



# LEARNER'S **RESOURCE PACK**

Social Studies **BASIC7**



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





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## 1.0 Learners Pack Part A

### 1.1 Introduction

The National Council for Curriculum and Assessment (NaCCA) developed this Teacher Resource Pack as a complementary document to the Social Studies curriculum. Its aim is to provide samples of further activities to enhance learning, lesson planning as well as teaching and assessment. It is envisaged that the pack will provide many useful ideas to the teacher. With careful planning and innovation, the learner can engage in ideas and activities which will make learning lively, interactive and interesting. This pack will, therefore, serve as an invaluable resource in the learning process.

### 1.2 How to use this resource pack

### 1.3 Hints to the learner

- This resource pack is designed to serve as a guide to you in learning the new Standards-based Social Studies curriculum under the Common Core Programme (CCP).
- To use the pack, you should read thoroughly every activity captured under the various sections to ensure that you have an understanding of the major concepts for each activity.
- This pack should be used together with the textbooks and other useful materials for effective learning.
- You are to note that the activities suggested in the pack are not exhaustive.
- You are therefore, encouraged to share ideas with others in more productive and creative ways to enhance learning.
- It is important to note that the pack is a guide and not a substitute for textbooks.
- In using the pack, take note of the core competencies you are developing. The core competencies are:
  - *Critical Thinking and Problem Solving (CP)*
  - *Creativity and Innovation (CI)*





- *Communication and Collaboration (CC)*
- *Cultural Identity and Global Citizenship (CG)*
- *Personal Development and Leadership (PL)*
- *Digital Literacy (DL)*

## 1.4 What will you learn?

The Social Studies curriculum is made up of the following six (6) strands:

1. Environment
  - Environmental Issues
  - Mapping our Environment
  - Understanding our natural world
2. Family Life
  - Adolescent Reproductive Health and Gender Relations
  - Socialisation
  - Population
3. Sense of Purpose
  - Self-Identity
4. Law and Order
  - Citizenship
5. Socio-Economic Development
  - Human Resource Development
  - Tourism
6. Nationhood
  - Independent Ghana





## 2.0 How will you be taught?

The learning of Social Studies involves using a combination of methodological approaches to make the class exciting and at the same time keep you active. Activities that you undertake should challenge you to think critically and solve problems in society.

To make the lesson interactive and ensure that no learner is left out, the following approaches are suggested:

1. Individual work to ascertain understanding of what is learned
2. Group work (Large and Small group activities) to develop relevant social skills
3. Investigation to find out the causes, effects and management of occurrences
4. Role-play social situations to demonstrate how they occur

## 2.1 How will you be assessed?

Assessment is considered an integral part of the teaching and learning process. Assessment takes various ways both in and out of the classroom. The common ways of assessment are:

1. Class assignments (quizzes, tests, essays)
2. Homework (extending learning to the home)
3. Project work (practising knowledge gained)
4. Community engagement (contributing meaningfully to community development)
5. Peer instruction (reinforcing learning)
6. Observation (discovering hidden skills)

## 2.2 Strategies for effective learning

Social Studies is a multidisciplinary subject that prepares the learners to be capable, responsible, participatory and willing to solve problems that confront both themselves and the society. The subject provides opportunities for learners to acquire the knowledge and develop the skills, attitudes and values that will enable them to become engaged, active, informed, innovative and





responsible citizens. Social Studies is learned through exploration, critical and imaginative thinking.

For example, you can learn more about the environment through scenarios. For example, you may be required to imagine a scenario like how trenches have been dug in your father's farm for illegal gold mining purposes. What will be your responses to the threat of the environment as a result of the illegal mining activities (galamsey)?

For effective learning of the subject, therefore, learners should:

- develop a habit of reading and exploring more about issues around them
- discuss issues with other learners, family members and teachers
- ask questions for clarifications
- participate actively in class, school and the community
- develop more interest in the use of ICT as a tool for learning.







## 3.0

Content standard	B7.1.1.1. Demonstrate skills in dealing with environmental challenges
What you should know already	You know what an environment is and how people interact with their environment.
What will you learn?	You will learn about pollution in the environment, especially about problems of sanitation and how these can be tackled. Poor sanitation means that people do not always have clean environment and that sewage is not safely disposed of.
What skills will you develop?	You will develop skills in problem-solving, critical-thinking, collaboration, creativity and communication.
Language and vocabulary you will need to use	environment, degradation, sanitation, pollution, documentary, management, photographs, refuse dump, refuse, sewage
Ways to extend your understanding	Find out about how poor sanitation can cause health problems.
Things you will need to remember for future lessons	Adhering to good sanitation practices will have positive effects on water bodies. Taking responsibility for one's actions.





## Worksheet

**Exercise 1** List four environmental problems

Environmental Problems in Ghana

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**Exercise 2:** Identify four cultural practices and problems of sanitation and propose solutions.

Cultural practice with sanitation problems	Solution

**Exercise 3** What can you do to solve sanitation problems in your community?

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**Exercise 4** Look closely at the images below and provide information using the following headings as a guide:

- Problem
- Cause
- Effect
- Solution



Problem

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Cause

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Effect

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Solution

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Problem

Cause

Effect

Solution



Problem

Cause

Effect

Solution





**Exercise 5** Brainstorm the issue of plastic pollution in groups. Develop a proposal to tackle plastic pollution as a global problem. Questions to help prompt thinking on this include:

- Why is it truly a global problem?
- What kind of plastic items get into the ocean?
- What problems do plastic pollution cause?
- Is there anything that can be done to reduce the problem?

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### 3.1 Activity Instructions

- Create a poster and use it to educate a group of people on awareness of environmental problems in a mock presentation.
- Educate your younger siblings on how to practise personal hygiene.

### 3.2 Learning Resources

Computer, dust bin, projector and screen, videos and pictures of environmental challenges e.g. dump sites (refuse dump)

Visit [www.thewaterproject.org/resources](http://www.thewaterproject.org/resources)

[Primaryhomeworkhelp.co.uk/mountains/ranges.htm](http://Primaryhomeworkhelp.co.uk/mountains/ranges.htm)



### 3.3 Assessment Task(s)

1. Write five sanitation challenges in your community.
2. Examine five things that constitute personal hygiene.
3. Suggest five ways of solving sanitation challenges in your community.

