be able to develop a test that accurately reflects the importance of the various skills and knowledge taught in class.

You will note also that Specific Objectives have been stated in terms of the pupil i.e. what the pupil will be able to do after instruction and learning in the unit. Each Specific Objective hence starts with the following, "The pupil will be able to." This in effect, means that you have to address the learning challenges of each individual pupil. It means individualizing your instruction as much as possible such that the majority of pupils will be able to achieve the objectives of each unit of the syllabus.

### **Profile Dimensions**

A central aspect of this syllabus is the concept of profile dimensions that should be the basis for instruction and assessment. Learning may be divided into a number of classes. A pupil may acquire some knowledge through learning. The pupil may also learn to apply the knowledge acquired in some new context. There is much focus on the development of attitudes, values and skills needed for effective citizenship. Assessment should be practical. It should assess the attitudes, skills (intellectual and social), and values needed for effective citizenship. In summary, at the lowest level, a pupil may acquire knowledge, facts and principles; at a slightly higher level, the pupil may show understanding of concepts and issues by comparing, by summarizing, by re-writing in his/her own words etc. At a still higher level of learning behaviour, the pupil may be required to analyse an issue or problem. At a further still higher level, the pupil may be required to synthesize knowledge by integrating a number of ideas to develop a plan, solve a problem, or compose a story, a piece of music etc. The four learning behaviours mentioned i.e. "knowledge", "understanding", "analysis" and "synthesis" are also referred to as dimensions of learning. "Knowledge" is a dimension, "application of knowledge" is also a dimension. More than one dimension forms a profile of dimensions. A Specific Objective may be stated with an action verb as follows: 'The pupil will be able to describe...'etc. Being able to "describe" something after the class interaction has been completed means that the pupil has acquired "knowledge". Being able to explain, summarise, and give examples etc. means that the pupil has understood the lesson taught.

Similarly, being able to develop, defend, etc. means that the pupil can “apply” the knowledge acquired in some new context. You will note that each of the specific objectives in this syllabus contains an “action verb” that describes the behaviour the pupil will be able to demonstrate after the instruction. “Knowledge”, “application” etc. are dimensions that should be the prime focus of teaching and learning in schools. Instruction in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as application, analysis etc. **The focus of the new form of teaching and learning, as indicated in this syllabus and in all others, is to move teaching and learning from the didactic acquisition of “knowledge” and rote memorization, to a new position where pupils will be able to apply their knowledge, develop analytical thinking skills, develop plans, generate new and creative ideas and solutions, and use their knowledge in a variety of ways to deal with problems and challenges and issues that will necessarily arise in their school lives and in later adult life.** Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension toward which you have to teach.

**Column 3 – Content:** The “content” in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In some other cases, you may have to add some more information based upon your own training and also on current knowledge and information.

**Column 4 – Teaching and Learning Activities:** These activities that will ensure maximum pupil participation in the lessons are presented in Column 4. Emphasize participatory teaching and learning in your lessons. Use debates, discussion, role-play and brainstorm. As much as possible, emphasize all three domains (the cognitive, affective and psychomotor) of learning in the instructional system. Teachers are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum pupil learning. As we have implied already, the major purpose of teaching and learning is to make pupils able to apply their knowledge in dealing with issues both in and out of school. A suggestion that will help your pupils acquire the capacity for analytical thinking and the capacity for applying their knowledge to problems and issues is to begin each lesson with an explanation of the key concept. Select a practical problem for each lesson. The selection should be made such that pupils can use knowledge gained in the previous lesson and other types of information not specifically taught in class. At the beginning of a lesson, state the problem, or write the problem on the board. Let pupils analyse the problem, suggest solutions, criticize solutions offered, justify solutions and evaluate the worth of possible solutions. The learning of any skill considered important must start early.

**Column 5 – Evaluation:** Suggestions and exercises for evaluating the lessons of each unit are provided in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, project work etc. Ask questions and set tasks and assignments etc. that will challenge pupils to apply their knowledge to issues and problems as we have already said above, and that will engage them in developing solutions, and developing positive attitudes as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. Teachers are encouraged to develop other creative evaluation tasks to ensure that pupils have mastered the instruction and behaviours implied in the Specific Objectives of each Unit.

Lastly, please bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

## DEFINITION OF PROFILE DIMENSIONS

As already stated, profile dimensions describe the underlying behaviours for teaching, learning and assessment. In Citizenship Education, the three profile dimensions that have been specified for teaching, learning and assessment are:

### Basic 4 – 6

Knowledge and Understanding	30%
Application of Knowledge	30%
Attitudes, Values and Process Skills	40%

Each of the dimensions has been given a percentage weight that should be considered in teaching, learning and testing. The weights indicated on the right of the dimensions show the relative emphasis that the teacher should give in the teaching, learning and assessment processes.

Emphasizing the three dimensions in your teaching will ensure that Citizenship Education will not only be taught and studied at the cognitive level but will also lead pupils to the acquisition of positive attitudes and values that will enable them to deal effectively with life in general. At Primary 4 – 6, the weighting is changed to 30:70 for theory and practice.

The explanation and key words involved in each of the profile dimensions are as follows:

### **Knowledge and Understanding (KU)**

**Knowledge:** 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 learned and this constitutes the lowest level of learning.

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

### **Application of Knowledge (AK)**

This dimension is also referred to as “Use of Knowledge”. Ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning behaviour levels. These levels include application, analysis, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension “Application of Knowledge” is a summary dimension for all four learning sub-levels. Details of each of the four sub-levels are as follows:

**Application:** The ability to apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover etc.

**Analysis:** The ability to break down material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., ability to recognize unstated assumptions and logical fallacies; ability to recognize inferences from facts etc.

**Synthesis:** The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organize, create, generate new ideas and solutions etc.

**Evaluation:** The ability to appraise, compare features of different things and make comments or judgment, compare, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

You will note from the above that evaluation is the highest form of thinking and learning skill and is therefore the most important behaviour. This unfortunately is the area where most pupils do very poorly. In order to get our children to develop good thinking and behavioural skills beginning right from the lower primary level, it is advised that you do your best to help your pupils to develop analytic and application skills as we have said already.

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, pupils should be exposed to situations that challenge them to raise questions and attempt to solve problems. Pupils 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 Citizenship Education syllabus thus focuses on the development of attitudes, values and skills.

Citizenship Education should aim at helping pupils to acquire the following:

- |        |                       |  |
|--------|-----------------------|--|
| (i)    | Commitment:           | determination to contribute to national development.   |
| (ii)   | Tolerance:            | willingness to respect the views of others.  |
| (iii)  | Patriotism:           | readiness to defend the nation.  |
| (iv)   | Flexibility in ideas: | willingness to change opinion in the face of more plausible evidence.  |
| (v)    | Respect for evidence: | willingness to collect and use data on one’s investigation, and also have respect for data collected by others.  |
| (vi)   | 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. |
| (vii)  | Comportment           | conforming to acceptable societal norms.   |
| (viii) | Co-operation          | the ability to work effectively with others.   |
| (ix)   | Responsibility:       | the ability to act independently and make decisions; morally accountable for one’s action; capable of rational conduct.  |

- (x) Environmental Awareness: being conscious of one’s physical and socio-economic surroundings.
  - (xi) Respect for the Rule of Law: obeying the rules and regulations of the land.
- The teacher should ensure that pupils cultivate the above attitudes and skills as basis for living in the nation as effective citizens.

The action verbs provided under the various profile dimensions should help you to structure your teaching so as to achieve the effects needed. Select from the action verbs provided for your teaching, for evaluation exercises and for test construction. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions in your teaching and assessment.

### FORM OF ASSESSMENT

It must be emphasized that both instruction and assessment be based on the profile dimensions of the subject. In developing assessment procedures, try to select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives by the end of the school year. Each specific objective in the syllabus is considered a criterion to be achieved by the pupil. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a “Criterion-Referenced Test”. In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. The assessment procedure you use i.e. class tests, home work, projects etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of the important objectives taught over a period.

### Assessment at Primary 4 – 6

The table below shows the recommended examination structure for Primary 4 – 6. The structure consists of two examination papers, Paper 1 and Paper 2. Paper 2 will consist of questions on “attitudes and skills”. The two examination papers could be separate where possible. Where this is not practicable, the items/questions for Part 1 and 2 could be in the same examination paper or administered together at the same time. Part 1 will be an objective-type paper, while Part 2 will consist of structured questions (i.e. short answers). The objective test paper will have ten test items to be scored as follows: ten (10) marks for “Knowledge and Understanding; ten (10) marks for “application of knowledge” and ten (10) marks for Attitudes, Values and Psychosocial Skills. The last column of the table shows the profile dimension weights as already indicated.

**Distribution of Examination Paper Weights and Marks**

<b>Dimensions</b>	<b>Part 1</b>	<b>Part 2 (Attitudes, Values and Psycho-social Skills)</b>	<b>Total</b>
<b>Knowledge and Understanding</b>	<b>10</b>	<b>20</b>	<b>30</b>
<b>Application of Knowledge</b>	<b>10</b>	<b>20</b>	<b>30</b>
<b>Attitudes, Values and Psychosocial Skills</b>	<b>10</b>	<b>30</b>	<b>40</b>
<b>Total</b>	<b>30</b>	<b>70</b>	<b>100</b>

Part 2 will be marked out of 70. The mark distribution will be ten (10) marks for “knowledge and understanding”; thirty (30) marks for “application of knowledge” and thirty (30) marks for Attitudes, Values and Psychosocial Skills. Part 2 is a more intellectually demanding paper and is therefore weighted more than the objective test paper. From the weighting prescribed, you could set 10 structured questions, three of which must focus on attitudes and psychosocial skills.

## Guidelines for School Based Assessment

The following suggested time and structure may be considered for Papers 1 and 2.

Part 1: Objective Test of 10 items for 15 minutes.

Part 2: Five structured questions covering “knowledge and understanding” and “attitudes and psycho-social skills” to be answered in 30 minutes

Note that the examinations are all based on the principles of continuous assessment.

The assessment should in general consist of:

**Projects:** These are tasks to be completed in extended time. There should be both **individual** and **group projects** and they should include practical investigative study (including case studies)

**Class Tests:** These will consist of written exercises covering topics/units completed at some specific period within the term

**Home Work:** This is an assignment to be taken home and could be completed within a day or a couple of days. It may consist of essays, summaries and other problem-solving skills.

**Terminal Test:** The terminal test is a summative evaluation method for assessing profile dimensions, the subject content and skills taught. In developing the terminal test, ensure that the test will have high content validity.

