

Introduction

Structure of the Teacher's Guide

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

**Sub-Strand**

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

**Strand**

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

**Strand I: ALL ABOUT US**

Sub-strand I: Nature of God

LB: pages 6 - 18

**CONTENT STANDARD**  
 Learners will be able to demonstrate understanding of the Nature of God as the Creator of human beings.

**INDICATOR**  
 Explain how special each individual is

**CORE COMPETENCIES**  
 Communication and Collaboration  
 Critical Thinking and Problem Solving  
 Personal Development and Leadership

**SUBJECT SPECIFIC PRACTICES**  
 Stewardship, Loyalty, Protection, Cleanliness, Sustainability, Responsibility Maintenance, Caring, obedience, Respect for right to life

**SUGGESTED RESOURCES**  
 Pictures, video clips, pupils, charts, paper, pencils, posters, films, computer, charts, Internet, blackboard/market board and chalk/ marker

**OTHER USEFUL MATERIALS**  
 English dictionary

**KEY WORDS**  
 demonstrate, creator, intelligent, complexion, uniqueness, intelligent, harmony, preserve, contribute

**HELPFUL LINKS**  
<https://www.indieskriflig.org.za/index.php/skriflig/article/view>  
<https://www.mennonitebrethren.ca/bfl-resources/creation-gods-revelatio...>  
[https://www.huffpost.com/entry/human-nature-and-god\\_b\\_8930822](https://www.huffpost.com/entry/human-nature-and-god_b_8930822)

**Introduction**  
 Learners have previous knowledge of lesson: *Understanding of oneself and one's uniqueness as an individual, in Learner's Books One (1)*. Facilitator or teacher should discuss with

learners who God is and what He is capable of doing as the creator. Let learners know that God is the creator of the universe and human beings as well as any other thing on earth. They should understand that He created everyone in a very unique way, physically, biologically, psychologically and emotionally. Let learners understand that the unit of identification God put on every human being is the thumb print and that no one has the same thumbprint with another person no matter the person who gave birth to you.

**Discuss how each person is created as unique and different from one another**  
 In groups, guide learners to discuss how each person is specially created as unique and different from one another. Let learners understand that we are not created the same as some are short, tall, dull, intelligent, fair in complexion, and dark in complexion among others. Also, everyone has his or her own brain anatomy different from another as well as finger print, which are never the same even with twins, triplets or quadruplets. We also have different ways of speaking, walking and other ways of doing things which are all unique to each one of us. Guide learners to demonstrate the uniqueness of each individual using themselves.

For example,  
 My name is Aku. I am dark in complexion and beautiful. I am short. I can draw excellently so I am always first in class when it comes to arts. I am not good in Mathematics. There are many things I like to do, to see and to experience. I like to read and write. There is no one like me in the whole world. I am unique and special for who I am, how I look and where I live. I am a Ghanaian. I am proud to be a Ghanaian.

I am Esilife. I am fair in complexion. I am a tall boy. I am good in Mathematics and always being first in class. I cannot draw well. Between these two students one can say that they have different names, colour, heights, and capabilities among others. One is weak

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**Page reference**

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

**Resources**

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

**Key words**

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

**Helpful links**

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

**Indicator**

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

**Content Standard**

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

**Core competencies**

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

**Subject specific practices**

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

**Introduction**

This gives the teacher an overview of what the particular sub-strand entails. Some have introductory activities prior to a lesson.

**Strand I: ALL ABOUT US**

**Sub-strand I: Nature of God**

LB: pages 6 - 18

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## Introduction

### Suggested Homework

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

### Answers

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

#### Strand 1

##### SUGGESTED HOMEWORK

- State three ways you can use your God-given unique qualities.
  - to serve God and
  - to serve humanity and
  - protect the environment.
- Briefly describe what you want to do in future.  
learners answer
- Write five things that can destroy your body.
  - tattooing
  - smoking
  - use of hard drugs
  - drunkenness

##### Evaluation Exercise

**Expected Answers**  
 (Refer to learners book pages 17 and 18 for exercises and activities)

##### Exercise 1

- colour
  - height
  - intelligence and abilities
  - physical appearance
  - likes and dislikes
  - body Mass

##### Exercise 2

- learners answer
- serve God
  - use our unique qualities to protect and preserved our environment.
  - To serve humanity

- aspirations are dreams, hope or ambition to achieve something in life
- through:
  - education
  - apprenticeship training
  - counselling from a professional Counselor
  - advise from experienced people

##### Reflections

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

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

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

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

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

- Tell the class what you have learnt during the lesson.
- Tell the class how you will use the knowledge acquired during the lesson.
- What aspect of the lesson did you not understand?

### Reflections

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

#### Sub-strand 4: Home and School

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##### Non-academic work includes

Non-academic work requires the use of physical efforts to do work in order to get results.

- Sweeping of the classrooms and school compound.
- Weeding the school compound.
- Planting of trees and flowers on school compound.
- Working on school garden.
- Arranging tables, desks and chairs in the classroom.
- Cleaning of the washrooms.

##### Work in the community

This work is done for the benefit of all the members of the community.