### 3.4 Homework Task(s)

- Identify sanitation facilities in your home.
- Identify and list sanitation challenges in individual homes and suggest ways of improving them.





## 4.0

Content standard	<b>B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana</b>
What you should know already	You know how people use energy in various ways at home.
What will you learn?	You will learn sources of energy and how these can be grouped under renewable and non-renewable sources.
What skills will you develop?	You will develop skills in observation and collaboration.
Language and vocabulary you will need to use	energy, renewable, non-renewable, fuel wood, hydro, solar, thermal, household
Ways to extend your understanding	Appreciating the fact that there are alternative energy sources.
Things you will need to remember for future lessons	The use of energy has consequences for climate change. Energy should be used sustainably. Energy has implications for economic development.





## Worksheet

**Exercise 1** Categorise the following energy sources into renewable and non-renewable energy sources:

**Coal, Fuel wood, Hydroelectric, Oil, Solar, Tidal, Waves, Wind**

Renewable Energy	Non-renewable Energy

**Exercise 2** For each energy source in the table, write down two advantages and two disadvantages of it.

Energy Source	Advantages	Disadvantages
Coal	1.	1.
	2.	2.
Fuel wood	1.	1.
	2.	2.
Hydroelectric power	1.	1.
	2.	2.
Oil	1.	1.
	2.	2.







Energy Source	Advantages	Disadvantages
Solar	1.	1.
	2.	2.
Waves	1.	1.
	2.	2.
Wind	1.	1.
	2.	2.

#### 4.1 Activity Instructions

1. Find out the reasons for using specific energy source(s) in the community.
2. Discuss the effects of using specific energy source(s) in the community.
3. Present findings in class.

#### 4.2 Learning Resources

Computer, projector and screen, videos/pictures of the energy sources and household uses, bulbs

#### 4.3 Assessment Task(s)

- List four sources of energy in the community.
- Categorise four energy sources into **renewable** and **non-renewable**.
- Write your preferred source of energy. Give two reasons for your choice.

#### 4.3 Homework Task(s)

- Identify the various sources of energy in the community.
- Discuss common ways of using energy in the community.





## 5.0

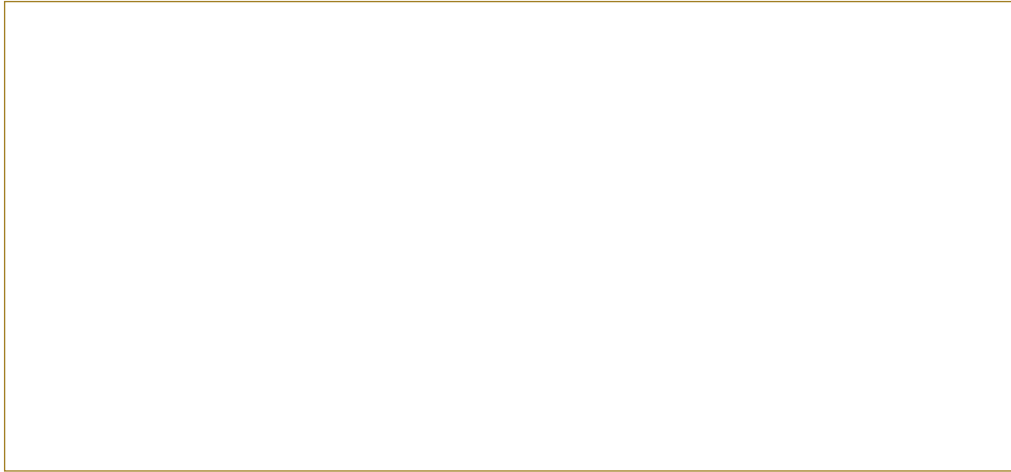
Content standard	B7.1.2.1. Demonstrate a range of mapping skills
What you should know already	You know how to locate places and sketch things. You have learnt map making and landmarks at the lower level.
What will you learn? What skills will you develop?	You will learn about maps, scales and how to locate places Creativity, Critical Thinking and Problem Solving, Collaboration, Drawing
Language and vocabulary you will need to use	map, sketch, cardinal points, compass, direction,
Ways to extend your understanding	Give direction to places, appropriately estimating distances. Find location of things and important places in the environment
Things you will need to remember for future lessons	Understanding the environment, reading of maps and giving direction to places.



