

# MINISTRY OF EDUCATION SCIENCE AND SPORTS



Republic of Ghana

## TEACHING SYLLABUS FOR MANAGEMENT IN LIVING (SHS 2 - 4)

Enquiries and comments on this syllabus should be addressed to:

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

Tel: 021-683668  
-021-683651

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## **TEACHING SYLLABUS FOR MANAGEMENT IN LIVING**

### **PREAMBLE**

#### **RATIONALE**

Management in Living is one of the three subject areas of Home Economics. The other areas are Foods and Nutrition, and Clothing and Textiles. The subjects of Home Economics emphasize the study of the physical, emotional, intellectual and social needs of the individual, the family and the society. The welfare of the individual, the family and the society is therefore the primary concern of Home Economics. This concern is manifested by assisting the student to acquire skills that he/she would need to be able to deal creatively with the relevant problems of a changing society to improve the quality and meaning of life.

Management-In-Living deals with ways for managing human and non-human resources to achieve the quality of life desired by individuals, families and society. The subject looks at demands such as values, goals, events and resources that motivate resource utilization.

#### **GENERAL AIMS**

At the end of the course students will be able to

- appreciate the importance of the family and family living.
- develop healthy marriage and family relationships.
- understand adolescent development, sexuality and the problems associated with it.
- recognise individual and family resources to meet goals.
- appreciate the importance of managing resources.
- make appropriate housing choices to meet individual and family needs.
- develop skills in utilizing space, equipping and furnishing the home.
- maintain healthy living through sound environmental sanitation.
- plan the use of income for future financial security.
- develop good consumer skills for effective decision-making at the market place.
- apply management skills to everyday living.
- use decision-making skills in making life choices.
- recognize job opportunities for studying Management in Living.

## **SCOPE OF CONTENT**

Management in Living at the SHS covers the following areas:

- Adolescent Reproductive Health and Sexuality
- The Family as the Basic Unit of Society
- Parenting and Parenthood.
- Family Resource Management
- Housing and Environmental Sanitation
- Consumer Education

## **PRE-REQUISITE SKILLS AND ALLIED SUBJECTS**

Management in Living requires foundation study in Basic Design and Technology at the JHS. Management In Living is compulsory for all students offering any of the other two Home Economics subjects. General Knowledge in Art and Science will also provide better understanding in areas such as consumer skills, housing and financial management.

To qualify for further studies in tertiary and other advanced institutions and professions, students offering any of the Home Economics subjects must offer ONE elective science subject (i.e. Biology, Chemistry or Physics) in addition to Core Science.

**ORGANISE OF THE SYLLABUS**

YEAR TWO (SHS 2)	YEAR THREE (SHS 3)	YEAR FOUR (SHS 4)
<p><b>TERM 1</b>  <b>SECTION 1: INTRODUCTION TO MANAGEMENT IN LIVING (Pg 1-2)</b></p> <p>Unit 1: Concept, Scope and Importance of Management in Living</p> <p>Unit 2: Opportunities for Careers</p> <p><b>SECTION 2: ADOLESCENTS AND FAMILY LIVING (Pg 3-24)</b></p> <p>Unit 1: Developmental changes and Adolescent Sexualities</p> <p>Unit 2: Premarital Sex and Adolescent Pregnancy</p> <p>Unit 3: Problems of Adolescent                      - Substance Abuse and FGM</p> <p>Unit 4: Marriage</p> <p>Unit 5: The Family</p>	<p><b>TERM 1:</b>  <b>SECTION 1: PARENTHOOD (Pg 53-79)</b></p> <p>Unit 1: Preparation for Parenthood                      - Child Birth                      - Child Care</p> <p>Unit 2: Parenting and Parenthood</p> <p>Unit 3: Issues of Parenting and Parenthood</p> <p>Unit 4: Family Crisis                      - STDS/HIV/AIDS                      - Conflict and Conflict Resolution</p>	<p><b>TERM 1:</b>  <b>SECTION 1: FINANCIAL MANAGEMENT (Pg 113-129)</b></p> <p>Unit 1: Income</p> <p>Unit 2: Planning for future financial security</p> <p>Unit 3: Credit</p>
<p><b>TERM 2:</b>  <b>SECTION 3: PRINCIPLES OF MANAGEMENT (Pg 25-42)</b></p> <p>Unit 1: The Management Concept and Focus                      - Factors affecting management</p> <p>Unit 2: Resources</p> <p>Unit 3: Decision Making</p> <p>Unit 4: Management Process</p> <p>Unit 5: Communication in the Family</p>	<p><b>TERM 2:</b>  <b>SECTION 2: APPLICATION OF MANAGEMENT PRINCIPLES TO EVERYDAY ACTIVITIES (Pg 80-88)</b></p> <p>Unit 1: Management of Time</p> <p>Unit 2: Management of Energy</p> <p>Unit 3: Work Simplification</p> <p>Unit 4: Principles of storage</p>	<p><b>TERM 2:</b>  <b>SECTION 2: CONSUMER SKILLS (Pg 130-142)</b></p> <p>Unit 1: Becoming an effective consumer</p> <p>Unit 2: Consumer protection</p> <p>Unit 3: Consumer Agents</p> <p>Unit 4: Advertisement</p>
<p><b>TERM 3:</b>  <b>SECTION 4: HOUSING THE FAMILY (Pg 43-52)</b></p> <p>Unit 1: Housing Concept</p> <p>Unit 2: Acquiring a House</p> <p>Unit 3: Meeting Housing needs</p> <p>Unit 4: Housing the Community                      - Resettlement Housing                      - Low cost Housing                      - State Housing                      - Private Housing</p>	<p><b>TERM 3:</b>  <b>SECTION 3: HOUSING ENVIRONMENT (Pg 89-112)</b></p> <p>Unit 1: Utilities in the Home</p> <p>Unit 2: Ventilation</p> <p>Unit 3: Equipping/furnishing the home</p> <p>Unit 4: Maintenance of surfaces</p> <p>Unit 5: Managing the environment</p> <p>Unit 6: Home Improvement</p> <p>Unit 7: Safety in the Home</p>	<p><b>TERM 3:</b>  <b>SECTION 3: REVISION</b></p>

## TIME ALLOCATION:

A minimum of five (5) periods a week of 40 minutes for each period is recommended for the teaching of Management In Living.

### TOTAL NUMBER OF PERIODS PER WEEK

MANAGEMENT IN LIVING	
	No. of Periods
SHS 2	5 per week
SHS 3	7 per week
SHS 4	6 per week

## SUGGESTIONS FOR TEACHING THE SYLLABUS

As much as possible, teachers should co-operate with their colleagues in other subject areas such as Science, Art and Business Education in the teaching of related topics in the syllabus. Teachers should stress the morals and values relevant to specific topics treated and ensure that students live by such principles. Teachers are encouraged to use resource persons with relevant knowledge in teaching specific topics in the syllabus.

The syllabus has been structured to cover the SHS programme from year two to year four. Teaching should be participatory. Methods such as role-play, brainstorming, case studies, field trips, debate, future's wheel, demonstrations, practical work and project work should be used as much as possible. The lecture method must be used very sparingly.

General Objectives: General Objectives have been listed at the beginning of each Year, Term and Section. The general objectives are a summary of the specific objectives for the various units contained in that Section. Read the general objectives very carefully before you start teaching the section. After teaching all the units of the section, go back and read the general objectives again to be sure you have covered the objectives adequately in the course of teaching.

Sections and Units: The syllabus has been planned on the basis of sections and Units. Each section will be taught in one term in any particular year. But for year two, sections one and two will be taught in term one. A section consists of a fairly homogeneous body of knowledge within the subject. It is thus structured to help teachers in preparing their scheme of work for the term. It will also aid them to cover the content within the specific term period. Within each section are units. A unit consists of a more related and homogeneous body of knowledge and skills.

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

Column 1 – Units: The units in Column 1 are divisions of the major topics of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in the class will be more effective if moved to another unit or specific objective before coming back to the unit in the sequence, you are encouraged to do so.

Column 2 – Specific Objectives: Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers". The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.3.5 means: Section 1, Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way

for selecting objectives for test construction. For instance, If Unit 1 of Section 1 of year two has three specific objectives: 1.1.1 – 1.1.3. A teacher may want to base his/her test items/questions on objectives 1.1.2 and 1.1.3 and not use the other objective. In this way, a teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

You will note also that specific objectives have been stated in terms of the student i.e., *what the student will be able to do after instruction and learning in the unit*. Hence each specific objective starts with the following, "The student will be able to." This in effect, means that you have to address the learning problems of each individual student. It means individualizing your instruction as much as possible such that the majority of students will be able to master the objectives of each unit of the syllabus.

Column 3 - Content: The "content" in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. It is important however, to add more content to what is already provided in this column.

Column 4 – Teaching and Learning (T/L) Activities: T/LA that will ensure maximum student participation in the lessons are presented in column 4. Try to avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning, the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. As stated earlier, the major purpose of teaching and learning is to make students able to apply their knowledge in dealing with issues both in and out of school. The emphasis is to assist your students to develop analytical thinking, practical problem solving techniques and the acquisition of positive attitudes and values.

Column 5 – Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, structured questions, project work etc. Try to ask questions and set tasks and assignments that will challenge your students to apply their knowledge to issues and problems as we have already said above. And that will engage them in developing solutions, and developing positive attitudes as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the specific objectives of each unit. For evaluation during class lessons, determine the mastery level you want students to achieve in their answers and responses. If for instance, you take 80% as the mastery level, ensure that each student's answer to questions asked in class achieve this level of mastery.

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

## **PROFILE DIMENSIONS**

A central aspect of this syllabus is the concept of profile dimensions that should be the basis for instruction and assessment. A 'dimension' is a psychological unit for describing a particular learning behaviour. More than one dimension constitute a profile of dimensions. . A specific objective as follows: The student will be able to describe ...etc. contains an action verb "describe" that indicates what the student will be able to do after teaching and learning have taken place. Being able to "describe" something after the instruction has been completed means that the student has acquired "knowledge". Being able to explain, summarise, give examples, etc. means that the student has understood the lesson taught. Similarly, being able to develop, plan, construct, etc. means that the student can apply or use the knowledge acquired in some new context. Each of the action verbs in the specific objectives of the syllabus describes the behaviour the student will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching, learning and assessment in schools.

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

Knowledge and Understanding	30%
Application of Knowledge	30%
Attitudes and Values	40%

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights, indicated on the right of the dimensions, show the relative emphasis that the teacher should give in the teaching, learning and testing processes. The focus of this syllabus is to get students not only to acquire knowledge but also to understand what they have learnt and apply them practically.

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

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

- Knowledge - The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.
- Understanding - The ability to: explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

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

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

- Application - The ability to apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, plan, demonstrate, discover etc.
- Analysis - The ability to break down a piece of material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts etc. Analytical ability underlies discriminant thinking.
- Synthesis - The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, suggest (an idea, possible ways), plan, revise, design, organise, create, and generate new ideas and solutions. The ability to synthesize underlies convergent thinking.
- Evaluation - Evaluation refers to the ability to judge the worth or value of some material based on some criteria. It also involves the ability to appraise, compare features of different things and make comments or judgment, contrast, criticize, justify, support, discuss, conclude, make recommendations etc.

A number of examination questions at the secondary school level begin with the word “Discuss”. Discuss belongs to the evaluation thinking skill and implies the ability to analyse, compare, contrast, make a judgment etc. The word “discuss” asks for a variety of thinking skills and is obviously a higher order thinking behaviour. Students consequently do poorly on examination questions that start with “Discuss”. For this reason, and also for the reason that discussion of issues, discussion of reports etc., are some of the major intellectual activities students will be engaged in, in work situations and at higher levels of learning after they have left senior high school, it will be very helpful if you would emphasize discussion questions etc. both in class and in the tests you set.

## **Attitudes and Values (AV)**

Attitudes and values belong to the affective domain of knowledge and behaviour. The dimension consists of a number of learning and behavioural levels such as receiving, responding, valuing, and organizing.

Receiving - follows directions, listens, shows awareness and sensitivity, accepts, asks questions, gives, points to, replies etc.

Responding - greets, participates, assists, conforms, enjoys, presents, shows interest, volunteers for duties, respects the rights of others.

Valuing - demonstrates attitudes, beliefs, initiates, invites, proposes, reports, shares, works, and reads.

Organizing - ability to assimilate new and different values to form a new and consistent value system. It refers to the ability to accept, alter, defend, arrange, formulate, generalize, modify and defend a belief or good cause.

The action verbs provided under the various profile dimensions should help you to structure your teaching such as to achieve the effects needed. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction. Use the action verbs also in writing your test questions. This will ensure that you give your students the chance to develop good thinking skills, and the capacity for excellent performance in examinations and in practical life situations. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions in your teaching and assessment.

## **FORM OF ASSESSMENT**

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

The example below shows an examination consisting of two papers, Paper 1, Paper 2 and School Based Assessment (SBA). Paper 1 will usually be an objective-type paper; Paper 2 will consist of two sections, A and B, each consisting of 7-10 questions. Paper 2A will be a structured question paper essentially testing “Application of Knowledge” and also consisting of some questions on “Knowledge and Understanding” and “Attitudes and Practical Skills”. Paper 2B will consist of 7-10 essay questions mainly testing “Application of knowledge”. Students will be required to select five questions in section 2A where each question is marked out of 8 points giving a total of 40 marks as indicated in the last but one row. Section 2B will be marked out of 20 points for each question giving a total of 100 marks.

The School Based Assessment (SBA) will focus more on “Attitudes and Practical Skills” with some assignments on “Knowledge and Understanding” and “Application of knowledge”. The distribution of marks for the test papers and SBA should be in line with the weights of the profile dimensions already indicated and as shown in the last column of the table below.



### Distribution of Examination Marks and Paper Weights

Dimensions	Paper 1	Paper 2		SBA	Total Marks	Weights (in percentage)
		Section A	Section B			
Knowledge and Understanding	30	8	20	20	78	30
Application of Knowledge	20	24	60	30	134	30
Attitudes and Practical Skills	10	8	20	50	88	40
<b>Total Raw Marks</b>	60	40	100	100	300	-
Total Raw marks	60	140		100	300	-
<b>% Contribution of examination papers and SBA</b>	20	50		30	100	100

The West African Examinations Council (WAEC) sets 60 objective test items for the WASSCE Paper 1. You can emulate this by developing an objective-test paper (Paper 1) that consists of 60 items. The WASSCE also has Papers 2 and 3 separately. The structure presented above combines Papers 2 and 3 in the WASSCE structure into one Paper 2 that consists of Sections A and B for end-of-term or end-of-course testing in schools.

From the examination structure presented above, Paper 1 is marked out of 60; Paper 2 is marked out of 140, and SBA is marked out of 100, giving a total of 300 marks. The last row shows the percentage contribution of each of the three examination components. The three papers are weighted differently. Paper 2 is a more intellectually demanding paper and is therefore weighted more than Paper 1. Paper 1 has a weight of 20 percent; Paper 2 has a weight of 50 percent while the SBA has a weight of 30 percent. The total marks for each test component should be converted to its respective weight in the last row, together adding up to 100 before grading. The last column shows the weights of the dimensions.

Item Bank: Obviously the structure of assessment recommended in this syllabus will need a lot of work on the part of the teacher. In preparation for setting examination papers, try to develop an item bank. The term “item bank” is a general term for a pool of objective items, a pool of essay questions or a pool of practical test questions. As you teach the subject, try to write objective test items, essay questions, structured essay questions and practical test questions to fit selected specific objectives which you consider important to be tested. If you proceed diligently, you will realize you have written more than 100 objective test items, and more than 30 essay questions in a space of one year. Randomly select from the item bank to compose the test papers. Select with replacement. This means, as items/questions are selected for testing, new ones have to be written to replace those items/questions already used in examinations. Items and questions that have been used in examinations may also be modified and stored in the item bank.

An important issue in the preparation for a major examination such as the WASSCE, is the issue of test 'wiseness'. To be test wise means that the student knows the mechanics for taking a test. These mechanics include writing your index number and other particulars accurately and quickly on the answer paper; reading all questions before selecting the best questions to answer; apportioning equal time to each question or spending more time on questions that carry more marks; making notes on each question attempted before writing the answer; leaving extra time to read over one's work; finally checking to see that the personal particulars supplied on the answer sheet are accurate. Some good students sometimes fail to do well in major examinations because of weakness in the mechanics of test taking; because they are not test wise. Take your students through these necessary mechanics so that their performance on major examinations may not be flawed by the slightest weakness in test taking.

## **GUIDELINES FOR SCHOOL BASED ASSESSMENT**

School Based Assessment (SBA) system, formerly referred to as continuous assessment will be introduced into the Senior High School from September, 2009. SBA is a very effective system for teaching and learning if carried out properly. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all schools in the country
- Provide reduced assessment tasks for subjects studied at each of the school levels
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each class of the school system
- Provide guidance in marking and grading test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

The arrangements for School Based Assessment may be grouped in categories as follows: Projects, Class Tests, homework and Terminal Test.

1. Projects: These are tasks assigned to students to be completed over an extended time.

These will include the following:

- i) practical work
- ii) investigative study (including case study)

A report must be written for each project undertaken.

2. Class Tests: These will essentially consist of written assignments covering topics/units completed at some specific period within the term.
3. Home Work: This is an assignment to be completed within a day or a couple of days. Homework may consist of essays, summaries, and other problems to be solved.
4. Terminal Test: A terminal test is a summative evaluation method for assessing the subject content, skills and the profile dimensions taught. In developing the terminal test, please ensure that the test will have high content validity by adopting the criterion-referenced testing approach we have discussed already.

## GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade boundaries for assigning grades:

			<u>WASSCE GRADES</u>	
Grade A:	80 - 100%	A1	Excellent	
Grade B:	70 - 79%	B2	Very Good	
Grade C:	60 - 69%	B3	Good	
Grade D:	{ 55 - 59% 50 - 54% 45 - 49%	C4	Credit	
		C5	Credit	
		C6	Credit	
Grade E:	{ 40 - 44% 35 - 39%	D7	Pass	
		D8	Pass	
Grade F:	34% - and below	F9	Fail	

The grading system presented above shows the letter grade system and equivalent grade boundaries. In assigning grades to students' test results, or any form of evaluation, you may apply the above grade boundaries and the descriptors. The descriptors (Excellent, Very Good etc) indicate the meaning of each grade. For instance, the grade boundary for "Excellent" consists of scores between 80 - 100 Writing "80%" for instance, without writing the meaning of the grade, or the descriptor for the grade i.e. "Excellent", does not provide the student with enough information to evaluate his/her performance in the assessment. You therefore have to write the meaning of the grade alongside the score you write. Apart from the score and the grade descriptor, it will be important also to write a short diagnosis of the points the student should consider in order to do better in future tests etc. Comments such as the following may also be added to the grades:

Keep it up  
Has improved  
Could do better  
Hardworking  
Not serious in class  
More room for improvement, etc.

Note that the grade boundaries above are also referred to as grade cut-off scores. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to earn the appropriate grade. This system of grading challenges students to study harder to earn better grades. It is hence very useful for achievement testing and grading.

In marking your class examination scripts, it is very important that you develop a marking scheme. A marking scheme, consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks, and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totalling 18 marks, and then give the remaining 2 marks or part of it for organisation of answer. For objective test papers you may develop an answer key to speed up the marking.

# SENIOR HIGH SCHOOL – YEAR 2 – TERM 1

## SECTION 1

### INTRODUCTION TO MANAGEMENT IN LIVING

**General Objectives:** The student will:

1. understand the concept and scope of Management in Living.
2. recognise the career opportunities in Management in Living.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1:</b></p> <p><b>CONCEPT, SCOPE AND THE IMPORTANCE OF MANAGEMENT IN LIVING</b></p>	<p>The student will be able to:</p> <p>1.1.1 explain the concept and scope of Management in Living.</p> <p>1.1.2 describe the importance of Management in Living.</p>	<p><b>Management In Living</b> Is concerned with decisions individuals and families make as they go through life to achieve their life goals.</p> <ul style="list-style-type: none"> <li>▪ <b>Scope:</b> deals with               <ul style="list-style-type: none"> <li>- issues related to adolescents</li> <li>- marriage and family living</li> <li>- family housing and housing environment</li> <li>- Financial management for future financial security</li> <li>- consumer education and consumer skills.</li> </ul> </li> <li>▪ <b>Importance of Management in Living</b> <ul style="list-style-type: none"> <li>- contributes to the understanding of issues that affect family and family living</li> <li>- helps to develop skills for living</li> <li>- provides the bases for further training for job opportunities etc.</li> </ul> </li> </ul>	<p>Students to come out with the specific activities that individuals and families carry out in everyday living.</p> <p>Based on, the students responses. discuss</p> <ul style="list-style-type: none"> <li>- what management in living entails.</li> <li>- relate activities carried out in the home to management in living.</li> </ul> <p>Discussions should include the areas that are studied in Management in Living.</p> <p>Guide students to discuss management in living and its importance to family living and life goals.</p>	<p><b>Class Exercise:</b></p> <ul style="list-style-type: none"> <li>- Students should write their own explanation of Management in Living.</li> <li>- Identify activities they perform that are related to Management in Living.</li> </ul> <p>Suggest two benefits for studying the course.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2:</b>  <b>OPPORTUNITIES FOR CAREERS</b>	The student will be able to:  1.2.1 identify the opportunities for careers in Management in Living.	<b>Opportunities for career development</b> Careers in Management in living <ul style="list-style-type: none"> <li>- Teaching</li> <li>- Financial counseling</li> <li>- Interior designing</li> <li>- Child development specialist</li> <li>- Work in the housing development trade as advisors</li> <li>- Credit advisor etc.</li> </ul>	Guide students to:  discuss the career opportunities in Management in living.  <b>Note:</b> Teacher to point out that the goal of Management in Living is to help develop skills for living but also forms the bases for which careers may be developed with further studies	<b>Homework:</b> Students should identify areas in management in living for which careers may be developed. Present finding to class for discussion.

