



# TEACHER'S RESOURCE PACK

RELIGIOUS AND MORAL  
EDUCATION **BASIC 7**



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



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# Part A

## 1 Introduction

This Religious and Moral Education (RME) Teacher's Resource Pack is an overview of the RME curriculum in terms of its structure, rationale, philosophy and aims. Additionally, the pack contains sample lessons from various strands, sub-strands across various classes to help teachers understand and know how to prepare lessons based on the new format for lesson planning and delivery.

This Resource Pack is to be used alongside the Learner's Resource Pack. There are accompanying worksheets with assessment tasks for each of the lesson plans in the Learners Resource Pack.

These are carefully packaged to help the teacher who is recognised as a major stakeholder in the implementation of the revised curriculum to be fully abreast with the sequence and *progression* of all the learning areas in the curriculum. It is to help teachers understand the content of the curriculum, strands and sub-strands, content standard, indicators and exemplars and related lesson planning, identification and use of resources, creative pedagogic approaches and assessment of lessons.

It is expected that after carefully studying the Resource Pack, teachers would/would be able to:

1. know the provisions in the curriculum framework in terms of aims, values, core competencies and school time allocations;
2. know the recommended teaching and assessment approaches in the curriculum;
3. understand the structure and scope of sequence of the subject curriculum;
4. prepare schemes of learning for a given academic year, term or week;
5. prepare daily lesson plans using the right pedagogical approaches and teaching resources;
6. select and design appropriate assessment tasks for a given lesson; and
7. contribute appropriately towards the formation and the successful management of coaching

and professional learning communities in the school.

Ultimately, the Resource Pack will contribute tremendously in ensuring the smooth implementation of the new standard based curriculum for B7-B10.

### 1.1 How to use this resource pack

The curriculum is made up of six strands and twenty-four sub-strands. Teachers are to consult each strand to give a broader view of the areas/sections of the content to be studied. The sub-strands are the components or topics under each strand. It will be useful for the teacher to critically take a closer look at the content standard, indicators and exemplars under the sub-strands. These will assist the teacher to have a comprehensive grasp of the suggested activities and expected learning outcomes for the learners.

### 1.2 Rationale

The issue of morality and religion has engaged human attention over the centuries. This is because of their effects on the co-existence of human beings with one another and the world they live in, and ideas concerning their relationship with forces beyond the known world.

Religious and Moral Education is a vital and indispensable part of human growth and development in the Ghanaian society. The subject reinforces the informal religious and moral training young people acquire from their homes and communities.

The nation is confronted with major moral issues including corruption, poor attitude to the environment and uncritical following of certain foreign values and cultures. Education must make learners aware of the dangers these pose to themselves as individuals and the nation as a whole and help them acquire values and attitudes that would address these challenges.

Many homes and communities may be unable to provide this type of training adequately due to



demands of the modern environment. It therefore becomes the task of the school to provide this type of education in order to help learners become morally responsible and patriotic citizens.

Furthermore, the spread of education across all sectors of the Ghanaian society, and the changes in the way of life of people as a result of education, population growth, and contacts with the outside world, tend to introduce all manner of both positive and negative influences.

In general, young people readily and unconsciously assimilate all types of influences (good or bad), if they do not have proper guidance. It is therefore important that society provides them with a type of education that will make them acquire sound religious and moral principles; and also develop appropriate attitudes and values that will help them make good choices and decisions in their adulthood for the good of society.

### 1.3 Teaching Philosophy

The teaching of Religious and Moral Education (RME) should be learner-centred rather than teacher-centred. There is a Chinese proverb that states “I hear, I forget; I see and I remember; and I do and I understand.” This is interpreted to mean that when learners are fully involved in teaching and learning processes, they tend to develop great interest and subsequently contribute actively to lessons. In the same vein, it is expected that the teaching and learning of Religious and Moral Education would be participatory, and lessons not be turned into preaching sessions. Learners would become passive learners when Religious and Moral Education teachers attempt to impart every information solely by themselves, and this may not encourage effective teaching and learning.

Teaching resources play key roles in teaching and learning processes. Without them, learners are likely to find it difficult to understand various themes and concepts (topics) they study. Teaching resources such as charts, real objects and drawings help to make lessons interesting and practical. The RME teacher should therefore be resourceful and be able to find the relevant teaching materials that may be needed for the lessons. It will be highly essential for teachers to use audio-visual resources such as films and videos in their lessons for learners to acquire the right knowledge, values, attitudes and skills needed. They will also acquire some language

skills and other core competencies from the topics they study and this will facilitate their learning of Religious and Moral Education and other subjects on the school timetable. In addition, the teacher is expected to relate the various topics to the practical situations in their daily lives.

### 1.4 Learning Philosophy

The best way of learning Religious and Moral Education is through practical activities like demonstrations, role plays, recitals, games, group work and visiting important religious and historic sites. There should be more demonstrations throughout the lessons. Learners can get a clearer picture of lessons and store the facts in memory and practice when they are encouraged to take active part in the lessons that involve demonstrations and other practical activities.

In educational principles, the child’s GENERIC SKILLS are fully developed only when enough demonstrations and activities are undertaken. Some of them have the ability to dance, sing, draw, dramatise or make models, and all these potentials are to be developed through the teacher’s assistance and resourcefulness. Games arouse the interest of children to take active part in lessons. They may include chain games whereby a child may ask another child a question and continue in the same order throughout the class. The teacher is at liberty to introduce appropriate games in the lesson.

Learners are to be encouraged to work in groups, carry out some of the functions of the teacher and act as a leader of the group. The teacher should guide learners working in groups so that there is a balance between teacher-centred lessons and the lesson which gets out of hand because of lack of control. The rationale of this philosophy is to inculcate the spirit of team work, consensus building and tolerance in order to ensure peace and unity.

#### General Aim

This Resource Pack is aimed at developing individuals who are literate, good problem solvers

#### Specific Aims

The aims of teaching and learning Religious and Moral Education are to encourage and enable learners to:

- draw an awareness of their Creator and the purpose of their very existence.
- develop an understanding and tolerance of





- other people's faiths and cultures.
- draw the difference between acceptable and unacceptable behaviours so that they can make the right decisions in any situation and thus become responsible citizens.
- acquire the socio-cultural values inherent in the three major religions in Ghana (i.e. Christianity, Islam and Indigenous African Religion)

which will help them cope with the variety of moral choices they have to make in today's rapidly changing world.

- develop the spirit of team work, collaboration and togetherness in nation-building
- increasingly develop the ability to respond to religious beliefs and practices in an informed, rational and responsible way.

## 1.5 Structure and organisation of the Religious and Moral Education curriculum

### SCOPE AND SEQUENCE

STRANDS	SUB-STRANDS	B7	B8	B9	B10
GOD, HIS CREATION AND ATTRIBUTES	God, His Nature and Attributes The Creation Stories of the Three Major Religions in Ghana The Purpose and Usefulness of Creation The Environment	✓	✓	✓	✓
RELIGIOUS PRACTICES	Worship Rites of Passage Religious Songs and Recitations Religious Festivals	✓	✓	✓	✓
THE FAMILY AND THE COMMUNITY	Family Systems Authority and Obedience Religion and Social Cohesion Personal Safety in the Community	✓	✓	✓	✓
RELIGIOUS LEADERS AND PERSONALITIES	Religious Leaders Prophets and Ancestors The Apostles and Caliphs Women in Religion and Leadership Positions	✓	✓	✓	✓
ETHICS AND MORAL LIFE	Manners and Decency Moral Teachings in the Three Major Religions in Ghana Reward, Punishment and Repentance Substance Abuse	✓	✓	✓	✓
RELIGION AND ECONOMIC LIFE	Work and Entrepreneurship Money Bribery and Corruption Time and Leisure	✓	✓	✓	✓





## Planning, teaching and assessment

Planning involves formulating, coordinating and direction for a definite course of action. It is useful for the teacher to think ahead of the nature of equipment/resources and pedagogical approaches that may be required to ensure effective learning. Planning enhances the facilitation of your teaching and assessment on learners. Planning is an effective guide to the teacher to be successful in lesson preparation and presentation.

### 1.6 Creative and Learning-centred Teaching and Assessment

Creativity is the hallmark of the RME curriculum. This creativity is achieved if the teacher makes conscious planning or effort to put the learner at the centre of class activities. The learning-centred classroom must lay emphasis on skills acquisition and assisting learners to unearth and develop hidden talents to make learners functional in society.

### 1.7 Instructional Expectations

1. Teacher must guide learners to make sense of problems and persevere in solving them,

including using higher order reasoning and problem-solving skills.

2. Get learners to think critically about tasks and their solutions by asking questions and challenging each other's views until a consensus is reached.
3. Encourage learners to present their own ideas in ways that make sense to others and critique each other's reasoning.
4. Enable learners to work together to represent real-life situations and in multiple ways (e.g. oral, text, pictures, diagrams, videos, role plays, sketches, etc.).
5. Support learners to use appropriate technologies to solve problems embedded in their culture and the larger society.
6. Provide opportunities for learners to realise that it is necessary to be precise - using facts - when sharing ideas. Also, allow them to support each other to improve on their precision.





# 1.8 Sample Lesson Plan

## RME Lesson Plan

<b>Date:</b> February, 2020. <b>Period:</b> 1st and 2nd <b>Time:</b> 8:00am – 9.40am. <b>Class:</b> Basic 7 <b>Class size:</b> 40		<b>Subject :</b> Religious and Moral Education <b>Strand:</b> God, His Creation and Attributes <b>Sub-Strand:</b> God, His Nature and Attributes
<b>Content Standard:</b> B7.1.1.1: Discuss the nature of God through His attributes	<b>Indicator:</b> B7.1.1.1.1: Explain the nature of God through His attributes in the three major religions.	<b>Lesson 1 of 2</b>
<b>Performance Indicators: The learner will be able to:</b> 1. Identify at least five attributes of God, and 2. Discuss five attributes of God and relate them to their daily lives		
<b>Key words:</b> Attributes, omnipotent, omnipresent, omniscient.		
Time	Learners Activities	LTRs
<b>Starter</b> <b>15 minutes</b>	Learners observe pictures from a chart/video clip depicting people exhibiting attributes of God in humankind. E. g. people behaving charitably, people being creative and people being reconciled.	Charts/pictures/video clip showing people exhibiting moral values in the attributes of God
<b>Main Activity</b> <b>70 minutes</b>	<ol style="list-style-type: none"> <li>In five groups, learners identify and discuss the attributes of God and indicate how they can relate them in their lives.</li> <li>Call groups to present their findings for a whole class discussion</li> <li>Let learners role play how they relate attributes of God to their life.</li> </ol>	Flip chart/Sheets of paper A chart/video clip showing people exhibiting various moral virtues in the attributes of God.
<b>Plenary/ Reflections (Learner and teacher)</b> <b>15 minutes</b>	<ol style="list-style-type: none"> <li>What are some of the attributes of God?                Expected Answers: Omnipotent, Omnipresent, Omniscient, Merciful, Love, Patience, Kindness, Caring.</li> <li>Why is it necessary to put into practice the moral values in the attributes of God?</li> <li>Let learners know that practising the moral virtues in the attributes of God helps in improving our moral lives.</li> </ol>	
<b>Class Exercise/ Project Work</b>	<b>Project Work:</b> Create a poster showing you exhibiting two attributes of God in humankind.	