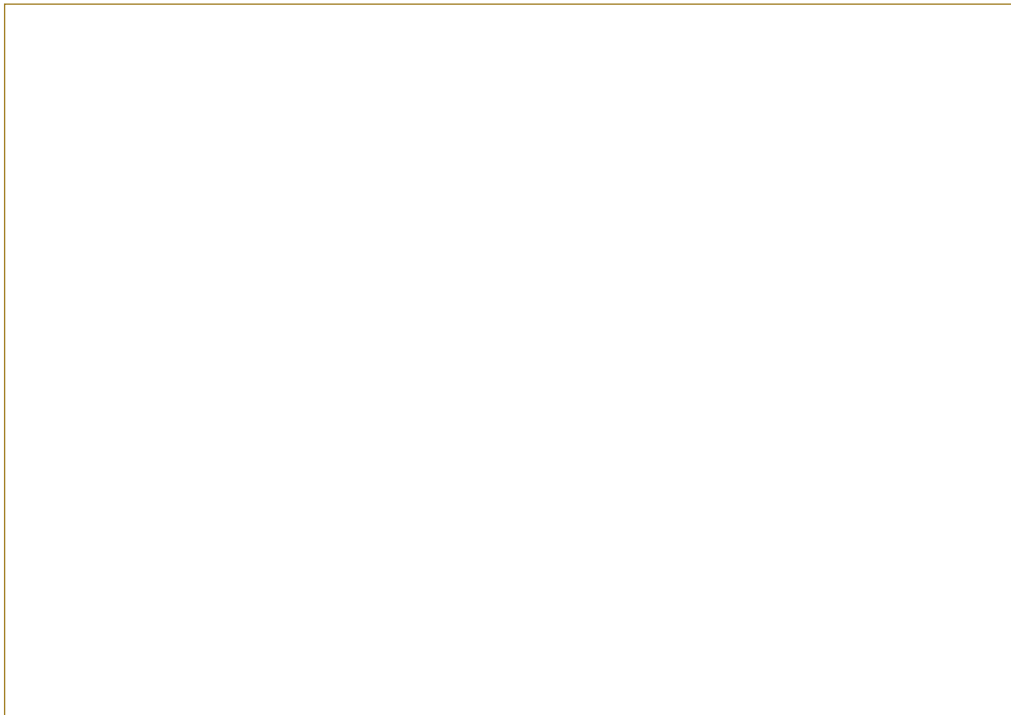


## Worksheet

**Exercise 1** Draw the cardinal points and indicate the various directions



**Exercise 2** Sketch the map of Ghana and locate Accra, Mole National Park, Mt. Afadja and Lake Volta





**Exercise 3** Identify **three** differences between Sketch map and Map.

1 \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_

**Exercise 4** Sketch a Map of Ghana and locate the political regions and their capitals.



**Exercise 5** Write down **three** ways in which maps are important.

1 \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_

### 5.1 Activity Instructions

Identify an outstanding landmark (market, police station, chief's palace etc.) in your community and direct a visitor from that landmark to the school compound.

### 5.2 Learning Resources

Computer, projector and screen, videos on various types of maps, atlas, pencils, erasers, drawing sheets, manilla cards

### 5.4 Assessment Task(s)

Write down **three** ways in which maps are important.

### 5.4 Homework Task(s)

Choose either a highland landscape or a lowland landscape and make a sketch showing its main features.



## 6.0

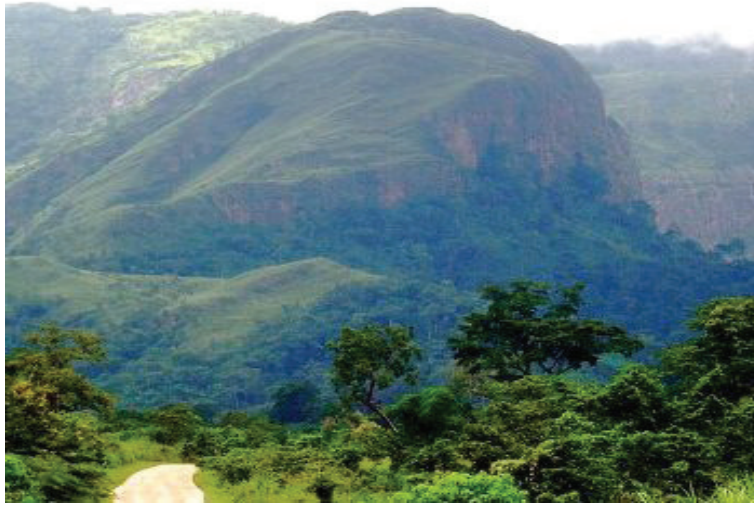
Content standard	B7.1.3.1. Show understanding of the world around us
What you should know already	You have seen some features of the earth such as mountains, rivers and lakes
What will you learn? What skills will you develop?	You will learn about some natural features such as mountains, rivers, lakes and their importance. Creativity, Critical Thinking and Problem solving, collaboration
Language and vocabulary you will need to use	physical features, earth, highlands, lowlands, oceans, rivers
Ways to extend your understanding	Find out about the economic importance of the natural features in your environment
Things you will need to remember for future lessons	Knowledge of the country's resources and tourism.





## Worksheet

**Exercise 1** Underline the correct answer for each photograph below:



Picture A shows an area of lowland/highland/ocean/river

Add label to this photo to show its features.

Indicate the importance of the features.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_



Picture B shows part of a lowland/highland/ocean/river

Add label to this photo to show its features.

Importance

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_





Picture C shows an area of lowland/highland/ocean/river

Add label to this photo to show its features.

Indicate the importance of the features.

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_



Picture D shows an area of lowland/highland/ocean/river

Add label to this photo to show its features.

Indicate the importance of the features.

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_





**Exercise 2:** Use these two Maps of Ghana to answer question i. to iv.



Indicate **one** town/village that is along each of the following rivers

1. Pra \_\_\_\_\_
2. White Volta \_\_\_\_\_
3. Daka \_\_\_\_\_
4. Afram \_\_\_\_\_

**Exercise 3** Explain **three** human activities that affect highlands.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_





**Exercise 4** Explain **four** human activities that affect rivers.

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_
- 4 \_\_\_\_\_  
\_\_\_\_\_

**Exercise 5** Examine **three** ways of protecting water bodies.

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_





**Exercise 6** Some examples of plastic pollution can be found using the links below:

<https://www.bbc.co.uk/newsround/42810179>

<https://www.bbc.co.uk/newsround/47445196>

<https://www.bbc.co.uk/bbcthree/clip/41ed0c9a-e295-4354-bffe-798fab6fed9a>

In groups, brainstorm the issues you observe in the link.

Develop a proposal to tackle the problem. This could be debated in class and/or written as a report. Questions to help prompt thinking on this could include:

1. Why is it a truly global problem?
2. What kinds of plastic items get into the oceans?
3. What problem does plastic pollution cause?
4. Is there anything that can be done to reduce the problem?

## 6.1 Activity Instructions

Research ways of protecting any one of the following: highlands, lowlands, rivers, oceans, lakes in your community.

## 6.2 Learning Resources

Computer, projector and screen, videos/pictures on highlands, lowlands, rivers, oceans, lakes; atlas

<https://www.youtube.com/watch?v=6iJzsSmUeR0>

## 6.3 Assessment Task(s)

Explain three ways of protecting water bodies.

## 6.4 Homework Task(s)

Choose either a highland or a lowland and make a sketch showing its main features.

Identify five rivers in Ghana and indicate their sources.



## 7.0

Content standard	B7.1.3.2. Assess the issue of natural disasters and their management
What you should know already	You may know about some kinds of natural disasters.
What will you learn? What skills will you develop?	You will learn about natural disasters, their effects and how to prevent and manage them. Collaboration, creativity, critical thinking and problem solving.
Language and vocabulary you will need to use	disasters, drought, earthquake, flood, landslide, natural, wildfire, documentaries
Ways to extend your understanding	Read about a specific recent natural disaster such as a major earthquake or devastating flood in any part of the world.
Things you will need to remember for future lessons	Natural disasters and their occurrence, prevention, management and safety precautions.