# SENIOR HIGH SCHOOL – YEAR 2 – TERM 1

## SECTION 2

### ADOLESCENTS AND FAMILY LIVING

**General Objectives:** The student will:

1. be aware of adolescent developments and their implications for the individuals.
2. recognise the consequences of Pre-marital sex.
3. recognise the dangers of female genital mutilation and its implications for health.
4. appreciate the importance of marriage and family living.
5. develop skills in dealing with crises and conflicts in the family.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1:</b>  <b>DEVELOPMENTAL CHANGES AND ADOLESCENT SEXUALITY</b>	The student will be able to:  2.1.1 identify signs of reproductive growth in adolescents.	<b>Reproductive growth and development</b>  <u>Girls</u> - development of breast - appearance of pubic hair - broadening of hips - menstruation - high energy drive etc  <u>Boys</u> - breaking of voice - appearance of pubic hair - penis and testes begin to enlarge - high energy levels etc	Students in groups discuss some of the changes they have observed in themselves and their friends.  Follow up with class discussion.  Discuss concepts of growth and development. Explain differences.  Discuss what triggers growth in adolescents.  Compare differences in growth between boys and girls.  <u>Note:</u> Teacher should stress that growth does not occur sequentially for each person and it does not happen at the same rate for all adolescents of similar age.	<b>Class Exercise:</b> Each student should write in points on how they feel about themselves with the changes.  Each student should write ways he/she can help a friend who has difficulties adjusting to the changes.  <b>Assignment:</b> Students to observe their younger siblings or friends and also their adolescent siblings or friends and compare the differences they see in their physical development. Compare their attitudes and behaviours in different situations.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1: (CONT'D)</b></p> <p><b>DEVELOPMENTAL CHANGES AND ADOLESCENT SEXUALITY</b></p>	<p>The student will be able to:</p> <p>2.1.2 describe the consequences of the reproductive growth of the adolescent</p> <p>2.1.3 examine the social emotional and mental growth and changes that take place in the adolescent.</p>	<p><b>Consequences of the reproductive growth of the adolescent.</b></p> <ul style="list-style-type: none"> <li>- Becomes conscious of their bodies</li> <li>- Boys get wet dreams</li> <li>- Get attracted to the opposite sex</li> <li>- Have the capacity to reproduce</li> <li>- Heightened sex drive</li> <li>- Hormonal actions lead to development of body odours, eczema, pimples etc</li> <li>- general interaction</li> </ul> <p><b>Social Changes</b></p> <ul style="list-style-type: none"> <li>- Interact differently from when they were younger. They begin to talk like adults</li> <li>- They become aware of themselves</li> <li>- Feel shy</li> <li>- Drawn more to peer groups of their own age</li> <li>- Expected to take more responsibilities at home and school</li> </ul>	<p>Class discussion on changes brought about by the reproductive growth and the consequences.</p> <p>Discuss with students some of the problems they have experienced and how they dealt with them.</p> <p>Let students discuss each of the issues in content and their consequences.</p> <p><b>Note:</b> Teacher should emphasise the importance of personal hygiene and what students can do to ensure good health care.</p> <p>Teacher should explain and emphasise the implications of the increased sex drive.</p> <p>Explain the importance of good nutrition at this period.</p> <p>In groups discuss the expectations parents have of students. Allow students to express the feelings they have about the expectations and sum up.</p> <p><b>Note:</b> Teacher should explain some of the conflicts that may occur as result of these expectations. Emphasise that learning to manage and balance obligations is an important part of growing up.</p>	<p><b>Class exercise:</b> Students should write two ways they can prevent body odours.</p> <p>Identify food nutrients adolescents need to meet their growth and developmental needs.</p> <p>In groups students to plan meals that will be suitable to meet their nutritional needs. Emphasis should be on local foodstuffs.</p> <p>Students to write out their own understanding of social changes. Write two things they observe in themselves which may be the results of the social changes within themselves.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1: (CONT'D)</b></p> <p><b>DEVELOPMENTAL CHANGES AND ADOLESCENT SEXUALITY</b></p>	<p>The student will be able to:</p>	<p><b>Emotional changes</b></p> <ul style="list-style-type: none"> <li>- May experience a variety of feelings e.g. sadness, embarrassment if teased, intense happiness, need for companionship may become intense.</li> <li>- Swings of moods, from time to time may change as one grows older.</li> </ul> <p><b>Mental changes</b> Adolescents begin to reason and think in more abstract terms.</p> <ul style="list-style-type: none"> <li>- Ready to test new ideas and think through things for themselves</li> <li>- Begin to make realistic plans</li> <li>- May think of consequences of actions they may take</li> <li>- Develop the ability to reflect on the results of their decisions and learn from the outcomes.</li> <li>- Tend to reason more and analyse suggestions from others.</li> </ul>	<p>Class discussion on why adolescents have mood swings and how students can deal with their own mood swings.</p> <p>Show pictures indicating changes in the adolescent and let students compare and identify the differences in their bodies.</p> <p>Let students talk about changes they observe in themselves;</p> <ul style="list-style-type: none"> <li>- attitudes and preferences</li> <li>- behaviours</li> </ul> <p>Students to: Compare themselves to their younger siblings or young people they know and relate to their own attitudes and behaviours.</p> <p>Write the differences to be discussed in class.</p> <p><b>Note:</b> Teacher should point out that the different developmental changes do not occur simultaneously.</p>	<p><b>Homework:</b> Students should write about half a page on how their physical, social and mental development have affected their behaviours.</p> <p>They should indicate specific behaviours they have observed in themselves.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1: (CONT'D)</b></p> <p><b>DEVELOPMENTAL CHANGES AND ADOLESCENT SEXUALITY</b></p>	<p>The student will be able to:</p> <p>2.1.4 explain menstruation in girls and its implication.</p>	<p><b>Menstruation:</b> the monthly flow of blood through the birth canal or vaginal passage of a female. Menstruation is nature's way of preparing the female body for pregnancy and child birth.</p> <ul style="list-style-type: none"> <li>- occurs once each month unless there is pregnancy, illness or when the woman reaches menopause</li> <li>- cycle varies for each person (a cycle of 21-30 days).</li> <li>- changes occur in the body during menstruation e.g. enlargement of breast, breasts become tender with darkened nipple</li> </ul>	<p>Use a diagram of the female reproductive organ to explain how menstruation occurs.</p> <p>Use a diagram to illustrate the menstrual cycle.</p> <p>Discuss with class how students can cope with menstruation. Stress on proper hygiene during this period.</p> <p>Discussion should include the following:</p> <ul style="list-style-type: none"> <li>- implications of menstruation (can become pregnant with sex)</li> <li>- abnormal menstruation</li> </ul> <p><b>Note:</b> Emphasise that missing one's period does not necessarily mean pregnancy. It may be due, to some medical problem in the reproductive organs. Therefore one should seek medical attention.</p> <p>Pregnancy can occur before onset of menstruation if the person has ovulated.</p>	<p><b>Class exercise:</b> Students to draw a diagram on the menstrual cycle and explain.</p> <p>Suggest ways girls can take care of themselves during menstruation.</p>
<p><b>UNIT 2:</b></p> <p><b>PRE-MARITAL SEX AND ADOLESCENT PREGNANCY</b></p>	<p>2.2.1 explain pre-marital sex and the factors that influence the behaviour.</p>	<p><b>Pre-Marital Sex</b> It is the act of involving one's self in sexual acts or intercourse before marriage.</p> <p>Causes of premarital sex:</p> <ul style="list-style-type: none"> <li>- peer pressure</li> <li>- curiosity and wanting to experiment</li> <li>- lack of parental control</li> <li>- inability of parents to meet adolescent's needs</li> <li>- Increased adolescent sex drive</li> <li>- Ignorance</li> <li>- encouragement of parent's for adolescent to earn money</li> </ul>	<p>Ask each student to write reasons why adolescents involve themselves in sex, and present to class for discussion.</p> <p>Based on this discuss causes of pre-marital sex with class.</p> <p>Teacher should encourage students to come out with ways of avoiding pre-marital sex.</p>	

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<p><b>UNIT 2: (CONT'D)</b></p> <p><b>PRE-MARITAL SEX AND ADOLESCENT PREGNANCY</b></p>	<p>The student will be able to:</p> <p>2.2.2 analyse the consequences of pre-marital sex and suggest ways of preventing pre-marital sex.</p>	<p><b>Consequences of pre-marital sex</b></p> <ul style="list-style-type: none"> <li>- pregnancy and early motherhood</li> <li>- possible dropout from school</li> <li>- unsafe abortion resulting in death or damage to the reproductive organs</li> <li>- risk of contracting sexually transmitted diseases/infections.</li> </ul> <p><b>Ways of preventing pre-marital sex</b></p> <ul style="list-style-type: none"> <li>▪ <b>Adolescents should</b> <ul style="list-style-type: none"> <li>- develop good study habits</li> <li>- participate in activities that take their minds off early sex e.g. community activities, social clubs</li> <li>- clarify their own values and goals for the future</li> <li>- resist peer pressure to have sex</li> <li>- obtain adequate information on reproductive health issues</li> <li>- avoid blue films and phonographic reading books that will sexually arouse them</li> <li>- avoid accepting gifts from strangers</li> </ul> </li> <li>▪ <b>Parents should</b> <ul style="list-style-type: none"> <li>- educate their children on the dangers of early sex</li> <li>- see as their responsibility to adequately provide for their children especially their daughters</li> </ul> </li> </ul>	<p>Students in small groups discuss and analyse the consequences of pre-marital sex, present their responses to class for discuss.</p> <p>Students to suggest strategies for warding off sexual harassment.</p> <p><b>Note:</b> Teacher to</p> <ul style="list-style-type: none"> <li>- Assist students to clarify values concerning pre-marital sex.</li> <li>- Emphasise that pre-marital sex affects girls more than boys.</li> <li>- Teacher can use the future's wheel for students to understand consequences of pre-marital sex better.</li> </ul>	<p><b>Group Assignment.</b></p> <p>Students in groups prepare a poster or write a short speech titled "My resolve on sex".</p> <p>Assessment should be based on the effectiveness of the message.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2: (CONT'D)</b> <b>PRE-MARITAL SEX AND ADOLESCENT PREGNANCY</b>	The student will be able to:  2.2.3. examine factors leading to adolescent pregnancy.	<ul style="list-style-type: none"><li>- Set good examples to their children</li><li>- Should not push their children (girls) to men for money</li></ul> <p><b>Community:</b></p> <ul style="list-style-type: none"><li>- organise programmes that will involve the adolescents and also that will educate them.</li><li>- members of community should be concerned about adolescents and be prepared to correct their behaviours.</li></ul> <p><b>Adolescent pregnancy:</b></p> <ul style="list-style-type: none"><li>- pregnancy that occurs during the adolescence period</li><li>- pregnancy is usually unplanned</li><li>- usually the girl is not married</li></ul> <p><b>Factors leading to adolescent pregnancy</b></p> <ul style="list-style-type: none"><li>- peer pressure to have sex</li><li>- lack of understanding of the body</li><li>- lack of sex education</li><li>- rape</li><li>- poverty leading to having sex to obtain needs</li></ul>	<p>Students to discuss ways by which premarital sex can be controlled.</p> <p>In groups students come out with ways they themselves can control Pre-marital sex.</p> <p><b>Note:</b> Teacher should emphasise the responsibilities the adolescents have to themselves, in terms of decisions they will make for their own future and to control their sex drive.</p> <p>Class discussion to bring out the meaning of adolescent pregnancy.</p> <p>Class discussion to bring out why girls become pregnant before marriage.</p> <p><b>Note:</b> teacher to:</p> <ul style="list-style-type: none"><li>- emphasise that pregnancy can affect future goals development and opportunities and the need to avoid engaging in activities that will lead to pregnancy</li><li>- explain the effects on the child and the implications for his/her future</li><li>- discuss the economic implications to the mother, the family and the country</li></ul>	<p><b>Assignment</b> Students to work in groups to develop strategies or plans on posters for controlling pre-marital sex under the following.</p> <ul style="list-style-type: none"><li>- what I should do</li><li>- what parents should do</li><li>- what the community should do</li></ul> <p>The designed posters must be displayed in the classroom or the school notice board.</p> <p>Students write a short speech to talk about adolescent pregnancy, they should express their own views.</p>

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<p><b>UNIT 2: (CONT'D)</b></p> <p><b>PRE-MARITAL SEX AND ADOLESCENT PREGNANCY</b></p>	<p>The student will be able to:</p> <p>2.2.4 identify dangers associated with adolescent pregnancy and the consequences.</p> <p>2.2.5 examine criminal abortion and its effects on the adolescent.</p>	<p><b>Dangers associated with adolescent pregnancy</b></p> <ul style="list-style-type: none"> <li>▪ <b>Mother:</b> <ul style="list-style-type: none"> <li>- physical development may be affected</li> <li>- possible drop out from school</li> <li>- death due to prolonged labour</li> <li>- may suffer from anemia</li> <li>- damage parts of the reproductive organs</li> </ul> </li> <li>▪ <b>Infants:</b> <ul style="list-style-type: none"> <li>- low birth weight leading to death as result of prolonged labour and poor nutrition of the mother</li> <li>- Infant may suffer from deformities, abnormalities and mental retardation</li> </ul> </li> </ul> <p><b>Explanation of criminal abortion:</b> Abortion that is performed by unqualified person. Termination of pregnancy by the use of dangerous substances.</p> <p><b>Effects of Criminal Abortion:</b></p> <ul style="list-style-type: none"> <li>- Death</li> <li>- Damage to the organs i.e. uterus may be perforated, organs of the abdominal cavity may be damaged</li> <li>- Risk of infection leading to permanent damage to organs</li> <li>- Barrenness resulting from perforated uterus</li> <li>- Emotional suffering</li> </ul>	<p>Role play followed by discussion on how adolescent pregnancy affects the adolescent's own self concept.</p> <p>Discussion: On the dangers of adolescent pregnancy by linking it to pre-marital sex.</p> <ul style="list-style-type: none"> <li>- Discuss with students how adolescent pregnancy affects family finances and other resources.</li> <li>- Stress the health, social and emotional implications of adolescent pregnancy for the adolescent.</li> </ul> <p>Invite a nurse, a doctor or any qualified person to discuss criminal abortion with class.</p> <p><b>Note:</b></p> <p>i) Prepare students before the talk. May guide them to write some of the questions they will ask.</p> <ul style="list-style-type: none"> <li>- emphasise the health and emotional effects</li> <li>- explain the criminal aspects of abortion</li> </ul> <p>Discuss the law on Criminal abortion.</p> <p>ii) explain to students when abortion may be permitted and will not be criminal. Such cases include.</p>	<p><b>Assignment:</b> Use of futures wheel to examine the consequences of adolescent pregnancy as a group or individual assignment and bring to class for discussion.</p>

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<p><b>UNIT 2: (CONT'D)</b></p> <p><b>PRE-MARITAL SEX AND ADOLESCENT PREGNANCY</b></p> <p><b>UNIT 3:</b></p> <p><b>PROBLEMS OF ADOLESCENTS - SUBSTANCE ABUSE</b></p>	<p>The student will be able to:</p> <p>2.3.1 describe substances that are abused by adolescents.</p> <p>2.3.2 give reasons why adolescents engage in substance abuse.</p>	<p><b>Substance Abuse:</b> Definition: Substance abuse is the use of natural or chemical substances for purposes other than medical which may result in impaired mental, physical or social well-being of the person.</p> <ul style="list-style-type: none"> <li>- the drug or substance may be addictive. The abuse is related to a number of different drugs or substances.</li> <li>▪ common substances abused: <ul style="list-style-type: none"> <li>- cigarettes, alcohol</li> <li>- Marijuana/wee, cannabis, cocaine, heroin, LSD, pep-pills, glue/paints.</li> </ul> </li> </ul> <p>Drug abuse is also related to different drugs that are taken without them being prescribed by the doctor e.g. anasalgic drugs which are usually advertised or peddled, Sleeping pills and anti depressants. These are “over the counter drugs”.</p> <ul style="list-style-type: none"> <li>▪ <b>Reasons for substance abuse:</b> <ul style="list-style-type: none"> <li>- Curiosity</li> <li>- Peer influence</li> <li>- Feeling of frustration</li> <li>- Looking for excitement</li> <li>- A way of rebellion</li> <li>- Overcome nervousness and feeling of inadequacy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- rape</li> <li>- risk to the mother</li> <li>- risk to the baby</li> </ul> <p>These situations may not be criminal and will be performed by a qualified medical personnel.</p> <p>Students in groups brainstorm the meaning of substance abuse and substances that are abused by adolescents. Students report on issues raised.</p> <p><b>Pre-lesson preparation:</b> Give students assignment to find out the drugs on the market that are usually abused.</p> <p>Discuss in class and explain why they are considered being abused.</p> <p>Teacher to assist students to classify the drugs/substances according to their effects on the body.</p> <ul style="list-style-type: none"> <li>- Stimulants</li> <li>- Anti depressants</li> <li>- Depressants</li> <li>- Hallucinogens</li> </ul> <p>Discuss and explain the effects the various categories have on users.</p> <p>Invite a knowledgeable person to talk to students about the abuse of drugs and their effects.</p> <p>A trip to a mental hospital to see some adolescents who have been involved in the use of drugs.</p>	

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<p><b>UNIT 3: (CONT'D)</b></p> <p><b>PROBLEMS OF ADOLESCENTS-SUBSTANCE ABUSE</b></p>	<p>The student will be able to:</p> <p>2.3.3. assess the effects of each of the substances on the adolescent.</p> <p>2.3.4 analyse the impact of substance abuse on the family and the nation.</p>	<ul style="list-style-type: none"> <li>- Parental influence</li> <li>- Lack of leisure activity</li> </ul> <p>▪ <b>General effects on the adolescent</b></p> <ul style="list-style-type: none"> <li>- may lead to violence</li> <li>- depression</li> <li>- withdrawal</li> <li>- distortion of vision, hearing</li> <li>- reduces thinking ability</li> <li>- behaves irrationally</li> <li>- affects general health e.g. leading to nutritional deficiency</li> <li>- damage to brain and other organs of the body</li> <li>- social stigma on the abuser</li> </ul> <p>▪ <b>Impact on the family</b></p> <ul style="list-style-type: none"> <li>- financial resources are adversely affected</li> <li>- social stigma on the family</li> <li>- feeling of disappointment</li> <li>- feeling of insecurity among family members</li> <li>- sorrow over the deviant</li> </ul> <p>▪ <b>Impact on the Nation:</b></p> <ul style="list-style-type: none"> <li>- human resources are reduced and wasted</li> <li>- national resources needed for development are used to cure and rehabilitate abusers</li> <li>- work force may be reduced by unproductive abusers</li> <li>- reduced productivity</li> </ul>	<p><b>Note:</b> prepare students before the visit - visit the hospital and talk to health personnel on the purposes of the visit and what students need to know.</p> <p>Take each type of substance and discuss the effects on the adolescent.</p> <p>Use future's wheel to discuss the consequences of drug abuse for the adolescent.</p> <p>Emphasise that substance abuse is not related to only boys.</p> <p>Students work in groups to come out with consequences of drug abuse on the family and the nation.</p> <p>Discuss information with the whole class. Summarise the points. Students should be encouraged to give their opinions and clarify their values on drugs.</p>	<p><b>Group Assignment:</b> Students in groups develop a poster each on the theme, "Say No to Drugs". Students to display their work for appreciation and comments.</p> <p>Hang nice ones in the classrooms.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3: (CONT'D)</b>  <b>PROBLEMS OF ADOLESCENTS-SUBSTANCE ABUSE</b>         <b>PROBLEMS OF ADOLESCENTS-FEMALE GENITAL MUTILATION</b>	<p>The student will be able to:</p> <p>2.3.5 suggest ways of avoiding substance abuse.</p> <p>2.3.6 explain female genital mutilation.</p> <p>2.3.7 analyse the problems associated with FGM.</p>	<ul style="list-style-type: none"> <li>▪ <b>Ways of avoiding substance abuse</b></li> <li>- Choose friends wisely</li> <li>- Establish positive relationships between parents and adolescents</li> <li>- Parents should be interested in their children's friends and activities</li> <li>- Develop a hobby that will take your mind off undesirable friends.</li> <li>- Learn to say no!</li> <li>- Clarify own values in terms of drugs</li> </ul> <p><b>Female Genital Mutilation (FGM)</b></p> <ul style="list-style-type: none"> <li>- The removal of the clitoris and /or part of the female genital organ. (cutting away of the external genital) of girls and women</li> <li>- it is a female circumcision</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Reasons:</b></li> <li>- entrenched cultural practice; rites of passage to womanhood.</li> <li>- suppresses sex urge of girls and women</li> <li>- perpetuates male chauvinism</li> <li>- promotes cultural identity</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Dangers/problems with FGM</b></li> <li>- excessive bleeding may result in death</li> <li>- risk of infection e.g. tetanus, HIV/AIDS</li> <li>- urinary tract complications(V.V.F. fistula)</li> <li>- trauma</li> <li>- painful menstruation</li> <li>- painful sex</li> <li>- infertility</li> <li>- persistent pelvic pain</li> </ul>	<p>Use value clarification to show how students can desist, from abusing drugs.</p> <p>Students to write their own slogans on how to avoid substance abuse. Show it in class and discuss how it can be used to impact on adolescents attitudes to drugs.</p> <p>Class discussion on what is involved in Female Genital Mutilation and the reasons why it is performed.</p> <p>Discuss the differences between male circumcision and female genital mutilation.</p> <p>Show a film on FGM to students if possible, followed by discussions for students to have their own opinions and clarify their own values on the practice.</p> <p>Class discussions on the problems. Use the future's-wheel to trace the consequences of FGM. How it may affect the girl's/woman's life.</p>	<p><b>Class exercise:</b> Students in one paragraph express their views on FGM.</p>

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<p><b>UNIT 3: (CONT'D)</b></p> <p><b>PROBLEMS OF ADOLESCENTS-FEMALE GENITAL MUTILATION</b></p>	<p>The student will be able to:</p> <p>2.3.8 suggest measures to stop the practice of FGM.</p>	<ul style="list-style-type: none"> <li>▪ <b>Measures to stop FGM</b></li> <li>- education on the dangers and health implications for the practice</li> <li>▪ <b>For the community:</b> practitioners should be encouraged to find more healthy alternatives for the rites of passage to womanhood</li> <li>▪ <b>For parents:</b></li> <li>- education for parents on why they should protect their girl/child</li> <li>- government should enact laws against Female Genital Mutilation (FGM)</li> </ul>	<p>Students should be organised into groups.</p> <p>They are to suggest</p> <ul style="list-style-type: none"> <li>- ways families can help stop FGM</li> <li>- role of the community leaders and opinion leaders</li> <li>- Government actions</li> </ul> <p>Discuss suggestions in class. Summarise information.</p> <p>Debate on FGM speaking for the practice and those against it. There will be no winners or losers but assess value of issues raised. Link with the class discussions.</p>	<p><b>Group Assignment:</b> Class to form groups. Each to develop poster on the theme "Stop FGM": Assess which poster best illustrates the point made.</p>
<p><b>UNIT 4:</b></p> <p><b>MARRIAGE</b></p>	<p>2.4.1 explain the concept of marriage.</p>	<p><b>Marriage:</b> Commitment between two people to take on roles of husband and wife.</p> <ul style="list-style-type: none"> <li>- usually between a man and woman</li> <li>- marriage can be Monogamous or Polygynous</li> <li>- Monogamous – marriage of one man to one woman</li> <li>- Polygynous – one man to two or more women</li> <li>- Polyandry – one woman to several husbands.</li> </ul>	<p><b>Note:</b> There are different definitions of marriage. Teacher should find other definitions to identify differences and similarities in meanings. Students brainstorm the meaning in class. Students to share experiences on a traditional marriage ceremony they have attended. Discuss the activities that took place in the traditional marriage.</p> <p><b>Note:</b> explain that in most societies including Ghana man/woman marriage is the norm.</p> <ul style="list-style-type: none"> <li>- Polygynous is accepted but not the norm</li> <li>- Very few societies practice polyandry</li> </ul>	<p><b>Class exercise:</b> Students to write their own understanding of marriage. Check with the definitions discussed in class and compare the similarities and differences in the definitions.</p> <p><b>Assignment</b> Students find out other meanings of marriage and bring to class for discussion.</p>