## GRADING PROCEDURE

In marking your class examination scripts, it is very important to develop a marking scheme. A marking scheme, consists of the points for the ideal answer you expect for each essay question or structured question, and the mark allocated for each point raised by the pupils, as well as, the total marks for the question. For instance, if a question carries 10 marks and you expect 4 points in the ideal answer, you could allocate 2 marks (or part of it, depending upon the quality of the point raised by the pupil) to each point raised, totaling 8 marks, and then give the remaining 2 marks or part of it, for the organization of answer. For objective test papers, you may develop an answer key to speed up the marking.

To improve assessment and grading and to ensure uniformity in schools, it is recommended that schools adopt the following grade boundaries for assigning grades.

Grade A:	80 – 100%	-	Excellent
Grade B:	70 – 79%	-	Very Good
Grade C:	60 – 69%	-	Good
Grade D:	45 – 59%	-	Pass
Grade E:	35 – 44%	-	Weak
Grade F:	34% – and below	-	Very Weak

The grading system presented above shows the letter, grade bands and their meaning. The letter grades begin from Grade A to Grade F. In using the grading system to assign grades to pupils’ test results, or any form of evaluation, you may apply the above grade boundaries or grade cut-off scores and the descriptors. The descriptors indicate the meaning of each grade. For instance, the grade boundary for “Excellent” is scores between 80 – 100. Writing “80%” for instance, without writing the meaning of the grade, or the descriptor for the grade i.e. “Excellent”, does not provide the pupil with enough information to evaluate his/her performance in the assessment. There is the need therefore to write the meaning of the grade alongside the score you write. Apart from the score and the grade descriptor, try also to write a short diagnosis of the points the pupil should consider in order to do better in future assessments etc. Other comments such as the following may also be added to the grades:

keep it up  
has improved  
could do better  
hardworking  
not serious in class  
more room for improvement, etc.



**PRIMARY FOUR**

**SECTION 1**

**THE INDIVIDUAL**

General Objectives: The pupil will:

1. become aware of his/her capabilities and how to enhance them.
2. develop skills for living with others.
3. appreciate the value of unity in the community.

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>KNOWING MYSELF</b></p> <p><i>KEY CONCEPT</i> Every individual has some unique abilities</p>	<p>The pupils will be able to:</p> <p>1.1.1 identify his/her individuality.</p> <p>1.1.2 identify his/her strengths.</p> <p>1.1.3 explain how individuals can improve on their strengths and talents.</p>	<p><u>Self identity</u> You need to know yourself and your abilities. Your:</p> <ul style="list-style-type: none"> <li>• physical appearance</li> <li>• likes and dislikes</li> <li>• talents</li> <li>• strengths and weaknesses</li> </ul> <p>Every individual has some unique abilities. E.g. Dancing, singing, drawing, playing football.</p> <p>Individuals can improve their abilities through:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• constant practice</li> <li>• training</li> <li>• counselling etc.</li> </ul> <p><b>NOTE:</b> No matter our weaknesses or disability, everyone has the potential to advance in life. You can overcome your weaknesses when you have confidence in yourself.</p>	<p>Pupils in pairs to identify and discuss their individual characteristics, bringing out their similarities and differences.</p> <p>Pupils to reflect, write down and discuss their abilities and weaknesses in class.</p> <p>Pupils to discuss ways of improving their abilities and overcoming their weaknesses.</p> <p><b>NOTE:</b> Take time to identify pupils who have special disabilities and help them.</p>	<p><u>Oral exercise</u> How will knowing yourself help you in life?</p> <p>Pupil to mention two ways of improving their abilities and overcoming their weaknesses.</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>RELATIONSHIPS WITH EACH OTHER</b></p> <p><i>KEY CONCEPT</i>  <i>Good inter-personal relationships promote national unity and development</i></p>	<p>The pupil will be able to:</p> <p>2.2.1 explain 'inter-personal relationship'.</p> <p>2.2.2 explain the importance of inter-personal relationships.</p> <p>2.2.3 describe how to initiate inter-personal relationships, etc.</p> <p>2.2.4 demonstrate skills for sustaining good inter-personal relationships.</p> <p>2.2.5 express his/her feelings on issues that disturb him/her</p>	<p>Inter-personal relationship is the way people associate with one another.</p> <p>Good inter-personal relationships help to promote peace, unity and harmony in the Community. This leads to development.</p> <p><b>NOTE:</b> Even though we have our individual lives, it is also important to initiate inter-personal relationships.</p> <p>Good inter-personal relationships can be initiated through:</p> <ul style="list-style-type: none"> <li>• a smile.</li> <li>• good communication. E.g. exchanging greetings.</li> <li>• making new friends.</li> <li>• helping people.</li> <li>• being respectful.</li> <li>• respecting the views of other people, etc.</li> </ul> <p>The skills needed to sustain good inter-personal relationships include:</p> <ul style="list-style-type: none"> <li>• being polite to people.</li> <li>• trustworthiness.</li> <li>• rendering apology. E.g. saying 'Sorry'</li> <li>• being respectful.</li> <li>• having positive attitudes towards others e.g. Tolerance Empathy towards others</li> </ul> <p><u>Issues that disturb/hurt</u></p> <ul style="list-style-type: none"> <li>• Using derogatory names</li> <li>• Asking them to do what they do not want to do. E.g. drinking, smoking, taking drugs etc.</li> </ul>	<p>Pupils brainstorm on the meaning of inter-personal relationships</p> <p>Pupils in groups to brainstorm on the importance of inter-personal relationships.</p> <p>Pupils discuss ways of initiating good inter-personal relationships.</p> <p>Group pupils to discuss skills which help to sustain good inter-personal relationships.</p> <p>Pupils role-play a scenario depicting good inter-personal relationships.</p> <p><b>NOTE:</b> Teacher to observe the skills of inter-personal relationships exhibited in the role-play.</p> <p>Assist pupils to use their assertive skills to express their feelings about what disturbs/hurts them.</p>	<p><u>Debate</u> It is good to make friends.</p> <p><u>Essay</u> How I made my first friend at school.</p> <p><u>Role-play</u> Pupils role-play a scenario depicting initiation of inter-personal relationship.</p> <p>Pupils to write the skills needed for sustaining good inter-personal relationships.</p> <p><u>Role-play</u> Pupils to role-play various scenarios depicting assertiveness.</p>

**PRIMARY FOUR**

**SECTION 2**

**RESPONSIBILITY**

General Objectives: The pupil will:

1. internalize acceptable values in society.
2. acquire the sense of belonging.

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>VALUES AND RESPONSIBILITIES IN OUR COMMUNITY</b></p> <p><i>KEY CONCEPT</i> <i>Every community has cherished values that promote development.</i></p>	<p>The pupil will be able to:</p> <p>2.1.1 explain what is meant by 'values'.</p> <p>2.1.2 identify some values cherished in the community.</p> <p>2.1.3 demonstrate how societal values guide his/her decisions and actions.</p> <p>2.1.4 explain why they should uphold their values.</p>	<p>A value is an idea or anything which is cherished by an individual or a group of people.</p> <p>Some of the values cherished by individuals in the community are: Obedience, Love, Peace, Honesty, Tolerance, Respect for others, High achievement, Patriotism and Hard work.</p> <p>Our values guide whatever we do. E.g.</p> <ul style="list-style-type: none"> <li>• If you value hard work, you will always do your best to every task assigned to you.</li> <li>• If you value peace, you will always do things that will promote peace</li> </ul> <p><b>Importance of Societal Values</b></p> <ul style="list-style-type: none"> <li>• Preserves the society</li> <li>• Finds us together as one people</li> <li>• Gives us a sense of identity</li> <li>• Promotes law and order</li> <li>• Prevents child delinquency</li> <li>• Makes people responsible</li> </ul>	<p>Pupils to discuss the meaning of value.</p> <p>Pupils work in groups to identify their individual values, values in the:</p> <ul style="list-style-type: none"> <li>• Home</li> <li>• School</li> <li>• Community.</li> </ul> <p>Pupils role-play the following:</p> <ul style="list-style-type: none"> <li>• Patriotism</li> <li>• Tolerance</li> <li>• Volunteerism</li> <li>• Love</li> </ul> <p><b>NOTE:</b> Teacher to observe the various values pupils portray and discuss with class.</p> <p>Pupils to discuss the importance of upholding societal values.</p> <p><b>NOTE:</b> Stress that pupils have the responsibility to uphold values in the community.</p>	<p>Using "<b>What are values worksheet</b>" pupils to prioritize their values and give reasons for their priorities</p> <p><u>Oral exercise</u> How do our values promote our responsibility to the community?</p> <p><u>Reacting to situations</u> What will you do in the following situations:</p> <ul style="list-style-type: none"> <li>• You find money in the Classroom.</li> <li>• Somebody steps on your toes</li> <li>• You see someone tearing the Ghana Cedi.</li> <li>• Someone gives you a gift.</li> </ul>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>THE NATIONAL SYMBOLS AND ME</b></p> <p><i>KEY CONCEPT</i> Our national symbols give us identity as Ghanaians.</p>	<p>The pupil will be able to:</p> <p>2.2.1 identify the national symbols.</p> <p>2.2.2 sing/recite the National Anthem and National Pledge.</p> <p>2.2.3 explain the significance of the national symbols.</p> <p>2.2.4 demonstrate his/her commitment to the national symbols</p>	<p>On 6<sup>th</sup> March, 1957, Ghana became an independent nation and she developed her own National Symbols. These include the:</p> <ul style="list-style-type: none"> <li>• National Flag</li> <li>• National Anthem</li> <li>• National Pledge</li> <li>• Coat of Arms, etc.</li> </ul> <p>Singing and Reciting:</p> <ul style="list-style-type: none"> <li>• The National Anthem</li> <li>• The National Pledge</li> </ul> <p><b>Significance of the National Symbols</b> Our National Symbols identify us as one people. They stand for the people of Ghana. E.g. The Flag: The colours in the flag represent the following:</p> <ul style="list-style-type: none"> <li>• <b>Red</b> –the blood and toil of our fathers who fought for our independence.</li> <li>• <b>Gold</b> – the mineral resources of Ghana</li> <li>• <b>Green</b> – the vegetation resources of Ghana</li> <li>• <b>The Black Star</b>– signifies the emergence of the African on the World’s stage.</li> </ul> <p><b>Commitment to the National Symbols</b></p> <ul style="list-style-type: none"> <li>• Standing at attention position when singing the National Anthem or when it is being played</li> <li>• Putting your right hand on the left side of the chest when reciting the pledge</li> <li>• Flying the national flag</li> <li>• Singing the National Anthem during important events such as Independence Day and international football matches etc.</li> </ul>	<p>Pupils to identify the National Symbols:</p> <ul style="list-style-type: none"> <li>• National Flag</li> <li>• National Anthem</li> <li>• National Pledge</li> <li>• Coat of Arms, etc.</li> </ul> <p>Pupils to describe the following National symbols:</p> <ul style="list-style-type: none"> <li>• National Flag</li> <li>• Coat of Arms</li> </ul> <p><b>NOTE:</b> A symbol is what identifies us as Ghanaians.</p> <p>Pupils to learn and correctly sing/recite the National Anthem and Pledge.</p> <p>Pupils to discuss the significance of the National Symbols:</p> <ul style="list-style-type: none"> <li>• Coat of Arms</li> <li>• Pledge</li> <li>• National Anthem</li> <li>• Flag</li> </ul> <p>Pupils discuss various ways of showing commitment to the national symbols</p> <p>Pupils to demonstrate appropriate behaviour expected when:</p> <ol style="list-style-type: none"> <li>1. singing the National Anthem</li> <li>2. reciting the National Pledge</li> </ol>	<p><u>Assignment</u> Pupils make/draw and colour</p> <ul style="list-style-type: none"> <li>• National Flag</li> <li>• Coat of Arms</li> </ul> <p><u>Class exercise</u> Pupils write a poem or compose a song using the national symbols.</p> <p><u>Class exercise</u> Teacher uses a checklist to observe commitment of pupils as he/she plays National Anthem and or Pledge on cassette player.</p>