## 1.9 Sample assessment tasks

The teacher is expected to be innovative by focusing on a variety of assessment tasks that will enable learners exhibit some specific skills. Assessment tasks available to the teacher include project work, puzzles, mazes, riddles, group assignments, scrambled words, role play etc. These suggested assessment tasks are expected to promote independent thinking and development of hands-on skills among learners.

### SAMPLE ASSESSMENT TASKS

Content Standard	Indicator	Assessment as Learning	Assessment for Learning	Assessment of Learning
B7. 1.1.1. Explain the Nature of God through His Attributes	B7 1.1.1.1 Explain the Nature of God through His Attributes	Guide learners to recap the attributes of God studied in Basic 6	Role-play the attributes of God that are found in humankind.	Identify and describe five (5) attributes of God. Indicate in 5 ways, how you will apply the attributes of God in your daily life

### ASSESSMENT

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve learning. The purpose of assessment is to identify the strengths and challenges of learners to enable teachers ascertain learners' response to instructions. Assessment in the curriculum is both formative and summative.

#### A. Formative Assessment

**This kind of assessment takes place before and during lesson delivery. Formative assessment is of two kinds.**

- i. **Assessment as Learning:** This relates to engaging learners before the lesson to reflect on the expectations of their learning. Information that learners provide the teacher form the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility of their own learning to improve performance. Learners are assisted to set their own goals and monitor their progress.
- ii. **Assessment for Learning:** It is an approach used to monitor a learner's progress and achievement. This occurs throughout the learning and teaching process. The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners' performance. Learners become actively involved in the learning and teaching process and gain confidence in what they are expected to learn.

#### B. Summative Assessment

**Assessment of Learning:** This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate the learner's cumulative progress.

### VARIETY OF ASSESSMENT STRATEGIES

Content Standard B7.1.1.1. Explain the Nature of God through His Attributes

Indicator B7 1.1.1.1 Explain the Nature of God through His Attributes in the three major Religions

#### Assessment

- a. Explain the attributes of God in English and in their local languages.
- b. Think-Pair and Share, identify the attributes of God in humankind.
- c. Describe how the attributes of God in human can be applied in their life.



## 1.10 Learning and Teaching Resources

To enable teachers effectively plan their lessons and schemes of work, a template is developed to guide teachers identify and select the appropriate resources. Teachers are expected to study the Religious and Moral Education curriculum and identify appropriate Learning and Teaching Resources (LTRs) that will be needed to teach various concepts in RME.

A sample of the template and accompanying instructions on how to complete it is provided below:

Study the curriculum for each class and identify the learning and teaching resources that will be needed for an effective implementation of the Standard-Based curriculum. Complete the form below by:

- A. Writing the needed LTRs in column one.
- B. Ticking the options i – iv to indicate how the LTRs you have identified can be obtained.
  - i. NC = No Cost to the teacher
  - ii. LC = Low cost or can be improvised
  - iii. PS = To be purchased by school
  - iv. PP = To be provided by parents

### TEMPLATE OF RELIGIOUS AND MORAL EDUCATION CURRICULUM RESOURCE TOOLS

	(I)	(i)	(ii)	(iii)	(iv)
S/N	LEARNING RESOURCE	NC	LC	PS	PP
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					



# Part B

**Strand I:** God, His Creation and Attributes

**Sub-strand I:** God, His Nature and Attributes

**Content standard:** B7 1.1.1 Explain the nature of God through His attributes

**Indicator(s):**

- a. B7 1.1.1.1: Explain the nature of God through His attributes in the three major religions
- b. B7 1.1.1.2: Describe ways in which you will demonstrate the attributes of God in your life
- c. B7 1.1.1.3: Identify the similarities in the way that the nature of God is understood through His attributes in the three major religions in Ghana

**Key words/vocabulary:** Attributes, Nature, Omnipotent, Omnipresent, Omniscient

Suggested activities for learning and assessment.	Equipment /Resources	Learner Resource page ref	Progression
<p><b>B7 1.1.1.1</b></p> <ul style="list-style-type: none"> <li>Identify the attributes of God. E.g. omnipotent, omnipresent, omniscient, love, and patience</li> <li>Explain the attributes of God in English and in their local languages. E.g., <i>Amowia</i> – giver of sunlight (Akan); <i>Binnamdanaa</i> – the Creator of all creatures (Dagbani); <i>Mawu Kitikata</i> – God is the source of life (Ewe)</li> <li>Learners to write an essay on the attributes of God and present their works for class discussion. Learners are encouraged to make use of resources on the internet for more of the attributes of God from the three major religions. Alternatively, in pairs or groups, learners find out from religious leaders in their community on the attributes of God.</li> </ul>	<ul style="list-style-type: none"> <li>The Bible, The Qur'an</li> <li>Video clip/ pictures/charts depicting people exhibiting the attributes of God. E.g. people behaving charitably, people being creative, people being reconciled.</li> </ul>		<ul style="list-style-type: none"> <li>Transition from B6 to B7 &amp; awareness of attributes of God.</li> <li>Familiarise with attributes of God in English to local dialects</li> <li>Reflection and assessment</li> </ul>
<p><b>B7 1.1.1.2</b></p> <ul style="list-style-type: none"> <li>In groups, ask learners to identify the attributes of God that are found in humankind and present to class for discussion E.g. love, patience, merciful.</li> <li>Role play how they relate the attributes of God to their life.</li> <li>In groups, learners identify the attributes of God that are in humankind and present to class for discussion (e.g., love, patience, merciful)</li> <li>Use Worksheet One in Learners Pack for assessment</li> </ul>		p.6	



<p><b>B 7.1.1.1.3</b></p> <ul style="list-style-type: none"> <li>Using Think-Pair-Share learners identify the similarities in the way the nature of God is understood in His attributes in the three major religions.</li> </ul> <p>Examples</p> <p>The nature of God as everlasting can be found from the following attributes given to God by the three major religions.</p> <p><i>Tetekwaframo</i> (the ancient of days) – indigenous Akan religion; Alpha and Omega (the beginning and end) – Christianity and <i>Al-Awwalu wal A'akhirun</i> (the beginner and the end) – Islam.</p> <p>The nature of God as omnipotent can be found in the following attributes.</p>			
<p><i>Mawu</i> (Almighty) – indigenous Ewe religion or <i>Otumfour</i> (Almighty) – indigenous Akan religion; <i>El-Shaddai</i> (God Almighty) - Christianity and <i>Azza wa Jalla</i> (Almighty God) – Islam.</p> <p>The nature of God as the sustainer of all creations is found in attributes such as:</p> <p><i>Amosu</i> (giver of rain) – indigenous Akan religion; <i>Jehovah-Jireh</i> (God the Provider) – Christianity and <i>Al-Razak</i> (the Provider) – Islam.</p> <ul style="list-style-type: none"> <li>Learners to make a table of the attributes that Islam, Christianity and an indigenous Ghanaian religion give to God and identify the similarities in the attributes among the religions.</li> </ul>			
<p><b>Homework/project work/community engagement suggestions</b></p>			
<ul style="list-style-type: none"> <li>Have a discussion with your parents/pastor/imam on how human beings can show the nature of God in their life.</li> <li>Help learners to form a class based club called “Nature of God Club”. Members should decide on one nature of God they will emulate each week of the term. They should self-police to see if members live by their collective decisions.</li> <li>Ask a minimum of six people in your local community how they understand the attributes of God using local languages. Record your findings and bring to class for discussion.</li> <li>Draw a scene of someone showing one of the characters of God, for example, love, patience, merciful.</li> </ul>			
<p><b>Cross-curriculum links/cross-cutting issues.</b></p>			
<p>Liaise with the various religious leaders in the community for firsthand experience.</p>			
<p><b>Potential misconceptions/student learning difficulties.</b></p>			
<ul style="list-style-type: none"> <li>Parents and learners misconstrue the teaching of some aspects of Religious and Moral Education as indoctrination. Ensure that the aims of RME, notably to develop an understanding and tolerance of other people’s faiths and cultures and to develop an increasing ability to respond to religious beliefs and practices in an informed, rational and responsible way, are clearly communicated to learners from the onset and to parents at appropriate opportunities.</li> <li>Learners may find it difficult to access religious leaders who are not their own. Here, learners might seek advice from religious leaders in pairs/groups, or teachers might arrange in school visiting speakers, where it is unlikely that learners will have access to relevant experts themselves.</li> <li>Relating the attributes of God in local languages may be a problem for both the learner and teachers.</li> </ul>			





Strand and Sub-strand	Content standard
<ul style="list-style-type: none"> <li>STRAND 2: RELIGIOUS PRACTICES</li> <li>Sub-strand 1: Worship</li> </ul>	<ul style="list-style-type: none"> <li>B7 2.1.1 Explain how worship is performed in the three major Religions in Ghana; and identify the moral lessons in worship.</li> </ul>
	<b>Learning progression</b>
<b>Indicator(s)</b> <ul style="list-style-type: none"> <li>B7 2.1.1.1: Identify the types of worship in the three major Religions.</li> <li>B7 2.1.1.2: Describe the modes of worship in the three major religions</li> <li>B7 2.1.1.3: Identify and explain the moral lessons from worship.</li> <li>B7 2.1.1.4: Explain the significance of prayer</li> </ul>	Learners are able to describe the modes of worship in the three major religions.
<b>Key words/vocabulary</b>	
<ul style="list-style-type: none"> <li>Morality, prayer, worship, libation, sacrifice, prayer, incantations, sacrifice, spirit possession, divination, offertory, sermon, baptism, "niyyat" (intention), ablution, genuflections, the five pillars of islam, recitation, glorification, "sadaqah"</li> </ul>	

Strand and Sub-strand	Content standard
<ul style="list-style-type: none"> <li>STRAND 3: The Family and the Community</li> <li>Sub-strand 1: Family Systems</li> </ul>	B7 3.1.1 Recognise the importance of family systems
	<b>Learning progression</b>
<b>Indicator(s)</b> <ul style="list-style-type: none"> <li>B7 3.1.1.1: Show understanding of the concept and types of family systems in Ghana</li> <li>B7 3.1.1.2: Identify the role of family members</li> <li>B7 3.1.1.3: Explain the teachings of the three religions on family</li> <li>B7 3.1.1.4: Describe ways of promoting good relationships among family members</li> </ul>	Learners to identify and explain the family systems.
<b>Key words/vocabulary</b>	
Nuclear family, extended family, kinsmen, two-family systems	

Suggested activities	Equipment/ Resources	Learner Resource page ref	Teaching notes/advice
<b>B7 3.1.1.1</b> <ul style="list-style-type: none"> <li>Let learners explain the concept of family. E.g., it is a human social unit whose members are bound by blood ties, marriage or covenant/adoption.</li> <li>Guide learners to identify the types of family systems in Ghana. Eg. nuclear and extended</li> <li>Let learners describe the family systems in Ghana. E.g., the nuclear family system consists of the father, mother and children ( if any). The extended family system consists of all relatives from both paternal and maternal family relations.</li> </ul>	<ul style="list-style-type: none"> <li>A chart of family tree</li> <li>video clip./ pictures to depict a/an nuclear and extended families</li> </ul>		It will be very useful for learners to role play or dramatise the functions/roles of parents, children and grandparents at home.