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<b>UNIT 4: (CONT'D)</b>  <b>MARRIAGE</b>	The student will be able to:  2.4.2 examine the purposes of marriage.                   2.4.3 explain factors to consider when choosing a marriage partner.	<ul style="list-style-type: none"> <li>▪ <b>Purposes of marriage</b></li> <li>- Companionship</li> <li>- Procreation</li> <li>- Emotional and economic security</li> <li>- Fostering love and affection</li> <li>- Legalising sexual partnership</li> </ul> <p><b>Factors that influence the choice of a partner</b></p> <ul style="list-style-type: none"> <li>- Background; age, family background, ethnicity, religion, family income, education</li> <li>- Physical attraction</li> <li>- Compatibility</li> <li>- Communication</li> <li>- Love; choose the person you love</li> <li>- character</li> </ul> <p><b>Note:</b> In Ghana there are certain things which will influence choice of partners.</p> <ul style="list-style-type: none"> <li>- close blood ties</li> <li>- diseases or anything that has a stigma in the family</li> <li>- parental consent</li> </ul>	<p>As pre-lesson preparation ask students to find out why their parents, older siblings etc. got married. Class discussion on why people marry.</p> <p>Reports from students will be bases for the class discussions.</p> <p><b>Note:</b> - Point out to students that marriage should be by ones own choice. Girls are occasionally forced into marriage. (This should not be encouraged).</p> <ul style="list-style-type: none"> <li>- marriage is a very serious commitment and should be entered into with a lot of thinking</li> </ul> <p>Each student to write qualities they will look for and things they will consider about their future partners in their marriage decisions.</p> <p>Follow up with class discussions.</p>	<p><b>Homework:</b> Students to find out marriage customs in their various ethnic groups.</p> <p>Report in class. Discuss the differences and similarities in the customs.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4: (CONT'D)</b></p> <p><b>MARRIAGE</b></p>	<p>The student will be able to:</p> <p>2.4.4 identify the benefits of marriage.</p> <p>2.4.5 differentiate between dating and courtship.</p>	<ul style="list-style-type: none"> <li>▪ <b>Benefits of marriage</b> <ul style="list-style-type: none"> <li>- better able to meet life goals</li> <li>- gives stability to children</li> <li>- married couples may live longer</li> <li>- opportunity to develop an intimate, sharing relationship</li> <li>- provides security to the couple and the children</li> <li>- Healthier life styles</li> <li>- Children generally do better in two parent homes</li> </ul> </li>   <li>▪ <b>Dating and Courtship</b> <p>Definition of Dating: Arrangement made by a boy or a girl to go out with a member of the opposite sex for fun and which may also lead to mate selection.</p> <p>Courtship: period in which a couple are involved in a romantic relationship which will lead to marriage.</p> <p>A period when the couple make up their minds to marry. Couples have formal permission from parents to marry. There is intensive interaction.</p> </li> </ul>	<p>Class discussion to identify what benefits students think are gained from marriage. List students responses on the chalkboard. Explain each of the points through discussion.</p> <p>Students to list what they think will be the benefits they will gain from marriage. Relate them to the discussions.</p> <p><b>Note:</b> Teacher to emphasise impact on physical and emotional health of the family.</p> <p>Discuss what is involved in dating and courtship. Identify the differences between dating and courtship through class discussion.</p> <p>Explain why dating is important in mate selection.</p> <p>Debate on the topic “should couples date before marriage”?</p> <p>Points made will be discussed, linking to behaviours expected during dating.</p> <p><b>Note:</b> Emphasise that dating may not necessarily lead to marriage. It is just for fun. And may involve other people e.g. friends together going out.</p> <p>Courtship: Occurs when the couple is sure to marry. There is some commitment. Class to discuss the purpose of courtship and, its importance before marriage.</p> <p>Class discussion on the purposes of dating and courtship and the importance for mate selection.</p>	<p><b>Assignment:</b> Students to interview older people who have been married to find out the benefits they have gained in marriage. Compare them to the class discussion.</p> <p><b>Class exercise:</b> Students to write behaviours expected of them during dating.</p> <p><b>Assignment:</b> Each student to interview five teenage boys and girls to find out the following</p> <ul style="list-style-type: none"> <li>- Do they date?</li> <li>- How do they initiate the date</li> <li>- Why they date</li> <li>- Activities they engage in when dating.</li> <li>- How often do they date</li> <li>- What characters of the dating partners are important to them?</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4: (CONT'D)</b></p> <p><b>MARRIAGE</b></p>	<p>The student will be able to:</p> <p>2.4.6 outline the advantages and disadvantages of dating and courtship.</p>	<p><b>Advantages of Dating and Courtship</b></p> <ul style="list-style-type: none"> <li>- Help the couple to learn about each other and themselves</li> <li>- Evaluate each other and their relationship</li> <li>- Learn about the opposite sex</li> <li>- Determine the characteristics that are best in the individual and for the partner</li> <li>- For enjoyment; couple relaxes: <ul style="list-style-type: none"> <li>▪ Dating includes; entertainment and recreation</li> </ul> </li> <li>- Friendship and companionship i.e. a chance to share activities</li> <li>- Learn social skills</li> <li>- Personal development</li> <li>- Learn gender roles. How do man/woman react to each other</li> <li>- Giving and receiving love</li> <li>- Provides the chance to meet a suitable person</li> <li>- Share interests, feelings and opinions of each other</li> <li>▪ <b>Limitations of Dating:</b> <ul style="list-style-type: none"> <li>- may lead to intimacy not necessarily commitment</li> <li>- skips friendship which is the foundation for stable relationship in marriage</li> <li>- dating may focus on romantic attraction and lasts only when feelings remain</li> <li>- focuses on enjoying love and romance</li> <li>- mistakes physical relationship for love</li> <li>- takes a lot of time from the young couple and may distract them from their responsibilities</li> </ul> </li> </ul>	<p>Discuss the advantages and limitations of dating.</p> <p><b>Note:</b> Discussion should include dating skill e.g. planning, asking for a date, breaking the date.</p> <p>Role play preparing for a date and dating. .</p>	<p><b>Assignment:</b> Students interview adults about dating. In our culture</p> <ul style="list-style-type: none"> <li>- was it part of our mate selection?</li> <li>- How it has changed</li> <li>- Is it important?</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4: (CONT'D)</b></p> <p><b>MARRIAGE</b></p>	<p>The student will be able to:</p> <p>2.4.7 examine the preparations that will have to be made before marriage.</p> <p>2.4.8 explain the need for pre-marital counselling.</p>	<ul style="list-style-type: none"> <li>▪ <b>Preparations before marriage</b> <ul style="list-style-type: none"> <li>- meet the parents</li> <li>- plan for the marriage ceremonies</li> <li>- how much money should be spent and finances</li> <li>- seek counselling</li> <li>- increase communication skills</li> <li>- learn how to resolve conflict</li> </ul> </li>   <li>▪ <b>Premarital Counselling</b> <ul style="list-style-type: none"> <li>- helps to develop skills that improve and focus on communication and problem solving</li> <li>- Small group discussions help to air mutual issues.</li> <li>- discusses problems that can hinder marriage stability e.g. finances</li> <li>- helps couples to examine their attitudes towards each other.</li> <li>- helps to explore conflicts and learn to resolve conflicts</li> <li>- helps couples to explore the strength of their relationships and growth areas</li> </ul> </li> </ul>	<p>Teacher should discuss what is likely to happen if couples are not adequately prepared before the marriage.</p> <p>Contact a priest or marriage counsellor to talk to students.</p> <ul style="list-style-type: none"> <li>- kind of preparation to be made</li> <li>- why they need to prepare for marriage</li> <li>- in law relationships</li> <li>- how their relationship is expected to last</li> <li>- clearly explain that engagement in the western society is actually marriage in Ghana</li> </ul> <p>Students to identify groups that give pre marital counselling and how counselling is done.</p> <p>Invite a resource person i.e. a priest, an elderly person in community or the church to talk about the need for counselling sessions before marriage.</p> <p>Explain what the counsellor should do or should not do e.g. how to receive the couple, the language to use, where to do the counselling; need for privacy.</p>	<p><b>Assignment:</b></p> <p>Students to find out from marriage Counsellors in their churches what things they talk about in marriage counselling. Relate to discussions in class or</p> <p>Each student Interviews a Counsellor</p> <p>Finds out</p> <ul style="list-style-type: none"> <li>- his/her responsibilities.</li> <li>- How counselling is done, issues mostly dealt with in counselling</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4: (CONT'D)</b></p> <p><b>MARRIAGE</b></p>	<p>The student will be able to:</p> <p>2.4.9 describe the types of marriages in Ghana.</p>	<p><b><u>Types of Marriage</u></b></p> <ul style="list-style-type: none"> <li>▪ Customary: <ul style="list-style-type: none"> <li>- Done according to the custom of the area</li> <li>- There are variations in customs in the different areas</li> <li>- No written (or formal) contract</li> <li>- Presentation of drinks seals the marriage contract</li> <li>- Marriage dowry varies from area to area or among groups</li> </ul> </li> <li>▪ <b><u>Islamic:</u></b> Conforms to Islamic laws Parents usually arrange the marriage but modern families consult their children</li> </ul> <p><b><u>Civil Or Ordinance:</u></b> takes place in a Civil Court, at licensed registrars office or a registered church and by a priest who should be registered to perform marriage ceremonies. Regulations are governed by the civil laws</p> <ul style="list-style-type: none"> <li>- customary rites should be performed prior to the civil or ordinance marriages</li> <li>- each of the couple should not be legally married</li> <li>- license obtained from the court</li> <li>- event published twenty one days prior to the marriage</li> <li>- ideally couples should be 21 years or more</li> </ul>	<p>Class discussion on how each type of marriage is carried out.</p> <ul style="list-style-type: none"> <li>- Teacher invites a priest, lawyer, or Imam to explain various types of marriages in class.</li> <li>- Students to talk about a traditional marriage they have observed or attended. After discussion students can role play how a traditional marriage is contracted.</li> </ul> <p><b>Note:</b> Explain to students that church blessing without registration has no legal backing but is only a requirement of the church.</p> <p>Teacher should emphasise and explain the need to register customary marriage.</p> <p><b>Note:</b> Discussions on marriage should include</p> <ol style="list-style-type: none"> <li>a) the PNDC Law 112 on registration of marriage and its benefits</li> <li>b) intestate succession law 111</li> <li>c) divorce processes for the various types of marriage</li> <li>d) grounds for divorce</li> <li>e) effects of divorce on the children and other family members</li> </ol> <p>May invite a resource person for the discussions.</p> <p>A student from a divorced home may talk about his/her experiences. A panel discussion, a priest, lawyer and a traditionalist to discuss their perspectives on marriage. Marriage laws and prohibitions.</p> <p><b>Note:</b> Teacher should prepare students before the discussions.</p>	<p><b>Homework:</b> Students should find out and compare the</p> <ol style="list-style-type: none"> <li>a) benefits of traditional and ordinance marriage</li> <li>b) advantages and disadvantages of each. Write a report and present in class.</li> </ol>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4: (CONT'D)</b></p> <p><b>MARRIAGE</b></p>	<p>The student will be able to:</p> <p>2.4.10 explain marriage laws and prohibitions.</p> <p>2.4.11 analyse the social and legal implications of marriage.</p> <p>2.4.12 examine factors that contribute to the success or failure of marriage.</p>	<p><b>Marriage laws and prohibitions</b></p> <ul style="list-style-type: none"> <li>- marriage is for life</li> <li>- marriage is by mutual consent not forced</li> <li>- marriage should be with parental consent.</li> <li>- marriage is prohibited between close blood relations</li> </ul> <p><b>Social and Legal implications</b></p> <p>Marriage in Ghana has social and legal, implications.</p> <p>Social: A bond which involves other people besides the man and the woman, the families of both man and woman are linked together.</p> <p>Legal: because it is regarded as a contract with legal implications.</p> <p>▪ <b>Success of marriage</b></p> <ul style="list-style-type: none"> <li>- Age at marriage</li> <li>- Both are independent and mature</li> <li>- Love each other</li> <li>- Adequate preparation</li> <li>- Good communication</li> <li>- Economic security</li> <li>- Trust</li> <li>- Financial stability</li> <li>- Equality in relationship</li> </ul>	<p>Students to find out before lesson marriage prohibitions in the Ghanaian society to be used as basis for discussion.</p> <ul style="list-style-type: none"> <li>- class discussions on the general marriage laws and prohibitions in Ghana</li> <li>- Invite resource persons e.g. a lawyer, a priest, or someone from FIDA to discuss marriage laws and prohibitions</li> </ul> <p><b>Note:</b> Teacher to explain the biological/medical reasons why close blood relations cannot marry.</p> <p>Discussions in class to explain the social and legal implications of marriage.</p> <p><b>Note:</b> Teacher should link discussions to the various types of marriage.</p> <p>Class discussion on factors that contribute to success or failure of marriage.</p> <p><b>Note:</b> Discussions should look at the following</p> <ul style="list-style-type: none"> <li>- in-marriage factors</li> <li>- factors which come from outside the marriage which contribute to the success or failure of marriages</li> <li>- discuss the ways in which marriages can be sustained</li> </ul>	<p><b>Assignment:</b></p> <p>Find out and write a report on the traditional laws on marriage.</p> <p>Students should write giving their own views why there should be prohibitions in marriage.</p> <p><b>Homework:</b></p> <p>Students should write their own views on how marriages could be sustained and report in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4: (CONT'D)</p> <p><b>MARRIAGE</b></p>        <p>UNIT 5:</p> <p><b>THE FAMILY</b></p>	<p>The student will be able to</p>          <p>2.5.1 explain the meaning and types of the family.</p>	<ul style="list-style-type: none"> <li>▪ <b>Factors contributing to marriage failure</b></li> <li>- unfaithfulness</li> <li>- poor communication</li> <li>- in-law interference</li> <li>- inadequate preparation before marriage</li> <li>- lack of trust between couples</li> <li>- inability to have children</li> <li>- financial difficulties</li> <li>- differences in expectations</li> </ul> <p><b>The family</b></p> <p>Definitions:</p> <ul style="list-style-type: none"> <li>- A family is:</li> <li>- made up of parents and their children living together</li> <li>- a group of people closely related by blood, parents, children, aunts, uncles, members of the extended family.</li> <li>- all those descended from a common ancestor</li> <li>- persons related by marriage or adoption</li> <li>- a group of people that pool their resources together (Economic family).</li> </ul> <p><b>Types of family</b></p> <ul style="list-style-type: none"> <li>- Nuclear: consists of husband, wife with or without children living together. Also referred to as "natural", 'primary' or 'restricted family'.</li> </ul>	<p>Students in groups brainstorm the meaning of the family. Report information in class followed by class discussion. Some students share with class the types of families in which they live.</p> <p><u>Note:</u></p> <ul style="list-style-type: none"> <li>i) explain that there is no single definition for the family.</li> <li>ii) in Ghana families may not necessarily have a common residence 'even a nuclear family may not live in the same house.</li> </ul> <p>Teacher assists students to explain the different types of families, their advantages and disadvantages.</p>	<p><b>Class exercise:</b> Students to debate on the topic "childlessness should not lead to divorce".</p>          <p>Students to write what they think a family is.</p>





UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5: (CONT'D)</b>  <b>THE FAMILY</b>	<p>The student will be able to:</p> <p>2.5.3 analyse the rights and responsibilities of family members.</p> <p>2.5.4 describe the various stages of the family life cycle.</p>	<p><b>Rights and Responsibilities of the family:</b> Rights: claims family members should have as members of the family to ensure growth and development as individuals</p> <ul style="list-style-type: none"> <li>- right to be cared for by the family</li> <li>- to be provided with basic needs</li> <li>- right to security</li> <li>- equal treatment without discrimination</li> <li>- have emotional support</li> <li>- enjoy opportunities in the society</li> </ul> <p>Responsibilities</p> <ul style="list-style-type: none"> <li>- respect authority</li> <li>- respect privacy of others</li> <li>- support others</li> <li>- take responsibility of their personal effects and those of the family and the society</li> <li>- show respect to others</li> </ul> <p><b>Stages of the Family Life Cycle</b> Definition: The stages of growth or changes a family goes through as it goes through life.</p> <ul style="list-style-type: none"> <li>- Beginning stage: starts when a couple marries to the time the first child arrives.</li> <li>- Expanding stage When the first child arrives to the time children begin to leave home and become independent.</li> </ul>	<p>Group discussion to identify their rights and responsibilities as</p> <ul style="list-style-type: none"> <li>- students</li> <li>- family members</li> <li>- members of the community/society</li> </ul> <p>Report for class discussion</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>- explain the differences between rights and responsibilities</li> <li>- emphasise that rights go with responsibilities</li> <li>- taking responsibilities for societal resources is as important as taking responsibility for our personal resources</li> </ul> <p>Relate how the rights and responsibilities affect relationships in the family.</p> <ul style="list-style-type: none"> <li>- contributes to positive relationships in the family</li> <li>- contributes to families meeting their goals</li> <li>- contributes to the well being of the society</li> <li>- contributes to positive management of resources.</li> </ul> <p>Use a chart to describe the different stages of the family life cycle.</p> <p><b>Note:</b> Family life cycle is described differently by various people. But the four stage classification is the simplest. The stages described are the ideal situation and normal for many families. Explain that not every family goes through the stages described. Variations may occur in different ways.</p>	<p><b>Class exercise:</b> Students to discuss and report in groups how good family relationships contribute to successful family management and family living.</p> <p>How positive family management/living contributes to the well being of the society.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5: (CONT'D)</b>  <b>THE FAMILY</b>	<p>The student will be able to:</p>           <p>2.5.5 outline the needs, goals and resources of families at the various stages.</p>	<p><b>Contracting Stage:</b> Begins when the first child leaves home and ends when the last child goes away.</p> <p><b>Empty Nest:</b> The stage when all the children leave home and the couple are left alone.</p> <p><b>Family Needs at the different stages</b></p> <ul style="list-style-type: none"> <li>▪ Beginning Stage: <ul style="list-style-type: none"> <li>- Need to establish the kind of relationships and home they want</li> <li>- Choice of a house depending on the economic situation</li> <li>- Set financial goals</li> <li>- Time and energy demands are minimal unless there were children already. May have few resources in terms of income, space, household equipment.</li> </ul> </li>   <li>▪ Expanding Stage: <ul style="list-style-type: none"> <li>- Demands on income, space, time and energy increase.</li> <li>- Housing needs may increase</li> <li>- Parents set goals for socializing children especially education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a) The number of children and spacing will make the family skip certain stages – e.g. when the couple does not have children.</li> <li>b) Divorce or death of a spouse will make one miss other stages.</li> <li>c) Single parenthood.</li> <li>d) A person divorced or widowed may marry again to form a blended family.</li> <li>e) Parental stage may be long because of large family.</li> </ul> <p>Illustrate with examples the various deviations to the family life cycle.</p> <p>Class discussion on the needs and resources families have at the different stages.</p> <p>Discuss how families can cope with the different demands and needs.</p> <p>Group discussion followed by whole class discussions.</p> <p><b>Note:</b> Teacher explains Families with older children may put more demands on income with education but the children become resources when they help with household work to reduce time and energy.</p> <p>Discuss how families may cope with limited resources.</p>	<p><b>Class exercise:</b> Students to illustrate their own family life cycles and comment on them.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5: (CONT'D)</b>  <b>THE FAMILY</b>	The student will be able to:	<ul style="list-style-type: none"> <li>▪ Contracting stage:               <ul style="list-style-type: none"> <li>- demands on time, energy and financial resources may decrease.</li> <li>- parents may recover financially.</li> <li>- may set new financial goals for retirement.</li> </ul> </li>   <li>▪ Empty Nest:               <ul style="list-style-type: none"> <li>- income may be low.</li> <li>- have more time.</li> <li>- energy will decline due to age and poor health.</li> <li>- set new goals.</li> </ul> </li> </ul>	<p>Emphasise the need to plan ahead for future security at the early stages.</p> <p>Students to discuss how families at empty nest stage can cope with their time.</p> <p><b>Note:</b> Couple may retire and are unable to work. Not all families may have low income if they planned and invested well for their future.</p> <p>May experience frustration with a lot of time on their hands.</p> <p>Discuss what the community can do to make the old feel needed and useful. e.g. inviting them to share experiences - involving them in community activities.</p> <p>Identify and discuss community resources that can help families meet their needs and goals at different stages of the family life cycle.</p>	<p><b>Assignment:</b> Choose one of the following situations and write about how families can cope.</p> <ul style="list-style-type: none"> <li>- A young family with low income</li> <li>- How older families with lots of time can usefully spend their time.</li> <li>- How adolescents in the family can help to conserve time and energy.</li> </ul>

# SENIOR HIGH SCHOOL – YEAR 2 - TERM 2

## SECTION 3

### PRINCIPLES OF MANAGEMENT

**General Objectives:** The student will:

1. understand the concept of family management.
2. recognise the importance of management in family living.
3. examine the role of decision making in family living.
4. plan optimum use of resources .
5. apply management principles to daily living.
6. recognise the importance of communication in decision making.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1:</b>  <b>THE MANAGEMENT CONCEPT AND FOCUS</b>	The student will be able to:  3.1.1 explain the concept and focus of family life management.	<p><b>Definitions</b>                      Management is making use of available resources to achieve goals or meet needs and wants of the family.</p> <p>Home management involves using resources available to individuals and families in the home to achieve the quality of life family wants.</p> <p><b>The Focus:</b>                      Management involves</p> <ul style="list-style-type: none"> <li>- identifying needs and wants</li> <li>- using resources at one's disposal judiciously</li> <li>- various activities i.e. planning, implementing and evaluating actions.</li> <li>- involves decision making</li> </ul>	<p>Introduce topic with a case study of someone with a heavy schedule for a particular day.</p> <p>With discussions help students to recognise that with sound management skills they can deal with conflicting demands on time and energy.</p> <p>Brainstorming, followed by discussion to help students to explain the concept and focus of family life management.</p> <p>Discussion should include the following:</p> <ul style="list-style-type: none"> <li>- Who a Manager is</li> <li>- The characteristics/qualities of a manager</li> <li>- What is good management?</li> <li>- What is poor management?</li> </ul>	<p><b>Group Assignment:</b>                      Students in groups of five to find out the work of a manager and compare it with that of a homemaker.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1: (CONT'D)</b>  <b>THE MANAGEMENT CONCEPT AND FOCUS</b>	<p>The student will be able to:</p> <p>3.1.2 outline the characteristics of management.</p> <p>3.1.3 describe instances when management is needed.</p>	<p><b>Characteristics of Management:</b> All management situations have some characteristics in common; someone.</p> <ul style="list-style-type: none"> <li>- has the idea of what is needed</li> <li>- judges or assesses what is available for use</li> <li>- reconciles differences between what is needed, wanted and what is available</li> <li>- knows what is likely to happen under certain circumstances</li> <li>- recognises the limitations of what can be done</li> <li>- brings together what is needed at the right time</li> </ul> <p><b>When Management is needed</b> Management is needed when;</p> <ul style="list-style-type: none"> <li>- there is a problem to be solved</li> <li>- the resources we have are limited or inadequate for what we want/need using the same resources for many things</li> <li>- we are not achieving our goals</li> <li>- there is conflict of wants/needs</li> <li>- there is the need for change</li> </ul>	<p>Teacher to use different management situations to illustrate the characteristics of management e.g.</p> <ul style="list-style-type: none"> <li>- organising a party</li> <li>- a school open day</li> <li>- home situation of providing shelter</li> <li>- how a school functions</li> </ul> <p>Discuss characteristics that are common to these situations.</p> <p>Let students role play a life situation to help them understand scenarios that call for management.</p> <p><b>Note</b> Teacher to explain what is a non-managerial activity or action e.g. doing things spontaneously without thinking about the consequences.</p>	<p><b>Class exercise:</b> Students to give two management situations and bring out the characteristics that are common to them.</p> <p><b>Assignment:</b> Write five qualities of a good manager</p> <ul style="list-style-type: none"> <li>- differentiate between good management and poor. Management</li> </ul> <p>Class test on management concept and focus.</p> <p>After marking the test, teacher should discuss the answers with students.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1:</b></p> <p><b>FACTORS THAT AFFECT MANAGEMENT</b></p>	<p>The student will be able to:</p> <p>3.1.4 outline the factors that affect/motivate management.</p> <p>3.1.5 explain values and their role in management.</p>	<p><b>Factors that affect management:</b></p> <ul style="list-style-type: none"> <li>- Age of Person: Age influences the level of maturity and experience of the person. An adult is more experienced and likely to manage better than an adolescent.</li> <li>- Knowledge: Knowledge about resources and how to manage as well as the ability to apply information contribute to success of management.</li> <li>- Health: the health of the individual contributes to the capacity to work and put plans into action.</li> <li>- Experiences: The more experienced a person is the better he is able to plan and implement plans with minimum errors.</li> <li>- Resources: Material and human resources available affect the success of management</li> <li>- Values and goals</li> <li>- Needs and wants: These motivate individuals and families to take action.</li> </ul> <p><b>Values:</b> They are the beliefs, feelings and experiences that people consider important and desirable. Examples are freedom, privacy, beauty, comfort, peace, knowledge, wealth, security, love, honesty and achievement.</p>	<p>Two students to share with class how they use their resources e.g. time and money.</p> <p>Through questioning and discussions help students to identify what prompted them to use their time and money the way they did.</p> <p>Explain factors that affect management.</p> <p>Use case studies to help students identify people's values.</p> <p>Students can be asked to share with the class things they cherish most.</p> <p>Discuss how values affect/influence</p> <ol style="list-style-type: none"> <li>a) family management</li> <li>b) goals/goals clarification</li> <li>c) resources and resource use</li> <li>d) quality of life</li> <li>e) decisions in the family</li> </ol>	<p><b>Group Assignment:</b></p> <ul style="list-style-type: none"> <li>- In groups students to discuss factors that affect management and present work in class.</li> <li>- students to list and explain 2 personal characteristics that motivate them to manage.</li> </ul> <p><b>Class exercise:</b></p> <p>Each student to identify the following</p> <ul style="list-style-type: none"> <li>- Two community values.</li> <li>- Three Family values.</li> <li>- Values held by students.</li> </ul> <p>Use specific examples to explain those values that have been stated.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1: (CONT'D)</b></p> <p><b>FACTORS THAT AFFECT MANAGEMENT</b></p>	<p>The student will be able to:</p> <p>3.1.6 classify values.</p>	<p><b>Sources of values</b>            Values develop from</p> <ul style="list-style-type: none"> <li>- personal experiences as basic needs are met</li> <li>- family influences</li> <li>- the culture in which you live</li> <li>- peer influences</li> <li>- daily activities and the people we interact with</li> </ul> <p><b>Classification of values:</b>            Values can be classified in different ways. For our purpose we are classifying values as follows.</p> <p><b>Personal Values:</b>            What is important to individuals e.g.</p> <ul style="list-style-type: none"> <li>- punctuality</li> <li>- devotion to work</li> <li>- independence</li> <li>- beauty</li> </ul> <p>These may differ for individuals within the family and may affect family decisions.</p> <p><b>Moral Values:</b> These indicate what is wrong or right behaviours e.g.</p> <ul style="list-style-type: none"> <li>- honesty</li> <li>- integrity</li> <li>- trustworthiness</li> <li>- dependability</li> <li>- truthfulness</li> </ul>	<p>In two groups let class advance arguments in favour or against the fact that 'Human Beings are born with values'.</p> <p>Students to give reasons for the points they make.</p> <p>With brainstorming and discussion help students to explain how values develop.</p> <p>Class discussion of different types of values.</p> <p>Teacher should explain that values can be</p> <ul style="list-style-type: none"> <li>- absolute or relative</li> <li>- implicit or explicit</li> </ul> <p>Use specific examples to explain the above.</p>	<p><b>Homework:</b>            Students to identify their values and explain why they consider them as values. Present to class for discussion.</p> <p>Give different situations for students to classify into the different types of values.</p>





UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1: (CONT'D)</b></p> <p><b>FACTORS THAT AFFECT MANAGEMENT</b></p>	<p>The student will be able to:</p> <p>3.1.8 classify Goals with specific examples.</p>	<p><b>Goals</b> Goals are targets you set for yourself</p> <ul style="list-style-type: none"> <li>- things you intend to do</li> <li>- aims, ends or things individuals and families work to achieve</li> </ul> <p>Goals give direction. Like values, goals change overtime.</p> <p><b>Classification of Goals:</b> Long term goals: these are goals that take relatively long periods of time to achieve.</p> <p>Represents the conditions you are trying to obtain in the future.</p> <p>Short term goals: These are goals that can be accomplished in a relatively short time.</p> <p>Inter-mediate goals: They take longer to accomplish. Long term goals are achieved through inter-mediate goals.</p>	<p>Students to share with the class what they are striving to achieve in life.</p> <p>Based on the students' responses teacher explains the term goals.</p> <p>Give a case study and discuss with students to Identify the various types of goals.</p> <p>Use specific situations to illustrate the various types of goals.</p> <p>Discuss with class the following:</p> <ul style="list-style-type: none"> <li>- explain how family goals influence the quality of life.</li> <li>- does a country need to set goals?</li> </ul> <p>Discuss</p> <ul style="list-style-type: none"> <li>- How do goals set by the country affect the quality of family life?</li> </ul> <p>Discuss with students the importance of setting goals.</p> <p><b>Note:</b> Emphasise that goals change over time.</p>	<p><b>Assignment:</b> Students to set a long term goal and come out with a means end goal and short term goals.</p> <p>Identify a value and set goals based on it.</p> <p>Present to class for discussion.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1: (CONT'D)</b>  <b>FACTORS THAT AFFECT MANAGEMENT</b>	<p>The student will be able to:</p> <p>3.1.9 describe the guidelines for setting goals.</p> <p>3.1.10 explain standards in management.</p>	<ul style="list-style-type: none"> <li>▪ Means – end goals They are simple and immediate goals set up as steps to achieve other goals.</li> </ul> <p><b>Guidelines for setting goals</b></p> <ul style="list-style-type: none"> <li>- start by making a list of what you want in life</li> <li>- consider your values (since values shape goals)</li> <li>- arrange what you want in order of importance</li> <li>- set long term goals before short term and instrumental goals</li> <li>- goals should be precise clear and realistic measurable or quantifiable and time bound</li> </ul> <p><b>Standards</b> Definition are a set of criteria for measuring goal attainment.</p> <ul style="list-style-type: none"> <li>- Standards serve as a measure of quality, quantity as well as the degree of accomplishment that we would find acceptable or adequate.</li> <li>- Standards develop from our values and therefore originate from the society in which we live.</li> </ul>	<p>Discuss the guidelines for setting goals with class.</p> <p>Brainstorming and discussions to explain standards.</p> <p>Discuss sources and importance of standards and standard setting in family management.</p>	<p>Each student to set a goal and assess in terms of the guidelines given.</p> <p><b>Class work:</b> Give a case study for students to identify</p> <ul style="list-style-type: none"> <li>- standards</li> <li>- kind of standards</li> </ul>

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<b>UNIT 1: (CONT'D)</b>  <b>FACTORS THAT AFFECT MANAGEMENT</b>	The student will be able to:	<p><b>Classification of standards:</b></p> <ul style="list-style-type: none"> <li>▪ Standards can be classified into two main groups</li> </ul> <p>- Quantitative/Objective standards - Qualitative/Subjective</p> <ul style="list-style-type: none"> <li>▪ Quantitative/Objective Standards</li> </ul> <p>They are measures that give precise amounts of what is desired. They are the easiest standards to identify because they can be seen and are related to quantities such as weight, lengths, and requirements to pass examinations.</p> <ul style="list-style-type: none"> <li>▪ Qualitative/Subjective Standards</li> </ul> <p>- They measure quality. They are based on personal opinions. As such, individuals have different criteria for measuring what is “good” or “bad” .</p> <p><b>Note:</b> Some Subjective standards are referred to as Conventional or rigid Standards. They are often related to traditions, social customs and social behaviours.</p> <p>Non-Conventional Standards; they tend to be flexible. These standards may be set to suit available resources or situations.</p>	<p>Discuss the various types of standards.</p> <p>Use specific examples to explain the different classes of standards.</p> <p>Explain the difference between level of living and standard of living.</p> <p>Give a case study for students to identify the different types of standards.</p> <p>Discuss and compare with students’ their own standards.</p>	<p><b>Assignment:</b> Students to interview adults to find out the following: their standards in relation to areas such as</p> <ul style="list-style-type: none"> <li>- spending money</li> <li>- societal standards</li> </ul>

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<b>UNIT 1: (CONT'D)</b>  <b>FACTORS THAT AFFECT MANAGEMENT</b>	<p>The student will be able to:</p> <p>3.1.11 analyse the relationships between values, goals and standards.</p> <p>3.1.12 differentiate between needs and wants.</p>	<p>Note: There are relationships between values, goals and standards.</p> <ul style="list-style-type: none"> <li>- Values are primary reasons for our actions and decisions</li> <li>- Goals are set based on our values</li> <li>- Standards are set to measure goal attainment.</li> <li>- Standards set in family management, are also based on values</li> </ul> <p><b>Needs and wants</b></p> <ul style="list-style-type: none"> <li>▪ Needs: are things we cannot do without. They are basic items you must have to live as a human being e.g. food, shelter, clothing.</li> <li>▪ Wants: is something that we can do without but would like to have in order to enhance the quality of life e.g. a mobile phone.</li> </ul>	<p>Each student to state one value he/she holds.</p> <ul style="list-style-type: none"> <li>- set goals from the value</li> <li>- set a standard in relation to the goal</li> </ul> <p>Teacher to use students' responses to explain the relationships between values, goals and standards.</p> <p>Give a case study from which students will identify needs and wants.</p> <p>Discuss with students why they need or want those things.</p> <p>Guide students to come out with the differences between needs and wants.</p>	<p><b>Assignment:</b> Students to explain with specific examples differences between needs and wants.</p>

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<p><b>UNIT 1: (CONT'D)</b></p> <p><b>FACTORS THAT AFFECT MANAGEMENT</b></p>	<p>The student will be able to:</p>	<p><b>Levels of Needs</b></p> <ul style="list-style-type: none"> <li>▪ There are different levels of needs. They can be placed in a hierarchical order. People tend to satisfy lower level needs before high level ones.</li> <li>▪ Physiological needs: These are the lowest level of needs; are important in maintaining life and are therefore essential for the survival of human beings e.g. food, clothing and shelter.</li> <li>▪ Safety needs: These include freedom from fear, threat, danger or being in deprivation.</li> <li>▪ Social needs: they relate to social interaction. We attain them only when we love and are loved – makes one feel a sense of belonging.</li> <li>▪ Esteem needs: includes the need to be respected and recognised by people or society.</li> <li>▪ Self Actualization needs: These are the highest level of needs. It is the level at which individuals realize their full potential and capabilities.</li> </ul>	<p>Use pictorial representation to describe the various levels of needs.</p> <p>Teacher uses real life situations to explain the various levels of human needs.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>- It is only when people have satisfied their Physiological needs that they attempt to satisfy their higher needs.</li> <li>- Not everybody is able to achieve all levels of needs. Sometimes people may satisfy a higher need, when lower needs have not been satisfied.</li> </ul> <p>Such situations are influenced by values.</p>	<p><b>Class exercise:</b></p> <ul style="list-style-type: none"> <li>- Students to list what they consider as their most important needs and why.</li> <li>- How do these needs affect their use of resources.</li> </ul>

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<p><b>UNIT 1: (CONT'D)</b></p> <p><b>FACTORS THAT AFFECT MANAGEMENT</b></p>	<p>The student will be able to:</p> <p>3.1.13 analyse the effects of events on family life management.</p>	<p><b>Effects of Events on Family Life Management:</b>  <b>Definition: Events</b></p> <ul style="list-style-type: none"> <li>▪ are unexpected occurrences or incidents that are outside the control of the individual and the family such as</li> <li>- sudden illness</li> <li>- fire outbreak</li> <li>- accident etc</li> <li>- unexpected guest</li> </ul> <p>Events are not usually planned for but they require attention when they occur.</p> <p>They may require the changing of plans, use of resources, and making new decisions.</p> <p>Events require careful management to enable families and individuals to meet them.</p>	<p>Tell a story and use it to explain what events are.</p> <p>Discuss how events affect resource use and resource management.</p> <p><b>Note:</b> Events are of great significance to those involved and require action.</p> <p>Making use of specific situations guide students to discover the need to manage events when they occur.</p> <p>Students to role play the effects of events on family management, followed by class discussion.</p>	<p><b>Assignment:</b>  Students to interview families about events they have experienced.</p> <p>How they managed the events.</p> <p>Findings to be presented in class for discussion.</p> <p>Students to suggest alternative solutions.</p>
<p><b>UNIT 2:</b></p> <p><b>RESOURCES</b></p>	<p>3.2.1 explain the term resources.</p>	<p><b>Resources</b>  Resources are assets. Assets are tools, talents and possessions which people use to achieve their goals or solve everyday problems in life e.g. water, air, land, energy, time, knowledge, skills, and equipment.</p>	<p>Students to list the tools and things they use to work at home e.g. when sweeping, cooking, washing clothes etc.</p> <p>Use the list to discuss the meaning of resources. Discussion should include the following.</p> <ul style="list-style-type: none"> <li>- Resources available to individuals and families vary in kind, quantity and quality. The particular mix of resources determines the quality of life for individuals and families.</li> <li>- Resources may be used immediately or stored for future use.</li> <li>- Resources are considered as such only when they are recognised and are available to families and individuals.</li> </ul>	<p><b>Class work.</b>  Students to set a goal and identify resources needed to achieve it.</p>

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<p><b>UNIT 2: (CONT'D)</b></p> <p><b>RESOURCES</b></p>	<p>The student will be able to:</p> <p>3.2.2 classify resources available to individuals and families.</p>	<p><b>Classification of resources:</b> Resources can be classified into human and non-human.</p> <ul style="list-style-type: none"> <li>• Human Resources are human characteristics that individuals possess and can be used to achieve goals e.g. knowledge, skills, mental health, energy, time, creativity, interest.</li> <li>▪ Non-human or material resources are: material possessions that people have and can be used to achieve goals e.g. money, equipment, furniture, time, houses/space.</li> </ul> <p>Community resources are the facilities in the community which individuals and families need but cannot provide themselves. e.g. schools, libraries, roads, water supply , hospitals.</p>	<p>Students list some resources. Teacher guides students to group them under the various types.</p> <p><b>Group work:</b> Students in groups identify resources in their families and communities and classify them.</p> <p>Discuss the importance of resources in meeting family goals.</p> <p>Discuss how resources can be conserved in the family and the community. Stress the need to conserve societal resources and ways these can be done in the home and by the community e.g. water, electricity and school properties.</p>	<p><b>Assignment:</b> students to</p> <ul style="list-style-type: none"> <li>- identify the human resources they possess. Explain how important they are in meeting family and societal goals.</li> </ul> <p>Students to find out how families can conserve societal resources and how societal resources help to achieve family goals.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2: (CONT'D)          <b>UNIT 3:</b>  <b>DECISION-MAKING</b>	The student will be able to:  3.2.3 describe the characteristics of resources and how they are related to personal management.           3.3.1 explain the terms decision and decision making.            3.3.2 make decision using the decision making process.	<b>Characteristics of Resources:</b> All resources: <ul style="list-style-type: none"><li>- are limited or scarce</li><li>- could be managed</li><li>- have alternate uses/can be substituted</li><li>- can be exchanged</li><li>- can be developed</li><li>- can be transferred</li><li>- can be saved</li></ul> <b>Decision and Decision making:</b> decision is the making up of one's mind to take an action.  Decision making is the course of actions taken to select from a number of alternatives. <ul style="list-style-type: none"><li>- Decisions are related to stages of life. Decisions are part of every area of life e.g. decisions about family life. Decisions are related to all areas of daily living.</li></ul> <b>The decision making process:</b> involves <ul style="list-style-type: none"><li>- identifying the problem to be solved or decision to be made</li><li>- identifying alternative solutions to the problem</li><li>- seeking information about each alternative in relation to the problem by weighing the advantages and disadvantages of each alternative solution.</li><li>- making a decision by choosing the most appropriate solution to the problem</li></ul>	Discuss how the characteristics of resources influence their choice and use to meet family goals.          Through questions guide students to explain decision and decision making.   Discuss with students the importance of decision making in management.  Explain that the kinds of decisions made vary at every stage of the family life cycle.   With a diagram discuss the decision making process with students.  Demonstrate how to use it to solve a problem in a real life situation Use a case study to demonstrate the decision making process. <b>Note:</b> <ul style="list-style-type: none"><li>- There are many steps involved in the decision-making process. But the four steps is one of the simplest.</li><li>- Stress that individuals have to accept responsibility for the consequences of their decisions.</li></ul>	                    <b>Group work:</b> Students to use the decision making steps to resolve a posed conflict e.g. choosing a job.  Present report for class discussion.



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<b>UNIT 3: (CONT'D)</b>  <b>DECISION-MAKING</b>	The student will be able to:  3.3.3 analyse the different types of decisions families make.	<b>Types of decisions families make:</b> Explain that some choices are not necessarily decision making.  <ul style="list-style-type: none"> <li>▪ <b>Major Decisions:</b> Major decision are big decisions that individuals make in life. They are about long term goals. e.g. building a house or obtaining a degree.</li> <li>▪ <b>Minor Decisions (satellite decision)</b> These are small decisions that result from the major decision.</li> </ul>	Teacher may give a case study for students to identify different types of decisions people make in life.  Class discussions on the various types of decisions that people make over their life time. Illustrate each type of decision with specific examples.  Give a case study to students to identify major and minor decisions.	Give students a case study on decisions made in a family.  Identify - The major decisions  - Satellite decisions.
<b>UNIT 4:</b>  <b>THE MANAGEMENT PROCESS</b>	3.4.1 explain the main decisions made at each step of the management process.	<b>Management Process:</b> Management is a process directed towards effective use of resources in achievement of goals.  It involves a series of activities or steps including - planning - implementing - evaluating	Case study may be used to help students to identify the main steps in management.	

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<b>UNIT 4: (CONT'D)</b>  <b>THE MANAGEMENT PROCESS</b>	The student will be able to:	<ul style="list-style-type: none"> <li>• Planning involves:               <ul style="list-style-type: none"> <li>- setting goals and goal clarification</li> <li>- identifying resources to be used</li> <li>- setting standards</li> <li>- organising</li> </ul> </li> </ul> <p>Organising: Involves the arrangement of activities in logical consequence, sharing responsibilities among family members, sharing the time for each of the planned activities.</p> <ul style="list-style-type: none"> <li>• Implementing: it is the “doing” stage. It involves               <ul style="list-style-type: none"> <li>- putting plan into action</li> <li>- controlling the action</li> </ul> </li> <li>• Evaluation: Involves looking back or assessing to determine how far goals have been achieved and for future actions.</li> </ul>	<p>Brainstorm and discuss the following:</p> <ul style="list-style-type: none"> <li>- importance of planning as the first step in the management process</li> <li>- the main decisions at each stage of the management process.</li> <li>- that decision making is the heart of management.</li> <li>- controlling prevents deviation during the implementing stage</li> <li>- evaluation guides individuals and families in future decisions.</li> <li>- evaluation, although the last step in the process occurs at every step of the process.</li> </ul>	<p><b>Group work:</b></p> <ul style="list-style-type: none"> <li>- Students in groups to identify a problem and use the management process to illustrate how the problem can be resolved.</li> <li>- They should indicate where decision making takes place at each step.</li> </ul> <p>Students to present their report for further discussions.</p>
<b>UNIT 5:</b>  <b>COMMUNICATION IN THE FAMILY</b>	3.5.1 explain communication and its importance.	<p><b>What is Communication:</b></p> <p>It is the process of sending and receiving messages.</p> <p>It involves the sharing of ideas and feelings with other people.</p> <p>Messages are sent through the use of verbal and non verbal language.</p>	<p>Ask students to talk to two students who are not well known to them; one in the library and one in the dining hall for five minutes in each case. Observe their reaction and responses and interpret how you perceive each of them.</p>	

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<p><b>UNIT 5: (CONT'D)</b></p> <p><b>COMMUNICATION IN THE FAMILY</b></p>	<p>The student will be able to:</p>          <p>3.5.2 describe the communication process.</p>	<p><b>Importance of communication:</b></p> <ul style="list-style-type: none"> <li>- it enables more than one person to contribute to planning and implementing activities in the family to achieve family goals.</li> <li>- communication ability is a resource that can be used daily to increase and improve upon the use of other resources.</li> <li>- strengthens family relationships</li> <li>- contributes to success in the home and at the work place.</li> <li>- contributes to satisfying family life.</li> <li>- helps family members to share in decision making to solve problems more effectively.</li> </ul> <p><b>The Communication process:</b>  For communication to take place a person must</p> <ul style="list-style-type: none"> <li>i) receive the message</li> <li>ii) understand the meaning of the message</li> <li>iii) relate the message to past experiences</li> <li>iv) and respond appropriately</li> </ul>	<p>Teacher to help students through discussion of their findings to understand communication and its importance:</p> <ul style="list-style-type: none"> <li>i) in family living</li> <li>ii) in family interaction and relationships</li> <li>iii) in management to achieve family goals</li> </ul> <p>In pairs students role-play communicating to each other for the rest to observe how messages are sent.</p> <ul style="list-style-type: none"> <li>- the responses of the receiver</li> <li>- how the receiver reacts verbally and non-verbally</li> <li>- discuss the observations</li> </ul> <p>Teacher explains the process of communication</p> <p><b>Note:</b> Communication is a two-way process/activity.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT5: (CONT'D)</b>  <b>COMMUNICATION IN THE FAMILY</b>	<p>The student will be able to:</p> <p>3.5.3 explain the need to communicate effectively in the family.</p>	<p><b>Barriers to communication:</b></p> <p>There are several kinds of barriers that may prevent messages from being exchanged within the family or between family members.</p> <ul style="list-style-type: none"> <li>▪ Internal barriers such as differences in <ul style="list-style-type: none"> <li>- sex, age and status</li> <li>- values</li> <li>- perception and understanding</li> <li>- self-image</li> <li>- language</li> </ul> </li> <li>▪ External barriers such as <ul style="list-style-type: none"> <li>- open family system</li> <li>- semi-closed family systems</li> </ul> </li> <li>▪ The instances when communication needs to be improved: <ul style="list-style-type: none"> <li>- if there are conflicts in the family</li> <li>- if there is imbalance in the use of resources</li> <li>- if relationships are not harmonious</li> <li>- if management skills are lacking</li> </ul> </li> <li>▪ Guidelines for effective communication <ul style="list-style-type: none"> <li>- send clear messages</li> <li>- be considerate of others' feelings</li> <li>choose words carefully to avoid offending others</li> </ul> </li> </ul>	<p>Students to role play a group planning end of year party for the others to observe and identify the barriers of communication.</p> <p>Discuss the role play to come out with barriers of communication. Explain how the barriers limit or hinder effective communication.</p> <p>Teacher guides students to explain how barriers of communication can be minimised.</p> <p>Discuss and explain open family system and semi closed family system and how they affect communication in the family.</p> <p>Case study or role play can be used to help students to identify communication problems.</p> <p>In groups students to suggest changes they can make to solve the problem - in order to achieve effective communication.</p> <p>Class discussion on how effective communication can be achieved.</p> <p>NB: Teacher to emphasise the importance of effective communication in the family.</p>	<p><b>Class exercise:</b> Students to role play a family issue/situation.</p> <p>Observe the following</p> <ul style="list-style-type: none"> <li>- the interaction among the people</li> <li>- language used and intonation</li> <li>- clarity of expressions</li> <li>- how individuals responded to each other</li> </ul> <p>Explain why the people responded in the way they did. Relate it to communication in the family.</p> <p><b>Note:</b> Can use different family situations.</p> <p><b>Assignment:</b> Students to make a poster on guidelines for effective communication and paste on school notice board/or in the classroom.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5: (CONT'D)</b>  <b>COMMUNICATION IN THE FAMILY</b>	The student will be able to:	<ul style="list-style-type: none"> <li>- Watch your tone or voice. People are more likely to respond to a pleasant tone or voice</li> <li>- Maintain eye contact. Look directly to your listeners</li> <li>- Develop good conversation skills encourage people to talk</li> <li>- Use good manners</li> <li>- Be an active listener</li> <li>- Open communication among family members</li> </ul>	Discuss the importance of open communication in the family. <ul style="list-style-type: none"> <li>- to achieve good inter-personal relationships</li> <li>- in family decision making</li> <li>- for goal achievement in family management</li> </ul>	