**PRIMARY 4**

**SECTION 3**

**AUTHORITY**

General Objectives: The pupil will:

1. develop the characteristics for effective citizenship.
2. acquire skills for effective citizenship.
3. appreciate the role of the individual in maintaining and sustaining the Constitution of the Country .
4. be aware of the organizational and authority structures in the community.

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>MY COMMUNITY</b></p> <p><i>KEY CONCEPT Citizenship means the performance of civic responsibilities.</i></p>	<p>The pupil will be able to:</p> <p>3.1.1 explain citizen and community</p> <p>3.1.2 identify characteristics of a good citizen.</p> <p>3.1.3 demonstrate good citizenship behaviours.</p>	<p>A citizen is a member of a country.</p> <p>A Community is a group of people who live together in a particular area and share some common values and beliefs. E.g. school, village</p> <p>Citizenship Education prepares the individual to acquire knowledge, skills, attitudes and values to live as a responsible citizen Some of the important characteristics are:</p> <ul style="list-style-type: none"> <li>• diligence</li> <li>• honesty</li> <li>• respect</li> <li>• hard work</li> <li>• commitment</li> <li>• listening/tolerance to other view points</li> </ul> <p><u>Good citizenship behaviours</u></p> <ul style="list-style-type: none"> <li>• participates in national development</li> <li>• protects the environment</li> <li>• participates in communal labour</li> <li>• protects public property</li> <li>• respects elders and authority</li> <li>• participates in decision-making at home and in school e.g. voting during school elections</li> <li>• is honest and avoids any form of cheating</li> <li>• gives a helping hand to the elderly</li> </ul>	<p>Pupils to brainstorm on who is a citizen.</p> <p>Pupils to brainstorm on what is a community.</p> <p>Pupils to discuss the meaning of citizenship education.</p> <p>Pupils in groups to identify the characteristics of a good citizen.</p> <p><b>Case study</b> Teacher uses case study approach to raise variety of issues. E.g. 'A pupil finds money in the classroom and keeps it instead of finding the owner'. Pupils to react and state their views on this issue.</p> <p>Pupils to role play good citizen behaviours e.g. picking litter and dropping it at the appropriate place</p> <p><b>NOTE:</b> Teacher observes to see if characteristics of good citizenship are depicted in the activities</p>	<p><u>Oral exercise</u> Pupils to explain:</p> <ul style="list-style-type: none"> <li>• who is a citizen</li> <li>• citizenship education</li> </ul> <p><u>Class exercise</u> Pupils to rate themselves using good citizenship checklist provided by the teacher. Pupils to justify the choice of each response</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>SKILLS FOR EFFECTIVE CITIZENSHIP</b></p> <p><i>KEY CONCEPT Acquisition and use of psychosocial skills promote effective citizenship</i></p>	<p>Pupils will be able to:</p> <p>3.2.1 analyse critically issues in given situations.</p> <p>3.2.2 make reasonable decisions in given situations.</p>	<p><u>Steps involved in critical thinking</u></p> <ul style="list-style-type: none"> <li>• Identify the subject (issue) to be examined.</li> <li>• Ask questions about the subject.</li> <li>• Gather information to get answers to your questions.</li> <li>• Review the information e.g. consider the consequences of each choice.</li> <li>• Determine how you will react (make a decision).</li> </ul> <p>Factors which influence decision-making include our values, attitudes, goals, the information available etc</p> <p><u>Decision-making process</u></p> <ul style="list-style-type: none"> <li>• Identify the problem or challenge you are faced with.</li> <li>• Think of the choices that you have.</li> <li>• Identify both the positive and negative consequences of each choice.</li> <li>• Look at the choices and consequences that you have listed and make a decision.</li> <li>• Evaluate the decision you make. Ask yourself why you made this decision and if it is the best one to make. If you are not happy with the decision you have made, make another choice and go through the process again.</li> </ul> <p><b>NOTE:</b> When facing a tough challenge and unsure of the decision to take, talk to someone whose opinion you respect, such as parents, a friend, elder, auntie, teacher etc.</p>	<p>In groups pupils to analyse news items on radio, TV, newspaper on:</p> <ul style="list-style-type: none"> <li>• filth in the community.</li> <li>• disaster in the community.</li> </ul> <p>Each group to make presentations to class.</p> <p>Teacher poses a problem for which pupils react by taking a decision.</p> <p>Class discusses why they took that decision and what factors influenced this decision.</p> <p>Teacher assists pupils to discuss the decision-making process.</p>	<p><u>Group assignment</u> Pupils to investigate the causes of filth in the community and suggest solutions.</p> <p><b>NOTE:</b> Pupils to find out from various sources, including the internet and interviews, how other communities and countries manage waste.</p> <p>Using the decision-making process, pupils to role play how to make decisions in the following situations:</p> <ul style="list-style-type: none"> <li>• choosing a leader</li> <li>• making friends</li> <li>• choosing a career</li> <li>• returning found money</li> <li>• expressing your opinion at a public gathering</li> <li>• prioritizing personal needs</li> </ul> <p>Why did pupils make a particular decision in each case? What factors influenced this decision?</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>HOW MY COMMUNITY IS RULED</b></p> <p><i>KEY CONCEPT</i> Every community has authority structures for effective governance</p>	<p>The pupil will be able to:</p> <p>3.3.1 explain 'Authority' and 'Power'.</p> <p>3.3.2 describe how the community is organized.</p> <p>3.3.3 explain how law and order is maintained in the community.</p> <p>3.3.4 demonstrate the role of the individual in the community.</p>	<p><b>Authority:</b> The recognition accorded a person or a group of persons which grants them legitimacy to make decisions and direct the affairs of people. People in authority wield power. A person who has authority therefore has power.</p> <p><b>Power:</b> The ability to influence and control the activities of people. Power is exercised when a person or a group of persons control or direct the behaviours of others and can apply sanctions in the event of default.</p> <p>Every Community has leaders who exercise authority and power. E.g. father/mother, the Class Prefect, the Head teacher, the Assemblyman, the Chiefs, the District Chief Executive, The President.</p> <p>Leaders need the support and co-operation of all the members of the Community.</p> <p>There are institutions that maintain law and order. These include:</p> <ul style="list-style-type: none"> <li>• the Police</li> <li>• Traditional Councils</li> <li>• the Courts</li> <li>• other security agencies</li> </ul> <p>The individual performs various roles in the community. Eg. The individual can work as a Teacher, Policeman, Nurse, Chief, Carpenter etc</p>	<p>Pupils to brainstorm on the meaning and differences between Authority and Power</p> <p>Pupils to discuss the sources of authority in the:</p> <ul style="list-style-type: none"> <li>• home</li> <li>• class/school</li> <li>• community</li> <li>• nation</li> </ul> <p>Pupils to give examples from their own experience of situations in which a person exercised power without authority. Eg. A School bully</p> <p>Pupils describe how their Community is organized (structure). Eg. the school, village, town, country</p> <p>Pupils to discuss how law and order is maintained in the community.</p> <p>Pupils role play the role of the individual in the Community.</p>	<p>Teacher should give a story and ask the following questions:</p> <ol style="list-style-type: none"> <li>1. What situations in the story are examples of power?</li> <li>2. Explain what situations in the story show someone using authority? Explain.</li> </ol> <p>Pupils draw the structure of authority in the School (Organogram).</p> <p>Pupils role-play a Traditional Council meeting.</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4</b></p> <p><b>HOW WE ARE GOVERNED</b></p> <p><i>KEY CONCEPT</i> Sustenance of Constitutional rule promotes national stability and development</p>	<p>The pupil will be able to:</p> <p>3.4.1 explain the term 'Constitution'.</p> <p>3.4.2 explain how the Constitution is used to govern.</p> <p>3.4.3 illustrate his/her role in sustaining the Constitution.</p>	<p>Constitution is the set of rules used in governing a group of people. It is the supreme law of the land.</p> <p>The Constitution of Ghana consists of laws and various guidelines for governing our nation. E.g. The Constitution identifies the arms of Government (the Judiciary, Executive and the Legislature). It also spells out the rights and obligations of the people.</p> <p>It is the responsibility of every Ghanaian to respect, protect and defend the Constitution. Any citizen who finds any mistake with the Constitution can suggest a change.</p>	<p>Pupils to brainstorm for the meaning of Constitution.</p> <p>Pupils to read through the abridged Constitution of 1992 and discuss some aspects of it.</p> <p>Pupils in groups, develop a model Constitution for the class.</p> <p>Pupils to discuss how the constitution is used to govern the people.</p> <p><b>NOTE:</b> Assist pupils to learn about the role of the Judiciary, Legislature and the Executive.</p> <p>Pupils to brainstorm on the various ways in which the Constitution can be sustained.</p>	<p><u>Assignment</u> Pupils find out from parents, the community or the internet, the importance of the Constitution and present to the class.</p> <p><u>Oral exercise</u> Pupils state ways by which the Constitution can be sustained.</p>



**PRIMARY FOUR**

**SECTION 4**

**JUSTICE**

General Objectives: The pupil will:

1. recognize the importance of human rights and their effects on the quality of life.
2. assert his/her right as a citizen of Ghana.
3. develop the right attitude in dealing with other people.