## Worksheet

**Exercise 1** Which of the following disasters is common in Ghana? Give reasons for your answer.



Picture A



Picture B



Picture C



Picture D

Natural disaster common in Ghana is \_\_\_\_\_

What are your reasons?

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**Exercise 2** State **four** effects of flooding.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

**Exercise 3** Examine **three** ways of managing natural disasters.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

**Exercise 4:** Design a poster on any natural disaster and indicate how to manage it.

## 6.1 Activity Instructions

Design posters appropriate for educating community members on how to manage natural disasters.







## 6.2 Learning Resources

Computer, projector and screen, videos/pictures on floods, droughts, earthquakes, volcanoes, landslides, wildfires

<https://www.youtube.com/watch?v=-Cwse0gVI3U>

<https://www.youtube.com/watch?v=x8JzM2XAJYI>

<https://www.youtube.com/watch?v=M1PVe2JWCvM>

<https://www.youtube.com/watch?v=x8JzM2XAJYI>

## 6.3 Assessment Task (s)

- Identify three natural disasters in Ghana.
- Write three effects of natural disasters in Ghana.
- Write three ways of managing natural disasters in Ghana.

## 6.4 Homework Task (s)

Design posters on natural disasters for discussion in class.



## 7.0

Content standard	B7.2.1.1. Demonstrate understanding of adolescent behaviour and reproductive health issues
What you should know already	You know that living things produce after their kind
What will you learn?	You will learn about how adolescents should behave and take care of their reproductive health.
What skills will you develop?	Collaboration, critical thinking and problem solving, personal development and leadership
Language and vocabulary you will need to use	reproductive health, adolescence, adolescent, chastity
Ways to extend your understanding	Find out about HIV and how it can affect reproductive health.
Things you will need to remember for future lessons	Adolescents go through many challenges. Understanding changes that occur during adolescence.





## Worksheet

**Exercise 1** Match the appropriate changes with the description.

Changes that occur in adolescents

Cognitive	Social	Emotional	Physical
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Changes	Description
	Doing logical work in school
	Spending more time with friends
	Experiencing puberty
	Interested in joining peer group
	Considering possible future goals
	Confiding in friends

**Exercise 2** Explain **three** challenges that adolescents face.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_





**Exercise 3** State **four** responsible behaviours exhibited by some adolescents in your class.

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_
- 4 \_\_\_\_\_  
\_\_\_\_\_



**Exercise 4** Read the following questions and answer them, bearing in mind the title of the exercise.

### I CHOOSE TO BE PURE

#### Why is chastity important?

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- What can you do to remain chaste?

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- What can you do to support your friends to be chaste?

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- What can you do to help your classmates to be chaste?

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**Exercise 5** Compose a poem on chastity.





**Exercise 6** Develop a poster on how to practise adolescent reproductive health.



### 7.1 Activity Instructions

Design posters appropriate for educating parents on the challenges adolescents face.

### 7.2 Learning Resources

Computer, projector and screen, videos/pictures on adolescents

<https://www.youtube.com/watch?v=UIh0DnFUGsk>

<https://www.youtube.com/watch?v=4viXOGvvu0Y>





### 7.3 Assessment Task (s)

1. Explain the following concepts:
  - Adolescence
  - Reproductive health
  - Chastity
2. List three cognitive changes that occur during adolescence.
3. Examine four effects of irresponsible adolescent behaviour.
4. Explain three benefits of adolescent chastity.

### 7.4 Homework Task (s)

Write four benefits of chastity.





## 8.0

Content standard	B7. 2.2.1 Exhibit knowledge of the importance of socialisation in nation building
What you should know already	You belong to a family. Families form the first unit of socialisation.
What will you learn? What skills will you develop?	You will learn about 'socialisation' – how individuals learn to behave in a way that is acceptable to others around them. Collaboration, personal development and leadership, creativity.
Language and vocabulary you will need to use	socialisation, agencies, agents, community, roles
Ways to extend your understanding	Find out about the roles of family members in the socialisation process.
Things you will need to remember for future lessons	Socialisation integrates you well in society Socialisation is for life.



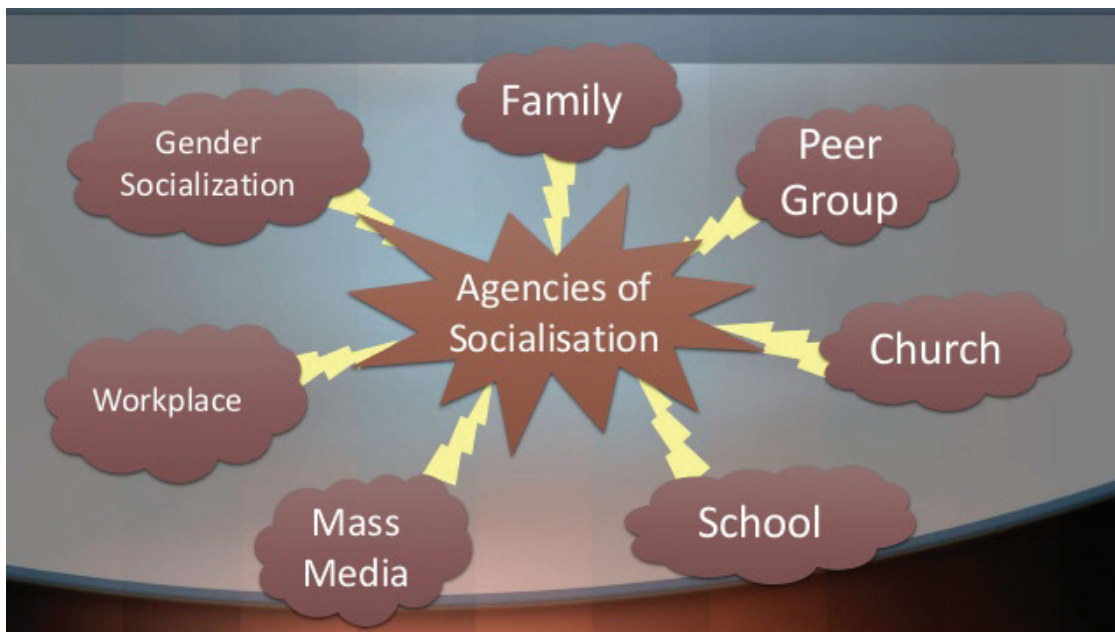
## Worksheet

Read this short text on socialisation before the exercise.