<p><b>B7 3.1.1.2</b></p> <ul style="list-style-type: none"> <li>Guide learners to identify their roles, that of parents, grandparents. E.g.             <ul style="list-style-type: none"> <li><b>A. Children</b> Running errands and performing household chores.</li> <li><b>B. Parents</b> Provision of basic needs like food, shelter, security and education.</li> <li><b>C. Grandparents</b> Play advisory role to the family, and help in character formation.</li> </ul> </li> </ul>			
<p><b>B7 3.1.1.3</b></p> <ul style="list-style-type: none"> <li>In groups, learners identify the teaching of the three main religions for class discussion. For example:             <ul style="list-style-type: none"> <li><b>Teachings of Christianity</b> <ul style="list-style-type: none"> <li>i. Eph. 6:4 – Fathers responsibility towards children</li> <li>ii. Ex. 20:12 -- The need for children to respect parents</li> <li>iii. Prov. 22:6 – Responsibility of parents in proper upbringing of children</li> </ul> </li> <li><b>Teachings of Islam</b> <ul style="list-style-type: none"> <li>i. Qur’an 46: 15 – Duty of children towards parents</li> <li>ii. Qur’an 2: 228 – Respect for spouses in marriage.</li> <li>iii. Qur’an 17:22-23 – Duty of children towards parents.</li> </ul> </li> <li><b>Indigenous Religious Teachings</b> <ul style="list-style-type: none"> <li>i. A hen’s leg may step on the chick but it does not kill it. (Parents fairness and firmness in bringing up children)</li> <li>ii. A united family eats from the same bowl/pot. (Unity in the family)</li> <li>iii. Blood is thicker than water. (preference in showing solidarity to family members before to outsiders)</li> </ul> </li> </ul> </li> </ul> <p><b>Project Work</b> Compare and contrast the teachings of the Qur’an, Bible and the Indigenous Religions</p>			
<p><b>B7 3.1.1.4:</b> Learners to:</p> <ul style="list-style-type: none"> <li>Identify factors that promote good relationships in the family. E.g. patience, respect, obedience, tolerance, transparency, accountability, forgiveness, support to family members</li> <li>Identify the need for healthy relationships among family members. Present findings to class for discussion. E.g. peaceful co-existence, unity of purpose, happiness, progress</li> <li>Analyse the need for self-examination when things go wrong in the family. E.g. avoidance of false accusations and counter accusations, avoid third party intervention (e.g. consultation of mediums such as pastors, mallams, diviners), taking full responsibility for one’s actions and inactions</li> </ul>		p. 12	





**Homework/community engagement suggestions**

- With the help of parents/guardians, learners create/draw a poster to show their family tree.
- Learners to role play or dramatise how to promote good relationships in the family.
- Learners to write what they do to help their parents/guardians and what parents/guardians do for them in their daily life, in their diary. At the end of the week write an essay on the topic ‘The role of my parents/guardians in my life and what I also do for them.’

**Cross-curriculum links/cross-cutting issues**

- Collaboration with social studies

**Potential misconceptions/student learning difficulties**

- Learners may not know much of the extended family system. Encourage learners to complete the homework activity to ask their parents/guardians about their extended family tree early in the sequence of lessons.

Strand and Sub-strand	Content standard
<b>STRAND 4: RELIGIOUS LEADERS AND PERSONALITIES</b> <b>Sub-strand 1: Religious Leaders</b>	<b>B7 4.1.1. Outline the mission and exemplary life of religious leaders in the three major religions in Ghana</b>
<b>Indicator(s)</b>	<b>Learning progression</b>
<ul style="list-style-type: none"> <li>• <b>B7 4.1.1.1:</b> Discuss the early life and call of religious leaders</li> <li>• <b>B7 4.1.1.2:</b> Describe the Ministries of the Religious Leaders</li> <li>• <b>B7 4.1.1.3:</b> Discuss the moral lessons from the exemplary lives of the religious leaders.</li> </ul>	
<b>Key words/vocabulary</b>	
Leaders, Call, Ministry, Mission, Exemplary Life, Personality	

Suggested activities	Equipment/Re-sources	Learner Re-source page ref	Teaching notes/advice
<b>B7 4.1.1.1</b> <ul style="list-style-type: none"> <li>• Show pictures/video clip to depict the birth and early life of religious leaders. Eg., Jesus Christ, Prophet Muhammad, Okomfo Anokye, Egya Ahor, Toha Zie, and Togbe Tsali.</li> <li>• Ask learners to summarise the birth and early life of religious leaders in the three major religions.</li> <li>• In groups let learners discuss the call of the religious leaders. E.g.,               <ul style="list-style-type: none"> <li><b>A.</b> Jesus Christ – Baptism and temptation</li> <li><b>B.</b> Prophet Muhammad – His encounter with Angel Jibril at Cave Hira.</li> <li><b>C.</b> Call of Indigenous Religious leaders – Okomfo Anokye, Egya Ahor, Toha Zie, Togbe Tsali etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pictures/video clip, Bible (E.g. Matt.1,2,3 and 4; Lk.1,2,3,and 4; Matt.5–7; Matt.13:1–23; Mk.4:1–20; Lk.8:4-15; Lk.10:25–37; Lk.15:11–31) Qur’an (E.g. Q96:1–5; 16:90; 4:58; 17:23-24) and Oral Traditions</li> </ul>	p. 14	Teacher should pick a religious leader in the local area to represent Indigenous African religious leaders.







<p><b>B7 4.1.1.2</b></p> <ul style="list-style-type: none"> <li>Ask learners to summarise the key events associated with the ministry of the leaders of the three major Religions.           <ul style="list-style-type: none"> <li><b>A.</b> Jesus Christ – Call of the disciples, Sermon on the Mount, teachings and parables, miracles etc</li> <li><b>B.</b> Prophet Muhammad – triumphant entry into Makkah, forgiveness of the unbelieving folks, the farewell sermon etc</li> <li><b>C.</b> Indigenous African Religious Leader(s) - teaching sacrifice, miracles etc</li> </ul> </li> <li>Ask learners to perform a sketch on the exemplary life of these religious leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Use the internet to find more information about the religious leaders.</li> </ul>	
<p><b>B7 4.1.1.3</b></p> <ul style="list-style-type: none"> <li>Identify the moral lessons from the religious leaders. E.g., humility, forgiveness, patriotism, obedience, perseverance, sacrifice.</li> <li>Role play the virtues from the exemplary life of religious leaders.</li> <li>Demonstrate how to apply the moral virtues in their life. E.g., obedience to authority, forgiving one another, respect for others.</li> <li>Assess learning with the Worksheet Four in Learners Pack.</li> </ul>		
<p><b>Homework/community engagement suggestions</b></p>		
<ul style="list-style-type: none"> <li>Learners surf the internet to watch videos on the life of the religious leaders. Write down what you like about the moral life of each one of them. Indicate strategies you will use to copy aspects you admire about their lives. There are some cartoons on YouTube on the life of Jesus and Muhammad. Some are: Muhammad: The Last Prophet, Amazing Stories about the Advice of Muhammad, The Life of Jesus, The Birth of Jesus, Super Book Episode 9: The Miracles of Jesus The Golden Stool and The Legendary Nana Yaa Asantewaa &amp; The Golden Stool.</li> <li>Write an essay to indicate the moral values learned from the religious leaders.</li> <li>In three groups, learners to pick one of the following and create a poster.           <ul style="list-style-type: none"> <li><b>i.</b> Key events of the latter part of the life of Jesus Christ</li> <li><b>ii.</b> Key events of the latter part of the life of Prophet Muhammad</li> <li><b>iii.</b> Key events of the life of one selected indigenous religious leader.</li> </ul> </li> </ul>		
<p><b>Cross-curriculum links/cross-cutting issues</b></p>		
<ul style="list-style-type: none"> <li>Collaboration with teaching of English Language</li> </ul>		
<p><b>Potential misconceptions/student learning difficulties</b></p>		
<ul style="list-style-type: none"> <li>Learners may be interested only in the leaders of their religion.</li> <li>Learners may find it difficult to get movies on some of the indigenous religious leaders on the internet.</li> </ul>		

Strand and Sub-strand	Content standard
<p><b>STRAND 5:</b> Ethics and Moral Life  <b>Sub-strand 1:</b> Manners and Decency</p>	<p><b>B7 5.1.1</b> Develop good manners and learn how to apply them in their daily lives</p>
<p><b>Indicator(s)</b></p>	<p><b>Learning progression</b></p>
<p><b>B7 5.1.1.1:</b> Identify and explain behaviours considered to be good manners in the society.  <b>B7 5.1.1.2</b> Discuss the importance of good manners and decency.  <b>B7 5.1.1.3:</b> Discuss the significance of chastity.  <b>B7 5.1.1.4:</b> Discuss the teachings of the three main religions on manners, decency and chastity</p>	<p>Learners to develop good manners and how to apply them in their daily lives</p>



**Key words/vocabulary**

Chastity, Decency, Manners

Suggested activities	Equipment/Re-sources	Learner Resource page ref	Teaching notes/advice
<p><b>B7 5.1.1.1</b></p> <ul style="list-style-type: none"> <li>Explain the meaning of the concepts, “manners” and “decency”. <ul style="list-style-type: none"> <li><b>A.</b> Manners – behaviours that are desirable by society. E.g., courtesy, comportment, respect, and mode of dressing.</li> <li><b>B.</b> Decency – the quality of conforming to standards of morality. E.g., respect, obedience, tolerance, and humility.</li> </ul> </li> <li>Let learners watch video clips/look at pictures which demonstrate acts of decency and good manners.</li> <li>Ask learners to consider reasons why these are important in 21st century life and for what reasons acting in these ways might prove challenging.</li> </ul>	<ul style="list-style-type: none"> <li>Video clip/pictures to show acts of decency, chastity and good manners. There are cartoons on decency/good manners on YouTube</li> <li>Use the internet to find more information on decency, chastity and good manners.</li> </ul>		<ul style="list-style-type: none"> <li>Learners must be involved in the lesson to make it interesting.</li> <li>Assist learners to role play behaviours on decency, chastity and good manners in society</li> </ul>
<p><b>B7 5.1.1.2</b></p> <ul style="list-style-type: none"> <li>Explain the term chastity. E.g, abstinence from pre-marital sex.</li> <li>Indicate ways of living a chaste life. Eg., avoid bad friends, avoid watching sexually enticing videos or reading sexually enticing books but read the Holy Scriptures often and practise its teachings.</li> <li>Role play ways of living a chaste life.</li> <li>State the importance of living a chaste life. E.g., it is a religious command; makes one accepted and respected in society; avoids unwanted pregnancy and infections.</li> <li>Learners to act a short play with the title “It pays to be good mannered”. Afterwards they should discuss the play in class.</li> </ul>			
<p><b>B7 5.1.1.3</b></p> <ul style="list-style-type: none"> <li>Explain the term ‘chastity’. E.g., Abstinence from pre-marital sex.</li> <li>Learners to indicate ways of leading a chaste life. E.g. avoid bad company, reading the Holy Scriptures often and practise its teachings, avoid watching pornographic films, etc.</li> <li>Learners to state the importance of living a chaste life. E.g., it is a religious command, makes one socially accepted and respected, avoids unwanted pregnancies, etc.</li> <li>Ask learners to role play ways of leading a chaste life.</li> </ul>			