This work include:

- Tree planting in the community
- Taking part in communal labour
- Taking care of public properties
- Filling of pot holes in the communities
- Weeding our surroundings

In groups, ask learners to talk about the importance of education to work. The learner's discussion should include the following:

**Discuss how education is linked to work**  
 Guide learners through questions and answers to discuss the linkage between education and work.

- Education opens avenues to get work
- Education helps you to realize your potentials which allow you to empower yourself to do more.
- Education gives you a better understanding of the world we live in.

##### Activity to support learners

- Learners in groups talk about the importance of work at home, school and the community.
- Learners talk about how education is linked to work e.g. Education opens avenues to get work to do. Education opens minds to set up work. Education provides skills to manage work.
- Learners compose a song on the importance of education.
- Learners tell stories of individuals who have been able to create their own jobs.

##### Evaluation Exercise

**Expected Answers**  
 (Refer to learners book page 55 for exercises and activities)

##### Exercise 1


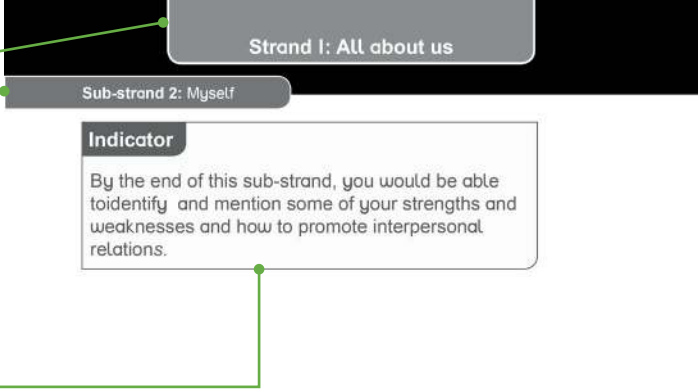
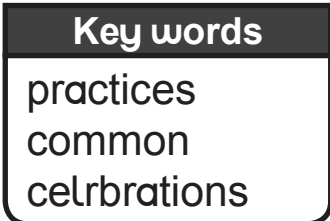
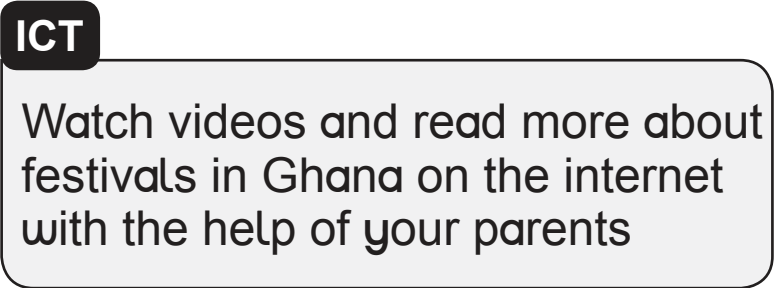
- work provide money and food for the family.
  - It makes family independent
  - Children get good education
  - It makes family get respect

### Activities to support learners

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

## Organisation and structure of the Learner's Book

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

<p><b>Strand starter</b>                  There are five “strands” in the Learner's Book – one for each of the Our World Our People curriculum. This precedes the beginning of contents under each strand.</p>	
<p><b>Header labels</b>  <b>Strand:</b> This feature indicates the particular strand from which the lessons are developed.  <b>Sub-strand:</b> These are larger groups of related owop topics to be studied under each strand.  <b>Indicator:</b> This feature specifies the indicator that the lessons were developed from.</p>	
<p><b>Key words</b></p> <ul style="list-style-type: none"> <li>• build subject-specific vocabulary gradually, giving learners the confidence to understand it clearly and apply it in context and through different exercises.</li> </ul>	
<p><b>ICT boxes</b></p> <ul style="list-style-type: none"> <li>• include research activities</li> <li>• emphasise the core competencies</li> </ul>	

Introduction

**Exercise**

- learners practice and consolidate what they have been taught. This provides an opportunity for all learners to strengthen their newly acquired knowledge.

**Exercise 1**

1. What is prayer? .....
2. What is worship? .....
3. State and explain two forms of worship in Islam.....
4. Name the first three daily compulsory prayers of Islam..
5. What other name is given to the Islamic pilgrimage?.....

**Activities and exercise**

- incorporate accurate and current individual, pair and group work activities that help learners to explore and practise what they have learnt
- incorporate exercises that allow learners to answer questions about what they have learnt and consolidate learning
- address the syllabus content standards and core competencies
- are representative of the indicators and exemplars
- have instructions and text that are consistent and clearly presented to learners
- promote problem-solving and subject understanding

**Activity 3**

- In your groups; (teacher will guide you)
1. Pick a piece of paper on the teacher's table
  2. Read out what is written on the paper
  3. Perform the action written on the paper

**Text and content**

- use language that is appropriate to the level, age, knowledge and background of the learners
- are representative of Ghana's diversity
- have a good gender balance and portray no gender stereotypes

**Illustrations and photos**


- are high-quality and representative of Ghana's diversity
- balance the text on every page and add to learners' understanding of the content
- have captions and labels that are simple, relevant, appropriate, and clear
- reflect a variety of learners (including learners with special needs)
- show no gender stereotypes

Sub-strand 1: Being a Citizen

**Commitment to God**  
 To show our commitment to God, we must:

- a. trust in God always.
- b. pray regularly.
- c. read the word of God regularly.
- d. attend church services and other religious gatherings.
- e. preach the gospel to others.
- f. give offertory and tithes regularly.
- g. Give to the poor in our society.