# SENIOR HIGH SCHOOL – YEAR 2 - TERM 3

## SECTION 4

### HOUSING THE FAMILY

**General Objectives:** The student will:

1. understand the concept of housing.
2. appreciate the importance of housing as a human need.
3. be aware of the processes of acquiring a house.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1:</b>  <b>CONCEPT OF HOUSING</b>	The student will be able to:  4.1.1 explain the concept of Housing.	<p><b>House, Home, Housing:</b>                      Choosing a place to live, is a very big decision and requires careful planning. A house comes in many shapes and sizes, but the atmosphere inside are what makes a house a home.</p> <p><b>A house:</b> it is the structure built to provide shelter for people. A house offers protection against the weather, and external dangers.</p> <p><b>Home:</b> it is a place or environment in which people share space and household items and live in comfort and satisfaction.</p> <p><b>Housing:</b> Is a house, its environment or the community in which it is and the facilities/amenities available that help with the well-being of the people in the area.</p>	Class discussion on: - The concept of housing - The differences between a house, a home and housing.	<p><b>Assignment:</b>                      Students to write in their own words their understanding of a house, a home and housing.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1: (CONT'D)</b></p> <p><b>CONCEPT OF HOUSING</b></p>	<p>The student will be able to:</p> <p>4.1.2 describe types of houses and how they influence the lives of people.</p>	<p><b>Rural/Urban houses:</b> Rural houses - mainly courtyard or compound houses.</p> <p>Materials used are mainly mud, wattle and wood, stones and roofed with aluminum roofing sheets or thatch.</p> <p>Designs are simple and may not follow any building code. The basic unit is added on from time to time.</p> <p>These days some rural houses are built with modern materials and are specifically designed to suit the owner's taste.</p> <p>Urban - A wide range of materials are used</p> <ul style="list-style-type: none"> <li>- designs vary</li> <li>- follow building codes which govern materials, designs and construction.</li> <li>- Urban houses may have amenities such as electricity, pipe borne water etc.</li> </ul> <p>House designs include the following</p> <ul style="list-style-type: none"> <li>- courtyard</li> <li>- detached</li> <li>- semi detached</li> <li>- row terraced houses</li> <li>- storey building</li> <li>- block of flats or apartments</li> <li>- bungalow</li> </ul>	<p>Field trips to different housing areas including their neighbourhood. Observe the various types of houses, the materials used, the kinds of rooms and amenities in the houses as well as the facilities in the neighbourhood.</p> <p>Discuss the types of houses, housing environments and materials used.</p> <p>Compare the differences in housing areas observed.</p> <p>Invite a town planner, an architect or a person knowledgeable in housing construction to talk about building codes and the need to follow the regulations.</p> <p>Discuss with students ways in which the design of a house affect the life style of the people.</p> <p>Discussion should include a comparison of traditional Ghanaian houses with those of modern designs, their advantages and disadvantages.</p> <p>Students to compare how the different spaces are used in traditional and modern homes.</p> <p>Discuss how culture affects design of houses specifically Ghanaian traditional house design.</p> <p><b>Note:</b> explain the differences between a storey building and a block of flats.</p>	<p><b>Class exercise:</b> Students to describe their neighbourhoods, pointing out the advantages and disadvantages of their particular neighbourhoods.</p> <p>Students describe three ways in which people can improve community services in their areas.</p> <p><b>Project:</b> Students to pre-image and design their dream houses.</p> <p>Describe the types of amenities in their dream houses.</p> <p>Come out with the uses of each room.</p> <p>Explain how that house will affect the lives of the people who may live in it.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1: (CONT'D)</b>  <b>CONCEPT OF HOUSING</b>	The student will be able to:  4.1.3 describe factors that influence a house choice.	<ul style="list-style-type: none"> <li>▪ <b>Factors that Influence House Choice:</b> <ul style="list-style-type: none"> <li>- Economic: money available and cost of the house determine the type of a house a family builds, rents or purchases. People may not acquire what they really prefer because they cannot afford it.</li> <li>- Availability of house you want</li> <li>- Location: People may want a place close to work or one that meets personal preferences.</li> <li>- Size of family: Determines the amount of space needed.</li> <li>- Neighbourhood: People may want a neighbourhood where the people have similar values, economic status, life style, taste and have good standard of sanitation and cleanliness, etc.</li> <li>- Taste and life style</li> </ul> </li> </ul> <p>These determine the kind of space that may be needed.</p>	<p>Class discussion on the factors that influence house choice. Discussion should include what is meant by adequate housing.</p> <p>Students to give their opinion on what will guide them to choose a house if they had to.</p>	<p><b>Assignment:</b> Students to inquire from their parents the factors that influenced their choice of houses and present findings in class.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2:</b>  <b>ACQUIRING A HOUSE</b>	<p>The student will be able to:</p> <p>4.2.1 analyse the different ways of acquiring a house.</p>	<p><b>Ways of Acquiring a House:</b></p> <ul style="list-style-type: none"> <li>- Renting</li> <li>- Buying</li> <li>- Building</li> <li>- Inheriting</li> <li>- As a gift/award</li> </ul> <p>▪ <b>Renting a house:</b> Can be informal or formal.</p> <p><b>Informal:</b> Negotiations are by word of mouth.</p> <p>Payments may be monthly or periods negotiated by the tenant and the landlord.</p> <p>An advance covering a period of time may be demanded.</p> <p><b>Formal:</b> This involves the preparation of a legal document called a lease. This may be by individual tenants, work place or groups.</p> <p>Lease document contains information such as:</p> <ul style="list-style-type: none"> <li>- Period of lease.</li> <li>- Date lease begins and ends.</li> <li>- Amount paid</li> <li>- signatures and names of landlord and tenants.</li> <li>- Terms of occupancy: responsibilities of tenants and landlords.</li> </ul>	<p>Students to brainstorm to come out with different ways of acquiring a house.</p> <p>Students to role play scenarios to depict the role of landlords and tenants.</p> <p>Students analyse the different scenarios of the role play.</p> <p>Class discussion on ways of renting a house and the responsibilities of tenants and landlords.</p> <p>If possible teacher to get a lease document and discuss the content with the class.</p> <p>Invite a personnel from the Rent Control Office to talk about the functions of their outfit and rights and responsibilities of tenants and landlords.</p> <p>Explain the following terms in a lease contract Lessee Lessor</p>	<p><b>Assignment:</b> Interview a number of people who rent houses. Find out rental arrangements, responsibilities of the tenants and those of landlords.</p> <p>Report on findings. Comment on problems landlords and tenants face.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2: (CONT'D)</b></p> <p><b>ACQUIRING A HOUSE</b></p>	<p>The student will be able to:</p>	<ul style="list-style-type: none"> <li>▪ <b>Buying a House:</b> A house may be purchased from an individual or an institution i.e. a developer.</li> </ul> <p>it may be newly built or an old house</p> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>- Inspect property</li> <li>- Make search to ascertain ownership if from a private vendor.</li> <li>- Negotiate price and payment process</li> <li>- Ensure transfer of ownership</li> <li>- Ensure that documents are in order before payment</li> <li>- Register the property</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Building A House:</b> An alternative to buying is building ones own house.</li> </ul> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>- Acquire land either by leasehold or freehold.</li> <li>- Search at Lands Commission to ensure land has not been previously sold.</li> <li>- Register the land at Lands Commission.</li> <li>- Develop building plan (blue print)</li> <li>- Register the building plan at the District, Municipal or Metropolitan Assembly.</li> <li>- Build the house using an expert.</li> </ul>	<p>Teacher to lead class discussion on the procedure for buying a house.</p> <p><b>Note:</b> A knowledgeable person should check carefully before a decision is made when buying a house (whether new or old).</p> <p>Explain the need to employ the services of a lawyer during the negotiations until the final purchase.</p> <p>Discuss in details processes involved – from purchasing the land to the start of construction.</p> <p>Concepts to be learnt include blueprint, title deeds, zoning laws, leasehold, freehold, lessee, and lessor.</p> <p>Invite resource persons from the Lands Commission and Town Planning to talk on procedures before building, building codes and zoning laws in Ghana.</p> <p>Bring to class if possible, a land title deed to read to students.</p> <p><b>Note:</b> Discussion on all forms of acquiring a house should include advantages and disadvantages of each.</p>	<p><b>Assignment:</b> Students inquire from a nearby Estate Developer steps to follow in buying a house and features to look out for in deciding to buy a house. Give written report on their findings for class discussion.</p> <p><b>Homework:</b> Students to make a flow chart on the processes for building a house Comment on each stage.</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>▪ Students in groups compare the advantages and disadvantages of Renting, Building and Purchasing a house.</li> </ul> <p>Each group reports on its findings for others to comment on.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2: (CONT'D)</b></p> <p><b>ACQUIRING A HOUSE</b></p>	<p>The student will be able to:</p> <p>4.2.2 describe different ways of financing a house.</p>	<p><b>Financing a House</b> Financing a house is about ways of raising money to acquire a house.</p> <p>The money you have determines how much you can afford to pay and the type of house you can have.</p> <p>There are different ways of raising money to acquire a house.</p> <ul style="list-style-type: none"> <li>▪ From personal funds through savings</li> <li>- Loan from banks and other financial institutions. Loans taken from financial institutions for acquiring a house are called mortgage.</li> </ul>	<p>Discuss with students the different ways of accessing monies to own or obtain a house.</p> <p>Discussion should include the various types of mortgages and their sources.</p> <p>Invite a resource person from any of the housing financing companies to talk about mortgage, conditions, interest rates etc.</p> <p>Collect handouts from housing financing institutions for students to study and discuss the differences in the mortgage terms for various financial institutions.</p>	<p><b>Homework:</b> Students to write about how they intend to raise monies to put up their dream houses.</p>
<p><b>UNIT 3:</b></p> <p><b>MEETING HOUSING NEEDS</b></p>	<p>4.3.1 analyse needs that are met through housing.</p>	<p><b>Meeting Needs through Housing:</b> Housing reflects the lifestyle and personalities of people. Housing also helps people to meet their physical and psychological needs.</p> <ul style="list-style-type: none"> <li>▪ <b>Physical Needs:</b> Physical needs include all the things the body needs for survival e.g. shelter, food and sleep.</li> <li>- the home should provide space for all these activities.</li> </ul>	<p>Students brainstorm and come out with the needs that are met through housing followed by class discussion.</p> <p>Teacher assists students to classify the housing needs to physical and Psychological needs.</p>	<p><b>Class exercise:</b> Students explain giving examples how the houses in which they live meet their physical needs.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3: (CONT'D)</b></p> <p><b>MEETING HOUSING NEEDS</b></p>	<p>The student will be able to:</p>	<p><b>Meeting Psychological Needs:</b> Psychological needs are related to thoughts and feelings. Our homes fill several emotional needs in us that cannot be fulfilled by school or work place.</p> <p>Examples of psychological needs are love and belonging, privacy, identity, interacting with others, sense of security, creativity, togetherness, comfort and feeling of satisfaction.</p>	<p>Students to describe the facilities and space they have in their homes.</p> <ul style="list-style-type: none"> <li>- The kinds of needs do their home meet.</li> <li>- The physical needs the spaces provide.</li> </ul> <p>Emphasise how housing meets the psychological needs of individuals and the family.</p> <p>Discuss the effects of poor housing on the lifestyle of people and the current rate of crime and indiscipline in the society.</p>	<p><b>Assignment:</b> Students to write giving examples how their homes provide privacy and promote togetherness.</p>
<p><b>UNIT 4:</b></p> <p><b>HOUSING THE COMMUNITY</b></p>	<p>4.4.1 describe the various ways by which communities may be housed.</p>	<p><b>Housing the community:</b> Provision of adequate housing for the people is the concern of the government and the general public.</p>	<p>Students brainstorm to come out with how communities may be housed.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4: (CONT'D)</b></p> <p><b>HOUSING THE COMMUNITY</b></p>	<p>The student will be able to:</p>	<p>Some employers provide houses for their employees.</p> <p>Some organisations give housing loans to their employees to build their own houses.</p> <p>The government's concern for providing adequate housing has led to various housing schemes.</p> <p>The following are some of the ways communities are housed.</p> <ul style="list-style-type: none"> <li>▪ <b>Resettlement Housing:</b> Sometimes as a result of natural disasters such as floods, earthquakes, landslides and erosion, whole communities may be moved and resettled in a totally new area.</li> </ul> <p>Other communities are permanently moved when a dam or lake is built e.g. the Volta Lake at Frankadua and currently the Bui hydro-electric project.</p> <p>Others may also be resettled as a result of wars e.g. Buduburam Camp in the Central Region – which is housing Liberian refugees.</p> <ul style="list-style-type: none"> <li>▪ <b>Features of Resettlement Housing:</b> Houses of the resettled towns or villages are made as similar as possible to the old ones with improvements to make the people happy about the new environment.</li> </ul>	<p>Discussion on need for resettlement housing schemes.</p> <p>Discussion should include examples of places of resettlement in Ghana and elsewhere.</p> <p>Discuss features of resettlement housing.</p>	<p><b>Project:</b> Students to inquire and write about a resettlement community and find out the following.</p> <ul style="list-style-type: none"> <li>- Why they were re-settled.</li> <li>- Facilities available.</li> <li>- Any improvement made by the people or the government after resettlement.</li> </ul> <p>Students to come up with four (4) ways of making settlers happy in their resettled communities.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4: (CONT'D)</b></p> <p><b>HOUSING THE COMMUNITY</b></p>	<p>The student will be able to:</p>	<p>Planners and architects design the housing programme to save money etc.</p> <ul style="list-style-type: none"> <li>▪ <b>Low-Cost Housing:</b> Most governments recognise the need to provide housing for the large proportion of population with low incomes.</li> <li>- The designs and building materials for low cost housing are simple but durable. Local materials are generally used.</li> </ul> <p>They are meant to be affordable but inflation and other costs affect them and they may become expensive for the poor income group to afford.</p> <p>Low-cost houses often have few rooms to start with but with space for later developments by occupants e.g. the Habitat Housing Scheme, Suntreso Estates in Kumasi, Cape Coast-OLA, Kaneshie and Mamprobi, etc.</p> <p><b>The State Housing Company:</b> It is an agency set up by government to provide rental houses for its employees. In later years these houses have been sold to the occupants.</p> <p>Several of such housing estates have been developed in big towns and cities in the country. e.g. Teshie Nungua and Kaneshie Estates in Accra, Kwadaso and Suntreso estates in Kumasi and Kalpohen and Vittin Estates in Tamale.</p>	<p>Brainstorm on the need for low cost housing schemes or programmes. This is followed by a discussion on the various programmes instituted to provide housing for communities.</p> <p>A visit to a low cost housing area if possible to observe the houses and the environment e.g. type of houses, the people living there, and the facilities available in the area.</p> <p>Invite an officer from the State Housing Company to talk on their housing scheme – how to acquire their houses, terms of payment and other conditions.</p>	<p><b>Assignment:</b> Students to pre-image and design samples of low cost houses and suggest building materials to use to make them really affordable to the people for which they are intended.</p> <p><b>Group Assignment:</b> Students to suggest alternative ways of housing people in cities and towns besides low cost and resettlement houses.</p> <p>Students to suggest ways of improving the housing areas they visited.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4: (CONT'D)</b>  <b>HOUSING THE COMMUNITY</b>	The student will be able to:	<p>Similar estates may be found in Cape Coast, Takoradi, Koforidua and Ho.</p> <p>Currently State Housing Company is building houses for individuals. There is an initial payment and the rest is paid on completion.</p> <p><b>Private Housing Estates:</b> Since the government alone cannot provide houses for the people, private individuals and institutions have also tried to build houses for people – some on rental basis and others for sale.</p> <p>Most of the Private Estates are well planned and have modern facilities. Examples of such private estates are EMEFS, Regimanuel, Coastal, Manet Courts, Transaco Valley and Ayensu River Estates all in Accra.</p>	<p>Students to find out the role of GREDA (Ghana Real Estate Development Association and Home Finance company/Bank (HFC).</p> <p>Discuss findings in class.</p>	<p><b>Assignment:</b> Students to collect information from the various Housing Delivery Agencies in their localities and compare their conditions.</p>

# SENIOR HIGH SCHOOL – YEAR 3 - TERM 1

## SECTION 1

### PARENTHOOD

**General Objectives:** The student will:

1. understand the need to prepare adequately for parenthood.
2. understand the processes involved in childbirth.
3. develop skills for childcare and nurturing.
4. appreciate the issues related to parenting and parenthood.
5. develop skills in dealing with crises and conflicts in the family.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1:</b></p> <p><b>PREPARATION FOR PARENTHOOD-CHILDBIRTH</b></p>	<p>The student will be able to:</p> <p>1.1.1 describe the processes of conception and pregnancy.</p>	<p><b>Processes of Conception and Pregnancy.</b></p> <ul style="list-style-type: none"> <li>▪ <b>Gestation Period</b></li> <li>- Is a period of development in the womb until birth?</li> <li>- Conception: it involves fertilization and implantation of the fertilized egg.</li> <li>- Fertilization: It is the fusion of the male sperm and the female egg inside the fallopian tube.</li> <li>- Implantation: The attachment of the fertilized egg to the uterus.</li> <li>- Three days after fertilization the fused egg swims up the fallopian tube and attaches itself to the uterus wall.</li> <li>- Stages of pregnancy:               <ul style="list-style-type: none"> <li>1<sup>st</sup> Trimester</li> <li>2<sup>nd</sup> Trimester</li> <li>3<sup>rd</sup> Trimester</li> </ul> </li> </ul> <p><b>Problems in pregnancy:</b> Health and emotional problems of coping with pregnancy,</p> <ul style="list-style-type: none"> <li>- complications with pregnancy</li> </ul>	<p>Class discussion led by the teacher on conception and pregnancy.</p> <p>Invite a resource person to discuss the following:</p> <p>Conception and pregnancy Signs and symptoms of pregnancy Problems associated with pregnancy Infertility, causes and its management.</p> <p>Using a chart explain the stages the foetus goes through from the time of fertilization until term. A film can be used if available.</p>	<p><b>Assignment:</b> Students should find out from their parents or people they know – problems they have had during pregnancy and report in class.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1: (CONT'D)</b></p> <p><b>PREPARATION FOR PARENTHOOD-CHILDBIRTH</b></p>	<p>The student will be able to:</p> <p>1.1.2 identify the signs and symptoms of pregnancy.</p> <p>1.1.3 discuss the need for antenatal care.</p>	<p><b>Signs and Symptoms of Pregnancy</b></p> <ul style="list-style-type: none"> <li>- menstruation fails to occur</li> <li>- Breast becomes fuller, firmer and more tender.</li> <li>- As pregnancy advances the nipples become darker and longer.</li> <li>- Nausea or vomiting may occur in the mornings. This is often described as morning sickness.</li> <li>- There may be frequent urination as the kidneys become over–burdened in their function – as pregnancy advances.</li> <li>- A feeling of fatigue</li> </ul> <p>Pregnancy lasts for 36 – 40 weeks. This period is gestation.</p> <p>Ante-natal care or prenatal care is care given to the pregnant woman before the birth of the child.</p> <p><b>Reasons for attending ante-natal clinic</b></p> <p>Series of examination are carried out to identify any complications or health problems.</p>	<p>Discuss with students signs and symptoms of pregnancy.</p> <p>There may be problems such as</p> <ul style="list-style-type: none"> <li>- stress</li> <li>- constipation</li> <li>- excess weight gain</li> <li>- heart burn</li> <li>- cramps</li> <li>- feeling of nausea</li> </ul> <p>Pregnant women have to seek advice from their midwives or report to the doctor if problems become severe.</p> <p>Class discussion on ante-natal care to ensure health for the mother and the baby.</p> <p>Class discussion on suitable foods for a pregnant woman.</p>	<p><b>Assignment:</b> Students to gather information on problems that pregnant women have and write a report on it.</p> <p>Students to find out food taboos during pregnancy.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1: (CONT'D)</b></p> <p><b>PREPARATION FOR PARENTHOOD-CHILDBIRTH</b></p>	<p>The student will be able to:</p> <p>1.1.4 discuss the preparations to be made before childbirth.</p>	<p>Advised on drugs that should be avoided.</p> <p>Given education on child care</p> <ul style="list-style-type: none"> <li>- Rest: especially in the afternoons</li> <li>- Exercise: Regular exercise each day will help with child delivery – exercise need not be strenuous</li> <li>- Avoid lifting heavy items</li> <li>- Avoid purgative or enema etc.</li> </ul> <p><b>Preparation for Childbirth</b></p> <ul style="list-style-type: none"> <li>▪ <b>For the baby</b> Toiletries Drinking equipment Clothing Napkins/pampers Clean cloths Bedsheets Plastic sheets for covering the bed Bath bucket Towels</li> <li>▪ <b>For the mother</b> Clean cloths Sanitary towel Bed linen Appropriate clothing Toiletries Nursing brassiere</li> </ul>	<p>Students to discuss nutritional needs and food sources.</p> <p>Point out that, good nutrition is very important for both the baby and the mother.</p> <p>Teacher to assemble some of the things the baby will need in class.</p> <p>Discuss the specific items that might be needed for the baby - the layette.</p> <p>Invite a mother or a midwife to talk about the things needed and the need to prepare well before the arrival of the baby.</p> <p><b>Note</b> Both mother's and baby's clothes should be packed when labour starts.</p>	<p><b>Assignment:</b> Students to find out.</p> <ul style="list-style-type: none"> <li>- The effects of good ante-natal care.</li> <li>- The importance of regular attendance at ante-natal clinic.</li> </ul> <p>Write a report and present it in class for discussion.</p> <p><b>Project:</b> With the help of the clothing teacher each student to select two items of the layette and make them.</p>

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<p><b>UNIT 1: (CONT'D)</b></p> <p><b>PREPARATION FOR PARENTHOOD-CHILDBIRTH</b></p>	<p>The student will be able to:</p> <p>1.1.5 explain the processes of childbirth.</p>	<p><b>Processes of Childbirth:</b> Labour is the act of giving birth. A process by which the baby is born or delivered.</p> <ul style="list-style-type: none"> <li>▪ <b>Stages of labour:</b></li> </ul> <p>Stage One</p> <ul style="list-style-type: none"> <li>- onset of labour to the full dilation of the Cervix.</li> <li>- Uterus contracts:</li> <li>- Contraction is slow and less frequent. Mother is advised to relax and rest.</li> </ul> <p>Stage two</p> <ul style="list-style-type: none"> <li>- Contraction is more frequent.</li> <li>- rupture of the foetal membrane or bag of waters.</li> <li>- uterus continues to contract.</li> <li>- Each contraction pushes the head of the foetus forward down the vulva until baby comes out</li> </ul> <p>Stage three:</p> <ul style="list-style-type: none"> <li>- Placenta is expelled Placenta is known as the after birth</li> </ul> <ul style="list-style-type: none"> <li>▪ Complications in childbirth</li> <li>- Retention of placenta</li> <li>- Bleeding</li> <li>- Baby may come out with legs or buttocks first (This is called breach birth)</li> </ul> <p>This may be corrected by a doctor.</p>	<p>Use charts/ models or films to discuss the processes of delivery.</p> <p>A midwife or a doctor can be invited to demonstrate a delivery with models.</p> <p>Emphasise that: duration of this stage varies with each woman. It may last for about 10 hours.</p> <p>The longer the labour lasts the more complicated it becomes. Delivery should be done by a qualified person.</p> <p><b>Note:</b> Discussions on the complications in childbirth could be done together with discussion on labour and delivery by a health professional.</p>	<p><b>Assignment:</b> Each student to interview a traditional birth attendant. Find out</p> <ul style="list-style-type: none"> <li>- their training</li> <li>- equipment they use for delivery</li> <li>- their clients</li> <li>- the conditions under which they work</li> </ul> <p>Students to explain why birth attendants are important in child delivery and comment on whether traditional birth attendants should be allowed to practice. Give reasons</p> <p>Students to find out from a new mother why she attends clinic after delivery. What services are provided at the clinic? Present findings in class.</p>