<p><b>B7 5.1.1.4</b></p> <ul style="list-style-type: none"> <li>Through questions and answers learners identify and explain examples of such teachings.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>Indigenous African Religion – Ghanaian culture frowns on pre-marital and extra marital sex. Adolescents are asked to refrain from sex before the performance of puberty rites. Ghanaian proverbs ‘Good name is better than riches’ and “God hates evil” encourage general good behaviour.</li> <li>Christianity – Ex. 20:14 and Mat. 5: 28 – warning on adultery Cor. 7 – encourages chastity and cautions against adultery.</li> <li>Qur’an 49: 11 – cautions against insult</li> <li>Qur’an 25: 63 – encourages humility even in walking.</li> </ul> <p>Use Worksheet Five (5) in Learner’s Resource Pack to assess learning</p>		p.17	
<p><b>Homework/community engagement suggestions</b></p>			
<ul style="list-style-type: none"> <li>Learners are to write an essay on the topic, “How can we live a decent life” and present the essay in class for discussion.</li> <li>Ask learners to copy the Worksheet Six (6) on good manners and why they are important. Learners should provide as many examples as they can. They can obtain information from either the internet or from members of the community.</li> </ul>			
<p><b>Cross-curriculum links/cross-cutting issues</b></p>			
<ul style="list-style-type: none"> <li>Collaboration with parents/guardians and community leaders to inculcate decency and good manners in the youth</li> </ul>			
<p><b>Potential misconceptions / student learning difficulties</b></p>			
<ul style="list-style-type: none"> <li>The teaching of decency and good manners may be seen as an outmoded way of life coming from the older generation. Let learners understand that decency and good manners are very important today as they were in the past.</li> </ul>			

Strand and Sub-strand	Content standard
<p><b>STRAND 6: RELIGION AND ECONOMIC LIFE</b> Sub-strand 1: Work and Entrepreneurship</p>	<p><b>B7 6.1.1.</b> Cultivate the need for hard work and develop the spirit of Entrepreneurship</p>
<p><b>Indicator(s)</b></p>	<p><b>Learning progression</b></p>
<p>B7 6.1.1.1: Explain the meaning of work and entrepreneurship B7 6.1.1.2: Discuss the relevance of work from the religious and ethical perspectives. B7 6 1.1.3: Identify steps to be taken to become a successful entrepreneur B7 6.1.1.4: Justify the need to become an entrepreneur.</p>	<p>Learners become aware of the need for hard work and development of the spirit of entrepreneurship.</p>
<p><b>Key words/vocabulary</b></p>	
<p>Entrepreneurship, economics, work, financial management, planning, time management, financial independence</p>	





Suggested activities	Equipment/Re-sources	Learner Resource page ref	Teaching notes/ advice
<p><b>B7 6.1.1.1</b></p> <ul style="list-style-type: none"> <li>Distinguish between the concepts “work” and “entrepreneurship” .E.g., <ul style="list-style-type: none"> <li><b>A.</b> Work – activity which has the aim of producing something or achieving a purpose or result.</li> <li><b>B.</b> Entrepreneurship – the process of setting up a new business and assuming control of it.</li> </ul> </li> <li>With questions and answers, learners identify and explain the various types of work</li> </ul> <p><b>Types of Work</b></p> <ol style="list-style-type: none"> <li>Domestic – cooking, washing, sweeping etc.</li> <li>Community – clean-up exercises, building of schools, clinics etc.</li> <li>School (academic and non-academic) – studying, games etc.</li> <li>Work for livelihood/occupation – teaching, carpentry, nursing, engineering etc.</li> <li>Religious work – work of Priests/Priestesses/Imams/ Evangelists, etc.</li> </ol>	<p>A successful entrepreneur as a resource person- E.g., if possible, a successful entrepreneur from the community could be invited into school to talk to learners. This could be a business person from the community, or a willing parent who runs their own business. Alternatively, learners could review case study material of a successful entrepreneur and analyse how they went about setting up their business.</p>		<ul style="list-style-type: none"> <li>Teacher should take steps to invite a successful entrepreneur in the community or locality to interact with learners.</li> </ul>
<p><b>B7 6.1.1.2</b></p> <ul style="list-style-type: none"> <li>Learners brainstorm to demonstrate knowledge of good work habits. E.g., be punctual to work</li> <li>avoid over dependence on religion. All three religions teach that a hand that does not work, should not eat.</li> <li>eschew laziness and encourage hard work (Prov. 6:6-11; Ghanaian proverbs: “Laziness leads to poverty” and “Hard work does not break bones.” Salih Bukhari 1401)</li> <li>plan in advance</li> <li>show dedication to work, etc. (Parable of the talents (Mat. 25:14-30; Prov. 10:4-5; Ghanaian proverb: “One achieves success by taking care of another person’s work.”)</li> <li>In groups learners demonstrate the need to work.</li> </ul> <p><b>Importance of work</b></p> <ul style="list-style-type: none"> <li>it enables us buy our basic needs</li> <li>work is good for our health and well-being.</li> <li>develop and use of talents, etc.</li> </ul>			
<p><b>B7 6 1.1.3</b></p> <ul style="list-style-type: none"> <li>Using Think-Pair and Share, learners identify steps to be taken to become a successful entrepreneur.</li> <li>Learners state the various steps to become an entrepreneur</li> </ul> <p><b>Prerequisite for Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>One has to be innovative</li> <li>Setting personal goals and mission for the future</li> <li>Calculative risks taker etc.</li> </ul>			





**B7 6.1.1.4**

In groups, learners discuss the benefits of entrepreneurship.  
E.g.

- freedom to pursue one's vision
- flexibility of time
- employment to other members of society
- helps in nation-building
- sense of pride when vision of business is achieved, etc.

**N.B:** Use Worksheet Six (6) in Learners Resource Pack to assess learning.

**Project Work**

In three groups learners should take a field research in their community into how to become a successful entrepreneur and present findings for class discussion.

p.20

**Homework/community engagement suggestions**

- In three groups learners should take a field research in their community into how to become a successful entrepreneur and present findings for class discussion, or
- Learners should create a poster outlining the steps they would go through to set up their own company. They should indicate challenges and ways that these could be overcome.
- Learners can use the internet if available.
  - Encourage learners either individually or in partnership with others to do a craft they have learned from either Career Technology or Creative Art and Design for sale to practically learn how to become entrepreneurs.

**Cross-curriculum links/cross-cutting issues**

- Collaboration with industrialists in the community
- Collaboration with:
  - Social Studies,
  - Career Technology,
  - Creative Art and Design.

**Potential misconceptions/student learning difficulties**

- Learners in whose communities there are no successful entrepreneurs may have to embark on a long journey excursion or can use the internet (e.g. Zoom) if ICT tools are available.
- Learners have the misconception that, they are attending school in order to be employed by government.
- Misconception of having to accumulate huge capital before one can set up a business venture.



# APPENDICES

## Appendix A: GUIDELINES FOR THE FORMATION OF PROFESSIONAL LEARNING COMMUNITIES (PLCs)

The National Council for Curriculum and Assessment (NaCCA), as part of the strategies for an effective implementation of the Common Core Programme Curriculum for Basic 7 (JHS1) – Basic 10 (SHS1) has come out with guidelines for the formation of Professional Learning Communities (PLCs).

### FORMATION OF PROFESSIONAL LEARNING COMMUNITIES (PLCs)

The focus of education in recent times has been on *transformation*. Currently, most countries are shifting from block scheduling to tele-collaborative projects, from discovery learning to authentic assessment, etc. In realising these transformation agenda, new ideas for efficient education delivery and best performance attainment levels come and fade away or metamorphose into other models. One of these is the concept of Professional Learning Communities (PLCs). This has taken the central stage in most advanced countries in their quest for making education delivery robust and responsive in meeting their developmental needs. Ghana is no exception.

An article published by *Glossary of Education Reform* describes the professional learning community (PLC), as a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of learners." According to Hord (1997b), "professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement." A PLC is a learning approach where teachers are activated as learning resources.

Generally, PLCs are considered as collegial groups of administrators and school staff who are united and committed to learners' learning. They function as an effective strategy for building school capacity around core issues of teaching and learning (Darling-Hammond, 1995). They serve as a mechanism to transform school culture. In other words, PLCs connect teachers with information, strategies, and best practices.

### How is PLC formed?

- The head-teacher through consultation with his/her teachers and the major stakeholders (PTA, SMC, school improvement support officer (SISO), the education directorate, etc.) puts a committee in place.
- The committee is headed by a **curriculum lead** who must be a staff of the school.

### What are the terms of reference of the committee?

The PLC in consultation with the entire membership and other stakeholders:

- agrees on the PLC session (or meeting) schedules for the term;
- identifies for PLC sessions, individual challenges in effective lesson delivery and innovative practices in teaching;
- creates common platform for members to share ideas, skills, knowledge and experiences;
- Identifies and invites facilitators for each session;
- Ensures that the focus of the school is changed from teaching to learning;
- Sets SMART goals for best practices in the school to meet expected performance outcomes and targets;



- collates data on all issues that relate to teaching and learning in the school for informed decisions;
- keeps records of attendance of members during PLC meetings;
- considers ways of changing the school's climate positively;
- plans and shares best practice lessons and integrated cross-curricular projects to all staff;
- creates a database on learner achievement scores that guides decisions for interventions;
- reviews and reflects on school data to plan instruction across the school curricular;
- considers extra-curricular experiences for learners.

#### **What are some Characteristics of an Effective PLC?**

- Shares values and norms.
- Creates time for collaborative work.
- Focuses collectively on learner's learning.
- Encourages collaborative work by creating common work spaces using proximity.
- Ensures leadership support for all PLC activities – school heads must be supportive.
- Respects and trusts one another.

#### **What are the Guidelines for PLC's Activities?**

- PLCs should be conducted once every week.
- The session should be for a minimum of one hour and should be set as the last hour of the day.
- The head of school will take the lead role.
- Roles should be assigned to encourage participation.
- The activities must focus on the Common Core Programme (CCP) Subjects-Curricula.
- The agenda for the next meeting should be developed at the end of each meeting for participants to prepare adequately for effective participation.

The minutes for each meeting should be made available after each session and sent to the regional PLC platform for headquarters' validation. The platform will be made up of the following officers from the Metropolitan, Municipal, District and Regional level:

- Training Officers
- Supervision and Monitoring (S&M) Officers
- Basic School Coordinators
- Heads of School
- School Improvement Support Officers (SISOs)
- Curriculum Leads

**NB:** PLC sessions should be conducted from the second week of the term through to revision week.

#### **Who are the Key Actors in the PLC?**

- District Education Oversight Committee (DEOC)
- MMD Director of Education
- MMD Head of Monitoring and Supervision,
- School Improvement Support Officer (SISO)
- Head of School
- Curriculum Lead
- JHS and SHS subject teachers

#### **MMD Education Oversight Committee**

- Validates the PLC programmes
- Develops guidelines for the effective implementation of all PLC programmes in the MMD
- Provides a supervisory role for the MMD Education Office in the performance of duties relating to PLC programmes and activities.

#### **MMD Director of Education**

- Approves the calendar for the integration of PLC activities into MMD plan
- Provides overall leadership and supervision of all PLC activities in the MMD and assigns targeted roles and responsibilities to subordinates.





### **MMD Supervision and Monitoring Officer**

- Develops, in collaboration with DDE and School Improvement Support Officers (SISOs), a plan for monitoring Fidelity of Implementation (FOI) initiative and the overall evaluation of the success of the PLC initiative.
- Reviews (with support from SISOs) monitoring, evaluation & fidelity of implementation data for each term and implement needed changes. In consultation with the DDE, select/recruit curriculum leads for the PLC for each school.

### **School Improvement Support Officer (SISO)**

- Participates in the selection/recruitment of curriculum leads for the schools.
- Collects, collates, and submits to the MMDEO M&E and FOI data (nature of data and regularity of collection and reporting to be determined by GES in consultation with NaCCA).
- Identifies the training needs of the heads of schools and subject-teachers in partnership with the MMD Training Officer.
- Trains the heads of schools and curriculum leads and refers matters relating to attitudes and behaviours that are detrimental or advantageous to the intervention to the MMD Head of Monitoring and Supervision for moderation, share/promote the experiences of the various interventions among schools under his supervision.

