

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 - 16

CONTENT STANDARD
 Learners will demonstrate understanding of the uniqueness of human beings among God's creation.

INDICATOR
 Explain that human beings are unique compared to other creatures

CORE COMPETENCIES
 Critical Thinking
 Communication and Collaboration
 Cultural Identity and Global Citizenship

SUBJECT SPECIFIC PRACTICES
 Respect, Caring, Responsibility, Stewardship, Love, Leadership

SUGGESTED RESOURCES
 Pictures, Posters, video clips, Paper, pencils, posters, films, computer, charts, Internet, blackboard/marker board and chalk/marker

OTHER USEFUL MATERIALS
 English dictionary

KEY WORDS
 Creation, creator, characteristic, judgement, creatures

HELPFUL LINKS
<https://singularityhub.com> › 2017/12/28 › what-is-it-that-makes-humans-u...
www.bbc.com › future › story › 20150706-the-small-list-of-things-that-ma...
<https://www.godandscience.org> › evolution › imageofgod

Introduction
 Guide learners through questions and answers to discuss how different they are in height, colour, and speech among others. Learners look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals and present their findings to the class for discussion.

28

Recall and retell stories about Creation. They talk about the nature of God as the Creator. Guide learners through storytelling to talk about the nature of God as the creator of the universe. Let learners know that God is spirit and was the one who created them as well as other living and non-living things such as trees, animals, water bodies, mountains, and stones among others. Let learners understand that God created all these for human beings and made them superior to all other creatures. Let learners understand that the nature of God cannot be understood by any man but He created all things to satisfy humankind. He created light and sky, dryland and plants, sun, moon and stars, sea and flying creatures, land animals and human beings on different days for six days and on the seventh day He rested.

Let learners know that life does not come from nothing. Let them critically look at how complex the human brain functions: stores large amount of information throughout life time and has the ability to remember and produce complex machines such as computers, medical and mining equipment, aeroplanes, ships, space crafts and submarines among others. Learners should know that major world religions have stated that God is the creator of everything in the universe.

Teacher should take learners on nature walk to observe and write things created by God example, human beings, trees, animals, water and bodies among others. Let each group of learners put their findings together and present them to the class for discussion

Let learners understand that God is the owner of the universe and any other things in it including human beings. We did not create any natural thing rather we depend on things He created for further production of good and services and that we must take good care of the things God created.

In groups, guide learners to discuss how each person is specially created as unique and different from one another.

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 - 16

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28

Introduction

Activities to support learners

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

Strand 4

ii. make holes at correct spacing and water ready for seedlings.
 iii. Ensure that seedlings are ready for transplanting.
 iv. Water seedlings before transplanting.

Guide learners to visit transplanted seedlings daily to record number of leaves and height (growth) of transplanted seedlings. Use record to write daily, weekly and monthly reports.

Daily Record Book/Sheet

Day	Date	Number of leaves	Height of seedling or plant	Pests and disease attack	Activity performed in the garden today	Observation
1						
2						
3						
4						
5						
6						
7						

Let learners use such table above to prepare recording book. Let them visit their seedlings daily and record what they observe into their record book. You can move on to monthly reports until seedlings have been transplanted.

Exercise 2

- Hand trowel is used to lift seedlings from seed bed.
- Dibber is used to make holes at the right depth.

SUGGESTED HOME WORK

- What is transplanting?
- State the processes of transplanting seedlings
- Name two right tools and their uses for transplanting seedlings.

Evaluation Exercise Expected Answers Homework

- Transplanting is the process of moving a fully germinated seedling (or mature plant) and replanting it in a permanent location for the growing season
- Pre plant use or beds for transplanting
 - Fill with fertile soil or plant medium.
 - Make hoes at the correct spacing and water ready for seedling

Expected Answers Exercise 1

- Seedlings are young plants that developed from seeds through nursing.
- Pre plant use or beds for transplanting
 - Fill with fertile soil or plant medium.
 - Make hoes at the correct spacing and water ready for seedling

98

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.

Suggested Homework

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

Reflections

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

Evaluation Exercise Expected Answers Homework

- Day and night
- Seasons (dry and wet)

Reflections

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

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

Also, learners should be aware of and control their learning by actively participating in reflective thinking - assessing what they know, what they need to know, and how they bridge that gap during learning situations. Ask learners to do the following as a way of reflection:

Expected Answers Exercise 1

Q1. Rotation is the movement of the earth on its own axis. It takes the earth twenty-four (24) hours on the average to move round or turn round on its own axis. This is equal to one day.

Rotation brings day and night. As the earth turns or rolls or moves on its axis, one part of it faces the sun and receives light from the sun.