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<b>UNIT 1: (CONT'D)</b>  <b>PREPARATION FOR PARENTHOOD-CHILDBIRTH</b>	<p>The student will be able to:</p> <p>1.1.6 explain the importance of post natal care.</p>	<p><b>Post natal care:</b> The care mother and the newly born child receive after delivery until about 6 weeks. It includes:</p> <ul style="list-style-type: none"> <li>- Attendance to a clinic for advice on nutrition and health of mother</li> <li>- Check on the health of baby including weight</li> </ul> <p><b>Importance:</b></p> <ul style="list-style-type: none"> <li>- Ensures babies survival and health</li> <li>- Baby is immunized</li> <li>- Monitors baby's growth</li> </ul>	<p>Class discussion on the need for post natal care. A resource person, a community health nurse, a midwife or a doctor may be invited to explain the need for post-natal care and services that are provided such as</p> <ul style="list-style-type: none"> <li>- immunizations given to the baby.</li> <li>- nutrition advice given to the mother.</li> </ul>	<p><b>Individual Assignment:</b> Each student to observe two children of 1 – 2 years on the following:</p> <ul style="list-style-type: none"> <li>- physical height and size</li> <li>- speech; that is the number of words they can speak whether they can run, catch a ball, show signs of independence i.e. eat on their own</li> </ul> <p>Write a report on the differences and explain why the differences.</p>										
<b>UNIT 2:</b>  <b>PREPARATION FOR PARENTHOOD-CHILDCARE</b>	<p>1.2.1 describe the stages of development of a child from post-natal to pre-adolescent.</p>	<p><b>Developmental stages of a Child:</b></p> <table data-bbox="802 966 1144 1101"> <tr> <td>Infant</td> <td>0 – 1 year</td> </tr> <tr> <td>Toddler</td> <td>1 – 3 years</td> </tr> <tr> <td>Pre-schooler</td> <td>3 – 5 years</td> </tr> <tr> <td>School age</td> <td>6 – 9 years</td> </tr> <tr> <td>Pre-adolescent</td> <td>10 – 12 years</td> </tr> </table> <ul style="list-style-type: none"> <li>▪ Development of each stage includes <ul style="list-style-type: none"> <li>- physical</li> <li>- mental</li> <li>- emotional and</li> <li>- social development</li> </ul> </li> </ul>	Infant	0 – 1 year	Toddler	1 – 3 years	Pre-schooler	3 – 5 years	School age	6 – 9 years	Pre-adolescent	10 – 12 years	<p>Discuss each developmental stage describing the characteristics of each in terms of physical, mental, social and emotional growth.</p> <p><b>Note:</b> Point out that development at each stage is not the same for each age category.</p> <p><b>Individual differences occur due to:</b></p> <ul style="list-style-type: none"> <li>- Nutrition</li> <li>- Home environment</li> <li>- Parental care and the child's own make up.</li> </ul>	
Infant	0 – 1 year													
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<b>UNIT 2: (CONT'D)</b>  <b>PREPARATION FOR PARENTHOOD-CHILDCARE</b>	<p>The student will be able to:</p> <p>1.2.2 describe the care for a baby.</p> <p>1.2.3 describe the feeding needs of the baby.</p>	<p><b>Caring for A New Born Baby:</b></p> <p>A New born baby needs</p> <ul style="list-style-type: none"> <li>- food</li> <li>- sleep</li> <li>- warmth</li> <li>- love</li> <li>- to be kept clean etc.</li> </ul> <p>▪ <b>Breast feeding:</b></p> <ul style="list-style-type: none"> <li>- Baby should be fed on demand.</li> <li>- Preparing for breast feeding</li> <li>- Advantages of breast feeding</li> <li>- Guidelines for breast feeding</li> </ul> <p>▪ <b>Bottle feeding</b></p> <ul style="list-style-type: none"> <li>- Reasons for bottle feeding e.g. mother unable to produce breast milk, mother sick – AIDS and other serious sickness.</li> <li>- Advantages and disadvantages of bottle feeding.</li> </ul>	<p>Assist students to discuss the care a baby needs – this should include how needs are met.</p> <p>Discuss the feeding needs of the baby. Demonstrate the following</p> <ul style="list-style-type: none"> <li>- Breast feeding the baby</li> <li>- Preparation of the breast for feeding</li> </ul> <p><b>Note:</b> Emphasise the following</p> <ul style="list-style-type: none"> <li>- Personal hygiene especially the breast and feeding utensils</li> <li>- Exclusive breast feeding for at least 6 months.</li> </ul> <p>Discuss the guidelines for feeding the baby.</p> <p>Discuss the nutritional needs of a lactating mother.</p> <p>Demonstrate how to prepare milk for a baby.</p> <p>Explain guidelines for preparing bottles for feeding.</p>	<p><b>Project:</b></p> <p>Students to find out some of the traditional foods and herbs given to lactating mothers to enable them produce enough breast milk. Compile the list in a folder to be kept by the department.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2: (CONT'D)</b></p> <p><b>PREPARATION FOR PARENTHOOD-CHILDCARE</b></p>	<p>The student will be able to:</p> <p>1.2.4 explain the clothing needs of a new born baby.</p>	<ul style="list-style-type: none"> <li>▪ Weaning <ul style="list-style-type: none"> <li>- definition</li> <li>- meeting nutritional needs during weaning</li> <li>- Weaning foods e.g. Akasa Mpotompoto Weanimix Soft banku</li> </ul> </li> </ul> <p>Guidelines for weaning</p> <ul style="list-style-type: none"> <li>- start with small amounts and increase the quantity with time.</li> <li>- food should be soft and not spicy.</li> </ul> <p><b>Clothing Needs of Baby</b></p> <p>Baby's layette</p> <ul style="list-style-type: none"> <li>- a complete outfit of the new born baby</li> <li>- The importance of providing clothes for babies</li> <li>- Guidelines for selecting clothes for babies</li> <li>- Care for baby clothing</li> <li>- storage</li> </ul>	<p>Discuss guidelines for weaning as in content</p> <p>Teacher to assemble samples of weaning foods for students to observe.</p> <p>Liaise with foods and nutrition teacher for practicals on weaning foods.</p> <p>Assist students to discuss the clothing needs of a baby. Discussion should include components of a baby's layette</p> <p>Assemble as many different items as possible that are needed by a baby. Students can bring to class those of their baby siblings.</p> <p>Put them into categories and discuss why each is needed and how the various items are used.</p> <p>Let students identify features such as fabric texture, design of clothes, type of fastenings. Explain why the features are necessary.</p> <p>Discuss the suitability of each clothing item, in terms of fabric, style, texture and fastenings.</p>	<p><b>Class Exercise:</b></p> <p>Students to identify the nutritional value of the meals prepared.</p> <p>Students to list clothing items to buy for children considering suitability to climate, fabric texture and design.</p>

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<b>UNIT 2: (CONT'D)</b>  <b>PREPARATION FOR PARENTHOOD-CHILDCARE</b>	<p>The student will be able to:</p> <p>1.2.5 describe the common childhood ailments and their prevention.</p>	<p><b>Childhood Ailments:</b></p> <ul style="list-style-type: none"> <li>- Whooping cough</li> <li>- Measles</li> <li>- Diphtheria</li> <li>- Poliomyelitis</li> <li>- Meningitis</li> <li>- Tuberculosis</li> </ul> <ul style="list-style-type: none"> <li>▪ Prevention</li> <li>▪ Types of immunization</li> </ul> <p><b>Immunization Schedule:</b></p> <ul style="list-style-type: none"> <li>- At birth – BCG + Polio O</li> <li>- At 6 weeks 1<sup>st</sup> Polio + Diphtherial/ Perturssis/Hepatitis B/Haemophilus Influenza B (5 in 1)</li> <li>- 10 weeks 2<sup>nd</sup> Polio + Diphtherial/ Perturssis/Hepatitis B/Haemophilus Influenza B (5 in 1)</li> <li>- 14 weeks 3<sup>rd</sup> Polio + Diphtherial/ Perturssis/Hepatitis B/Haemophilus Influenza B (5 in 1)</li> <li>- 9 months Measles + Yellow Fever</li> </ul>	<p>Discuss how a baby's clothes are stored e.g. in own suitcase, drawer, baskets. Items should be arranged separately for easy access.</p> <p>Put students into groups to discuss the childhood killer diseases,</p> <ul style="list-style-type: none"> <li>- Causes</li> <li>- Symptoms</li> <li>- Prevention</li> <li>- Type of immunization required</li> </ul> <p>Use immunization chart for discussion and explain how immunization works.</p> <p><b>Note:</b> Stress the importance of immunizing children against the killer diseases and the appropriate times for each type of immunization.</p> <p>Plan a visit to a child welfare clinic or centre for students to observe the types of immunizations being given.</p>	

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<p><b>UNIT 2: (CONT'D)</b></p> <p><b>PREPARATION FOR PARENTHOOD-CHILDCARE</b></p>	<p>The student will be able to:</p> <p>1.2.6 explain the importance of play to the child's development.</p> <p>1.2.7 explain the reasons why the size of the family has to be planned.</p>	<p><b>Importance of play to a child's development:</b> Play contributes to learning and the development of the child:</p> <ul style="list-style-type: none"> <li>- teaches the child about the world</li> <li>- gets the exercise he needs</li> <li>- develops creativity</li> <li>- helps growth</li> <li>- promotes physical, mental, social, and emotional development</li> <li>- developmental tasks achieved - through play a child learns how to use the legs, hands and handle things</li> </ul> <p><b>Planning the Family:</b> Planning the family is important because frequent births and large family size has dire consequences for both the family and society.</p> <ul style="list-style-type: none"> <li>▪ Reasons for planning and controlling family size: <ul style="list-style-type: none"> <li>- Contributes to improved health and development of children</li> <li>- Improves family living and have better quality of life for the individual etc.</li> <li>- Conditions in society also improves.</li> </ul> </li> </ul>	<p>Discuss with students the need for children to play.</p> <p>Students to come out with the kinds of play children engage in.</p> <p>Explain the importance of play to the child's development.</p> <p><b>Note:</b> In selecting play things one should consider appropriateness for the age, safety and the purpose.</p> <p>Students in groups to discuss and come up with reasons why families should plan and limit the number of children a family should have. Suggest the ideal family size. Groups to report in class for discussions. Teacher sums up the main points raised.</p> <p><b>Note:</b> Teacher to point out that decisions made by families may depend on</p> <ul style="list-style-type: none"> <li>- resources available</li> <li>- health of mother</li> <li>- commitment to other members of the extended family.</li> </ul>	<p><b>Assignment:</b> Students to come out with</p> <ul style="list-style-type: none"> <li>- Types of play children engage in and how they will help in children's development.</li> <li>- Things they play with.</li> </ul>













UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4:</b></p> <p><b>ISSUES RELATED TO PARENTING AND PARENTHOOD-CHILD ABUSE AND NEGLECT</b></p>	<p>The student will be able to:</p> <p>1.4.1 describe the sources of child abuse and neglect.</p>	<p><b>Child Abuse and Neglect:</b></p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>- Abuse involves adults intentionally treating children in a cruel and violent way.</li> <li>- neglect: when parents do not give enough care and attention to their child(ren).</li> <li>- cruelty, violence and neglect constitute abuse.</li> </ul> <p><b>Sources of child abuse and neglect.</b></p> <ul style="list-style-type: none"> <li>▪ <b>Physical</b> e.g. severe beating, <ul style="list-style-type: none"> <li>- denial of basic needs</li> <li>- performing activities that are beyond the capabilities of the child</li> <li>- being sold into slavery to perform slave labour.</li> </ul> </li> <li>▪ <b>Mental</b> <ul style="list-style-type: none"> <li>- maltreatment by adults</li> <li>- not being sent to school</li> <li>- conditions in the home that cause stress to the child</li> </ul> </li> </ul>	<p>Teacher leads students to come out with the definition of child abuse.</p> <p>Class discussion on what constitutes child abuse and neglect. Discussion should include physical and mental abuses.</p> <p>Group students to identify situations/actions that constitute child abuse.</p> <p>Groups report to class for discussion.</p> <p>Guide students to differentiate between child abuse and neglect:</p> <p>Teacher to explain that neglect such as denial of basic needs can be considered as abuse.</p>	<p><b>Assignment:</b></p> <p>Students to</p> <ul style="list-style-type: none"> <li>- cut out information from newspapers about children sold into slavery.</li> <li>- Read the information.</li> <li>- In groups, write a protest letter to their assembly woman/ man</li> <li>- Suggest actions to be taken to stem the practice.</li> </ul>

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<p><b>UNIT 4: (CONTD)</b></p> <p><b>ISSUES RELATED TO PARENTING AND PARENTHOOD-CHILD AND NEGLECT</b></p>	<p>The student will be able to:</p> <p>1.4.2. identify the signs and symptoms of child abuse and neglect.</p> <p>1.4.3 describe the effects of child abuse and neglect.</p> <p>1.4.4 identify the agencies that give support to victims of child abuse and neglect.</p>	<p><b>Signs and symptoms of child abuse and neglect:</b></p> <ul style="list-style-type: none"> <li>- physical injuries</li> <li>- retardation of mental, physical and emotional instability including feelings of rejection.</li> </ul> <p><b>Effects of Child Abuse and Neglect:</b></p> <ul style="list-style-type: none"> <li>- may drop out of school</li> <li>- mental and physical growth stunted</li> <li>- permanent disability both physically and mentally if abuse is severe</li> <li>- waywardness, etc.</li> </ul> <p><b>Agencies That Give Support:</b></p> <ul style="list-style-type: none"> <li>- Domestic Violence and Victims Support Unit</li> <li>- Dept of Social Welfare</li> <li>- NGO's</li> <li>eg. UNICEF</li> </ul>	<p>Class discussion on signs and symptoms of child abuse.</p> <p>Discuss the effects of child abuse and neglect.</p> <p>Students in groups to discuss and report in class the effects of child abuse and neglect on children.</p> <p>Guide students to discuss organisation s and agencies that give support to victims child abuse and neglect e.g. Safe School Programme, etc.</p> <p>Invite a resource person from the Domestic Violence and Victims Support Unit (DVVSU) or Department of Social Welfare to talk about the role they play in dealing with child abuse and neglect.</p> <p>Class discussion on ways children who have been abused can be helped or rehabilitated;</p> <ul style="list-style-type: none"> <li>- by the family</li> <li>- the community</li> </ul>	<p>Find out about any organisation that help children</p> <ul style="list-style-type: none"> <li>- name of organisation</li> <li>- specific activities they perform for children</li> </ul>
<p><b>CHILD LABOUR</b></p>	<p>1.4.5 explain child labour and activities that constitute child labour.</p>	<p><b>Child Labour:</b> Definition: Engaging children under 15 years in income generating activities that affect their physical, mental and social development.</p>	<p>Students to list income generating activities they have observed children engage in and reasons why they engage in those activities. Students in groups to explain child labour and discuss activities that constitute child labour.</p>	

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<p><b>UNIT 4: (CONTD)</b></p> <p><b>ISSUES RELATED TO PARENTING AND PARENTHOOD - CHILD LABOUR</b></p>	<p>The student will be able to:</p> <p>1.4.6 identify child rights and responsibilities.</p> <p>1.4.7 describe the effects of child labour on the child, the family and the nation.</p>	<p>▪ <b>Activities that constitute child labour</b></p> <ul style="list-style-type: none"> <li>- Trading and hawking on the streets</li> <li>- Engaged as labourers on farms and fishing activities</li> <li>- Porters at markets</li> <li>- Performing tasks that are beyond the physical capabilities of the child at home</li> <li>- Engaged as shepherd boys or in begging on the streets</li> <li>- Cross border and migration across regions to engage in jobs</li> <li>- Employed in mining and other paid jobs</li> </ul> <p><b>Child Rights and Responsibilities</b></p> <p>Right of the Child;</p> <ul style="list-style-type: none"> <li>- education</li> <li>- health</li> <li>- recreation</li> <li>- shelter etc.</li> </ul> <p>Responsibilities</p> <ul style="list-style-type: none"> <li>- to go to school and study</li> <li>- to report when sick etc.</li> <li>- to conform to societal norms, etc.</li> </ul> <p><b>Effects of Child Labour</b></p> <ul style="list-style-type: none"> <li>- Drop out of school limiting the child's mental and social development</li> <li>- Lack of skills limits the child's future opportunities for jobs</li> <li>- Some jobs may be risky and the child may end up with physical and metal injuries</li> <li>- Loss of human resources to the family and the country.</li> </ul>	<p>Students to mention the activities that constitute child labour. Discuss the various types of activities. Let students come out with suggestions on how those activities affect;</p> <ul style="list-style-type: none"> <li>- children</li> <li>- the family</li> <li>- the country</li> </ul> <p>Students in groups to discuss child rights and responsibilities. Teacher to emphasise the responsibilities.</p> <p>Teacher leads class to discuss the effects of child labour. Class debate on the topic "child labour has great benefits" arguments for pros and cons will be discussed by class.</p> <p>Discuss</p> <p>The organisations in communities that support children Government's actions to reduce child labour e.g. training street children in employable skills National Youth employment programme International organisations e.g. UNICEF, USAID.</p>	<p><b>Assignment:</b></p> <p>Students to visit the Internet and other source for more information about support given to children.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4: (CONTD)</b></p> <p><b>ISSUES RELATED TO PARENTING AND PARENTHOOD-GENERATION GAP</b></p>	<p>The student will be able to:</p> <p>1.4.8 explain the concept of generation gap and the reasons for it.</p> <p>1.4.9 examine the consequences of generational gap.</p>	<p><b>Generation Gap</b></p> <ul style="list-style-type: none"> <li>▪ Definition: The general mistrust between adolescents and adults due to factors of education and societal changes.</li> <li>▪ Reasons for the Generational Gap <ul style="list-style-type: none"> <li>- Differences in the value system between adults and adolescents.</li> <li>- Double standards of adults</li> <li>- Differences in the level of education and experiences</li> <li>- Differences in maturity e.g. physical, mental and emotional maturity</li> <li>- Differences in expectations and sometimes contradictions e.g. adolescents may consider themselves as adults but may be perceived as young and incapable of taking certain actions.</li> <li>- The adolescents tend to over react to situations due to inexperience, etc.</li> </ul> </li> <li>▪ <b>Consequences</b> <ul style="list-style-type: none"> <li>- Misunderstanding leading to conflicts among family members e.g. parents/adults and teenagers.</li> <li>- Emotional and mental stress leading to adolescents leaving home and sometimes taking drastic actions e.g. suicide</li> <li>- Adolescents in mistrust of parents resulting in leaning on peers and peer group</li> <li>- Are not able to share feelings and problems with adults.</li> </ul> </li> </ul>	<p>Let students report on conflicts they have had with parents adults</p> <p>Explain the causes for the conflict and the results.</p> <p>In what ways have they disagreed with adults. Based on the responses explain the concept of generation gap and discuss the reasons for with class.</p> <p>Students to suggest ways in which generation gap can be managed. what adolescents have to do what parents have to do</p> <p>Class discussion on consequences of the generation gap.</p>	<p><b>Class exercise:</b> Let students in groups come out with ways to manage the generation gap.</p> <p>Students discuss their responses in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5:</b></p> <p><b>FAMILY CRISIS -</b></p>	<p>The student will be able to:</p> <p>1.5.1 explain and give examples of family crisis situations.</p>	<p><b>Family Crisis:</b> Crisis: A situation or an event which results in a major disorganisation of the family system.</p> <ul style="list-style-type: none"> <li>▪ Examples of family crisis situations</li> <li>- Unexpected pregnancy and arrival of a new child</li> <li>- Events that may result from the behaviour of someone in the family such as violence in the family, drunkenness, drug abuse</li> <li>- Loss of job</li> <li>- Loss of family member</li> <li>- Chronic illness e.g. HIV/AIDS</li> <li>- Financial difficulties</li> <li>- Events that create hardships e.g. loss of property</li> <li>- Attitudes to problem</li> <li>- Divorce</li> <li>- Differences in standards</li> <li>- Rigid rules</li> <li>- Clashes in personalities</li> <li>- Abuse by wife or husband</li> </ul>	<p>Give crisis situations in families and ask students to say how they will react to them.</p> <p>Based on the responses explain the meaning of crisis.</p> <p>Students share experiences of crisis situations and how they reacted to them.</p>	<p><b>Group Assignment:</b> Students to find out how the following situations may affect families</p> <ul style="list-style-type: none"> <li>- rape</li> <li>- spousal abuse</li> <li>- alcoholism</li> <li>- drug abuse by a member of the family</li> <li>- loss of job</li> <li>- death of a family member.</li> </ul> <p>Find out how the family is able to cope.</p> <p>Write a report to be discussed in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5: (CONT'D)</b></p> <p><b>FAMILY CRISIS</b></p>	<p>The student will be able to:</p> <p>1.5.2 analyse the effects of crisis on the family.</p> <p>1.5.3 suggest ways families can adjust to crisis.</p>	<p>▪ <b>Effects of crisis:</b></p> <ul style="list-style-type: none"> <li>- feeling of stress</li> <li>- increased emotions of fear and anger</li> <li>- feeling of uncertainty</li> <li>- may feel pressured</li> <li>- may have physical and/or emotional hurt</li> <li>- may be over-whelmed to the extent that it may be difficult to look for solutions</li> <li>- social cost; the life style of the people may change members will not be able to continue with the kind of life they lived before the crisis, etc.</li> </ul> <p><b>Adjusting to crisis:</b></p> <ul style="list-style-type: none"> <li>- Accept feelings</li> <li>- Plan ahead</li> <li>- Seek for social support</li> <li>- Talk to others especially trusted - extended family members or friends</li> <li>- Look for positive ways of dealing with the change and the situation</li> <li>- give support to each other</li> <li>- seek help if necessary</li> <li>- initiate effective communication</li> <li>- seek counselling from a professional person or a priest</li> <li>- having someone who will listen.</li> <li>- deal with the situation;</li> <li>- take action</li> </ul>	<p>Lead students to analyse how crisis affect the family.</p> <p>Explain that crisis affect different people differently the impact may not be the same for all families. Some may be better able to cope than others.</p> <p>The ability to cope with crisis depends on the relationships among family members.</p> <p>Communication, resources and the coping capabilities of the people, contribute to their abilities to cope with crisis.</p> <p>Families may have to adapt to the new situation by resolving to adjust to the situation.</p> <p>Discussion in groups to come out with ways of adjusting and coping with crisis. Groups share their reports in class for further discussion.</p>	<p><b>Group Assignment:</b> Students in groups design a poster or write poem with the heading.</p> <p>“Free yourself from crisis”</p> <p>Effectiveness of the message will be assessed.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5 (CONT'D)</b>  <b>SEXUALLY TRANSMITTED DISEASES/ INFECTIONS</b>	The student will be able to:  1.5.4 describe the various types of sexually transmitted diseases/infections.	<b>Sexually Transmitted Diseases/ infections:</b>  Usually referred to as <u>STDs/STIs</u> :- are diseases that infect individuals as a result of indulging in sexual acts or affect sex organs. <ul style="list-style-type: none"> <li>- Syphilis</li> <li>- Gonorrhoea</li> <li>- Chlamydia</li> <li>- Hepatitis B</li> <li>- Genital Herpes</li> <li>- Human papilloma virus</li> <li>- Trichomonas</li> <li>- Candida</li> <li>- Urinary Tract Infection</li> <li>- HIV/AIDS</li> <li>- Chancroid</li> </ul>	Brainstorm with class to identify the various types of STDs/STI's .  Discuss the various types of STDs/STI's  Explain difference between STDs/STI's  Discuss each one under the following headings: <ul style="list-style-type: none"> <li>- Causes</li> <li>- Signs and symptoms</li> <li>- Effects</li> </ul>	<b>Assignment:</b> Students to find out the causes, sign and symptoms of each STD/STI  Students to tabulate their answers  Write four pieces of advice they will give to their friends as cautions against STDs/STIs.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5: (CONT'D)</b>  <b>FAMILY CRISIS - SEXUALLY TRANSMITTED DISEASES/ INFECTIONS HIV/AIDS</b>	<p>The student will be able to:</p> <p>1.5.5 describe the nature of HIV/AIDS.</p>	<p><b>HIV/AIDS</b>  HIV: Human Immunodeficiency Virus</p> <p>AIDS – Acquired Immune Deficiency Syndrome</p> <p>Nature of HIV/AIDS: it is a severe disruption of the body’s immune system caused by viral infection of the white blood cells which are needed to initiate the body’s immune responses.</p> <p>The virus invades and kills the cells of the immune system, that the body is not able to defend itself against many infections. HIV can live in the body for many years before it can develop into AIDS.</p> <ul style="list-style-type: none"> <li>- A person who gets AIDS has only 50 per cent chance of living more than three years.</li> <li>- Many AIDS patients die of what is called <u>opportunistic diseases/infections</u> such as tuberculosis, pneumonia, cancer and other sexually transmitted infections or STDs.</li> </ul>	<p>Through questions and answers discuss the nature of HIV/AIDS with students.</p> <p>Explain that an infected person may not show signs or symptoms for several months or years. An infected person will go about carrying the HIV Virus.</p> <p>Invite a medical doctor to give a talk on HIV/AIDS.</p> <p>Students to write questions they will ask before the talk.</p>	<p><b>Assignment</b>  Students to find out</p> <ul style="list-style-type: none"> <li>- Incidence of HIV/AIDS in Ghana.</li> <li>- Regions or Districts which have highest incidence.</li> <li>- Each person to cut out newspaper articles and Information on HIV/AIDS and paste them in the classroom.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5: (CONT'D)</b></p> <p><b>FAMILY CRISIS-SEXUALLY TRANSMITTED DISEASES/ INFECTIONS- HIV/AIDS</b></p>	<p>The student will be able to:</p> <p>1.5.6 explain how HIV/AIDS is and is not contracted.</p>	<p><b>How HIV/AIDS is contracted</b> Through ;</p> <ul style="list-style-type: none"> <li>- Sexual transmission; having sex with an infected person through casual sex</li> <li>- Blood transmission – receiving infected blood through blood transfusion</li> <li>- Sharing injection needles</li> <li>- Intravenous drugs</li> <li>- Breast feeding infants by infected mothers</li> <li>- Sharing syringes used for enema</li> <li>- Through placenta if mother is carrying a baby</li> <li>- Health personnel getting in touch with the blood of HIV/AIDS patients</li> </ul> <p><b>How HIV/AIDS is not contracted through;</b></p> <p>Casual hand shake</p> <p>Touching, hugging</p> <p>Sneezing</p> <p>Coughing</p> <p>Sharing meals</p> <p>Through mosquito bites</p> <p>Food handled by carriers e.g. eating together</p>	<p>Put students into groups to discuss and explain how people get infected with HIV/AIDS.</p> <p>Guide students to play the “Hand Shake” game to demonstrate how HIV/AIDS spreads.</p> <p><b>Note:</b> Explain and stress that having unprotected sex or having many sex partners are the two main ways of contracting HIV/AIDS. People who are most at risk are adolescents who want to experiment with sex.</p> <p>Emphasise that casual sex can be dangerous.</p> <p>Discuss ways that HIV/AIDS cannot be contracted.</p> <p>Discuss the myths about AIDS. Students to play the game “Safe or Risky” to depict which actions lead to contracting of HIV/AIDS.</p> <p>Emphasise that HIV/AIDS’ mode of transmission is always through the blood. Should be careful to share blade, combs or scissors when there is a cut.</p>	<p>Students to find out</p> <ul style="list-style-type: none"> <li>- where one can go for testing and tests</li> <li>- work of the HIV/AIDS Commission.</li> </ul> <p>Report in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5: (CONT'D)</b></p> <p><b>SEXUALLY TRANSMITTED DISEASES/ INFECTIONS- HIV/AIDS</b></p>	<p>The student will be able to:</p> <p>1.5.7 identify the signs and symptoms of HIV/AIDS.</p> <p>1.5.8 outline the effects of HIV/AIDS on the individual, the family and the society.</p>	<p>▪ <b>Signs and Symptoms:</b></p> <ul style="list-style-type: none"> <li>- Unexplained tiredness</li> <li>- Weight loss</li> <li>- Persistent diarrhoea of more than one month</li> <li>- Sores in the body and mouth</li> <li>- Prolonged fever and cough</li> <li>- Thrush</li> <li>- Sore throat</li> <li>- Swollen nymphs</li> <li>- Headaches</li> </ul> <p><b>Effects on Individuals:</b></p> <ul style="list-style-type: none"> <li>- Poor health resulting in loss of job.</li> <li>- Loss of self esteem and respect.</li> <li>- Sense of shame and stigmatization.</li> <li>- Day to day living changes because of loss of income.</li> <li>- Face endless medical expenses.</li> <li>- Discrimination concerning housing, employment etc.</li> <li>- Death</li> </ul> <p><b>The family:</b></p> <ul style="list-style-type: none"> <li>- Economic hardship especially if the one is the breadwinner.</li> <li>- Stigmatization of the family.</li> <li>- Loss of a family member through death.</li> <li>- Family breakdown.</li> </ul>	<p>Using pictures and film discuss the signs and symptoms of HIV/AIDS: if possible invite an HIV positive person to talk to students on the feelings, conditions, problems, coping strategies and attitudes of people.</p> <p>Teacher may also invite people from the HIV/AIDS unit to talk with students.</p> <p><b>Note:</b> Point out there is no cure for HIV/AIDS. A patient may take a cocktail of drugs which are expensive to sustain him for a long time. The drug may suppress the activities of the virus but the virus will not die. The person with HIV/AIDS will eventually die.</p> <p>Put students in groups for each group to choose either the family, individual or the society to discuss the effect on each.</p> <p>Suggest what each category can do to mitigate the effects.</p> <p>Each group reports to class for discussion.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT54: (CONT'D)</b>  <b>FAMILY CRISIS - SEXUALLY TRANSMITTED DISEASES/ INFECTIONS HIV/AIDS</b>	<p>The student will be able to:</p> <p>1.5.9 outline ways of preventing HIV/AIDS.</p> <p>1.5.10 define conflict and describe its causes and effects.</p>	<ul style="list-style-type: none"> <li>▪ <b>Society</b></li> <li>- Loss of human resources especially those in their productive years.</li> <li>- Burden on society especially the economy when society must continue to provide medical services for them.</li> <li>- Agencies and institutions are set up to work and care for those affected with HIV/AIDS.</li> </ul> <p><b>Ways of Preventing HIV/AIDS</b></p> <ul style="list-style-type: none"> <li>- Sexual abstinence for the unmarried</li> <li>- Reduced sex partners</li> <li>- Careful selection of sex partner</li> <li>- Use safe sex practices</li> <li>- Avoid prostitutes</li> <li>- Learn to say "NO" to sex</li> <li>- Avoid sharing needles, syringes for enema, blade, combs</li> <li>- Avoid tattooing</li> <li>- Avoid drugs and alcohol</li> </ul> <p><b>Definition of conflict:</b> A disagreement or struggle between two or more people. In a family situation it is between family members; husband/wife parent/children and siblings.</p>	<p>Class to brainstorm and discuss on how to prevent contraction of HIV/AIDS -</p> <ul style="list-style-type: none"> <li>- for themselves</li> <li>- in their communities</li> </ul> <p>Let students bring out conflicts they have had with people.</p> <p>between them and their parents between them and their siblings between them and their friends what were the causes?</p> <p>How was the conflict resolved?</p> <p>Discuss with students the meaning of conflict using the information provided by students.</p>	<p><b>Project work</b> Students in groups develop a chart on any aspect of HIV/AIDS.</p> <p>Assessment will be based on the content, accuracy of information, creativity and effectiveness of the message.</p> <p>Students in group design a chart with the heading.</p> <p>"Free yourself from crisis"</p> <p>It can be a drawing, a picture, a poem or admonition</p> <p>Effectiveness of the message will be assessed.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5: (CONT'D)</b></p> <p><b>FAMILY CRISIS – CONFLICT</b></p>	<p>The student will be able to:</p>	<p><b>Causes of conflicts:</b></p> <ul style="list-style-type: none"> <li>▪ Situational factors over daily life</li> <li>▪ Money</li> <li>▪ differences in household work expectations tasks</li> <li>▪ Personality factors: Usually over small matters <ul style="list-style-type: none"> <li>- differences in</li> <li>- attitudes</li> <li>- values</li> <li>- personal tastes</li> <li>- mannerisms</li> <li>- habits and behaviours</li> </ul> </li> <li>▪ Power factors <ul style="list-style-type: none"> <li>- comes into play when issues are important to members of the family e.g. who makes decisions? Who has the power over money, children, etc.?</li> </ul> </li> <li>▪ communication styles</li> </ul> <p><b>Effects of conflicts:</b></p> <ul style="list-style-type: none"> <li>- break down in communication</li> <li>- family goals may not be achieved</li> <li>- break down in relationships and may lead to divorce or family break up</li> </ul>	<p>Discuss with students</p> <ul style="list-style-type: none"> <li>- causes of conflicts they have experienced in their homes between them and their parents</li> <li>- Relate their experiences to discussions on the causes of conflicts and their effects on the family</li> </ul> <p><b>Note:</b> Explain that conflicts are part of normal relationships especially in the family.</p> <p>Sources of conflict will vary from time to time. Conflicts may affect family decisions and may result in families not able to meet their life goals.</p>	<p>Students to write four ways in which conflicts in the family can affect</p> <ul style="list-style-type: none"> <li>- meeting family goals</li> <li>- use of resources</li> </ul>