### **Head of School**

- Attends initial training on PLC programme
- Ensures the support of the School-based Management Committee (SMC), Parents-Teacher Association (PTA) and other stakeholders for the PLC programmes.
- Ensures the active participation of all teachers during PLC Sessions, as well as the implementation of innovative lesson-delivery strategies and best practices discussed at PLC meetings.
- Identifies and puts in place measures to acknowledge teachers who make an effort

to implement best practices discussed at PLC meetings.

- Puts in place measures to monitor and report on learners' progress concerning performance indicators and established national performance standards.
- Adopts the FOI of learning for accountability.

### **JHS and SHS Subject Teachers**

- Participate actively in all PLC Sessions (activities and programmes).
- Follow the revised CCP Curriculum, prepare scheme of learning and lesson plans/notes according to specification and keep track of challenges or difficulties encountered.
- Try out new teaching activities, strategies and practices discussed during PLC Sessions.
- Share challenges and successes with teaching colleagues in future PLC meetings.

### **How Do We Conduct an Effective PLC Session?**

#### ***Pre-Discussion***

- Register and introduce participants and key facilitators if any.
- Nominate a PLC secretary to take note of discussion points.
- Identify and discuss challenging themes, i.e. themes evolving from the CCP Curriculum training and implementation.
- Identify and invite an expert or colleague with in-depth knowledge of the theme identified to facilitate a PLC session or lead the discussions.
- Assign specific themes to different teachers (members of the PLC) to research and lead future PLC sessions.
- Encourage mutual discussions and contributions by all members.

#### ***Discussion stage (action)***

- The lead facilitator takes participants through the content and demonstration lessons (where applicable) associated with the theme.







- Facilitation should be participatory, engaging and interactive.

#### **Post-Discussion Stage**

- At this stage participants evaluate the content and demonstration lesson learnt and assess the extent of improvement through reflection and debriefing.
- The agenda for the next meeting should be developed (or agreed upon) at the end of each meeting for participants and the PLC lead to prepare adequately for effective participation.
- Participants are expected to improve on their daily teaching skills through leading questions.
- Participants are encouraged to use group platforms strictly dedicated to PLC for professional learning and providing colleagues with useful professional materials.

#### **Who Monitors the Activities of PLC?**

- The Ghana Education Service (GES)
  - Headteacher
  - Circuit Supervisor
  - MMD Monitoring Officers
  - Regional Monitoring Officer
- National Inspectorate Board (NIB)
- National Teaching Council (NTC)
- National Council for Curriculum and Assessment (NaCCA)

<http://www.allthingsplc.info/>

<http://www.sedl.org/pubs/change34/2.html>

<http://www.inspiringteachers.com>

### **CONTINUOUS PROFESSIONAL DEVELOPMENT DAY (CPDD) FOR JHS BEGINNING 2020/21 ACADEMIC YEAR**

Teachers in the Public JHS shall observe a Continuous Professional Development Day beginning 2020/21 Academic Year.

The observation of the CPDD shall help the teachers (facilitators) develop and/or adopt new strategies for teaching which will help them overcome identified challenges in their day to day activities as teachers (facilitators). Continuous Professional Development is in two folds:

#### **1. Professional Learning Communities (PLCs)**

PLC, as explained earlier, is a group of educators and other stakeholders who meet regularly to share expert knowledge, skills and experiences for the improvement in the performance of learners, through effective lesson delivery and assessment. PLCs serve as an innovative mechanism for transforming the learning culture and social environment of the school. It connects and equips teachers from not only the same school, but from other schools within or outside the geographical location with information, learning and teaching strategies and best practices.

About 50 minutes (one period of co-curricular activities) has been assigned to PLC activities every week on the school's timetable. It can be organised at the cluster or circuit level as well as subject-based. On PLC days, learners will close and go home while teachers meet at PLC sessions to learn and share ideas, concepts, skills, knowledge, and experiences to upgrade and improve themselves.

#### **2. Continuous Professional Development Days (CPDDs)**

This will be organised once every quarter – 4 times a year. On these days, learners will be given a holiday to stay at home. Teachers will have a full training day to update their content knowledge, sharpen their lesson delivery and pedagogical skills, as well as share experiences and best practices – leadership for learning, conducive social



environment, sustainable learning concepts, etc.

## Appendix B: DESIGNING SCHOOL-BASED TIMETABLES

A **school timetable** is a table for regulating and coordinating activities of the learners, teacher and school. Timetables are cyclical. These activities recur every week or every fortnight (in cases of shift schools).

The timetable for the Common Core Programme (CCP) Curriculum to be rolled out in the 2020/21 academic year has the following characteristics.

### 1. Proposed Contact Hours (Time on Task)

Number of periods per day:	8 periods
Number of periods per week:	40 periods (8 periods × 5 days)
Duration per period:	50 minutes

### 2. Length of School Day

Time on Task:	400 minutes (50 minutes × 8 periods)
Break Time	60 minutes (two breaks at 30 minutes each)
Extra-curricular activities	50 minutes per day
Total length of school day	510 minutes (8.5 hours)

### 3. Proposed options for Length of School Day

S/No	Lessons Start	Lessons Close	Extra-Curricula
1	7.00am	2.40pm	2.40pm – 3.30pm
2	7.30am	3.10pm	3.10pm – 4.00pm
3	8.00am	3.40pm	3.40pm – 4.30pm

### 4. Proposed Co-Curricular Activities

- Life and Psychosocial Skills:
  - *Sports and Games*

- *Tourism, Arts and Culture Club*
- *STEM Club*
- *Creative Writers/Debaters Club*
- *Human Rights Club*
- *Friends of the Earth Club*
- *NGO Activities: Talks and Sensitisation etc.*
- Research, Science, Agriculture (Gardening) and Community Project
- Entrepreneurship Development, Guidance and Counselling.
- Library, Sustainable Learning and Study Skills
- Professional Learning Community (PLC), CPD and School/Cluster-based INSET

### 5. Period Allocations for Subjects

Subject	No. of Periods
Mathematics	4
English	4
Ghanaian Languages	3
French/Arabic	3
Science	4
Computing	3
Social Studies	3
Religious and Moral Education	3
Career Technology	4
Creative Arts and Design	4
Physical Education	3
Worship and Library Studies	2
<b>TOTAL</b>	<b>40</b>



## Timetable Template

	30m	1 50m	2 50m	<b>B1</b> 30m	3 50m	4 50m	5 50m	6 50m	<b>B2</b> 30m	7 50m	8 50m	Co- Curricular
M	<b>A S S E M B L Y &amp; R E G</b>			<b>B R E A K</b>					<b>B R E A K</b>			
T												
W												
T												
F												

- **Things to consider when populating the Timetable**

In populating the template to develop a school-based community friendly timetable, the officer should consider the following:

- Local dynamics – average walking distance from home to school.
- Socio-cultural and economic activities etc. within the community.
- If possible, the periods for Mathematics and the languages should be completed before lunch.
- Activity-based lessons such as Computing, Career Technology, and Creative Arts and Design can be organised after lunch.
- PLC should be allocated one of the 5 slots for co-curricular activities.

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## Appendix C: Assessment in the CCP Curriculum

### The ultimate goal of Assessment is to improve Learner's learning

[This document was prepared by the Assessment Unit of NaCCA led by Antwi Aning]

#### Introduction: What is Assessment?

Assessment is the process of collecting information or evidence of learning and achievements and using it to improve teaching and learning. It is about getting to know our learners and the quality of their learning. It is an ongoing process for gathering evidence of learning and using it to enhance learners' learning.

#### Why assess learners in our classrooms?

Assessment is the bridge between teaching and learning and the central process in effective instruction.

Generally, we assess to find out:

- what learners know
- what learners can do, and how well they can do it
- improve learners' learning
- gather evidence of learning
- inform instruction
- yield information about areas of weakness and problems of teaching and learning
- show the strength and weaknesses of learners
- identify individual differences and achievement gaps among learners
- assist teachers in the process of remediation.
- determine whether expected outcomes have been met

The CCP curriculum will be assessed both formatively and summatively but the outcome of both assessments will be used to move learning forward.

#### Formative Assessment

Formative Assessment is a concept which covers various approaches for using assessment to improve learners' learning. Two of such approaches

are assessment **for** learning and assessment **as** learning. Formative assessment deals with finding out on day-to-day basis, information about learners' progress and difficulties so that immediate measures can be taken.

Any instructional activity that allows teachers to uncover the way learners think about what is being taught and which can be used to promote improvements in learners' learning can serve a formative purpose. Formative Assessment supports learning during the learning process.

#### Characteristics of Effective Formative Assessment

- Clarifying, understanding, and sharing learning goals and criteria for success with learners.
- Creating effective classroom discussions, questions, activities, and tasks that offer the right type of evidence of how learners are progressing to the agreed learning goals.
- Providing feedback that moves learners forward.
- Activating learners as learning resources for one another.
- Activating learners as owners of their own learning.
- Using varied instructional methods to meet diverse learner's needs.
- Using varied approaches to assessing learner's understanding.

*(Thompson & William, 2007)*

#### Summative Assessment

It is an assessment which is generally taken by learners at the end of a unit, a term or semester, end of year or a course to demonstrate the "**sum**" of what they have or have not learned.

- Usually, it is called Assessment of Learning
- It compares learners' knowledge or skills against standards or benchmarks.
- It evaluates mastery of learning and offers information on what learners know and do not know.
- It provides educators with the metrics to know what's working and what's not.





- Usually, it is high stakes, for example when used for promotion, admission, certification, selection, accountability, etc.
- Can also be used formatively if it provides feedback to inform teaching and learning.
- Does not provide teachers with vital information to use in crafting remedial instruction.
- Plays a pivotal role in education by troubleshooting weaknesses in the system despite its shortcomings.
- Provides educators with valuable information to determine the effectiveness of instruction for a particular unit of study, to make high-stakes decisions and to evaluate the effectiveness of schoolwide interventions.
- Works to improve overall instruction.
  - by providing feedback on progress measured against benchmarks,
  - by helping teachers to improve, and
  - as an accountability instrument for continuous improvement of systems (Hart et al., 2015).

## Formative Assessment Approaches

### 1. Assessment for learning (AFL)

Assessment for Learning (AFL) is an approach, integrated into teaching and learning, which creates feedback for learners to improve learning. i.e. occurs when assessment and learning are integrated.

AFL is not a means of evaluating schools, teachers or learners, rather it is a feedback mechanism.

It provides learners with rich, meaningful and timely feedback on their learning and progress throughout a programme of study. Assessment for Learning is an ongoing part of teaching & learning in which both teachers and learners share the responsibility for learning. It can take many forms, and may be either formal or informal (Yorke 2003). With AFL, teachers can understand better how their learners are learning and use this to plan what they will do next with a class or individual learners. AFL helps the learner to see what they are aiming for and understand what they need to do

to achieve those aims. AFL therefore focuses on the teacher and the learners' understanding.

### Why is AFL important?

Assessment for learning is a key pedagogical tool for:

- establishing where the learners are in their learning
- establishing where they are going
- working out how to get them there

(William, 2009)

### 2. Assessment as learning (AaL)

In this approach, learners are their own assessors. They monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. AaL helps learners to take more responsibility for their own learning and monitoring future directions. Learners are able to learn about themselves as learners and become aware of how they learn. They reflect on their work on a regular basis, usually through self and peer assessment and decide what their next learning will be.