**Key words**  
 preach  
 gospel  
 authority





being committed to God

Sub-strand 1: Being a Citizen

**Commitment to family**  
 To show our commitment to your family, you must:


- a. Respect your parents and elders at home.
- b. Help to clean the dishes.
- c. Help to wash and iron clothes.
- d. Help keep the house clean.
- e. Support needy members of the family.
- f. Care about the wellbeing of members of the family.

commitment in the family

**Commitment to school**  
 To show our commitment to school work, we must:

- a. Keep our school compound and classrooms neat at all times.
- b. Be present in school at all times.
- c. Always go to school on time.
- d. Complete your assignments on time.
- e. Respect school rules and authority.



**Key words**  
 support  
 wellbeing  
 interpersonal  
 self-confidence  
 succeed

being committed to school activities

**Benefits of showing commitment**

- a) It draws you closer to God, your parents and other family members.
- b) It saves you from shame.
- c) It establishes a good interpersonal relationship.
- d) You gain the respect of people.
- e) It leads to national development.
- f) You develop positive self-identity.
- g) You develop self-confidence.
- h) You gain the trust of people.
- i) You succeed in things you plan to do.

## INTRODUCTION

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

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

The subject was specifically designed to focus on standards-based assessment of the learner that applies learner-centered approach to provide opportunity for the learner to develop their knowledge and skills in the **4Rs** of **R**eading, **cR**eativity, **wR**iting and **aR**ithmetic.

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

### Philosophy of Teaching Our World and Our People

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

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

### Philosophy of Learning Our World and Our People

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

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

### General Aim

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

### Subject Specific Aims

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

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

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### Instructional Expectations

Our World and Our People provides opportunity for teachers to:

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

### Organisation of the Curriculum

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

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

The thematic areas are organised under five strands:

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

### Interpretation of key words in the Curriculum

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

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

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

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

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

The curriculum for Basic 4 is organised under five strands with twenty sub-strands:

**Strand 1: ALL ABOUT US**

**Sub-strand 1:** Nature of God

**Sub-strand 2:** Myself

**Sub-strand 3:** My Family and the Community

**Sub-strand 4:** Home and School

**Strand 2: ALL AROUND US**

**Sub-strand 1:** The Environment and the Weather

**Sub-strand 2:** Plants and Animals

**Sub-strand 3:** Map Making and Land Marks

**Sub-strand 4:** Population and Settlement

**Strand 3: OUR BELIEFS AND VALUES**

**Sub-strand 1:** Worship

**Sub-strand 2:** Festivals

**Sub-strand 3:** Basic Human Rights

**Sub-strand 4:** Being a Leader

**Strand 4: OUR NATION GHANA**

**Sub-strand 1:** Being a Citizen

**Sub-strand 2:** Authority and Power

**Sub-strand 3:** Responsible use of Resources

**Sub-strand 4:** Farming in Ghana

**Strand 5: MY GLOBAL COMMUNITY**

**Sub-strand 1:** Our Neighbouring Countries

### Time allocation

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

such as excursions and other educational visits. This will make learners have enough time for practical lessons.

## Class management

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

### Whole class teaching

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

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

### Group work

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

For group work to be successful some thought must be given to the organization of class

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

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

### Pair work

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

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

### Learner self-study

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

## Introduction

your attention is still focused on the class to ensure that all learners are using the time to read and not misbehave. Use additional material at different levels to ensure that some learners do not finish more quickly than others.

### Teaching tip

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

- full class work
- individual work
- practical activities

### Learning domains (expected learning behaviours)

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

#### Knowledge, Understanding and Application

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

In this curriculum, the learning indicators are stated with action verbs to show what the learner should know and be able to do.

For example, ‘The learner will be able to describe something’. Being able to “describe” something after teaching and learning has been completed means that the learner has acquired “knowledge”. Being able to explain, summarise, and give examples etc. means that the learner has understood the concept taught.

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

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

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

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

**Understanding:** The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend.

Understanding is generally the ability to grasp the meaning of some concept that may be verbal, pictorial or symbolic.

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

### Skills and processes

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

### Attitudes

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

**Commitment:** the determination to contribute to national development

**Tolerance:** the willingness to respect the views of others

**Patriotism:** the readiness to defend the nation.

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

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

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

**Comportment:** the ability to conform to acceptable societal norms.

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

**Responsibility:** the ability to act independently

and make decisions; morally accountable for one’s action; capable of rational conduct.

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

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

### Values

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

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

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

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

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

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

**Truth and Integrity:** The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, it aims to make them become morally upright with the attitude of doing the right thing even when no one is watching be true to themselves and be willing to live the values of honesty and compassion.