Socialisation is the process of interacting with others in accordance with the norms and values of a society. Agencies of socialisation include the home, school, church and mass media while agents of socialisation include parents, teachers, pastors and peers.

**Exercise 1** The image below shows agencies of socialisation.

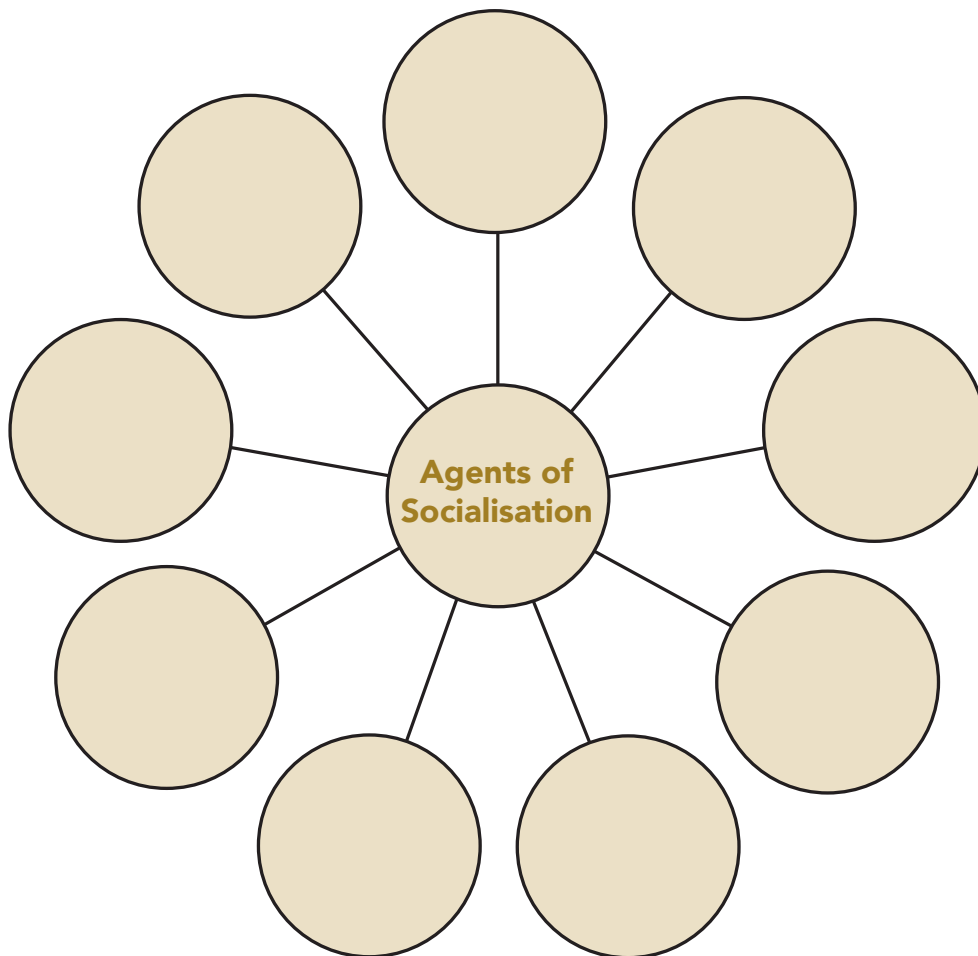
1. List three agencies that you think are more effective in the socialisation process.
2. Explain your choices in question 1.





### Exercise 2 What is an agent of Socialisation?

- People and groups that influence our self-concept, emotions, attitudes and behaviour
1. Write the agents of socialisation according to the number of circles in the figure below.
  2. Write three agents of socialisation that you think are more influential in your upbringing.
  3. Give reasons for your choices in question 2.





**Exercise 3** Copy and complete the table below by writing the agency and its corresponding agents of socialisation.

Agency	Agents

**Exercise 4** Copy and complete the table below by writing the agency and the corresponding roles played by its agent in the socialisation process.

Agency	Role

## 7.0 Activity Instructions

Design posters on agencies and their corresponding agents of socialisation. Use the posters to educate members of the community on the role of parents as agents of socialisation.





## 7.1 Learning Resources

Computer, projector and screen, videos/pictures on agencies and agents of socialisation

<https://courses.lumenlearning.com/sociology/chapter/agents-of-socialisation/>

<https://courses.lumenlearning.com/boundless-sociology/chapter/agents-of-socialisation/>

<http://www.psychologydiscussion.net/behaviour/top-6-agencies-of-socialisation-behaviorpsychology/2861>

## 7.2 Assessment Task (s)

1. Explain the following concepts:
  - socialisation
  - agencies of socialisation
  - agents of socialisation
1. Examine three roles of agencies of socialisation.
2. Examine three roles of agents in the process of socialisation.
3. Identify any two agents of socialisation and role play how they socialise people

## 7.3 Homework Task (s)

Explain three roles of parents as agents of socialisation.



## 8.0

Content standard	B7.2.3.1. Analyse the population structure in Ghana and its related issues
What you should know already	You have knowledge of the number of people in your family and other families in the community.
What will you learn?	You will learn about population growth and how it affects families.
What skills will you develop?	Critical-thinking and problem-solving, creativity
Language and vocabulary you will need to use	population, population growth, birth rate, death rate, development, migration
Ways to extend your understanding	Reading on population growth
Things you will need to remember for future lessons	Implications of high birth rate in the family, community and nation.





## Worksheet

**Exercise 1** Explain these concepts under the following headings: causes, effects and solution.

	Causes	Effects	Solution
<b>High Birth Rate</b>	1.  2.  3.	1.  2.  3.	1.  2.  3.
<b>High Death Rate</b>	1.  2.  3.	1.  2.  3.	1.  2.  3.
<b>Migration</b>	1.  2.  3.	1.  2.  3.	1.  2.  3.

## 8.0 Activity Instructions

Use posters to educate members of the community on the effects of high birth rate.