**The teacher's role in assessment as learning is to:**

- model and teach the skills of self-assessment
- guide learners in setting their own goals, and monitoring their progress towards them
- provide examples and models of good practice and quality work that reflect curriculum outcomes
- work with learners to develop clear criteria of good practice

### Feedback in Assessment

Feedback is an important component of the formative assessment process. Formative assessment gives information to teachers and learners about how learners are doing relative to learning goals. Giving good feedback is one of the skills teachers need to master as part of good formative assessment. (Ref: Susan M. Brookhart)

For feedback to be effective for learners, they need the following:





- an understanding of the desired learning goal;
- evidence about their present position in relation to that goal;
- guidance on the way to close the gap between the two.

**Effective feedback should:**

- focus on what is being learned (learning outcomes) and how learners should go about it (success criteria)
- occur as the learners are doing the learning, i.e. be given at a time when the response will help the learner improve their learning
- provide information on how and why the learner has or has not met the criteria
- be phrased so the learner can understand how he/she should respond and;
- provide strategies or act as guidance showing how the learner can improve; and
- encourage a dialogue (where appropriate), so the learner can probe for clarification on next steps needed to progress their learning.

**Success Criteria**

It is important in the learning cycle that the learners and teacher are all aware of what will show that learning has taken place.

**Why Are Success Criteria Important?**

- Improve understanding
- Empower learners
- Encourage independent learning
- Enable accurate feedback
- Enhance quality assessment which is totally dependent on the use of success criteria

**What Are Success Criteria?**

‘... success criteria summarise the key steps or ingredients the learner needs in order to fulfil the learning goal – the main things to do, include or focus on.’ (Shirley Clarke)

**Effective Success Criteria**

- are **linked** to the learning intention;
- are specific to an activity;
- are measurable;
- are **discussed and agreed** with learners prior to undertaking the activity;
- provide a **scaffold** and focus for learners while engaged in the activity; and
- are used as the basis for **feedback** and peer-/self-assessment

**Sample success criteria**

B 2.1.2.3.1	Low	Medium	High
Describe a solid-solid mixture and explain how to separate the components	I can correctly identify and give an example of a solid- solid mixture	I can form and describe a solid-solid mixture	I can separate a solid-solid mixture into its components

**Assessment for Learning Strategies**

The following are samples of activities that you can try in your classroom. These can be adapted to be applied to all subjects and stages of education.

**Shared Learning Goals**

Promote learner’s autonomy over their learning progression by sharing with them the learning goals, and most importantly the success criteria.

**Learners write or ask questions**

For example –

- About what they would like to know on a new topic;
- To ask the teacher or other learners in order to assess their learning;
- To demonstrate their learning/mis-conceptions/areas they would like to further explore.

**Lesson Target Setting**

- Make the lesson more purposeful for learners by setting targets at the beginning about what you and the class are going to do;
- These can be referred to through the lesson and/or revisited in the plenary;



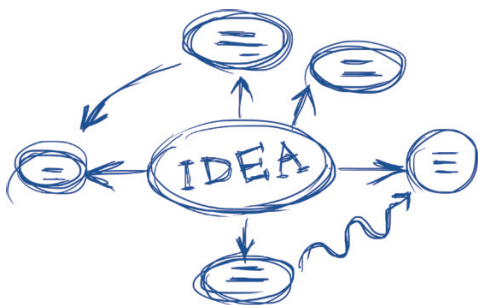
- Learners could then show how they have met targets in the plenary and/or set targets for next lesson.

### Making Learning Goals Clear

- Put lesson goals on the board at the beginning of the lesson;
- Talk to learners about why they are studying what they are studying;
- Contextualise short-term goals in long-term goals and make real life application clear (e.g. understanding the nature of things in the environment – living and non-living will contribute to our wider understanding of the world around us) and;
- Check with learners whether they understand the goals of the lesson.

### Brainstorming

- Brainstorming is a technique used to determine what a learner may already know about a particular topic. Learners often feel free to participate because there is no criticism or judgment.
- Follow this with a clear description of what concepts to be covered in the lesson (to consolidate and clarify understandings)



### Devising Questions

Devise questions that –

- Challenge common mistaken beliefs about a topic (misconceptions)
- Create conflict that requires discussion
- Explore ambiguity and encourage discussion and clarification

### Wait time

- Wait time allows learners time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows learners to build their thoughts and explore what has been asked.
- 2 types of wait time –
  - Teacher speaks and then waits before taking learners' responses.
  - Learner response ends and then teacher waits before responding. This gives the learner space to elaborate or continue – or for another learner to respond.

### Observations

Teacher observations can be made in the course of delivery, during times of questioning and feedback and when learners are engaged in activities, either alone or with peers or groups. Look out for the look of confusion, nod or spark of understanding etc. We observe to be responsive and adjust to keep the learning going or notice when it is time to stop or recap a concept.

### Tell your neighbour

- Learners 'tell their neighbour' as a means of articulating their thoughts.
- Ask a question, give thinking time and then ask learners to tell their neighbour their thoughts.
- This can either prepare whole class for 'hands down' questioning (where teacher asks randomly selected learner to contribute) or can precede a whole class discussion.

### Think–Pair–Share

Give learners the opportunity to articulate their thinking before answering:

- Allow 30 seconds – 1-minute silent thinking before any answers
- Ask learners to write some thoughts down before answering





- Ask learners to brainstorm in pairs first for 2-3 minutes
- Then, get learners ready to talk about their own ideas or their group's ideas in a whole class discussion

### Think-Pair-Square

- Think-Pair-Square is the same as Think-Pair-Share except that learners share their answers with another pair instead of the whole class.

### Debates

- Debates enable the teacher to informally evaluate learners' oral work by assessing their oral presentation skills in terms of their ability to understand concepts and present them to others in an orderly fashion.

### Post-It /Slate/ Mini-whiteboard/ Rough-workbook

Use post-it notes (or the other materials above) to evaluate learning. Groups, pairs or individuals can answer:

- Did I meet the success criteria?
- What should be done to improve next time?

Or:

- What have I learnt?
- What have I found easy?
- What have I found difficult?
- What do I want to know now?

### K – W – L

- At the beginning of a topic let learners create a grid with three columns –

What They Know	What They Want To Know	What They Have Learnt
----------------	------------------------	-----------------------

- They begin by brainstorming and filling in the first two columns and then return to the third at the end of the unit (or refer throughout).
- Variation – extra column 'How Will I Learn?'

### Response Partners

- Paired or partnership oral marking. Learners invite a partner or a group to discuss or comment on their work. For it to be effective, learners should be aware of the learning goals and success criteria. They should also appreciate the role of a response partner – to offer positive and constructive feedback around the learning goals.
- Learners could be given prompt questions to ask the person who has done the work.

### Exemplar Work

- When setting learners a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.
- Learners could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.

### 2 Stars and a Wish

For peer assessment, ask learners to give two stars and a wish.

- Two stars = 2 things that are good about the piece of work.
- A wish = something they can improve to make it even better.

### Traffic Lights

Use traffic lights as a visual means of showing understanding. Coloured card or paper could be used.



- Variation – Using smiley faces  
Where coloured card is unavailable, simple face emojis can be used to communicate learners' understanding.



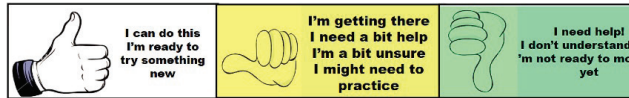
### Hand Signals







- Hand signals range from learners raising their hands to respond to a question posed by the teacher to a group to “thumbs up/down” signal to determine learners “acknowledged” understanding of a concept or process.



When using traffic lights or hand signal techniques, it is important to ask a few follow up questions to check learners’ actual level of understanding. Learners who are confident can also be used to support or explain to others who are not as confident yet.

### Show and Tell

- During teaching, you can use mini-whiteboards/slates/rough-work book so that every learner can write or draw their answer and show it to you (or their peers) immediately. Follow up with questioning to check for genuine understanding or to build upon answers especially in subjects like [insert subject] where there is often one answer.

### Active Learners

Key to AfL is learners being active, engaged participants in their learning. Think of ways in which content can be manipulated for these ends, rather than the other way round. If the content seems boring make the approach fun or interesting.



### Learners write Questions

For example –

- About what they would like to know on a new topic
- To ask the teacher or other learners in order to assess their learning
- To demonstrate their learning/misconceptions/areas they would like to further explore

The classroom could have a question box where learners drop questions at the end of a lesson.

Or, a plenary could involve learners writing questions that the class then work on together, or forms the basis of the next lesson.

### Learners ask Questions

Create opportunities for learners to ask questions. This could be of their peers, of the teacher or as a means to develop discussion.

A ‘question box’ for written questions offers a different means of communication for learners

Allow time for learners to ask questions about pieces of work. This helps open up assessment and eliminate ambiguity

### Comment-only Marking

Comment-only marking provides learners with a focus for progression instead of a reward or punishment for their ego (as a grade does).

Comments could be made in books, in a table at the front of their books, in a learning diary or journal. The latter are helpful for teacher and learner to track the progression of comments and see improvement.

Comments should make it clear how the learner can improve.

Plan activities and work with feedback in mind – let the design assist the process.

### Mid-unit Assessment

Having an assessment at the end of a unit may not provide time for you to go over areas learners have struggled with, or in which there are general misconceptions.

Timing assessment during a unit allows time to review, reflect and revisit. It also gives the teacher an opportunity to focus explicitly on areas of weak understanding supported by evidence.

### Might

When questioning, insert the word ‘might’ to give learners greater opportunity to think and explore possible answers.

e.g.

What is meaning of democracy?

What might the meaning of democracy be?

The first infers a single answer known by the teacher whereas the second is inherently more open.

*What might the Great Depression look like today?*





### Wait time

Wait time allows learners time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows learners to build their thoughts and explore what has been asked.

2 types of wait time –

- i) Teacher speaks and then waits before taking learners' responses.
- ii) Learner's response ends and then teacher waits before responding. This gives the learner space to elaborate or continue – or for another learner to respond.



### Open vs closed

Closed questions can be useful however they are not great at facilitating the use of abstract thinking skills, encouraging talking or eliciting much understanding. Open questions are more likely to do this and thus improve learning. E.g.

Did you go out last night? - (How can you make this question open?)

What did you do after school yesterday?



### Exemplar Work

When setting learners a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.

Learners could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.



### Learner Marking

By taking part in the process of assessment, learners gain a deeper understanding of topics, the process of assessment and what they are doing in their own work. This helps to make them more aware of 'what learning is' and thus see their own learning in this way.

Learners could self- or peer- mark homework or assessments.

This could be done in pairs or individually with a learner-made or 'official' mark-scheme.



### Lesson Target Setting

Make the lesson more purposeful for learners by setting targets at the beginning about what you and the class are going to do.

These can be referred to through the lesson and/or revisited in the plenary.

Learners could show how they have met targets in the plenary and/or set targets for next lesson.



### 2 Stars and a Wish

For peer assessment, ask learners to give two stars and a wish.  
 Two stars = 2 things that are good about the piece of work  
 A wish = something they can improve to make it even better



Two stars and a wish

### Articulate then Answer

Give learners the opportunity to articulate their thinking before answering –





- 30 seconds silent thinking before any answers
- Brainstorm in pairs first for 2-3 minutes
- Write some thoughts down before answering
- Discuss with your neighbour first

### Tell your Neighbour

Learners 'tell their neighbour' as a means of articulating their thoughts.