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>BASIC RIGHTS OF HUMAN BEINGS</b></p> <p><i>KEY CONCEPT</i> <i>Respect for Human Rights promotes Human Dignity.</i></p>	<p>The pupil will be able to:</p> <p>4.1.1 explain 'Human Rights'.</p> <p>4.1.2 identify the fundamental human rights and freedoms of the individual.</p>	<p>Rights are what make us human and make it possible for us to live in society. Some of these Rights are called Fundamental Human Rights. When they are taken from you, you are no longer human. E.g. the right to food, clothing and shelter.</p> <p>Fundamental Human Rights agreed upon by the United Nations Organization (UNO) and which are also enshrined in the 1992 Constitution of Ghana are the rights to:</p> <ul style="list-style-type: none"> <li>• life</li> <li>• food</li> <li>• shelter</li> <li>• good health care</li> <li>• education</li> <li>• recreation/play</li> </ul> <p>Every Ghanaian is free to enjoy all these Rights but these should be exercised within the laws of the land taking into consideration the Rights of others.</p> <p>Every individual is also granted the freedom to:</p> <ul style="list-style-type: none"> <li>• worship</li> <li>• belong to any acceptable group</li> <li>• talk freely to express one's opinion</li> </ul>	<p>Pupils discuss human needs and link them to the meaning of Human Rights.</p> <p>Discuss the fundamental human Rights and the Freedom of the Individual.</p> <p><b>Note:</b> Emphasis must be placed on the Rights of the Child</p>	<p><u>Oral exercise</u> Pupils explain the meaning of Human Rights.</p> <p><u>Class exercise</u> Children to draw the human figure and relate each part of the body to a right.</p> <ul style="list-style-type: none"> <li>• Eg. Mouth – right to speech, feed,</li> <li>• Heart – right to love and be loved,</li> <li>• Head – right to education.</li> </ul>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (CONT'D)</b>	4.1.3 describe ways in which the rights of the individual can be abused.	An individual's rights can be abused when he/she is: <ul style="list-style-type: none"> <li>• denied food</li> <li>• denied education</li> <li>• molested</li> <li>• insulted</li> <li>• denied medical care, etc.</li> </ul>	Pupils to describe ways in which individual's rights can be abused.  Pupils to role-play the effects of denying a child any of the rights described.  Pupils to describe various ways in which they can abuse other people's rights. E.g. Entering someone's property without permission.	<u>Debate</u> Pupils defend the need to respect the rights of others.
	4.1.4 explain the need to respect the Rights of others.	Respecting the rights of people promotes: <ul style="list-style-type: none"> <li>• quality in their lives.</li> <li>• peace.</li> <li>• good inter-personal relationships.</li> <li>• fairness between groups.</li> <li>• equality among people.</li> </ul>	Pupils in groups discuss how respect for human rights promote justice in the: <ul style="list-style-type: none"> <li>• family</li> <li>• school</li> <li>• community.</li> </ul>	<u>Project</u> Pupils read the newspapers and/or listen to news items for one week and compile reports on human rights abuses. Pupils justify why they consider those issues to be human rights abuses.
	4.1.5 demonstrate ways of asserting his/her rights.	Human Rights and freedoms create a good environment for people to work efficiently.  <u>Steps in assertiveness</u> <ul style="list-style-type: none"> <li>• Explain your feelings about the problem.</li> <li>• State clearly what you would like to have happened.</li> <li>• Ask how the other person feels about your request.</li> <li>• Accept with thanks, if the other person agrees with your request.</li> </ul>	Pupils to explain the reasons why they should respect the rights of others.  Pupils to discuss ways of asserting their rights.  In a given scenario, pupils role play steps in assertiveness.	
	4.1.6 describe ways of claiming his/her rights.	The individual can claim his/her rights through: <ul style="list-style-type: none"> <li>• joining civic clubs.</li> <li>• reporting to Social Welfare.</li> <li>• reporting to the law courts.</li> <li>• reporting to CHRAJ.</li> <li>• reporting to the police.</li> <li>• embarking on lawful public demonstrations.</li> <li>• using negotiation.</li> <li>• reporting to relevant institutions e.g FIDA.</li> </ul>	Pupils in groups, discuss how to claim their rights.  People to share experiences of cases they have experienced or seen being handled by any of these institutions or agencies.	

**PRIMARY FIVE**

**SECTION 1**

**THE INDIVIDUAL**

General Objectives: The pupil will:

1. appreciate the value of education and work.
2. appreciate the linkage between education and work.
3. associate with peer groups that have positive influences.

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>THE INDIVIDUAL, EDUCATION AND WORK</b></p> <p><i>KEY CONCEPT</i> <i>Education improves our ability to work.</i></p>	<p>The pupil will be able to:</p> <p>1.1.1 explain the term 'Education'</p> <p>1.1.2 explain the value of education.</p> <p>1.1.3 explain the importance of work.</p> <p>1.1.4 analyse the relationship between education and</p>	<p>Education is a process of socializing people to acquire knowledge and skills in order to live meaningfully in society.</p> <p>Education:</p> <ul style="list-style-type: none"> <li>• helps us to acquire new knowledge and skills.</li> <li>• prepares us for future work.</li> <li>• enables us to develop positive attitudes for work.</li> <li>• helps us to identify and develop our potential.</li> </ul> <p>Work helps us to:</p> <ul style="list-style-type: none"> <li>• earn a living.</li> <li>• increase our wealth.</li> <li>• increase the wealth of the nation.</li> <li>• contribute to the development of the country.</li> </ul> <p>Hard work leads to:</p> <ul style="list-style-type: none"> <li>• higher productivity.</li> <li>• increased revenue.</li> <li>• development in the nation.</li> <li>• improvement in the living conditions of the individual.</li> </ul> <p>Education improves our:</p> <ul style="list-style-type: none"> <li>• potential to choose from different types of work.</li> <li>• ability to perform new jobs.</li> <li>• attitudes towards work.</li> </ul>	<p>Pupils to brainstorm to explain Education.</p> <p>Pupils to discuss the value of education in groups and present to the class.</p> <p>Pupils to discuss how education improves the citizen's ability to use various ICT tools for work.</p> <p>Pupils to discuss the importance of work.</p> <p>Pupils in groups discuss why they should work hard.</p> <p><b>Note:</b> Teacher emphasizes the relationship between discipline and hard work</p> <p>Pupils to discuss how education is linked to work.</p> <p>Pupils to identify various ICT tools which</p>	<p><u>Written exercise</u> 'How will education improve the life of the individual?'</p> <p><u>Project</u> Pupils use various ICT sources to identify qualifications for job vacancies.</p> <p><u>Case study</u> Pupils to identify hardworking people in the community and say why they think they are hard working.</p>



**PRIMARY FIVE**

**SECTION 2**

**RESPONSIBILITY**

General Objectives: The pupil will:

1. be aware of ways by which our safety is endangered in the community.
2. appreciate the common characteristics that unite Ghanaians.
3. develop positive attitudes for nation building.