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<b>UNIT 5: (CONT'D)</b>  <b>FAMILY CRISIS – CONFLICT</b>	The student will be able to:  1.5.11 describe ways of resolving conflicts.	<p><b>Ways of resolving conflicts :</b></p> <ul style="list-style-type: none"> <li>- Control your feelings. Do not speak when angry</li> <li>- Communicate feelings honestly to the person involved in the conflict</li> <li>- Be prepared to talk over the problem</li> <li>- Accept others point of view.</li>   <li>- Accept people as they are that there are differences in values, expectations and attitudes.</li> </ul> <p>Try to;</p> <ul style="list-style-type: none"> <li>- understand and be aware of the problem.</li>   <li>- be open minded and try to understand the other person's view or position.</li>   <li>- argue and do not attack the other person.</li>   <li>- negotiate or come to a compromise.</li> </ul>	<p>Class discussion on how conflicts can be resolved.</p> <p>Role play on conflict resolution</p> <ul style="list-style-type: none"> <li>- give a conflict situation in a family e.g.</li> <li>- the use of money</li> <li>- punishment of children</li> <li>- performance of household task</li> </ul> <p>Let students try to resolve conflicts that might occur.</p> <p><b>Note :</b> During negotiations one should suggest possible solutions</p> <ul style="list-style-type: none"> <li>- effective resolution of conflict may lead to solution</li> <li>- effective communication reduces conflict and sustains relationships in families</li> </ul>	<p><b>Assignment:</b> Students to work in groups. Prepare a poster showing a family trying to resolve a problem/conflict.</p>

# SENIOR HIGH SCHOOL – YEAR 3 – TERM 2

## SECTION 2

### APPLICATION OF MANAGEMENT PRINCIPLES TO EVERYDAY ACTIVITIES

**General Objectives:** The student will:

1. apply the management principles to everyday life.
2. appreciate the need to manage resources in everyday living to achieve personal and family goals.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1:</b></p> <p><b>APPLICATION OF MANAGEMENT PRINCIPLES TO EVERYDAY ACTIVITIES</b></p>	<p>The student will be able to:</p> <p>2.1.1 explain the types and characteristics of time.</p>	<p><b>Time:</b> Time is one of the important resources.</p> <p>Concept of time varies in different cultures.</p> <p>▪ <b>Types of Time:</b></p> <ul style="list-style-type: none"> <li>- These include clock time, biological time and psychological time.</li> <li>- Clock Time: Time measured in hours minutes and seconds.</li> <li>- Biological Time: It refers to the natural rhythm of time that is experienced by all human beings e.g. when to eat When to sleep etc.</li> <li>- Psychological time: refers to awareness of passage of time.</li> </ul> <p><b>Categories of clock time</b></p> <ul style="list-style-type: none"> <li>- Work Time: This refers to time spent on income generating activities. Varies according to type of work a person does.</li> </ul>	<p>Discuss with students people's conception of time and let students come out with their own concept of time.</p> <p>Ask students to state some of the things they use their time for.</p> <p>Teacher to assist students to discuss the different types of time.</p>	<p><b>Group work:</b> Students to explain why it is helpful to be conscious of time.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1: (CONT'D)</b>  <b>APPLICATION OF MANAGEMENT PRINCIPLES TO EVERYDAY ACTIVITIES</b>	<p>The student will be able to:</p> <p>2.1.3 analyse reasons for managing time.</p> <p>2.1.4 explain the guidelines for effective time use.</p>	<ul style="list-style-type: none"> <li>▪ Implementation: use time plan for a Month. Control its use.</li> </ul> <p>You may note all the changes you make as you use your time plan.</p> <ul style="list-style-type: none"> <li>▪ Evaluation: critically analyse and examine the various ways goals were achieved or not achieved.</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Reasons for Managing Time:</b> <ul style="list-style-type: none"> <li>- It minimizes waste of time</li> <li>- Leads to accomplishment of goals</li> <li>- Helps to establish routine for house work and other individual and family activities.</li> <li>- Helps individuals and families to develop other resources or recognise priorities in life.</li> <li>- Reduces indecision in task performance.</li> </ul> </li> </ul> <p><b>Guidelines for effective use of time:</b></p> <ul style="list-style-type: none"> <li>- Use time table or time plan</li> <li>- Arrange household chores, so that they can be done sequentially and methodically</li> <li>- Plan to do related task at the same time (dovetail)</li> <li>- Avoid procrastination</li> <li>- Concentrate on task at hand etc.</li> </ul>	<p>Teacher leads students to analyse why time should be used effectively. Put students into small groups to develop guidelines for effective time use.</p> <p>Discuss findings with students.</p> <p>Teacher assist students to collate those guidelines that are accepted and write them on the chalkboard.</p>	<p><b>Project Work:</b> Each student to make a time plan for a week and use it.</p> <p>Students to write a report indicating the following</p> <ul style="list-style-type: none"> <li>- whether they were able to do all the things they planned.</li> <li>- if not identify problems, reasons for not achieving goals.</li> <li>- suggest changes they can make to improve their plans.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1: (CONT'D)</b></p> <p><b>APPLICATION OF MANAGEMENT PRINCIPLES TO EVERYDAY ACTIVITIES</b></p> <p><b>UNIT 2:</b></p> <p><b>APPLICATION OF MANAGEMENT PRINCIPLES TO EVERYDAY ACTIVITIES</b></p>	<p>The student will be able to:</p> <p>2.2.1 explain management of human energy and its importance.</p>	<p><b>Management of Human Energy:</b> Human Energy is the capacity to work Energy is a resource which is combined with other resources for performance of physical activities such as running or mental activities such as reading.</p> <p>Energy management is a process of planning, implementing and evaluating the use of energy in order to conserve it.</p> <p>▪ <b>Importance of Energy Management:</b></p> <ul style="list-style-type: none"> <li>- One way of conserving energy is to manage it.</li> <li>- To conserve energy. This means energy must be used to carryout an activity for a longer time.</li> <li>- To minimize the amount of time spent on a given task.</li> <li>- To eliminate fatigue.</li> <li>- It helps to increase the worker's interest in a given task.</li> </ul>	<p>Use brainstorming for students to come out with the meaning of energy.</p> <p>Discuss with students the concept of energy based on the students responses.</p> <p>Explain the processes involved in managing energy.</p> <p><b>Note:</b> To conserve energy, does not mean that we do not use it at all. It means we use it in such a way that we carry out an activity for a longer period.</p> <p>Class discussion on the importance of energy management.</p> <p>Select an activity for students to perform at different heights and report how they felt as they worked at the different heights. Use their responses to discuss the need to manage energy.</p>	<p><b>Group Work:</b> Students to use guidelines developed for time use in class to design posters.</p> <p>Display the best ones on the school notice board and in the classrooms.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2: (CONT'D)</b></p> <p><b>APPLICATION OF MANAGEMENT PRINCIPLES TO EVERYDAY ACTIVITIES-</b></p>	<p>The student will be able to:</p> <p>2.2.2 analyse the causes of fatigue.</p>	<ul style="list-style-type: none"> <li>▪ <b>Fatigue:</b> <ul style="list-style-type: none"> <li>- Fatigue is the reduction in capacity to work.</li> </ul> </li> <li>▪ <b>Conditions</b> <ul style="list-style-type: none"> <li>- Fatigue may be physical or mental.</li> </ul> </li> <li>▪ <b>Causes of Fatigue</b> <ul style="list-style-type: none"> <li>- heavy physical exertion or activity such as carrying heavy objects, scrubbing floors which requires a lot of energy.</li> <li>- keeping in one position for a long time such as stooping to wash or standing.</li> <li>- performing an activity you do not like.</li> <li>- long periods of working at a task.</li> <li>- working under poor conditions such as poor lighting, poor ventilation, or using inappropriate tools.</li> <li>- learning a new task</li> <li>- working on an unfamiliar task</li> <li>- concentrating on an activity such as studying for a long time</li> <li>- when one are sick or hungry</li> </ul> </li> </ul>	<p>Ask students how they felt after the following activities.</p> <ul style="list-style-type: none"> <li>- several hours of travelling on a vehicle</li> <li>- a long period of work at a task they dislike</li> <li>- holding or carrying heavy load</li> <li>- a long period of studying while seated</li> </ul> <p>Discuss students' responses and relate them to the causes of fatigue.</p>	<p><b>Assignment:</b> Students to identify some conditions in the home that may lead to fatigue when they work. Bring reports to class for discussion.</p> <p>Explain how they can improve the conditions to reduce fatigue.</p> <p>Students to interview parents or older people of the activities that make them tired.</p> <p>Discuss the findings in class and make suggestions as to how they can reduce fatigue.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2: (CONT'D)</b>  <b>APPLICATION OF MANAGEMENT PRINCIPLES TO EVERYDAY ACTIVITIES-</b>	The student will be able to:  2.2.3 suggest ways of reducing fatigue in the home.	<ul style="list-style-type: none"> <li>▪ <b>Ways of Reducing Fatigue In The Home:</b></li> <li>- improve work environment by providing good lighting and ventilation in a room.</li> <li>- plan work to be done</li> <li>- mix strenuous activities with lighter ones when planning work</li> <li>- use suitable work heights to prevent bending or over stretching</li> <li>- do not stay too long at a particular task</li> <li>- rest after carrying out strenuous activity</li> <li>- arrange work and equipment for work in sequential order to avoid too much movement</li> <li>- use appropriate tools for work</li> </ul>	Different tasks may be given to students in groups to analyse in class. They are to suggest ways of reducing fatigue detected in the various tasks.  Discuss ways of reducing fatigue.  - Using previous assignment on causes of fatigue, suggest ways by which fatiguing situations can be improved.	<b>Assignment</b> In groups students may select one of the following and make a poster with a title of their choice <ul style="list-style-type: none"> <li>- causes of fatigue</li> <li>- slogan of Do's and don'ts in fatigue management</li> <li>- use cartoons to illustrate causes of fatigue and ways to reduce them.</li> </ul>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3:</b></p> <p><b>APPLICATION OF MANAGEMENT PRINCIPLES TO EVERYDAY LIFE</b></p> <p><b>WORK SIMPLIFICATION</b></p>	<p>The student will be able to:</p> <p>2.3.1 explain “work simplification” and its use in controlling time and energy use.</p> <p>2.3.2 organise work in the home to reduce time and energy.</p>	<p><b>Work Simplification:</b> Work simplification is a process of analysing tasks or activities to remove unnecessary movements to save time and energy.</p> <ul style="list-style-type: none"> <li>▪ Purposes of work simplification. <ul style="list-style-type: none"> <li>- To reduce the amount of time required for a given job.</li> <li>- Cut down the number of motions or movements on a specific task.</li> <li>- To reduce frustration and boredom or fatigue resulting from routine habits of work.</li> <li>- To afford the individual enough time for rest and leisure.</li> </ul> </li> </ul> <p><b>Organisation of Household Activities</b> is the way in which individuals and families carry out activities in the home.</p> <p>To ensure effective organisation of household activities the following must be done.</p> <ul style="list-style-type: none"> <li>- identify the tasks that are carried out in the home.</li> <li>- make a list of the tasks, for example cooking, washing of dishes.</li> <li>- Make a plan for carrying out the activities as follows.</li> <li>- determine the time span for the activities.</li> <li>- sort out the tasks into those that are done daily, weekly and occasionally.</li> <li>- indicate time needed for carrying out the various activities.</li> </ul>	<p>Students to mention some of the tasks they perform at home and give ways by which they are able to reduce time and energy use.</p> <p>Discuss work simplification to achieve the purposes of work simplification the following factors should be considered.</p> <ul style="list-style-type: none"> <li>- The work to be done and the method</li> <li>- The worker</li> <li>- The workplace and the equipment to be used</li> </ul> <p>Teacher to select a household task and illustrate to class how it can be organised to reduce time and energy.</p> <p>Give students tasks to perform. Observe the time spent and the movements made.</p> <p>Discuss observations.</p> <p>Suggest ways of reducing time and the number of movements made. After the suggestions made, observe again the time and number of movements made for the same activities.</p> <p>Compare the two situations.</p>	<p><b>Project work:</b> Students to list two tasks carried out in the home that are either tiring, time consuming or both.</p> <p>Students to suggest ways of simplifying those tasks.</p> <p>They should use illustrations where necessary to clarify their points.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4: (CONT'D)</b></p> <p><b>APPLICATION OF MANAGEMENT PRINCIPLES TO EVERYDAY LIFE STORAGE IN THE HOME</b></p>	<p>The student will be able to:</p> <p>2.4.2 analyse the principles and the guidelines for achieving effective storage.</p>	<p><b>Principles and Guidelines for Storage in the Home:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Principles of storage</b> <ul style="list-style-type: none"> <li>- Place frequently used items at the place of first use</li> <li>- Place items so that they are easily seen and reached</li> <li>- Consider the limit of maximum reach of the person</li> </ul> </li> <li>▪ <b>Guidelines for achieving principles of Storage</b> <ul style="list-style-type: none"> <li>- Group similar items together and in the same area</li> <li>- Keep items within reach</li> <li>- To keep items visible use clear containers, wire mesh, open shelves or label items.</li> <li>- Compartmentalize space: divide space into closets or drawers and designate a place for each item</li> <li>- Leave spaces in between items, so that you can easily grasp, pick and replace</li> <li>- Sort out items according to where they are used and put them into the place of first use.</li> <li>- Store items that are used together close to each other</li> <li>- Put frequently used heavy items at the maximum reach of the worker</li> </ul> </li> </ul>	<p>Discuss the principles and guidelines for effective storage.</p> <p>Let students observe the storage place in the Home Economics Department. Analyse how the items have been arranged in the storage space.</p> <p>Demonstrate how the items can be rearranged using the guidelines</p> <p>Teacher to assist students to identify guidelines which apply to each of the principles of storage.</p>	<p><b>Class Test:</b></p> <p>Students to explain with examples five of the guidelines for storage.</p>

# SENIOR HIGH SCHOOL – YEAR 3 - TERM 3

## SECTION 3

### HOUSING ENVIRONMENT

**General Objectives:** The student will:

1. conserve the use of utilities in the home.
2. recognise the need for healthy living through proper ventilation.
3. develop skills in equipping the home for comfortable living.
4. appreciate the need to maintain and preserve surfaces in the home.
5. develop strategies for protecting the environment for healthy living.
6. acquire skills in preventing and managing accidents in the home.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1:</b>  <b>UTILITIES IN THE HOME - WATER</b>	The student will be able to:  3.1.1 explain housing environment and utilities in the home.          3.1.2 describe the various sources of water.	<b>Housing Environment:</b> <ul style="list-style-type: none"> <li>▪ Housing environment are the amenities inside and outside the house that contribute to health, comfort, and beauty in the home and its surroundings.</li> </ul> Utilities are services that bring comfort and convenience to the home. The major ones are water, lighting and fuel.	Use Brainstorming and discussion to arrive at the meaning of housing environment.  Students to mention things they use in the home that make life comfortable.          Class discussion of the main sources of water.  Teacher guides students to group water into the two main groups.	<b>Class work:</b> Students to give examples of things in the home which provide comfort and convenience to the lives of their families.