## 8.1 Learning Resources

Computer, projector and screen, videos/pictures on population of various places, manila cards, felt pens, drawing instruments

[https://scholar.google.com/scholar?q=population+growth/factors&hl=en&as\\_sdt=0&as\\_vis=1&oi=scholar](https://scholar.google.com/scholar?q=population+growth/factors&hl=en&as_sdt=0&as_vis=1&oi=scholar)

<https://socratic.org/questions/what-factors-influence-population-growth>

<http://www.edu.pe.ca/eastwiltshire/grass01/phys9b.htm>

## 8.2 Assessment Task(s)

1. Explain the following concepts:
  - Birth rate
  - Death rate
  - migration
2. Examine three effects of high birth rate on national development.

## 8.3 Homework Task(s)

Examine three effects of high birth rate on the family.







## 9.0

Content standard	B7.3.1.1. Show understanding of self as a unique individual
What you should know already	You know yourself – your likes, dislikes, etc.
What will you learn?	You will learn about self-identity and how positive attitudes enhance your self-worth and the development of your capabilities.
What skills will you develop?	Personal development and leadership, collaboration, critical thinking and problem solving, creativity
Language and vocabulary you will need to use	self-identity, self, self-worth, peers
Ways to extend your understanding	Find out about your talents and capabilities and how you can develop them.
Things you will need to remember for future lessons	Knowing oneself and capabilities is key to success in life. Self-development is important in developing one's capabilities. Undergoing training is key to personal development.





## Worksheet

**Exercise 1** The chart below shows various identities:

1. Ethnicity
2. Socio-economic status
3. Gender
4. Sex
5. Sexual orientation
6. National origin
7. First language
8. Physical
9. Emotional
10. Developmental ability or disability
11. Age
12. Religious or spiritual affiliation
13. Race

Write the three identities you think about most often in the small ovals.

A large rectangular box with a thin black border. Inside the box, there are three empty ovals arranged in a triangular pattern: two at the top and one centered below them. These ovals are intended for the student to write the three identities they think about most often.





14. Give two reasons for each of the identities you chose.
15. Suggest two ways of maintaining the identities chosen.
16. Learners to write down on a small slip of paper one thing that they feel they are good at. The teacher gathers them (anonymous), chooses and reads out a selection of strengths and writes them on the board. This can help learners think more widely about what strengths they may have. Then do the same thing for weaknesses/things they have to work on. Finally, the learners write their profile of strengths and weaknesses, swap with a peer and make constructive comments.

**Exercise 2** The purpose of this exercise is to encourage you to start thinking about what makes you the unique person that you are. Complete the following:

My name:

My favourite food:

My favourite song/music:

My favourite place:

An important person in my life:

My favourite possession:

A group I belong to:

My favourite pastime:

Something I dislike:

Something I'm good at:

What I want to do in future:



**Exercise 3** Below are some personal strengths that are divided up into the five broad 'self-contexts' that are often used by young people. They may or may not be appropriate for you.

1. Write the strengths that may be appropriate for you in your exercise book.
2. Add some of your own strengths in each area.

#### **Social**

I am a caring friend  
I listen when others have a problem  
I get along with others  
I have friends I can rely on  
I do fun things with others

#### **Interests/sports**

I play a sport  
I work well in a team  
I enjoy listening to music  
I have a hobby/interest  
I like to be creative

#### **Family**

I help around the house / I try to do my best / I try to get along with my family / I have a subject I enjoy / I help look after a pet

#### **School**

I try to do my best  
I have a subject I enjoy  
I contribute in class / I enjoy learning new things / I am involved in school activities

#### **Personal characteristics**

I am not afraid to ask for help  
I listen to other people's opinions  
I try to think about others' feelings  
I have a sense of humour  
I try to finish things that I start





**Exercise 4** Rate from 0 to 10, how much you agree with these statements. '0' means you do not agree at all, '10' means you completely agree.

Statement	Rating
I believe in myself.	
I am just as valuable as other people.	
I would rather be me than someone else.	
I am proud of my achievements.	
I feel good when I get complements.	
I can handle criticisms.	
I am good at solving problems.	
I love trying new things.	
I respect myself.	
I like the way I look.	
I love myself even when others reject me.	
I know my positive qualities.	
I focus on my success and not my failures.	
I am not afraid to make mistakes.	
I am happy to be me.	

Count the statements that you scored 5 and above. Those ones serve as your strengths, 4 and below shows your weaknesses.

Write three things you will do to improve upon your weaknesses.



**Exercise 5** The table below contains two columns called ‘fixed mindset’ and ‘growth mindset’.

Rewrite the ‘**fixed mindset**’ in the ‘**growth mindset**’ manner

	Fixed mindset	Growth mindset
Mentally/ Emotionally	I am a failure.  Things will never get better.  I will fail this test.	
Socially	I cannot make friends.  Everybody around me is fake.  I can’t trust anyone.	
Physically	I hate my body.  I am ugly.  I don’t have time for my body.	

## 9.1 Activity Instructions

1. Identify people in the community who have developed their capabilities.
2. Find out how some people in the community developed their capabilities.





## 9.2 Learning Resources

Computer, projector and screen, videos/pictures on individuals developing their capabilities, manila cards for drawing people developing their capabilities.

<http://actforyouth.net/adolescence/identity.cfm>

<https://www.hindawi.com/journals/tswj/2012/529691/>

<https://www.psychologytoday.com/us/blog/compassion-mat>

## 9.3 Assessment Task(s)

1. Explain the following concepts:
  - self
  - self-identity
2. Discuss three reasons for knowing oneself.
3. Examine three ways of developing one's capabilities.

## 9.4 Homework Task(s)

Draw yourself developing your capability.



## 10.0

Content standard	B7.4.1.1. Analyse the responsibilities of a citizen
What you should know already	You know who a citizen is.
What will you learn?	You will learn about responsibilities of a citizen and how you will be a responsible citizen.
What skills will you develop?	Develop communication, leadership and personal development skills.
Language and vocabulary you will need to use	citizenship, law, order, responsibilities, development, privileges, rights
Ways to extend your understanding	Identify a role model in the family and community and their various occupations. Find out their contribution to the community.
Things you will need to remember for future lessons	Leadership and responsibility. Patriotic behaviour. Obeying rules and regulations. Obeying laws of the country. Paying taxes. Be informed and vote. Respect the rights and property of others.