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>SAFETY IN OUR HOME AND COMMUNITY</b></p> <p><i>KEY CONCEPT</i> Safety ensures that people are protected from accidents, crime and diseases in their Community.</p>	<p>The pupil will be able to:</p> <p>2.1.1 identify ways by which our lives are endangered in the home and community.</p> <p>2.1.2 illustrate various ways of ensuring safety in the community.</p>	<p>The ways by which our lives are endangered in the home and the Community include:</p> <ul style="list-style-type: none"> <li>• domestic accidents.</li> <li>• theft and armed robbery.</li> <li>• occurrence of natural or man-made disasters, e.g. floods, earth tremors, bush fires and traffic accidents</li> <li>• filthy environment.</li> <li>• sexual harassment/abuse (rape).</li> <li>• domestic violence.</li> <li>• conflicts.</li> <li>• child trafficking.</li> </ul> <p>Ways of ensuring safety in the community include:</p> <ul style="list-style-type: none"> <li>• being careful when crossing the road or riding a bicycle along the road.</li> <li>• watching the traffic to ensure that the green light for pedestrians is on before you cross.</li> <li>• reporting any criminal act to the Police or Neighbourhood Watch-dog.</li> <li>• not starting bush fires.</li> <li>• dumping refuse at appropriate places.</li> <li>• facing oncoming vehicles when walking.</li> <li>• refusing gifts or lifts from strangers.</li> <li>• saying 'No' to people who try to force you into sex or drugs.</li> </ul>	<p>Pupils to brainstorm to identify ways by which our safety in the community is endangered.</p> <p>Pupils in groups to identify and discuss the various ways of ensuring safety in the community.</p> <p>Pupils discuss the responsibilities of the individual in ensuring safety in the:</p> <ul style="list-style-type: none"> <li>• home</li> <li>• school</li> <li>• community</li> </ul> <p>Role-play how to say 'No' when sex or drugs are forced on you.</p>	<p><u>Individual Research</u> Pupils compile stories from the media about ways by which the lives of the people in the community are endangered.</p> <p><u>Class exercises</u> Pupils write five (5) important ways each for ensuring safety in our home and Community.</p> <p><u>Role-play</u> Pupils role-play any of the various ways of ensuring safety in the Community.</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (CONT'D)</b>	<p>2.1.3 state the importance of safety in the community.</p> <p>2.1.4 identify ways by which he/she can safeguard our health in the home and community</p>	<p><u>The importance of safety in the community</u></p> <ul style="list-style-type: none"> <li>• Promotes healthy living</li> <li>• Promotes peace and security</li> <li>• Promotes productivity</li> <li>• Attracts investment to the community</li> <li>• Provides free and safe atmosphere for work</li> <li>• Reduces accidents</li> <li>• Enhances nation building</li> </ul> <p>Ways of safeguarding our health in the home and community include:</p> <ul style="list-style-type: none"> <li>• keeping our home clean.</li> <li>• keeping our clothes clean.</li> <li>• washing our bodies regularly.</li> <li>• cooking food well before eating it.</li> <li>• preserving left-over food well.</li> <li>• keeping flies and other disease-carrying insects out of our homes and houses e.g. using mosquito nets.</li> <li>• maintaining good personal hygiene e.g. washing our hands well with soap after visiting the toilet and also before eating.</li> <li>• engaging in physical exercise.</li> <li>• disposing of both liquid and solid waste properly in the community.</li> <li>• visiting properly qualified medical practitioner in case of illness.</li> </ul>	<p>Pupils work in groups to identify the importance of safety in the community and present in class.</p> <p>In groups pupils discuss and present in class ways of protecting citizens in the community.</p>	<p><u>Class exercise</u> Pupils write four (4) importance of safety in the community.</p> <p><u>Class Exercise</u> Pupils write five (5) ways by which the health of the individual can be protected in the community.</p> <p><u>Project</u> Pupils to model a community showing proper drainage system and incinerators</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>ONE PEOPLE, ONE NATION</b></p> <p><i>KEY CONCEPT</i> We speak different languages but we are all Ghanaians and have several things in common.</p>	<p>The pupil will be able to:</p> <p>2.2.1 identify common cultural practices in Ghana.</p> <p>2.2.2 explain how the cultural differences constitute a source of strength to the nation.</p> <p>2.2.3 explain how Ghana became a nation.</p> <p>2.2.4 identify how we have been able to sustain ourselves as a nation.</p>	<p>The people of Ghana have some common cultural practices which unite them. E.g.:</p> <ul style="list-style-type: none"> <li>• greetings</li> <li>• celebrate festivals</li> <li>• have chiefs</li> <li>• have ceremonies eg naming, marriage, funerals</li> </ul> <p>Our cultural differences:</p> <ul style="list-style-type: none"> <li>• promote tourism which generates income.</li> <li>• promote variety of cultural practices.</li> <li>• enrich our culture as a people, e.g. eating each other's foods, etc.</li> <li>• promote inter-marriages.</li> </ul> <ul style="list-style-type: none"> <li>• Mention the founding leaders and how they helped Ghana to attain independence and republican status.</li> <li>• Identify some patriotic citizens of the country from all sectors of the economy and their contributions for sustaining ourselves as a nation.</li> </ul>	<p>Pupils to brainstorm on the cultural practices which the different people in Ghana have in common.</p> <p>Let pupils discuss why it is important for Ghanaians to be united as one people.</p> <p>Pupils to dramatize unity in diversity.</p> <p><b>NOTE:</b> Teacher should assist pupils to select topics/themes for a drama that exhibits cultural artifacts and practices.</p> <p>Discuss with pupils how Ghana became an independent and a republic.</p> <p>Discuss with people the contributions of some patriots to nation building. E.g. Osei Prempeh I, Togbi Sri I, Ndwura Jakpa, Ekem Ferguson, J.E.K. Aggrey, Esther Ocloo, Ephraim Amu, etc.</p>	<p><u>Class exercise</u> What responsibilities do individuals have towards the nation?</p> <p><u>Class exercise</u> How do our cultural practices help in the development of the nation?</p> <p><u>Oral exercise</u> Pupils to comment on aspects in the drama which show unity among the people.</p> <p><u>Essay</u> Write about how any two patriots of Ghana contributed to nation building.</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>ATTITUDES AND RESPONSIBILITIES FOR NATION BUILDING</b></p> <p><i>KEY CONCEPT</i> Nation building is enhanced when citizens are responsible and have positive attitudes towards each other.</p>	<p>The pupil will be able to:</p> <p>2.3.1 identify some positive attitudes necessary for nation building.</p> <p>2.3.2 identify some responsibilities of citizens towards nation building.</p> <p>2.3.3 explain the reasons why citizens should perform their civic responsibilities.</p>	<p><u>Nation Building</u>: the sustained improvement in the well being of the people, etc.</p> <p>Some positive attitudes needed in nation building are:</p> <ul style="list-style-type: none"> <li>• positive work ethics</li> <li>• punctuality</li> <li>• dedication</li> <li>• honesty</li> <li>• humility</li> <li>• teamwork</li> <li>• tolerance</li> <li>• sensitivity to the needs and rights of others</li> <li>• love, empathy</li> <li>• commitment to fairness and peace</li> <li>• value and respect for diversity, etc.</li> </ul> <p>Citizens' responsibilities which promote nation building include:</p> <ul style="list-style-type: none"> <li>• payment of taxes.</li> <li>• protection of public property.</li> <li>• participation in decision making.</li> <li>• performing national service.</li> <li>• participation in communal labour.</li> <li>• voting in an election, etc.</li> </ul> <p>We need to perform civic responsibilities to enable the Government to:</p> <ul style="list-style-type: none"> <li>• develop projects.</li> <li>• provide amenities.</li> <li>• protect public property.</li> <li>• promote sustainable development.</li> <li>• keep our communities clean.</li> <li>• promote and sustain peace, etc.</li> </ul>	<p>Pupils to brainstorm to explain:</p> <ul style="list-style-type: none"> <li>• attitude.</li> <li>• responsibility.</li> <li>• nation building.</li> </ul> <p>Pupils work in groups to discuss some positive attitudes needed to promote unity in the class.</p> <p>Pupils work in groups to identify positive attitudes needed to promote:</p> <ul style="list-style-type: none"> <li>• unity in the community.</li> <li>• sustainable growth.</li> <li>• development.</li> </ul> <p>Pupils identify and discuss the responsibilities of citizens towards nation building.</p> <p>Pupils in group, to discuss and present in class, the qualifications and procedures for voting in an election.</p> <p><b>NOTE:</b> Teacher stresses the need for all eligible voters to vote during elections.</p> <p>Pupils discuss the need for citizens to perform their civic responsibilities.</p> <p>Pupils role-play a scenario depicting the effects of non-performance of civic responsibilities.</p>	<p><u>Oral work</u> Pupils to mention five (5) positive attitudes needed for nation building.</p> <p><u>Class exercise</u> What are your responsibilities for nation building in Ghana?</p> <p><u>Group work</u> Pupils explain how the following will affect nation building:</p> <ul style="list-style-type: none"> <li>• non-payment of taxes</li> <li>• participation in communal labour</li> <li>• destruction of public property</li> <li>• performing national service</li> </ul>



**PRIMARY FIVE**

**SECTION 3**

**AUTHORITY**

General Objectives: The pupil will:

1. appreciate the importance of good governance in national development.
2. uphold democratic values in society.

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>GOVERNANCE IN GHANA</b></p> <p><i>KEY CONCEPT</i> Good governance promotes National Development.</p>	<p>The pupil will be able to:</p> <p>3.1.1 differentiate between Government and Governance.</p> <p>3.1.2 explain the importance of Government.</p> <p>3.1.3 identify the fundamentals of good governance.</p>	<p><b>Government</b> consists of the people who have the authority to make decisions and direct the affairs of the State. <b>Governance</b> is the way in which we are ruled. Governance is what happens when the government takes decisions and exercises political authority.</p> <p>Government is important because:</p> <ul style="list-style-type: none"> <li>• Government makes decisions on how the nation produces goods and services and how the wealth is used.</li> <li>• Government creates the enabling environment for production. Eg. building roads for transportation of goods and services, extending electricity and water to all parts of the country.</li> <li>• Government is needed to maintain law and order so that every citizen can feel safe.</li> </ul> <p>Good governance means the government is ruling the people well, etc. This means that the government is:</p> <ul style="list-style-type: none"> <li>• ruling the people according to law.</li> <li>• involving people in decision-making.</li> <li>• respecting the rights of the people.</li> <li>• listening to the people’s needs.</li> <li>• fair in the distribution of national resources.</li> <li>• involving people in the development of the nation.</li> <li>• ensuring the existence of relative peace and security.</li> <li>• promoting political stability.</li> <li>• improving the lives of the people.</li> <li>• promoting sound economic policies, etc.</li> </ul>	<p>Pupils to discuss the difference between government and governance.</p> <p>Pupils to brainstorm on why we should have a government.</p> <p>Pupils identify various persons and bodies which are responsible in governing their school.</p> <p>Pupils discuss how their School Council contributes to the improvement of their school.</p> <p>Pupils, in groups, to discuss practices which show that the government is ruling well. Pupils to present report in class.</p> <p>Pupils in groups suggest ways in which school governance could be improved.</p>	<p><u>Oral exercise</u> Who exercises authority in your:</p> <ul style="list-style-type: none"> <li>• home?</li> <li>• School?</li> <li>• Community?</li> </ul> <p>Explain why he/she exercises authority.</p> <p><u>Essay</u> Pupils to write essay on the importance of government</p> <p><u>Oral presentation</u> Pupils to defend the importance of good governance.</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)	3.1.4 illustrate the relationships between good governance and national development	<p><b>National Development</b> is general improvement in the quality of life of the people. This is achieved by improvement in the following:</p> <ul style="list-style-type: none"> <li>• quality of education e.g. the number of children going to school has increased.</li> <li>• quality of health. e.g. the number of babies dying has decreased.</li> <li>• improved infrastructure. e.g. more good roads have been constructed.</li> <li>• distribution of wealth. e. g. provision of more goods and services</li> <li>• increased productivity. e.g. food production has increased.</li> <li>• more people have access to good medical care.</li> </ul>	<p>Pupil to discuss what national development is all about.</p> <p>Pupils discuss how good governance is important for national development.</p>	<p><u>Drama</u> Pupils to dramatize the relationship between good governance and national development.</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>HOW TO BECOME A DEMOCRATIC CITIZEN</b></p> <p><i>KEY CONCEPT</i> Democratic practices promote good governance.</p>	<p>The pupil will be able to:</p> <p>3.2.1 differentiate between democracy and autocracy.</p> <p>3.2.2 identify the features democratic governance.</p> <p>3.2.3 demonstrate how individuals can promote democratic governance.</p>	<p>Democracy and autocracy are different ways of ruling people. In democratic governance, the people select their own leaders. The people can also change the leaders through voting, if they do not want them again.</p> <p>In autocracy the rulers are imposed on the people. The people are not allowed to participate in decision-making. The leaders impose their views and insist that the people comply.</p> <p>In democratic governance the</p> <ul style="list-style-type: none"> <li>• people participate in decision-making.</li> <li>• people are protected by the government.</li> <li>• people choose their own leaders to rule them.</li> <li>• leaders rule according to the Constitution and other laws of the nation, etc.</li> </ul> <p>Individuals can promote democracy by:</p> <ul style="list-style-type: none"> <li>• voting during elections</li> <li>• expressing their views on issues</li> <li>• obeying the laws</li> <li>• respecting the views of others.</li> </ul>	<p>Pupils brainstorm to bring out the differences between <b>Democracy</b> and <b>Autocracy</b>.</p> <p>Teacher writes a number statements and pupils group them under democratic and autocratic governance and explain why.</p> <p>Pupils discuss the features of democracy governance.</p> <p>Pupils to discuss how individuals can promote democratic governance.</p> <p><b>Class mock election</b> Pupils demonstrate how to elect a leader in a democratic way.</p> <p><b>NOTE:</b> Teacher to observe electoral rules and fairness</p>	<p><u>Class exercise</u> What will you do to ensure that people in authority follow democratic principles?</p> <p><u>Assignment</u> Pupils to use various sources of information, including internet to find out more about democracy and autocracy and report in class.</p> <p><u>Project</u> Pupils to listen to TV/radio news and report news items about democracy to the class</p>

**PRIMARY FIVE**

**SECTION 4**

**JUSTICE**

General Objectives: The pupil will:

1. advocate for gender equity.
2. appreciate the value of unity in diversity.