- Ask a question, give learners time to think and then ask learners to tell their neighbour their thoughts.
- Tell learners what the new topic is and ask them to tell their neighbour everything they know about it.



### Idea Thoughts

When you have received an answer to a question, open up the thinking behind it by asking what others think about the idea. E.g. "What do others think about \_\_\_\_\_'s idea?"



### Devising Questions

Devise questions that –

- Challenge common misconceptions
- Create effective classroom activities, questions and tasks that prompt the right type of discussions
- Explore ambiguity and encourage discussion and clarification

### Learning Journal

Create a learning journal in which learners can reflect and review their learning. It could include

plenary activities, a target setting chart, aims and goals, etc.



### Group Feedback

Group feedback to a teacher concerning peer-assessment of work can help make the teacher aware of learning needs in a manageable way.

If a group feeds back then it draws more attention and presents information that has already been ordered and sorted (meaning less repetition for the teacher).



### Peer Marking

Learners mark each other's' work according to assessment criteria.

Encourages reflection and thought about the learning as well as allowing learners to see model work and reason past misconceptions.

Opportunities to do this throughout individual lessons and schemes of work.



### Teach Collaboration

Peer assessment requires learners to act collaboratively. Indeed, AfL is a collaborative enterprise therefore, explicitly teach skills of collaboration.

This process can be assisted by discussing collaboration with learners and making it visible as a part of the classroom.



### Traffic-Light Revision

When revising a topic or subject, work through the different areas with learners and ask them to traffic light according to their grasp of each.

Subsequently, learners should be able to target their revision more carefully and engage in it actively, rather than simply reviewing everything they have done or reading passively over their entire notes.



### Group Answers

Learners work in small groups to agree on answers – when tests are returned or in other situations.

The process of agreeing should include reasoning over the validity of the consensus answer, as well as reasoned negation of misconceptions or wrong answers.

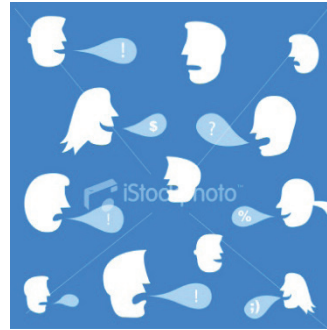


### Think-through Talking

Talking allows learners to articulate their thoughts and thus to learn.

Encourage thinking through talking with –

- Discussion activities
- Structured group/pair work
- Modelling by teacher and learners (small group work increases the 'surface area' of talk in the classroom as opposed to whole class discussions)



### Communication

Ask learners to communicate thinking through different mediums – not just writing; drawing, drama, maps, sculpture etc.

The medium is the message and therefore circumscribes to some extent how communication can take place. Using alternative mediums allows the teacher to 'see' learners' understanding from different angles.





## Appendix D: ABRIDGED GUIDELINES FOR THE FORMATION AND MANAGEMENT OF SCHOOL-BASED CLUBS AND SOCIETIES (SCS) FOR THE IMPLEMENTATION OF THE STANDARDS-BASED AND CCP CURRICULA

### Introduction

These guidelines provide tips and ideas for teachers and learners on how to establish and manage **SCSs** at the pre-tertiary level of education in Ghana. They also suggest simple activities that the clubs can carry out. However, this is only a start since the real success of the club in your school will depend on the efforts of the leadership of the clubs being creative, thinking outside the box and coming up with innovative ideas, concepts, projects and activities. The innovations are expected to motivate and elicit in members, the desire go the extra mile while having fun as they learn.

### What are School-based Clubs and Societies?

School-based clubs or societies are organised groups approved by the school authorities to offer learners the opportunity to participate in activities they enjoy, learn new skills, explore their talents, meet new colleagues, share experiences and engage in healthy competitions. Learners showcase their talents and acquire functional and lifelong skills. Through SCS activities, learners experience the life that exists outside the classroom and school walls. Majority of learners enjoy club activities because they get the occasion to spend time with their friends and engage in activities they consider as fun and interesting. School administrators and teachers also like to see learners participate in co-curricular activities as it helps them know the learners better. The learners demonstrate sterling qualities and skills such as leadership, communicative, organisational, critical thinking, problem solving, creative, innovative, collaborative etc. Every School-based club must have a teacher to supervise the club's activities and report to the school head. Learners are to be given leadership positions such as president, vice-president, secretary and organiser.

### Why School-based Clubs and Societies?

The **SCS** seeks to:

- Equip the learner with foundational, functional and lifelong skills.
- Strengthen the acquisition and application of the of the 4Rs and core competencies:
  - critical thinking and problem solving skills;
  - creative and innovative skills;
  - collaborative and communication skills;
  - global citizenship;
  - entrepreneurial skills.
- Introduce the learner to research and project-based learning, enhanced community networking and linking of schools and learners.
- Equip learners with the spirit of volunteerism and community service.

### What are the suggested SCS for our Schools?

- Community Service Club
- Digital Literacy Club
- Friends of the Earth Club
- Human Rights Club
- Literary Club (Debaters, Creative Writers and Drama)
- Sports and Games
- STEAM (STEM) Club (Currently, there is what is called STEAM Club. It aims to spark the excitement of young people for Science, Technology, Engineering, Art, Mathematics and More. The challenge is that learners focus more on the Sciences and forget about the interrelatedness between Science and the Arts)
- Tourism, Arts and Culture Club

*Other clubs approved by the Ghana Education Service (GES)*





## How Do We Establish SCS?

### 1) *Planning, Consultation and Stakeholder Engagement:*

- Community engagement is key to the success of your club – this should be kept in mind as well for any community project.
- Talk to staff members, identify interests, hobbies, talents, and skills of learners, and decide with colleagues which club ideas learners will be comfortable participating in.
- Align the interest of colleagues to the interests, hobbies, talents, and skills you have all identified. Get them to commit to helping the club to develop.
- Arrange with the head of school and administration for permission to start a club or identified clubs.
- Talk to parents and other stakeholders (chief, assembly member, etc.) and seek their support.
- Speak to other volunteers in the school and community to get like-minded colleagues to help run the club with you.

### 2) *Choosing Club Members*

- Choosing club members should mainly be based on the interests, hobbies, talents, and skills of the learner.
- Decide on a class, form or grade level as target group with a focus on inclusion.
- Decide on gender mix; are you targeting more boys or more girls? Why?
- Targeting a particular class or grade level allows for effective monitoring and evaluation.
- It is always helpful to have learners from different classes and programmes represented, so they can learn from one another, and provide feedback about what they learn to their other mates.
- Get enough people interested - at least 1 teacher and at least ten (10) learners.
- Guide club members to elect club officials - president, secretary, organiser, financial secretary, ladies' rep etc.

- Paste names of elected officials on notice board.
- Inform them of their roles and responsibilities through an orientation.

### 3) *Branding the Club:*

- Get a name for the Club.
- Brainstorm on club's mission - What do you want to accomplish and how it can be done?
- Draw up action plan – what activities and projects will you carry out to accomplish the club's objectives?
- Make paraphernalia, souvenirs and create a Social Media presence on Facebook, Twitter, or a club web blog where you can host an online club magazine. These make learners feel special and have a sense of belonging.

### 4) *Invitation to Club Members*

- Get parents, CSOs, NGOs, other schools and school heads involved.
- Explain to parents and learners what the club stands for and the benefits it will offer the learner.
- Together with some learners who have bought into the idea of the club, design a membership form.
- Publicise club activities - announce upcoming events and updates of club activities on notice boards, during assemblies and through social media, etc.
- Invite 'specially targeted' learners to the club.
- Keep records of the club's activities – minutes, attendance, projects, etc.

### 5) *Launch the Club*

- Launch the Club and explain to the members the focus of the club.
- Make the club activities fun and engaging, and perhaps offer some incentives as long as these can be sustained.





- Ensure that the club activities do not become an extension of classroom learning activities.

#### 6) **Keeping it Simple**

- Don't feel any pressure to run complicated activities.
- Simple projects work well for new clubs.
- Meet an hour once every week as captured on the school's timetable.
- Use the club's activities to discuss effective ways of doing things - 'Dos' and 'Don'ts'
- Regularly review your projects and revise your action plan accordingly.

**NB:** Sample club activities can be downloaded from the internet.

#### 7) **Selecting Club Patrons**

- Club Patrons are volunteers who voluntarily offer their human and material resources to support the activities of the club.
- Consult and select patrons who are willing to support the activities of the club.
- Patrons should be persons whose interests, skills, and hobbies align with the aims, objectives and goals of the club.

#### 8) **Celebrating Achievements**

- Celebrate members for actively participating in the activities and programmes of the club.
- Provide certificates and other souvenirs to members who dedicate themselves.
- These awards could be done during school assemblies and other social gatherings to help raise the profile of the club across the school and also to motivate other learners.
- A journal/diary should be designed to help learners reflect on what they do during club activities.

### **Community Service**

Learners get motivated to practise what they learn at school when they are given the opportunity to undertake community service. They become agents of change in their communities and learn to be proactive citizens. During community service learners are guided to identify common challenges and the relationship between community resources and opportunities to an improved way of life. Some activities they can do are:

- Community projects on climate change, tree planting, clean-up exercises etc.
- Community sensitisation and awareness on emerging issues.

### **Excursions and Field Trips**

Excursions and field trips help learners to gain more insight into socio-cultural and economic issues and offer them an opportunity to have a first-hand experience of what they only hear or read about. They learn about current situations and get informed about how they can improve their performance in other learning areas. Learners can visit:

- Historical and heritage sites;
- Industries and production units;
- Government institutions and departments;
- Botanical gardens or wildlife parks; and
- Power plants using alternative energy sources such as solar, wind, geothermal, etc.

### **Projects**

- Robotics
- Creative Arts productions: art and craft works, theatre and musical concerts etc. to sensitise, educate and entertain
- Tree planting
- Renewable energy projects
- Essay competitions
- Climate change
- Research and surveys

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## Appendix E: FIDELITY OF IMPLEMENTATION OF THE COMMON CORE PROGRAMME (CCP)

**KEYS (✓ TICK AS APPLIES):** **YES:** Indicates indicator has been attained  
**NO:** Indicates that indicator has not been attained  
**NOT YET:** Indicates that the indicator is yet to be initiated  
**NEEDS SUPPORT:** Indicates indicator where a teacher needs assistance from a SISO, Head teacher, a colleague, a resource person, Curriculum lead or any DEO. A teacher can tick any of the above three and this section. Write specific area the teacher needs support in the Remarks Column. **NB:** *Not applicable to all indicators*

### A. TEACHERS CHECKLIST

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUP-PORT	REMARKS
1.	Prepares and submits lesson notes on time					
2.	Applies differentiation and scaffolding in lesson delivery					
3.	Understands Assessment for Learning, Assessment as Learning and Assessment of Learning strategies					
4.	Frequently uses Assessment for Learning, Assessment as Learning and Assessment of Learning strategies in lessons					
5.	Gives immediate feedback to learners after assessment					
6.	Has teacher learner resource packs available for lesson planning and delivery					
7.	Understands issues of barriers to learning and takes measures to assist learners overcome them					
8.	Partakes in PLC meetings					
9.	Partakes in school clubs and societies					
10.	Assists learners as individuals with differentiated abilities, needs, achievement and learning styles					
11.	Shares learning goals and success criteria with learners before lessons					
12.	Maintains consistent and proactive discipline					
13.	Anticipates classroom challenges					
14.	Remediates where learners have learning difficulties					
15.	Assists learners to reflect and take responsibility of their own learning					
16.	Assists learners set their own goals					
17.	Works with learners to develop clear criteria of good practice					
18.	Supports school administration with assigned tasks and responsibilities effectively					