## Worksheet

**Exercise 1** Develop posters or flyers on civic responsibilities of members in the community.

**Exercise 2** Role play responsibilities of citizens.

**Exercise 3** Use the following to differentiate between a good citizen and an irresponsible citizen.

- Fight in school.
- Clean the environment.
- Litter the environment.
- Go to school late.
- Obey rules.
- Protect school property.





Destroy school chairs.

Report criminals.

Cut trees/flowers in the school compound.

Plant trees/flowers in the school compound.

GOOD CITIZEN	IRRESPONSIBLE CITIZEN

**Exercise 4** Which of the following activities would a good citizen engage in?  
Tick [✓] your answers.

- ☐ Call people names
- ☐ Clean the house
- ☐ Insult people
- ☐ Laugh at someone who has fallen
- ☐ Laugh at someone who cannot see
- ☐ Send school property home
- ☐ Take parents' money without telling them
- ☐ Take a friend's pen without telling the person
- ☐ Tease a classmate
- ☐ Vote in election





**Exercise 5** Rewrite each of these words that would be associated with someone who is a good citizen in the box below.

Steal, Respect, Vote, Fight, Share, Give, Help, Hate, Shout, Thoughtful

GOOD CITIZEN

## 10.1 Activity Instructions

### Group work

1. Design posters on manila cards that depict good citizenship behaviours for discussion in class.
2. Use the Internet to get photos and videos that portray good citizenship.
3. Write a poem/song on the roles of a responsible citizens.

## 10.2 Learning Resources

Charts, internet, manila cards, photos, tablets, textbooks and videos.

## 10.3 Assessment Task

1. List the responsibilities of a good citizen.
2. Explain three behaviours expected of a good citizen.
3. Draw someone exhibiting good behaviour.
4. Write a poem on responsible citizenship.

## 10.4 Homework Task (s)

Ask parents/guardians/elders in the community about responsibilities they undertake as citizens.





## 11.0

Content standard	<b>B7.5.1.1. Demonstrate knowledge of human resource development in Ghana</b>
What you should know already	You understand that developing skills is important for people and their work.
What will you learn?	You will learn about various occupations and the skills needed for those occupations.
What skills will you develop?	Leadership and Personal Development Skills Critical Thinking and Problem Solving Digital Literacy Creativity, Imagination and Innovation
Language and vocabulary you will need to use	human resource, development, socio-economic, employment, training, education, specialisation, income, knowledge, skills, labour, production, entrepreneurship
Ways to extend your understanding	Identify various occupations in your community and find out what skills are necessary for one to work in those occupations  Identify training opportunities within the community/country necessary for developing the human resource for those occupations
Things you will need to remember for future lessons	It is important to be able to identify your own strengths and aptitudes.  You need to think about a career path/ specialisation.  You may need to /want to enter higher education in order to fulfil your goals.





## Worksheet

As part of your research within the community about the various occupations, undertake the following projects:

**Exercise 1** Identify and list ten occupations in Ghana.

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**Exercise 2** Write five professions and institutions that train them.

PROFESSION	INSTITUTION OF TRAINING





**Exercise 3** Write down any **five** questions that you will ask people in various occupations in your community.

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**Exercise 4** Debate on the motion: Employment in the public sector is better than self-employment.

### 11.1 Activity Instructions

1. Develop posters to educate your peers and members of the community on the value of skills acquisition.
2. In groups use think-pair-share to discuss employment avenues in the community.
3. Search the Internet to find out various occupations and the skills needed to be able to fit into those occupations.

### 11.2 Learning Resources

Charts, internet, Photos, tablets, textbooks and videos.

### 11.3 Assessment Task

1. Identify and list ten occupations in Ghana.
2. Write five professions and the institutions that train people for those professions.
3. Write an essay giving reasons why it is important to develop our human resource.





## 11.4 Homework Task

Find out and document the types of occupations available in the community.

Ask your parents or guardians how they acquired skills that enabled them gain employment in their chosen occupations.



## 12.0

Content standard	B7.5.2.1. Demonstrate understanding of social security and pension issues
What you should know already	You know it is good to save for the future. You know people who have retired.
What will you learn?	You will learn about various ways of investing towards your retirement in future. You will learn about the need to save towards old age.
What skills will you develop?	You will develop the skills of creative and innovative ways of saving and investing towards retirement.
Language and vocabulary you will need to use	investment, social security, pension, pension fund
Ways to broaden your understanding	Identify various options available to invest towards social security and decide on the best option. Identify a pensioner in the community and find out from the person how they prepared towards old age.
Things you will need to remember for future lessons	It is important to be able to identify the best option for investing towards social security. It is important to save for the future. You need to think about investing in low risks ventures. You may need to/want to find out the profit on your investment/savings.







## Worksheet

**Exercise 1** State **four** features of social security.

### Features of Social Security

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**Exercise 2** Suggest **three** types of social security benefits.

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**Exercise 3** Write **three** categories of people who can benefit from social security.

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**Exercise 4** Role play the need for social security.

**Exercise 5** Develop posters or flyers on the benefits of social security.





## 12.1 Activity Instructions

### Group work

1. Design posters on manila cards that depict a pensioner who invested in a social security fund.
2. Write a poem/song on a social security fund.
3. Create a poster on the benefits of social security to educate your peers and members of the community.
4. Undertake a search on the Internet to find out various social security schemes.

## 12.2 Learning Resources

Charts, pictures, videos on social security schemes and their benefits

## 12.3 Assessment Task

1. Explain the concept of social security.
2. Describe the features of social security in Ghana.
3. Describe the types of social security schemes in Ghana.
4. Write an essay on the importance of social security.

## 12.4 Homework Task (s)

Ask parents/guardians/elders in the community about social security schemes they have invested in with reasons.





## 13.0

Content standard	<b>B7.5.3.1. Demonstrate knowledge on how tourism and leisure promote national development</b>
What you should know already	You have been participating in festival celebrations which attract people from far and near. You have heard of tourist attractions in Ghana.
What will you learn?	You will learn about tourism, some important tourist sites and how tourism promotes development.
What skills will you develop?	Leadership and Personal Development Skills Digital Literacy Skills Communication and Collaborative Skills
Language and vocabulary you will need to use	tourism, leisure, tourists, domestic tourism, national development, economic growth, foreign exchange, industry, hospitality, recreation
Ways to extend your understanding	Find out about tourist sites and potential tourist attractions in your community. Find out opportunities available for tourism.
Things you will need to remember for future lessons	Possible employment opportunities. Preservation of tourist attractions.