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>GENDER RELATIONS IN THE COMMUNITY</b></p> <p><i>KEY CONCEPT</i> Everyone of us can perform any role at Home, School or in the Community.</p>	<p>The pupil will be able to:</p> <p>4.1.1 explain the term 'gender', 'sex' and stereotypes.</p> <p>4.1.2 identify some gender misconceptions in the community.</p> <p>4.1.3 identify customs in his/her community which discriminate against females.</p>	<p><b>Gender</b> is a set of roles ascribed to people by virtue of their being males or females. Gender roles mean the different things that a male/female is considered capable of doing. This is heavily influenced by society's beliefs.</p> <p><b>Sex</b> means male or female.</p> <p><b>Stereotypes</b> are beliefs/stories that have no factual truth but people believe them to be true and treat them as such.</p> <p><u>Some gender misconceptions in the community</u></p> <ul style="list-style-type: none"> <li>• Males are heads of families and breadwinners.</li> <li>• Males need to be educated and not females.</li> <li>• Females are not regarded as having any economic responsibility.</li> <li>• Females do not need higher formal education.</li> <li>• Females are perceived to be feeble and too emotional.</li> <li>• Males are perceived to be masculine and less emotional.</li> <li>• Females are not permitted to effectively participate in decision making even if it affects them, etc.</li> </ul> <p><u>Discriminatory customs</u></p> <ul style="list-style-type: none"> <li>• Widowhood Rites</li> <li>• Female Genital Mutilation</li> <li>• Trokosi System</li> <li>• Forced or Early Marriages</li> </ul>	<p>Pupils brainstorm to explain the terms: Sex Gender Stereotypes</p> <p><u>Group work to elicit gender stereotypes</u> Pupils, in same sex groups, identify roles that are to be performed by their sexes. Pupils discuss and cross out responses the class considers as stereotypes.</p> <p>Pupils to identify and discuss some gender issues in the community and how they affect the:</p> <ul style="list-style-type: none"> <li>• Individual,</li> <li>• Community,</li> <li>• Nation building.</li> </ul> <p>Let pupils find out from parents and other people in the community some of the customs they consider discriminatory.</p> <p>In groups, let pupils discuss and present their findings in class.</p>	<p><u>Debate</u> Pupils debate which sex has the most advantages in terms of : i. household chores ii. education iii. property-owning iv. decision- making.</p> <p><u>Assignment</u> Pupils write articles on personal experiences they consider to be gender stereotypes.</p> <p><u>Modelling</u> Pupils make posters depicting gender stereotyping.</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>GENDER RELATIONS IN THE COMMUNITY</b>  <b>(CONT'D)</b>	4.1.4 illustrate how gender equity can be promoted.	Gender equity can be promoted through: <ul style="list-style-type: none"> <li>• education – i.e. through PTAs, social clubs, durbars, religious platforms, pressure groups (eg. Gender Activists).</li> <li>• legislation and law enforcement agencies</li> <li>• respect for the rights of all including women and girls.</li> <li>• actively involving all including women and girls in decision-making.</li> </ul>	Pupils suggest ways of eliminating discriminatory customs in the community.  Teacher brings a resource person to talk about gender equity  Pupils in groups to discuss how they will promote gender equity in their community.	<u>Oral exercise</u> How can gender equity promote fairness in your: <ul style="list-style-type: none"> <li>• family</li> <li>• school</li> <li>• community?</li> </ul>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>ETHNICITY AND NATIONAL DEVELOPMENT IN GHANA</b></p> <p><i>KEY CONCEPT</i> <i>The Ethnic differences in Ghana are a source of strength to the Nation.</i></p>	<p>The pupil will be able to:</p> <p>4.2.1 explain the term 'ethnicity'.</p> <p>4.2.2 explain how ethnic diversity promotes national development.</p> <p>4.2.3 identify misconceptions about ethnicity.</p> <p>4.2.4 identify ways of dealing with problems arising from the misconceptions of ethnicity in Ghana.</p>	<p><b>Ethnicity</b> is the fact that one belongs to a distinct group of people.</p> <p>Our ethnic differences are a source of wealth to the nation. For example, it: brings variety in the way of living of the people; promotes tourism etc.</p> <p><b>NOTE:</b> Teacher should refer to 3.2.2 for more examples.</p> <p><u>Misconceptions of ethnicity</u> Ethnicity divides people. It makes some people think that they are better than other ethnic groups. It also brings conflict among people and this affects development. People who are not qualified for some jobs are sometimes employed. This practice affects national productivity because such people do not work well.</p> <p><u>Ways of dealing with misconceptions of ethnicity</u></p> <ul style="list-style-type: none"> <li>• Valuing all people as different but equal</li> <li>• Speaking other people's language</li> <li>• Willingness to co-operate and live with other people.</li> <li>• Having a sense of common humanity and common needs</li> <li>• Willingness to learn from experiences of others</li> <li>• Showing respect for differences and diversity</li> <li>• Developing a sense of fairness for everyone</li> <li>• Respecting the rights of all to have access to national wealth</li> </ul>	<p>Pupils to brainstorm to explain 'ethnicity'.</p> <p>Pupils to describe how ethnic diversity can promote national development.</p> <p><b>NOTE:</b> Despite our ethnic background we are one people.</p> <p>Pupils to discuss the misconceptions about ethnicity and how it affects them.</p> <p>Pupils to dramatize a scenario depicting ethnic misconception and how to deal with it.</p>	<p><u>Assignment</u> Pupils to describe different ethnic practices in Ghana which can promote national development</p> <p><u>Oral exercise</u> How will ethnicity affect fairness in Ghana?</p> <p><u>Class exercise</u> Pupils write out lessons they have learnt from the drama.</p>

**PRIMARY SIX**

**SECTION 1**

**THE INDIVIDUAL**

General Objectives: The pupil will:

1. cultivate positive attitudes towards the changes that occur during adolescence.
2. appreciate the importance of personal hygiene.
3. develop essential life skills for later life.

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>YOUNG PEOPLE AND NATION BUILDING</b></p> <p><i>KEY CONCEPT</i> How one manages him/herself during adolescence determines whether he/she will become a responsible adult citizen.</p>	<p>The pupil will be able to:</p> <p>1.1.1 explain who young people are.</p> <p>1.1.2 identify changes that occur during adolescence</p>	<p>Young people are people within the ages 10 -24 and the adolescent falls within this group. Adolescence is a period of transition between childhood and adulthood. It occurs between the ages of 10 and 19 years (WHO, 1968).</p> <p>All people go through adolescence. During the period many physical, emotional and psychological changes take place which prepare the person for adulthood.</p> <p><u>Physical changes in boys</u></p> <ul style="list-style-type: none"> <li>• Breaking of voice</li> <li>• Broadening of the chest</li> <li>• Enlargement of testes and penis</li> <li>• Growth of armpit, facial and pubic hair</li> <li>• Acquisition of excess energy</li> <li>• Acne (pimples) may develop on the face</li> <li>• Growth in height and weight</li> </ul> <p><u>Some physical changes in girls</u></p> <ul style="list-style-type: none"> <li>• Development of breast</li> <li>• Broadening of hips</li> <li>• Growth of armpit and pubic hair</li> <li>• Onset of ovulation and menstruation</li> <li>• Acquisition of excess energy</li> <li>• Growth in height and weight</li> <li>• Acne (pimples) on the face</li> </ul>	<p>Pupils to brainstorm on the term 'Adolescence'</p> <p>Group pupils in their sex groups to discuss the changes that take place in their own sex during adolescence and present to class.</p>	<p><u>Oral exercise</u> Pupils to state two changes that occur in a) boys b) girls</p> <p>What worries you most about the adolescent changes that you have stated and why?</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>YOUNG PEOPLE AND NATION BUILDING</b></p> <p><b>(CONT'D)</b></p>	<p>1.1.3 explain problems associated with adolescence.</p> <p>1.1.4 explain how to manage the problems that occur during adolescence.</p>	<p><u>Some emotional and psychological changes in both boys and girls</u></p> <ul style="list-style-type: none"> <li>• Easily irritated (anger)</li> <li>• Worry/fear</li> <li>• Love (strong attachment to the opposite sex)</li> <li>• Shyness</li> <li>• Excitement</li> <li>• Happiness/sadness</li> <li>• Adventurous</li> </ul> <p><b>NOTE</b></p> <p>1) These emotional and psychological changes affect the behaviour of the adolescent because they cause mixed-up or confused feelings.</p> <p>2) The following myths about adolescence are not true:</p> <ul style="list-style-type: none"> <li>• Menstruation is abnormal.</li> <li>• You need to have sex to stop menstrual pain.</li> <li>• Wet dreams are caused by spirits.</li> <li>• HIV/AIDS is cured by having sex with virgins.</li> </ul> <p><u>Some problems associated with adolescence which affect the individual</u></p> <ul style="list-style-type: none"> <li>• engaging in sexual activity which can result in acquiring sexually transmitted infections (STIs) including HIV</li> <li>• Teenage pregnancy and parenthood</li> <li>• Streetism and poverty</li> <li>• Drug use and abuse</li> <li>• Negative peer pressure leading to criminal activities</li> </ul> <p>Ways of managing the problems that occur during adolescence include:</p> <ul style="list-style-type: none"> <li>• counselling from a responsible adult.</li> <li>• discussing problems with peers and siblings.</li> <li>• dressing in a modest way to avoid enticing the opposite sex.</li> <li>• being assertive (self confidence to say '<b>NO</b>' to pre-marital sex and other actions which may destroy your future plans).</li> <li>• respecting the sexual rights of others.</li> <li>• not forcing to have sex with pupils, etc.</li> </ul>	<p>Pupils to discuss how the changes can affect their behaviour in society.</p> <p>Let pupils discuss the myths and why they are not true.</p> <p>Using the Future's Wheel, pupils discuss problems facing adolescents which affect the individual.</p> <p>In their sex groups pupils discuss how to manage the changes which occur during adolescence. Groups to present reports for class discussion.</p> <p>Help pupils to identify ways of managing the changes that occur during adolescence and relate these to the rights and responsibilities of the individual and societal values. E.g. Right to protect your body (Body integrity)</p> <p><b>NOTE</b></p> <ol style="list-style-type: none"> <li>1. Teacher to emphasize respect for the rights of others.</li> <li>2. Teacher discusses the use of assertive and other skills needed to manage the</li> </ol>	<p><u>Class drama</u></p> <p>Dramatize a scenario in which your friends want you to take drugs/alcohol, smoke or have pre-marital sex.</p> <p>Demonstrate how you will manage the situation.</p>