## B. HEADTEACHER

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUPPORT	REMARKS					
1.	Understands the Core Competencies, 4Rs, Knowledge, Skills, Values and Attitudes										
2.	Specific remedial programmes are put in place to help learners with learning needs										
3.	Conducts classroom observation ( <i>Select One</i> ) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>A. Once a week</td> </tr> <tr> <td>B. Twice a week</td> </tr> <tr> <td>C. More than once a week</td> </tr> <tr> <td>C. Once every two weeks</td> </tr> <tr> <td>D. Once a month</td> </tr> </table>	A. Once a week	B. Twice a week	C. More than once a week	C. Once every two weeks	D. Once a month					
A. Once a week											
B. Twice a week											
C. More than once a week											
C. Once every two weeks											
D. Once a month											
4.	Provides feedback on classroom observation for teachers to improve teaching and learning										
5.	Supervises records keeping on PLC meetings										
6.	Takes part in INSETS and PLC sessions in the school this term										
7.	Has Curriculum Lead (CL) in the school										
8.	Takes measures to overcome barriers of learning in the school										
9.	Has functional clubs and societies in the school										
10.	Monitors activities of clubs and societies in the school										
11.	Teacher and Learner Resource Packs and other resources for each subject available										
12.	Teaches alongside administrative duties										
13.	Supports teachers to access additional resources for implementation of the CCP										
14.	Involves the community in the implementation of the CCP										
15.	The community provides support to the school in implementing the SBC										
16.	SISO supports the school in the implementation of the CCP										
17.	Aside the SISO, other District Education Officers come to this school to monitor facilities, teaching quality, or teacher attendance										





### C. CURRICULUM LEAD

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUPPORT	REMARKS					
1	Organises PLC meetings in the school ( <i>Select One</i> ) <table border="1"><tr><td>A. Once a week</td></tr><tr><td>B. Twice a week</td></tr><tr><td>C. More than once a week</td></tr><tr><td>C. Once every two weeks</td></tr><tr><td>D. Once a month</td></tr></table>	A. Once a week	B. Twice a week	C. More than once a week	C. Once every two weeks	D. Once a month					
A. Once a week											
B. Twice a week											
C. More than once a week											
C. Once every two weeks											
D. Once a month											
2	Keeps record of PLC meetings										
3	Partakes in INSET meetings in the school										
4	Develops and initiates capacity building programmes to support efficient implementation of the CCP										
5	Involves resources person to address challenges during PLC meetings										
6	Has resources to assist during PLCs meetings										



## Appendix F: COMMON CORE PROGRAMME (CCP) CONCEPT

### Introduction

In the first four years of high school education, learners are expected to take a Common Core Programme (CCP) that emphasises a set of high, internationally-benchmarked career and tertiary education readiness standards. Learners need to acquire these for post-secondary education, the workplace or both. The standards articulate what learners are expected to know, understand and be able to do by focusing on their social, emotional, cognitive and physical development. The CCP runs from Basic 7 through Basic 10.

The common core attributes of the learner, which describe the essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective), are at the centre of the CCP (see Figure 1). Inspired by the values which are important to the Ghanaian society, the CCP provides an education of the heart, mind and hands in relation to the learner's lifetime values, well-being, physical development, metacognition and problem-solving abilities. Ultimately, this will produce character-minded learners who can play active roles in dealing with the increasing challenges facing Ghana and the global society.

The features that shape the common core programme are shown in Figure 1. These are:

- learning and teaching approaches – the core competencies, 4Rs and pedagogical approaches;
- learning context – engagement, service and project;
- learning areas – mathematics, science, computing, languages (English, Ghanaian Languages, French and Arabic), career technology, social studies, physical and health education, creative arts and design and religious and moral education.

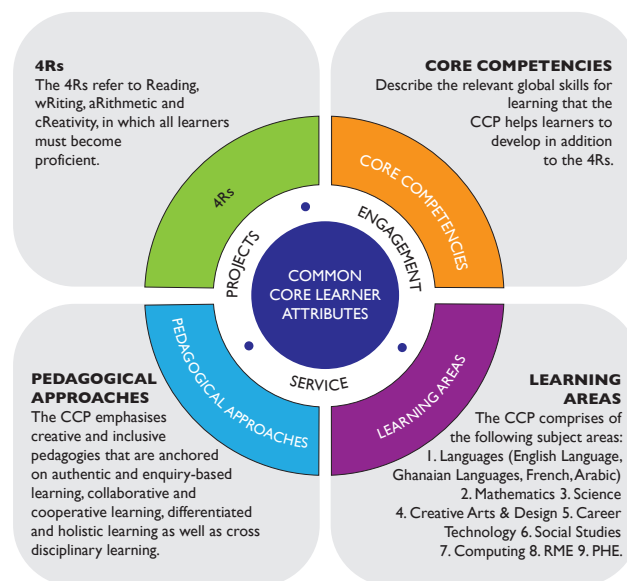


Figure 1: CCP Learner Attribute

These are elaborated subsequently:

### Learning and teaching approaches

- **The core competencies:** Describe the relevant *global skills for learning* that the CCP helps learners to develop in addition to the 4Rs. The global skills for learning allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development.
- **Pedagogical approaches:** The CCP emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning and holistic learning as well as cross disciplinary learning.
- **The 4Rs across the Curriculum:** The 4Rs refer to Reading, wRiting, aRithmetic and cReativity, which all learners must become fluent in.



## Learning context

The CCP places emphasis on engagement of learners in the classroom activities and projects (in and outside classroom). These projects can involve individual or group tasks which all learners are required to complete by the end of Basic 10. The CCP project provides learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavour. Community service offers an opportunity for learners to nurture, love and care for, and solve problems in their community.

## Learning Areas

The CCP comprises the following learning areas:

1. Languages (English Language, Ghanaian Languages, French, Arabic)
2. Mathematics
3. Science
4. Creative Arts and Design (CAD)
5. Career Technology
6. Social Studies
7. Computing
8. Religious and Moral Education (RME)
9. Physical and Health Education (PHE)

This document sets out the standards for learning Religious and Moral Education in the Common Core Programme (CCP). The standards in the document are posited in the expectation that the CCP (B7 – B10) will offer quality education for all types of learners. The design of this curriculum is based on the features of the CCP as shown in Figure 1. It emphasises a set of high internationally-benchmarked career and tertiary education readiness standards. Learners need to acquire these competencies in Religious and Moral Education for post-secondary education, work- place training or both. The curriculum has been designed to be user friendly because it provides a detailed preamble that covers the rationale, philosophy, aims, profile of expected learning behaviours (i.e. knowledge, skills, attitudes and values), pedagogical approaches, core competencies and the 4Rs, assessment practices and instructional expectations.

## Appendix G: LEARNING SCENARIOS

### Case Study I

Consider these two lesson scenarios and then discuss and answer the questions below:

#### Scenario 1

*When the teacher enters her Basic 9 (JHS3) class, some of the learners are shouting at each other; some are talking quietly; some are moving around restlessly and others are quietly waiting for the lesson to begin. She claps her hands and the learners take out their books. The teacher asks the learners what they read yesterday. When they tell her, she asks them to go to the next story, 'The Hare and the Hyena'.*

*One of the learners, who has been chosen to always be the reader in this class, stands up and begins to read this story. While the boy is reading, some learners are still trying to find their book and others are still talking; many of them do not have a book to follow. Only a few learners are paying attention to the text and listening to the boy read. While this is happening, the teacher completes the attendance register and occasionally looks up and shouts "Hey, look at your books and follow. I am going to ask some questions. All of those who do not answer the questions correctly will have extra homework."*

*When the text has been read aloud by the reader, the teacher asks a few questions about the text. Those who are listening and know the answers raise their hands and the teacher calls on them to give the answers. The teacher tells the learners to read the text again at home for homework, then the lesson ends.*

#### Scenario 2

*When the teacher enters her Basic 9 (JHS3) class she spends a few minutes talking to the class, encouraging them to relax, interact, smile and laugh. The learners see she is carrying a book, 'The Hare and the Hyena' and the teacher holds the book up so all the learners can see it. Then, the teacher introduces the book by asking questions about it to gain their interest. She asks questions at different levels for example:*





*'What colours are on the cover of this book?'*  
*'What is on the cover of this book?'*

*'Who do you think are the main characters in this book?'* *'What is the name of the book?'*

*'Who is the author?'* *What do you think the book is about?*

*She waits a moment after each question to give an opportunity for all the learners to raise their hands before choosing one to give the answer. Sometimes she asks a learner who hasn't raised their hand, if she thinks they will know the answer but are being lazy. The teacher goes on to ask other members of the class to explain what an author does, and then asks the learners to raise their hands if they know what a hare and a hyena are. She asks if any of the learners have seen these animals and what the animals did.*

*The teacher asks the learners what they think the hare and the hyena will do in the book. She then asks them to work in pairs to discuss what they think the story is about and how the story might begin and end. After a few minutes, the teacher asks one pair to give the results of their discussion. She asks if any other pairs think the same and they raise their hands. She then asks any of the remaining pairs for their thoughts. Finally, the teacher reads the first part of the story. As homework, she asks her learners to bring stories or information about the animals from their family, community members or elder peers for the next day. She tells them they will read and find out the end of the story tomorrow.*

#### **Discuss and answer:**

1. Which of the two lessons do you think is most effective, and why?
2. How does the teacher gain and maintain all learners' attention, participation and engagement?
3. What does the teacher do to accommodate all ability levels?
4. How does each teacher assess learning?
5. Can you find any missed opportunities in scenario 2 where the teacher could have used assessment for learning techniques?
6. How does the teacher use existing material and human resources in an interesting way?

## **Case Study 2**

Consider these two lesson scenarios and then discuss and answer the questions below:

### **Scenario 1**

The RME Teacher enters the Basic 7 class and shouts for everyone to sit down and listen. She waits while some of the learners take out their textbooks. The teacher tells the class they will learn about the Attributes of God. She asks the class to look at the relevant page in the textbook, and then asks one of the learners to read aloud while the others follow.

While the text is being read aloud, the teacher marks the exercise books from another class. Although few learners in the class paid any attention to the reading, when it was complete, the teacher asks them to re-read the text aloud together. She then tells them to copy any four of the attributes of God into their exercise books.

The teacher then continues marking as before until the end of the lesson.

When she asks for a show of hands of the learners who have completed the exercise, five learners raise their hands and the teacher says "good"

### **Scenario 2**

The RME Teacher starts her Basic 7 class by asking the learners what happened in the last lesson and how they got on with their homework. She is relaxed and friendly and encourages them to engage and interact. She explains that they are going to learn about the Attributes of God and how they would apply the attributes of God in their daily lives.

Step1: Using Think-Pair- Share, she asks learners to identify the Attributes of God.

Step2: In groups, she asks learners to identify the Attributes of God in humankind and present to class for discussion.

Step3: She guides learners to role play how they relate the Attributes of God in their daily lives.

Homework: Describe four ways in which you demonstrate the attributes of God in your life.

#### **Discuss and answer:**

1. Which of the two lessons do you think is most effective and why?





2. How does the teacher gain and maintain all learners' attention, participation and engagement?
3. What does the teacher do to accommodate all ability levels?
4. How does each teacher assess learning?
5. Can you find any missed opportunities in scenario 2 where the teacher could have used assessment for learning techniques?
6. How does the teacher use existing material and human resources in an interesting way?

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