## Worksheet

**Exercise 1** Develop a table/chart showing tourist attractions/sites in the community.

**Exercise 2** Design a campaign poster to attract domestic and foreign tourists.





**Exercise 3** Identify the following tourist sites and indicate where each is located in Ghana.

**A**



Figure A is \_\_\_\_\_ Located in \_\_\_\_\_

**B**

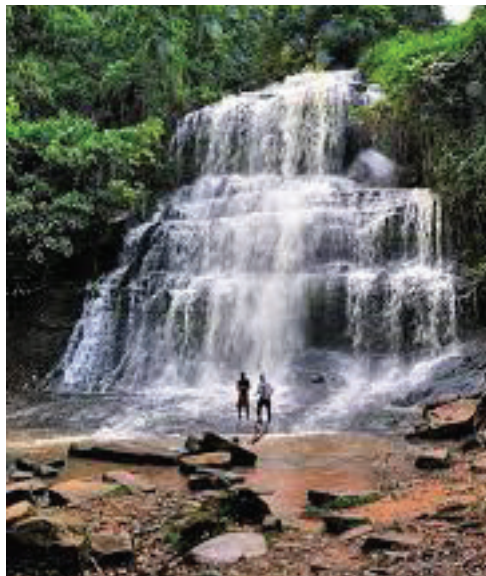


Figure B is \_\_\_\_\_ Located in \_\_\_\_\_





C



Figure C is \_\_\_\_\_ Located in \_\_\_\_\_

D



Figure D is \_\_\_\_\_ Located in \_\_\_\_\_





E



Figure E is \_\_\_\_\_ Located in \_\_\_\_\_

**Exercise 4** Match the Following Tourist sites in the World with the Pictures.

The Great Pyramids in Egypt

The Statue of Liberty, USA

Taj Mahal in India

The Opera House in Sydney, Australia

London Eye, UK







A



Figure A is \_\_\_\_\_

B



Figure B is \_\_\_\_\_





C



Figure C is \_\_\_\_\_

D



Figure D is \_\_\_\_\_





E



Figure E is\_\_\_\_\_

### 13.1 Activity Instructions

- In groups, design a chart showing tourist and recreational facilities in the country and report in class.
- In groups, design campaign posters to attract tourists and display in class for a gallery walk.

### 13.2 Learning Resources

Charts, Internet, Photos, Tablets, Textbooks, Videos,

### 13.2 Assessment Task

1. Sketch the map of Ghana, identify and indicate tourist and recreational sites.
2. Write four importance of tourism in Ghana's socio-economic development.



3. Write two opportunities that exist within the tourism industry and how these can be developed.
4. Write a short essay on the importance of leisure on productivity.

### 13.4 Homework Task

Ask parents/guardians about what *they* think can be developed as a tourist attraction in your area, either for Ghanaians or for foreigners, and what facilities they think would need to be developed to support it.





## 14.0

Content standard	<b>B7.6.1.1. Demonstrate understanding of how Ghana became an Independent nation</b>
What you should know already	<p>You know that Ghana became an independent nation in 1957 under the leadership of Kwame Nkrumah.</p> <p>You are also aware that the CPP was the party that formed the government of the new nation.</p>
What will you learn?	<p>You will learn about events leading to Ghana's independence, how the CPP was formed and the significance of the 1951, 1954 and 1956 elections.</p> <p>You will also learn about the nature of government from 1957-1960.</p> <p>Finally, you will learn about Ghana and its neighbours.</p>
What skills will you develop?	<p>Making meaning of the activities and developing skills of enquiry, critical thinking, leadership, communication and digital literacy.</p>
Language and vocabulary you will need to use	<p>nationhood, independence, constitution, ex-service men, riots, portfolio, dissatisfied</p>
Ways to extend your understanding	<p>Find out about the events that led to Ghana's independence.</p> <p>Read about Ghana's independence story from books</p> <p>Find out about the power sharing arrangement between 1957-1960.</p> <p>Find out about the role of Kwame Nkrumah in the formation of the CPP.</p>
Things you will need to remember for future lessons	<p>The difference between being an independent country and being a republic.</p>





## Worksheet

**Exercise 1** List events leading to Ghana's independence in the order in which they occurred.

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**Exercise 2** Complete the table below with the names and portfolios of the Ghanaian officials between 1957 and July 1960.

NAME	PORTFOLIO





**Exercise 3** Complete the table below with the names and portfolios of the British officials between 1957 and July 1960.

NAME	PORTFOLIO

#### Exercise 4

1. Which of the events leading to Ghana's independence do you consider to be the most significant? Give at least two reasons for your answer
2. Using the Internet develop a biodata of the first set of ministers in Kwame Nkrumah's government
3. Identify each member in the Independence declaration photo and write a short biography on them.

### 14.1 Activity Instructions

Watch the February 1948 riots documentary via the Youtube channel below and discuss it in class <https://www.youtube.com/watch?v=1rTJ1-YxLVY>

1. Each group should write out any five lessons learnt from the video.
2. If you were a soldier during this period would you do what the three soldiers (patriots) did? Explain your reasons.

#### Do a group work here

1. Click on this link [https://en.wikipedia.org/wiki/Nkrumah\\_government](https://en.wikipedia.org/wiki/Nkrumah_government)
2. Each group should select a cabinet member highlighting the name by placing the cursor on the name you want to work with and the biodata of the cabinet member will pop up.
3. Reproduce this information on a manila card and display it for gallery walk.





## 14.2 Learning Resources

Photos, videos, charts, tablets, textbooks, internet



The Independence declaration



The First Cabinet of Kwame Nkrumah's government

## 14.3 Assessment Task

1. Design a poster on a manila card using the biodata of the three ex-service men.
2. Use the Internet to identify the governor at the time of the 28th February 1948 shooting incident.
3. Watch a video/documentary on the 28th February 1948 riots and write down your key observations.







## 14.4 Homework Task

Ask parents/guardians to narrate stories about specific events in Ghana's independence history and write out a short story about one of the events in your own words.