UNITS	SPECIFIC OBJECTIVES	CONTENT	situation. TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>YOUNG PEOPLE AND NATION BUILDING</b>  <b>(CONT'D)</b>	<p>1.1.5 explain how to maintain personal hygiene</p> <p>1.1.6 explain how adolescent problems affect the nation.</p>	<p>The nation needs all adolescents to be healthy to contribute to national development. Adolescents can maintain personal hygiene for healthy life through:</p> <ul style="list-style-type: none"> <li>• keeping their teeth clean.</li> <li>• bathing regularly and using lime/deodorant.</li> <li>• keeping their clothes clean.</li> <li>• keeping their rooms and environment clean.</li> <li>• taking good health care of their genital organs. changing their pads regularly during menstruation.</li> </ul> <p><b>Some problems associated with adolescence which affect the nation</b></p> <ul style="list-style-type: none"> <li>• The most active segment of the population (between 15-45 years) can be affected by STIs</li> <li>• Productivity decreases</li> <li>• Increase in cost of health care</li> <li>• Increases the number of people in the poverty bracket.</li> <li>• Increase in crime wave due to drug abuse resulting in insecurity in community</li> </ul>	<p>Pupils to explain how to maintain personal hygiene during adolescence.</p> <p>Using the problems outline in objective 1.1.4, pupils discuss how each of these problems affect national development.</p>	<p><u>Class essay</u> How will the health of the adolescent affect the welfare of the nation?</p> <p>Pupils to act a scenario about how the health of the individual is linked to the development of the nation.</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>PREPARING FOR LIFE</b></p> <p><i>KEY CONCEPT</i> <i>Life becomes more meaningful if you plan for it.</i></p>	<p>The pupil will be able to:</p> <p>2.1.1 outline what he/she wants to achieve in life.</p> <p>2.1.2 explain how to prepare him/herself in order to accomplish his/her aspirations in life.</p> <p>2.1.3 identify various skills necessary for later life.</p>	<p>There are many professions that pupils can choose from. Eg: The pupil can become a:</p> <ul style="list-style-type: none"> <li>• teacher</li> <li>• carpenter</li> <li>• doctor</li> <li>• politician</li> <li>• mechanic</li> <li>• boxer</li> <li>• Minister of Religion, etc.</li> </ul> <p>The individual can prepare for life through:</p> <ul style="list-style-type: none"> <li>• setting life goals.</li> <li>• going to school.</li> <li>• receiving training/apprenticeship.</li> <li>• continuing education or training on the job.</li> <li>• developing good work attitudes/ethics (hard work, reliability, diligence, commitment to duty, punctuality etc.).</li> <li>• developing positive attitudes about life (perseverance, honesty, reliability, trustworthiness etc.).</li> <li>• regular savings.</li> <li>• identifying and developing his/her talents.</li> </ul> <p>The skills needed for a meaningful life include:</p> <ul style="list-style-type: none"> <li>• financial management. e.g. saving habits,</li> <li>• time management</li> <li>• entrepreneurial skills (such as commitment to work and innovativeness)</li> <li>• good decision-making e.g. careful observation, reflection, creative thinking.</li> <li>• solid educational foundation ability to continue learning</li> </ul>	<p>Pupils to identify what they want to become in life and discuss why they chose particular vocations.</p> <p>Identify and cross out vocations that are discredited by society. Eg. Prostitution, theft.</p> <p><b>NOTE:</b> Teacher to counsel pupils where necessary.</p> <p>Pupils to share their views about how they intend to prepare themselves towards achieving their aspirations.</p> <p>Pupils discuss things that will prevent them from achieving their goal. E.g. HIV/AIDS, early pregnancy and motherhood or fatherhood, loss of a parent etc.</p> <p>Pupils suggest ways of overcoming the above obstacles.</p> <p>Pupils to discuss the skills necessary for achieving their aspirations.</p>	<p><u>Class assignments</u> Pupils to identify from various information sources, including the internet, their job aspirations and the qualifications.</p> <p><u>Group assignment</u> Group pupils with similar career goals to interview professionals in their chosen careers.</p> <p><u>Individual assignments</u> Pupils to set life goals and state how they intend to achieve them.</p> <p><u>Oral exercise</u> Pupils to defend how useful their aspirations would be to the nation.</p>

**PRIMARY SIX**

**SECTION 2**

**RESPONSIBILITY**

General Objectives: The pupil will:

1. internalize good environmental management practices.
2. cultivate the habit of judicious use of resources.
3. develop skills for resolving conflicts in the family.

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>SUSTAINABLE USE OF THE ENVIRONMENT</b></p> <p><i>KEY CONCEPT</i> We need to sustain the environment because future generations will also depend on it.</p>	<p>The pupil will be able to:</p> <p>2.1.1 explain the environment and sustainable use of resources.</p> <p>2.1.2 examine human activities which destroy the environment.</p> <p>2.1.3 analyse the effects of human activities which endanger the environment.</p>	<p>Environment comprises all the things that surround us (water, land, air, plants and animals, all man-made materials, human beings etc.).</p> <p>Sustainable use of resources is the wise use of resources so that it can satisfy the needs of both present and future generations</p> <p>Human activities which endanger the environment include:</p> <ul style="list-style-type: none"> <li>• cutting down of trees.</li> <li>• burning rubbish, vegetation etc.</li> <li>• noise making.</li> <li>• Quarrying.</li> <li>• washing in water bodies.</li> <li>• defecating in water bodies.</li> <li>• improper disposal of plastics and other wastes, etc.</li> </ul> <p><b>Effects of human activities which endanger the environment:</b></p> <ul style="list-style-type: none"> <li>• Reduction in agricultural productivity</li> <li>• Loss of forest resources</li> <li>• Destruction of beauty and fertility of the environment</li> <li>• Reduction in the air quality</li> <li>• Increase in water-borne diseases</li> </ul>	<p>Pupils to brainstorm to explain the following:</p> <ul style="list-style-type: none"> <li>• environment</li> <li>• sustainable use of resources</li> </ul> <p>Pupils to identify human activities which endanger the environment and discuss how these affect the environment.</p> <p>In groups class to discuss how human activities affect national development</p>	<p><u>Case study (Group Work)</u></p> <ol style="list-style-type: none"> <li>1. Document environmental concerns in the community and explain why these are problems.</li> <li>2. Suggest ways of dealing with the environmental concerns in the community.</li> </ol> <p><u>Individual Project</u> Pupils to develop an environmental management plan for the community eg. recycling paper, collecting plastics</p> <p><u>Class exercise</u> Pupils draw diagrams to illustrate how one effect of human activity leads to a chain of other effects on the environment.</p>

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UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b> <b>SUSTAINABLE USE OF THE ENVIRONMENT</b> <b>(CONT'D)</b>	2.1.4 identify practices that promote sustainable use of the environment.	Practices that promote or ensure sustainable use of the environment are: <ul style="list-style-type: none"> <li>• planting of trees.</li> <li>• proper disposal of waste.</li> <li>• avoiding bush burning.</li> <li>• avoiding poaching of animals.</li> <li>• controlling noise.</li> <li>• discouraging sand winning.</li> <li>• checking erosion.</li> <li>• avoiding over-grazing, over-fishing etc.</li> </ul>	Pupils to discuss ways of protecting the environment from being endangered.  <b>NOTE:</b> Teacher should stress that pupils show concern for the environment and the needs of future generations.	<u>Class essay</u> What are your responsibilities towards the environment in your community?