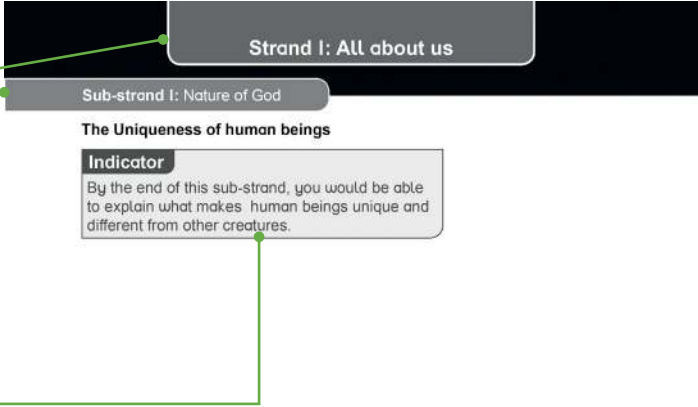
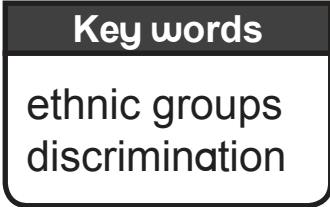
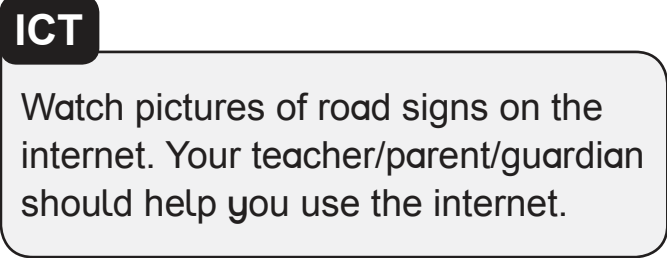
When this happens, people on that part have day time. However, the other part which is not facing the sun also has no light. It is dark and night for people on that part.

- It causes day and night.
- Two
- 12 months (366 1/4 days)
- Revolution
- Sun
- Rotation
- Eclipse of the moon
- Dry and wet seasons

107

Organisation and structure of the Learner's Book

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

<p>Strand starter 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>Header labels Strand: This feature indicates the particular strand from which the lessons are developed. Sub-strand: These are larger groups of related topics to be studied under each strand. Indicator: This feature specifies the indicator that the lessons were developed from.</p>	
<p>Key words</p> <ul style="list-style-type: none"> • build subject-specific vocabulary gradually, giving learners the confidence to understand it clearly and apply it in context and through different exercises. 	
<p>ICT boxes</p> <ul style="list-style-type: none"> • include research activities • emphasise the core competencies 	

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 2

Answer the following questions.

1. Write four benefits of associating yourself with good peer groups.
2. Identify four negative effects of relating with members of a bad peer group.

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 1

1. Be in groups of fours or fives;
2. Reflect on what you learnt so far;
3. Mention three good activities that you think the adolescent should engage in;
4. Explain why you think the activities are important;
5. Present you work to the class;
6. Compare what the other groups also presented.

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 3: My family and the community

When you show respect for family, you live the good examples they show at home.

Respect also involves accepting others for who they are even if when they are different from you. You may not agree with others on certain issues but that should not lead to a fight between you. Respect promotes healthy relationship among family members, which would lead to development.

Helping needy relatives
 It is the responsibility of family to support one another. Family members should seek the well-being of others who need our support.

Key words
 authority values

As a member of the family, you must be ready to support the needy if you have the resources. As a child, you may not be able to do much, but you can share your food with a hungry brother or cousin. You can wash their clothes when they are not used. You can sweep their room if the need arises. When you offer these little helps, you show commitment to the family. We build a strong family through commitment.

Be responsible
 As children you are expected to sweep the compound, wash your clothes, run errands for your parents, take care of a younger sibling, and help in the kitchen.

Key words
 apprenticeship accommodation

Attend family gatherings
 Family gatherings are important. Matters that affect the family are discussed there. If there is any misunderstanding between some members, the issues is discussed and resolved there.

As a member of your family, you should attend family gatherings if you are invited. It is not all meetings you will be asked to attend. When you are asked to attend one, be sure to be there and take part in the discussion. Sometimes you may not need to speak, but as you listened to how matters are discussed, you learn a lot from it.

When your parents ask you to join them at naming ceremony, wedding or graduating from school or one's apprenticeship be sure to attend. You are part of the family.

Key words
 apprenticeship accommodation

Respond to other family needs
 We show commitment to our family when we help to provide the needs of the members.
 A family member may have problems such as accommodation, payment of school fees or hospital bill. As a child, you may not be able to provide such needs, but you can ask your parents to help if you know they have the means to do so.

children sweeping the compound

a child washing dishes as a chore

When you perform all these activities, you are learning to be responsible. This becomes part of you as you practise them daily or frequently. Accepting to be responsible shows commitment to the family.

helping the elderly

helping the sick

26

27

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.

Introduction

Instructional Expectations

Our World and Our People provides opportunity for teachers to:

- adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving learner-centred classrooms;
- nurture and develop learners into creative, honest and responsible citizens;
- provide opportunity for learners to develop their skills in the **4Rs** of **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 5 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.