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>AVOIDING WASTE AT HOME, SCHOOL AND WORK</b></p> <p><i>KEY CONCEPT</i> <i>Wastage of resources create shortages.</i></p>	<p>The pupil will be able to:</p> <p>explain the need to manage resources.</p> <p>identify some practices that encourage wastage of resources.</p> <p>analyse the effects of wastage of resources on the nation.</p> <p>demonstrate how to avoid wastage of resources.</p>	<p>Resources are things which are useful to us. For example, water, electricity and time. We need to manage resources because they are limited in supply.</p> <p><b>NOTE:</b> Avoiding wastage ensures that resources are available for use for a longer time.</p> <p>There are different practices that encourage wastage. Eg. misuse of clean water, stealing of school property, leaving your electrical gadgets on when not needed, corruption.</p> <p><u>Effects of wastage of resources</u></p> <ul style="list-style-type: none"> <li>• Shortage of resources (time, water, electricity) in the home, school, community</li> <li>• Fall in productivity</li> <li>• Increases in prices of goods and services</li> <li>• Increase in Government expenditure</li> <li>• Money for development spent on importing other things e.g. generators</li> <li>• Rationing of some resources eg. Water, electricity</li> <li>• Drop in investment, etc.</li> </ul> <p>To avoid wastage:</p> <ul style="list-style-type: none"> <li>• switch off lights and other electrical gadgets when not in use</li> <li>• use other sources of energy eg. LPG for cooking instead of firewood or electricity</li> <li>• do not use pipe borne water to wash cars, bicycles etc.</li> <li>• do not steal school or state property</li> <li>• report those who steal or destroy public property</li> <li>• ensure sustainable use of environmental resources, etc.</li> </ul>	<p>Pupils to discuss the need to manage resources</p> <p>Pupils to discuss how some resources are wasted in the:</p> <ul style="list-style-type: none"> <li>• home (electricity, water)</li> <li>• school (electricity, chalk, books etc)</li> <li>• community (electricity, water, trees etc).</li> </ul> <p>Pupils discuss the effects of wastage of resources on the nation.</p> <p>Pupils to role play the need to avoid wastage of resources, eg water, time.</p> <p>Brainstorm on how the following resources can be managed to avoid waste.</p> <ul style="list-style-type: none"> <li>• Water</li> <li>• Electricity</li> <li>• Time</li> <li>• Forest</li> </ul>	<p><u>Debate</u> Pupils debate the topic: 'Individuals have no responsibility to conserve resources'</p> <p><u>Assignment</u> How can you be responsible for avoiding wastage of:</p> <ul style="list-style-type: none"> <li>• water</li> <li>• electricity usage</li> </ul> <p><u>Project</u> Pupils to use various ICT sources and newspapers to find information on how to manage resources, and present their findings in class.</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>DOMESTIC VIOLENCE AND CONFLICT IN THE FAMILY</b>  <i>KEY CONCEPT</i> <i>Conflicts in the family do not promote progress and unity.</i>	<p>The pupil will be able to:</p> <p>3.1.1 explain 'domestic violence' and 'conflict'.</p> <p>3.1.2 identify sources of conflict in his/her family.</p> <p>3.1.3 analyse the effects of domestic violence and conflict on the family.</p> <p>3.1.4 explain what the Domestic Violence Bill is about.</p> <p>3.1.5 demonstrate skills for resolving conflict in the family.</p>	<p>Domestic violence is any act committed by a relative which causes mental or physical pain to the individual. Eg verbal abuse, sexual abuse, physical abuse</p> <p>Conflicts occur when disagreements between two or more people do not lead to a consensus.</p> <p>There are different things which cause conflict in the family. For example,</p> <ul style="list-style-type: none"> <li>disagreements between parents</li> <li>child delinquency/disobedience</li> <li>placing personal interest above others</li> <li>shirking of responsibilities</li> <li>intolerance</li> <li>suspicion</li> <li>lack of resources, etc.</li> </ul> <p><u>Effects of domestic violence and conflict</u></p> <ul style="list-style-type: none"> <li>Broken homes</li> <li>Child abuse</li> <li>Child delinquency</li> <li>Children become timid, shy and lack confidence</li> <li>Family cannot plan together, etc.</li> </ul> <p><u>The Domestic Violence Bill</u> It prescribes legal sanctions against domestic crimes and abuses</p> <p>Skills for resolving conflicts in the family include:</p> <ul style="list-style-type: none"> <li>fairness to all sides</li> <li>good listening skills</li> <li>give everyone a hearing</li> <li>show interest in what is being said</li> <li>encourage people to say what they feel and what hurts them</li> <li>give appropriate responses</li> <li>do not take sides</li> </ul>	<p>Pupils brainstorm to explain</p> <ul style="list-style-type: none"> <li>domestic violence</li> <li>conflict</li> </ul> <p>Pupils to draw a scene depicting domestic violence. Pupils discuss the drawings and draw lessons from it.</p> <p>Pupils to discuss the causes of domestic violence and conflict in the family</p> <p>Pupils to share experiences of domestic violence and conflict in the home.</p> <p>Discuss the effects of domestic violence on the family.</p> <p>Pupils to discuss aspects of the Domestic Violence Bill</p> <p>Pupils brainstorm to identify the skills for resolving family conflict.</p> <p>Pupils role-play the settlement of a family conflict.</p>	<p><u>Oral exercises</u></p> <ol style="list-style-type: none"> <li>What are the responsibilities of an individual during family conflicts?</li> <li>What can you do to avoid domestic violence and conflict in your home?</li> </ol> <p><u>Individual Project</u> Pupils use various ICT sources and newspapers to find out reported cases of domestic violence and conflict. Pupils present reports to the class for discussion.</p> <p><u>Assignment</u> Pupils to use various sources to seek for information on the Domestic Violence Bill and report in class.</p> <p><u>Group Project</u> Pupils to visit a Community Dispute Resolution Centre or Social Welfare Office and report on how these institutions resolve disputes.</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b> <b>DOMESTIC VIOLENCE AND CONFLICT IN THE FAMILY</b> <b>(CONT'D)</b>	3.1.6 explain the need for peace in the family.	<u>Need for peace in the family</u> <ul style="list-style-type: none"> <li>• Peace in the family promotes unity.</li> <li>• It promotes progress in the family.</li> <li>• Good planning takes place in the family when there is peace.</li> </ul>	<p>Pupils to discuss the importance of peace in the family</p> <p>Pupils role play the effects of peaceful co-existence in the family.</p> <p><b>NOTE:</b> Teacher to mention the need to maintain global peace and the organs responsible for that. E.g. the AU, UNO</p>	<p><u>Essay</u> Explain why it is necessary to have peace in the family.</p> <p><u>Assignment</u> Pupils to find out from various sources, including the internet, the role of the AU in maintaining peace in Africa.</p>

**PRIMARY SIX**

**SECTION 3**

**AUTHORITY**

General Objectives: The pupil will:

1. appreciate the need for Ghana to be on good terms and cooperate with other nations, especially its neighbours.

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>GHANA AND HER NEIGHBOURS</b></p> <p><i>KEY CONCEPT</i> <i>No nation is self sufficient.</i></p>	<p>The pupil will be able to:</p> <p>3.1.1 explain how Ghana co-operates with other nations.</p> <p>3.1.2 give reasons why it is necessary for Ghana to co-operate with other nations.</p> <p>3.1.3 illustrate the processes to follow in accepting help from other nations.</p>	<p>Ghana signs agreements with nations, including her neighbours on different issues such as energy, education, trade, security and humanitarian issues.</p> <p>Ghana cooperates with other nations because:</p> <ul style="list-style-type: none"> <li>• some ethnic groups cut across political boundaries. E.g. Ewes in Ghana, Togo and Benin; Sissalas in Ghana and Burkina Faso.</li> <li>• she cannot supply all her needs. As a developing nation, Ghana gets many goods and services from other nations e.g. petroleum from Nigeria, Tomato from Burkina Faso, eggs from La Cote D'Ivoire.</li> <li>• Ghana also trades with some of her neighbours. E.g. sells electricity to Togo and La Cote D'Ivoire.</li> </ul> <p><u>The processes to follow in accepting help</u></p> <ul style="list-style-type: none"> <li>• Be wise so that the help will not be used as way to control your country.</li> <li>• Find out whether the help will not lead to negative effects on individuals or the country.</li> <li>• Find out if there is a hidden motive.</li> <li>• Decide on whether your nation is willing to be a friend to the nation giving the help or not.</li> <li>• Accept the help if it will not have negative effects on the nation.</li> </ul>	<p>Pupils to mention countries that surround Ghana e.g. Togo, La Cote D'Ivoire, Burkina Faso.</p> <p>Pupils identify countries surrounding Ghana on a map of West Africa.</p> <p>Pupils to discuss how Ghana co-operates with her neighbours.</p> <p>Pupils to defend the reasons why Ghana should continue to cooperate with other nations.</p> <p>Pupils to dramatize the processes to follow in accepting help from other nations.</p> <p><b>NOTE:</b> Point out the importance of using skills of negotiation in accepting any form of help.</p>	<p><u>Class exercise</u> Pupils write the names of the nations that border Ghana.</p> <p><u>Individual assignment</u> Pupils find out from different sources including the internet the nations Ghana co-operates with and state the form of co-operation.</p> <p><u>Debate</u> Group pupils to debate the topic: 'It is not good for Ghana to accept help from other nations'.</p> <p><u>Project</u> Pupils to compile and report to class news items on co-operation between Ghana and other nations.</p>



**PRIMARY SIX**

**SECTION 4**

**JUSTICE**

General Objectives: The pupil will:

1. develop basic skills for conflict prevention and management.
2. appreciate the importance of social accountability.

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>PEACE BUILDING AND DEMOCRATIC LIVING</b></p> <p><i>KEY CONCEPT</i> <i>Peace building promotes democratic living.</i></p>	<p>The pupil will be able to:</p> <p>4.1.1 explain the importance of peace building in the community.</p> <p>4.1.2 explain ways of preventing conflict in the community.</p> <p>4.1.3 suggest peaceful solutions to conflicts.</p>	<p><u>Importance of peace building</u></p> <ul style="list-style-type: none"> <li>• Peace building avoids conflicts.</li> <li>• When there are no conflicts people work together.</li> <li>• People see themselves as one people.</li> <li>• Everybody contributes to development, etc.</li> </ul> <p>Conflicts in our community can be prevented through:</p> <ul style="list-style-type: none"> <li>• tolerance of opposing views</li> <li>• respect for others (avoiding stereotypes)</li> <li>• respect for human rights</li> <li>• negotiation and compromise, etc.</li> </ul> <p>Peaceful ways of resolving conflicts include:</p> <ul style="list-style-type: none"> <li>• amicable settlement of disputes</li> <li>• use of alternative dispute resolution methods (eg. negotiation, mediation)</li> <li>• using the law courts</li> </ul>	<p>Pupils brainstorm to explain the importance of peace building in the community.</p> <p>Pupils to discuss in groups, ways of preventing conflicts in the:</p> <ul style="list-style-type: none"> <li>• home</li> <li>• school</li> <li>• community</li> </ul> <p>Pupils to role-play various scenarios of conflict resolution in the:</p> <ul style="list-style-type: none"> <li>• home</li> <li>• school</li> <li>• community</li> </ul>	<p><u>Class Exercise</u> How does peace building promote fairness?</p> <p><u>Investigation</u> Using various sources of information, including the internet, find out how justice is affected during conflicts (eg. Lynching, destruction of property, 'shit bombing').</p>

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>PEACE BUILDING AND DEMOCRATIC LIVING</b>  <b>(CONT'D)</b>	4.1.4 demonstrate attitudes that promote peace in the community.	Individual attitudes which promote peace include: <ul style="list-style-type: none"> <li>• forgiveness</li> <li>• tolerance</li> <li>• love for others</li> <li>• respect for people's views</li> <li>• avoiding ethnic superiority</li> <li>• avoiding derogatory remarks</li> <li>• cooperation</li> <li>• empathy</li> </ul>	Pupils to discuss attitudes which promote peace in the community.  Pupils to role play different scenarios depicting the attitudes discussed.  <b>NOTE:</b> Teacher to look out for display of these attitudes.	<u>Individual assignment</u> What attitudes can promote peace building in your community?

UNITS	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>PUBLIC ACCOUNTABILITY</b></p> <p><i>KEY CONCEPT</i> Public accountability is the responsibility of all citizens.</p>	<p>The pupil will be able to:</p> <p>4.2.1 explain the term public accountability</p> <p>4.2.2 explain the importance of public accountability</p> <p>4.2.3 identify ways by which people can be held accountable.</p>	<p>Public Accountability is a process by which people are held responsible for their actions and activities in the society.</p> <p>The aims of public accountability are to:</p> <ul style="list-style-type: none"> <li>• make one aware that his/her own actions have consequences.</li> <li>• ensure accountability among citizens in the society.</li> <li>• ensure transparency in executing individual responsibilities.</li> <li>• check malfeasance (malpractices) at the workplace and in the community.</li> <li>• check stealing, corruption and wastage.</li> <li>• promote discipline in the society.</li> </ul> <p>Ways by which people can be held accountable include:</p> <ul style="list-style-type: none"> <li>• development of self consciousness about accountability.</li> <li>• ensuring compliance to rules and regulations</li> <li>• awareness that there are societal institutions to ensure your compliance e.g. court action, report to the police, etc.</li> </ul>	<p>Pupils to brainstorm to explain public accountability.</p> <p>Pupils to discuss the importance of public accountability in promoting social justice.</p> <p>In groups pupils identify ways by which people can be held accountable for their stewardship.</p>	<p><u>Class essay</u> How can public accountability promote social justice?</p> <p><u>Debate</u> 'Everybody should be accountable to society.'</p>