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1: (CONT'D)</b>  <b>UTILITIES IN THE HOME- WATER</b>	The student will be able to:	<p><b>Note:</b> Natural water from rivers, streams and lakes may be unsafe for drinking because they are likely to be polluted.</p> <p><b>Ways of Purifying Water:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Boiling method</b> Boiling water at a temperature of 100<sup>oC</sup> or 212<sup>oF</sup></li> </ul> <p>Most of the harmful bacteria are destroyed at this temperature.</p> <ul style="list-style-type: none"> <li>▪ <b>Filtration:</b> water is passed through a porous substance such as candle of water filter or clean cloth to remove dirt and other tiny particles.</li> <li>▪ <b>Use of chemicals</b> such as chlorine to purify water on large scale e.g. pipe borne water. This method can not be used at home since one cannot tell the exact amounts of chemicals to use.</li> <li>▪ <b>Storage:</b> Appropriate storage to prevent contamination e.g. water stored in clean covered containers e.g. plastic tanks, concrete tanks, buckets and clay pots.</li> </ul>	<p>Teacher to demonstrate different ways of purifying water in the home.</p> <p>Organise a field trip to water works to observe how water is purified on a large scale.</p> <p><b>Note:</b> Filtration does not destroy micro-organisms therefore water should be boiled before filtration to make it clean and safe for drinking.</p> <p>Various companies use different methods for filtering water for drinking, e.g. bottled and sachet water.</p> <p>Discuss how water is stored in the home.</p> <p>Emphasise or stress the following:</p> <ul style="list-style-type: none"> <li>- containers should be cleaned regularly.</li> <li>- one dip or cup should be used.</li> <li>- always cover the storage containers.</li> <li>- water in storage containers must be raised – put on a table or raised platform to avoid contamination.</li> </ul>	<p><b>Assignment:</b> In groups students investigate and come out with actions communities can take to prevent pollution of water bodies and the need for it.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1: (CONT'D)</b>  <b>UTILITIES IN THE HOME- WATER</b>	<p>The student will be able to:</p> <p>3.1.4 examine the need for water conservation in the home and the methods used.</p>	<p><b>Water Conservation:</b> It is the conscious use of water to prevent waste.</p> <p>Water is a scarce resource, it has no substitute and can be expensive if not judiciously used.</p> <p>Note: Conserving water in the home is one way of reducing family expenditures.</p> <p><b>Ways of Water Conservation</b></p> <ul style="list-style-type: none"> <li>- Leaking taps must be repaired immediately to avoid waste.</li> <li>- Repair broken and leaking pipes to avoid waste and contamination of available water.</li> <li>- Do not wash dishes under running tap.</li> <li>- Collect all dirty dishes/clothes and wash them together and not one at a time.</li> <li>- Boil just the water that is needed.</li> <li>- Avoid over-filling containers and pouring excess water away.</li> <li>- Use just enough water for bathing, washing etc.</li> <li>- Washing water can be used for scrubbing the floor.</li> <li>- Never use too much water for lawn and garden flowers in the dry season.</li> </ul>	<p>Present a case study on poor use of water in the home.</p> <p>Let students bring out lessons learnt from the case study.</p> <p>Discuss ways by which water is wasted in the home and the need to conserve water looking at the global threats of desertification.</p> <p>Teacher to assist with discussion on ways of conserving water.</p> <p>They should mention the benefits of conserving water.</p> <p>Obtain a consumption chart from the water company. Explain how consumption of water is calculated.</p> <p>Take a reading if there is water meter near by or bring a consumption reading to class. Help students to estimate the cost of water used. Use findings to emphasise the need to conserve water in the home.</p> <p>Discuss actions communities can take to conserve water and the benefits.</p>	<p><b>Assignment:</b> Class to make a poster on different ways of conserving water for the classroom or the school notice board.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1: (CONT'D)</b>  <b>UTILITIES IN THE HOME -LIGHTING</b>	<p>The student will be able to:</p> <p>3.1.5 describe the various forms of lighting in the home.</p>	<p>▪ <b>Lighting in the Home:</b> Lighting in the home makes it possible to see, provides a pleasant atmosphere, safety, promotes efficiency in work and prevents strain.</p> <p><b>Forms of lighting in the home:</b> Natural lighting Artificial lighting</p> <p>Natural lighting: this is obtained from sunlight, moonlight.</p> <p>The amount of natural light entering a room depends on factors such as</p> <ul style="list-style-type: none"> <li>- type of windows and positions of windows.</li> <li>- size and number of windows</li> <li>- position of rooms</li> <li>- the conditions of windows</li> <li>- The surroundings of the house</li> </ul> <p>Artificial Lighting: This is man-made lighting. Common sources include candles, oil lamps, battery lamps, electric lamps and gas lamps.</p> <p><b>Note:</b> to obtain good lighting, light fixtures should be kept clean.</p>	<p>Class discussions on the importance of lighting in the home.</p> <p>Students to give examples of the types of lighting they use in the home.</p> <p>Class discussion on the types of lighting and the advantages and disadvantages on each type.</p> <p><b>Note:</b> The moon may give some light but may not give adequate illumination for work safety and efficiency.</p> <p>Teacher to discuss with students factors that contribute to the availability of natural light in the home.</p> <p>Explain ways by which efficiency can be achieved in lighting and demonstrate how to care for the various types of light fixtures to obtain efficiency in lighting.</p>	<p><b>Assignment:</b> Students to observe a room that does not have adequate day light.</p> <p>Explain how it affects work.</p> <p>Suggest how lighting can be improved in the room.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1: (CONT'D)</b>  <b>UTILITIES IN THE HOME - LIGHTING</b>          <b>UTILITIES IN THE HOME - FUEL</b>	<p>The student will be able to:</p>          <p>3.1.6 describe types and sources of fuel.</p>	<ul style="list-style-type: none"> <li>▪ Advantages and disadvantages of different forms of lighting</li> <li>▪ Uses of lighting <ul style="list-style-type: none"> <li>- For general illumination</li> <li>- For performing specific tasks</li> <li>- For decoration – as part of interior design.</li> </ul> </li> </ul> <p><b>Types and Sources of Fuel:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Fuel</b></li> </ul> <p>It is any material or substance that is used for producing heat or power.</p> <p>Fuel can be obtained from organic (plants and animals) and inorganic sources (minerals like coal and petroleum).</p> <p>Though electricity is not fuel it is a source of power used for cooking, heating, etc.</p>	<p>Let students observe how lighting has been used in their homes.</p> <p>Discussion on their observations will bring out ways lighting is used in the home.</p> <p>Discuss ways by which energy can be conserved through the use of lighting.</p>          <p>Students to come out with the types of fuel they use in their homes.</p> <p>Class discussion to bring out types and sources of fuel.</p>	<p><b>Class Exercise:</b> Write a speech educating other students on ways of conserving energy.</p> <p>In groups students to describe daily and special cleaning of</p> <ul style="list-style-type: none"> <li>- oil lamp</li> <li>- Lantern</li> <li>- Electric bulbs</li> </ul>          <p><b>Project work:</b> In groups students to cartoon different ways of conserving electricity in the home.</p> <p><b>Class work:</b> What is fuel? Describe four types of fuel used in the home Group the listed fuel under the following heading</p> <ul style="list-style-type: none"> <li>- solid</li> <li>- liquid</li> <li>- gas</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1: (CONT'D)</b></p> <p><b>UTILITIES IN THE HOME - FUEL</b></p>	<p>The student will be able to:</p>	<ul style="list-style-type: none"> <li>▪ <b>Types and sources of fuel</b></li> <li>▪ <b>Solid</b> <ul style="list-style-type: none"> <li>- firewood</li> <li>- charcoal</li> </ul> </li> <li>▪ <b>Oil</b> <ul style="list-style-type: none"> <li>- Oil (kerosene or paraffin) – from petroleum by fractional distillation.</li> <li>- Gas – natural gas from underground reserves and manufactured gas Liquefied Petroleum Gas – LPG from the processing of petroleum or hydrocarbons.</li> </ul> </li> <li>▪ Electricity-generated from a source of energy. e.g. Water, solar energy, petroleum</li> <li>▪ Advantages and disadvantages of each fuel type</li> <li>▪ Uses of fuel</li> <li>▪ Conservation</li> <li>▪ Safety in the use of fuel</li> </ul>	<p>Teacher to assist students to group fuel into types and sources.</p> <p>Discuss the advantages and disadvantages of each type of fuel</p> <p>Put students into groups for each group to select one type of fuel and discuss safety measures in its use.</p> <p>Use specific situations to demonstrate safety measures in the use of various types of fuel in the home.</p> <p>Explain ways to conserve the different types of fuel.</p> <p><b>Note:</b> Teacher should stress the importance of safety in the use of gas and electricity.</p> <p>These days people are experimenting and using all kinds of materials to generate electricity e.g. waste; bio fuel and human waste.</p> <p>Class discussion on</p> <ul style="list-style-type: none"> <li>- cost of fuel</li> <li>- conservation of fuel in the home and the need to conserve fuel.</li> </ul> <p>Teacher brings some electrical appliances from the home</p> <p>Observe the wattages of each</p> <p>Help students to calculate the cost of electricity if the appliances were used for a period of time.</p> <p>Based on findings stress the need to conserve electricity in the home and the ways in which it can be done.</p>	<p><b>Project work:</b> Students to observe in their community how the use of fuel such as firewood and charcoal affect the environment.</p> <p>Outline measures that can be employed to save the environment and educate members in their communities.</p> <p><b>Assignment:</b> Students to take one electric appliance, look for the following</p> <ul style="list-style-type: none"> <li>- voltage</li> <li>- wattage</li> </ul> <p>Explain what each means in terms of use of the appliance.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2:</b>  <b>VENTILATION IN THE HOME</b>	<p>The student will be able to:</p> <p>3.2.1 describe the need for adequate ventilation and the ways to achieve it.</p>	<p><b>The Need for Adequate Ventilation:</b></p> <p><b>Definition of Ventilation:</b> Ventilation is the exchange of stale air for fresh air in an enclosed space/area.</p> <p><b>Principles of ventilation:</b> The principle of natural ventilation is based on expansion of gases.</p> <p>▪ <b>Importance of ventilation:</b></p> <ul style="list-style-type: none"> <li>- Accumulated products such as water vapour, smoke, heat are removed as the air is changed</li> <li>- Ensures plentiful supply of oxygen makes occupants in a room to be comfortable</li> <li>- Prevents the spread of diseases</li> <li>- Promotes work efficiency</li> <li>- Removes bad odours</li> </ul> <p>▪ <b>Forms of ventilation:</b></p> <p>▪ <b>Natural:</b> This is achieved through</p> <ul style="list-style-type: none"> <li>- Windows</li> <li>- Ventilation holes</li> <li>- Perforated Fancy blocks in wall</li> <li>- Chimney</li> </ul> <p>▪ <b>Artificial Ventilation:</b> This is achieved through use of</p> <ul style="list-style-type: none"> <li>- Fans</li> <li>- Air extractors</li> <li>- Air Conditioners</li> </ul>	<p>Discuss definition and principles of ventilation.</p> <p><b>Experiment:</b> Teacher locks all windows and doors for about five minutes. Teacher to ask students how they felt at the end of the period.</p> <p>Teacher finds out how students feel under the following conditions</p> <ul style="list-style-type: none"> <li>- sleeping in a room with all the windows closed</li> <li>- working in a very hot room</li> </ul> <p>Discuss the importance of ventilation with students.</p> <p>Class discussion to identify the different forms of ventilation and how each works. e.g. Natural</p> <p>Artificial:</p> <ul style="list-style-type: none"> <li>- fan</li> <li>- air extractors</li> <li>- air conditioners.</li> </ul>	<p><b>Assignment:</b> Students in their own words to explain how the air conditioner works.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3:</b>  <b>EQUIPPING AND FURNISHING THE HOME</b>	<p>The student will be able to:</p> <p>3.3.1 describe the need to furnish a home and types of furnishing.</p>	<p><b>Furnishing a Home:</b>  Making a home functional and pleasant is by equipping and furnishing the home. This includes the provision and use of items such as tools, equipment, furniture, devices and other accessories.</p> <p>▪ <b>Types of furnishings:</b>  Furnishings can be divided into the following</p> <ul style="list-style-type: none"> <li>- Soft furnishings</li> <li>- Hard furnishings</li> <li>- Accessories</li> </ul> <p>Soft furnishings include curtains  Cushion covers, floor coverings and household linen</p> <p><b>Hard furnishings:</b> include</p> <ul style="list-style-type: none"> <li>- Furniture</li> <li>- Storage cupboards</li> <li>- Equipment, etc.</li> </ul> <p><b>Accessories:</b></p> <ul style="list-style-type: none"> <li>- Accessories are items such as flowers, pictures, Artifacts that are added to furnishings to make the room more pleasant.</li> </ul>	<p>Ask students to mention some items in their homes that help to make their homes functional.</p> <p>From students responses discuss the need to furnish a home.</p> <p>Class discussions to come out with the types of furnishings and equipment that they have in the different rooms in their homes.</p> <p>Teacher takes students to a house if possible to observe how some of the rooms have been furnished</p> <p>Prepare students before the visit to observe the following:</p> <ul style="list-style-type: none"> <li>- kinds of furniture and equipment,</li> <li>- Furnishings and accessories that have been used in the various rooms</li> <li>- How they have been used or arranged</li> </ul> <p>Followed by a class discussion.</p> <p>Through the discussion explain the differences between furnishings and furnishing</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3: (CONT'D)</b></p> <p><b>EQUIPPING AND FURNISHING THE HOME</b></p>	<p>The student will be able to:</p> <p>3.3.2 describe the elements and principles of design and their applications to home furnishings.</p>	<ul style="list-style-type: none"> <li>▪ <b>Points to consider when choosing furnishings, equipment and accessories for the home:</b></li> </ul> <p><b>Your needs:</b> Basic items for survival.</p> <p><b>Cost:</b> How much you can afford to spend determines what you can buy.</p> <p>Ease of cleaning: Choose equipment made of material and design that is easy to clean.</p> <p><b>Safety:</b> Equipment should be safe to use</p> <p><b>Efficiency:</b> Equipment should serve the intended purpose.</p> <p>Life style.</p> <p><b>Elements and Principles of Design:</b></p> <ul style="list-style-type: none"> <li>▪ Elements of design: Space, line, form, texture, colour, etc.</li> <li>▪ Principles of design: Guidelines that help to use the elements to achieve the desired effect.</li> </ul> <p>These include balance, proportion rhythm, emphasis, harmony, etc.</p> <ul style="list-style-type: none"> <li>▪ Application of element and principles of design to furnishing in the home.</li> </ul>	<p>Discuss points to consider when selecting furnishings and equipment in the home.</p> <p>Emphasise that what may be acquired depends on the income, preferences, taste and the life-style of the people.</p> <p>Teacher to discuss the elements and principles of design with class.</p> <p>Students with the guidance of teacher identify how the elements of design have been used in the buildings in and around the school.</p> <p>Discuss with students how elements and principles of design can be applied in furnishing the home.</p> <p>Arrange with the Visual Arts Teacher to explain the colour wheel to students.</p> <p>Using the colour wheel identify the following</p> <ul style="list-style-type: none"> <li>- primary colours</li> <li>- secondary colours</li> <li>- complementary colours</li> <li>- contrasting colours</li> <li>- monochromic colours</li> </ul>	<p><b>Class work:</b></p> <p>Students to write about the importance of accessories in furnishing the home.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3: (CONT'D)</b>  <b>EQUIPPING AND FURNISHING THE HOME</b>	The student will be able to:		<p>Demonstrate how secondary colours can be obtained from primary colours.</p> <p>Display different objects of varied textures for students to feel and make comments. Discuss different textures that can be found in furnishing and how they can be effectively used.</p> <p>Let students group the different textures and label them.</p> <p>Students to compare spaces in the classrooms, assembly hall and their dormitories.</p> <p>Explain how the amounts of furniture in the spaces have affected the rooms.</p> <p>Discuss responses and apply to design principles such as balance and proportion. Rhythm, emphasis etc.</p> <p>Teacher leads students around the school compound to observe how the elements and principles of design occur both in nature and in building and furnishings.</p> <p>Discuss the different situations in the home in which elements and principles of design can be applied e.g.</p> <ul style="list-style-type: none"> <li>- Floral arrangement and use</li> <li>- Choice and use of furnishings, equipment and accessories</li> <li>- Arrangement of furniture and accessories in the room</li> <li>- Discuss how furnishings and accessories are used to achieve a pleasant environment in the home</li> </ul>	<p><b>Assignment:</b> Students to draw the colour wheel. Identify</p> <ul style="list-style-type: none"> <li>- primary colours</li> <li>- contrasting colours</li> <li>- complementary colours</li> </ul> <p>Students to observe how various textures have been used in furnishing and construction of a house and write reports for discussion in class.</p> <p>Students to select an object observe and write how the elements of design has been used to create a form e.g. a cup, chair etc.</p> <p>Students to choose one element of design and write how they would apply the principles on the chosen element to furnish their specific room.</p> <p><b>Project Work:</b> Students to cut pictures that illustrate the principles of design to create a bulletin board.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4:</b></p> <p><b>MAINTENANCE OF SURFACES IN THE HOME</b></p>	<p>The student will be able to:</p> <p>3.4.1 examine the different types of materials used for surfaces in the home and their characteristics.</p>	<p><b>Surfaces in the Home:</b> The surface quality of material: The way the surface feels when you touch it and the way a surface looks when light strikes on it.</p> <ul style="list-style-type: none"> <li>▪ <b>Materials used for making surfaces in the home:</b> <ul style="list-style-type: none"> <li>- wood</li> <li>- metals</li> <li>- clay</li> <li>- glass</li> <li>- plastics</li> <li>- leather, etc.</li> </ul> </li> </ul>	<p>Class observe the various materials that have been used in the classroom e.g. for the walls, floor, chairs, equipment (e.g. saucepans, cookers).</p> <p>Students mention the kind of materials that have been used for the equipment, furniture and the various parts of the rooms in their homes.</p> <p>Class discussion based on the responses of students to identify surfaces that are found in the home.</p> <p>Discuss the characteristics of each surface. Explain how the characteristics affect the care, cleaning and storage. Demonstrate how to clean each type of surface.</p> <p><b>Note:</b> Emphasise that, cleaning should be done with as little damage as possible to the surface.</p> <p>Cleaning of surface should include both daily and special cleaning.</p>	<p><b>Assignment:</b> In a table form each student identifies the various surfaces in the home.</p> <p>The characteristics of each and the methods for cleaning.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4: (CONT'D)</b></p> <p><b>MAINTENANCE OF SURFACES IN THE HOME</b></p>	<p>The student will be able to:</p> <p>3.4.2 describe agents that affect surfaces in the home and their characteristics.</p> <p>3.4.3 describe cleaning agents and materials used for cleaning surfaces in the home.</p>	<p><b>Agents that Affect Surfaces in the Home:</b></p> <ul style="list-style-type: none"> <li>- dust</li> <li>- dirt</li> <li>- stains</li> <li>- tarnish</li> </ul> <p><b>Cleaning Agents and Materials:</b></p> <ul style="list-style-type: none"> <li>▪ Cleaning agents and materials are substances that help in removing dirt/stains from surfaces in the home.</li> <li>- They include-water, detergents, abrasives, solvents, polish, bleaches acids, white chalk, etc.</li> <li>▪ Water as a cleaning agent</li> <li>- it is the primary cleaning agent: it is a universal solvent because it can dissolve several substances except a few.</li> <li>▪ Advantages and disadvantages of using hard and soft water in cleaning.</li> <li>▪ Detergents commonly used in households are soaps and soapless detergents/synthetic detergents.</li> </ul>	<p>Students in groups to discuss agents that affect surfaces in the home and the reasons why they should be removed.</p> <p>Discussion should include the following:</p> <ul style="list-style-type: none"> <li>- their sources</li> <li>- characteristics</li> <li>- reasons for their removal and</li> <li>- principles involved in their removal.</li> </ul> <p>Brainstorming to let students come out with different cleaning agents and materials used in the home.</p> <p>Class discussion of water as a cleaning agent.</p> <p>Discussion should include the following:</p> <ul style="list-style-type: none"> <li>- cleaning action of water</li> <li>- hard and soft water and their effect in cleaning</li> <li>- advantages and disadvantages of hard and soft water in cleaning</li> </ul> <p>Demonstrate the cleaning action of hard and soft water.</p> <p>Explain the differences between soaps and soapless detergents.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4: (CONT'D)</b></p> <p><b>MAINTENANCE OF SURFACES IN THE HOME</b></p>	<p>The student will be able to:</p>	<p>▪ <b>Stain removers</b></p> <p><b>Abrasives:</b> are cleaning materials that are used to scrape or rub off obstinate dirt or stain from surfaces that will not damage when friction is applied.</p> <p><b>Scourers</b> They are cleaning materials which may be in the form of plastic or metal wire, net or sometimes in the form of pad, or powder</p> <p>Scourers are used to rub off stains from surfaces such as pots, pans and other hard surfaces. They remove dirt by friction and are usually used with a detergent which acts as lubricant to reduce damage to the surface.</p> <p><b>Grease solvents</b></p> <p>They are cleaning materials that remove stains by dissolving the grease or oil that holds the dirt. Dirt is held or suspended in the solvent.</p> <p>Commonly used grease solvents are kerosene, ammonia, turpentine and occasionally petrol (which should be used with extreme care). Other stain removers are</p> <ul style="list-style-type: none"> <li>- Grease Absorbers</li> <li>- Bleaches such as Acids</li> </ul>	<p><b>Discuss the following with students:</b> Different types of cleaning agents and materials.</p> <p>Their nature.</p> <p>Their actions on surfaces.</p> <p>Care in use.</p> <p>Demonstrate the appropriate methods for using each cleaning agent and material.</p> <p><b>Note:</b> Emphasise that care should be taken when using cleaning agents and materials e.g. acids and bleaches.</p> <p>Bleaches and acids when used should be rinsed and washed immediately the stains have been removed.</p> <p>Discuss examples of stains that can be removed by grease solvents and grease absorbers and acids.</p> <p>Demonstrate the cleaning actions of some cleaning agents e.g. detergents.</p>	<p><b>Practical work:</b> Students to use the various types of cleaning agents to clean different kinds of surfaces.</p> <p>Teacher to evaluate</p> <ul style="list-style-type: none"> <li>- how they used the cleaning agents.</li> <li>- the results of the cleaning on the surface.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5:</b>  <b>MANAGING THE ENVIRONMENT</b>	<p>The student will be able to:</p> <p>3.5.1 explain the term environment and how it is related to human survival.</p> <p>3.5.2 examine the need to and measures to put in place to manage the environment.</p>	<p><b>The Environment:</b> The environment consists of everything around the human being such as land, water and air. It is the surroundings of human beings e.g. housing.</p> <p><b>The relationship between Human beings and the environment:</b></p> <ul style="list-style-type: none"> <li>- the environment provides everything that is needed for survival such as air, water, food, clothes and houses.</li> </ul> <p>Human beings depend on the environment for all resources needed to support and sustain life. Thus needs, wants and desires are satisfied through the use of the resources in the environment.</p> <p><b>The need to manage the environment:</b></p> <ul style="list-style-type: none"> <li>▪ Common environmental problems <ul style="list-style-type: none"> <li>- deforestation</li> <li>- depletion of the ozone layer</li> <li>- pollution</li> <li>- poor waste disposal</li> <li>- bush fires</li> </ul> </li> <li>▪ <b>Ways of managing the environment:</b> <ul style="list-style-type: none"> <li>- the creation of awareness of the problems through education.</li> <li>- protection of the vegetation by avoiding indiscriminate felling of trees and burning of bushes.</li> <li>- protection of water bodies by not cutting trees along the banks of rivers and not polluting it.</li> </ul> </li> </ul>	<p>Class discussion on the environment and how it relates to human survival.</p> <p>Teacher discusses the following with class.</p> <p>The causes of environmental problems in the country.</p> <p>Consequences of environmental degradation, economic, social and physical on the individual, the family and the country.</p> <p>Ways of managing the environment.</p> <ul style="list-style-type: none"> <li>- individual actions</li> <li>- community actions</li> </ul> <p>Discuss agencies in the communities which ensure sound environment in Ghana.</p>	<p><b>Assignment:</b> Students to find out the work of the EPA in Ghana.</p> <p>Write a short report to present in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5: (CONT'D)</b></p> <p><b>MANAGING THE ENVIRONMENT-SANITATION</b></p>	<p>The student will be able to:</p>       <p>3.5.3 explain factors that contribute to poor sanitation and its prevention and control.</p>	<ul style="list-style-type: none"> <li>- checking land erosion by planting trees to cover the surface of the land</li> <li>- effective use of resources by avoiding waste.</li> <li>- setting up agencies both national and international whose responsibilities are to protect the environment.</li> <li>- the role of environmental agencies e.g. the Environmental Protection Agency Ghana. The international labour organisation , the United Nations and World Health Organisation</li> </ul> <p><b>Sanitation and Health:</b>  <b>Sanitation:</b> is the practical application of measures to protect, preserve the environment and improve health.</p> <p><b>Factors that contribute to poor sanitation:</b></p> <ul style="list-style-type: none"> <li>- Indiscriminate disposal of waste</li> <li>- Attitudes of people who lack the understanding of the relationship between health and sanitation</li> <li>- Lack of resources in communities for the management of waste.</li> </ul>	<p>Discuss the roles these organisations play to ensure sound environment.</p> <p>A trip round the community to observe the sanitary conditions.</p> <p>Follow by discussion on;</p> <p>Sanitary conditions in the community.</p> <ul style="list-style-type: none"> <li>- how sanitation affects the health of the people.</li> </ul> <p>Students in groups suggest ways sanitation can be improved. Report to class for discussion.</p>	<p><b>Assignment:</b>  Students to observe the sanitation in their homes and communities and write how it can be improved.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5: (CONT'D)</b>  <b>MANAGING THE ENVIRONMENT-SANITATION</b>	The student will be able to:	<ul style="list-style-type: none"> <li>- Proliferation of disposable goods on the market</li> <li>- Lack of information on waste disposal</li> <li>- Poor enforcement of sanitation laws</li> <li>- Population increase which over stretches the various facilities</li> </ul> <p>▪ <b>Ensuring good sanitation:</b></p> <ul style="list-style-type: none"> <li>- appropriate disposal of waste – both solid and liquid</li> <li>- keeping the environment clean</li> <li>- enforcement of sanitation law</li> <li>- provision of adequate facilities for waste storage and disposal</li> <li>- public, education on sanitation</li> </ul>	<p>Discuss ways by which good sanitation can be ensured by :</p> <ul style="list-style-type: none"> <li>- individuals</li> <li>- the family and</li> <li>- the communities</li> </ul> <p>Discuss ways in which waste is disposed off in the community and the appropriate ways of disposing off waste in the home. Discussions should include storage, waste disposal, collection of waste and care of storage facilities in the home.</p>	<p><b>Assignment:</b> Students to write a speech to educate the community on the importance of good sanitation and how they can maintain sound sanitation in their communities and homes.</p>
<b>MANAGING THE ENVIRONMENT-POLLUTION</b>	3.5.4 explain pollution, its causes and control.	<p>▪ <b>Different ways in which pollution occurs:</b></p> <p>Pollution is the release of harmful substances into the environment as a result of human activities</p> <p>The substances that pollute the environment are called pollutants e.g. smoke, fumes from cars, effluent from factories etc.</p> <p>▪ <b>Types of Pollution</b></p> <ul style="list-style-type: none"> <li>- <b>Water pollution:</b> occurs when harmful substances dissolve in sources of water endangering life.</li> <li>- <b>Land pollution:</b> Is a process through which the natural state of the land is disturbed to the extent that it cannot support life e.g. overuse of agro chemicals and poor disposal of plastic waste.</li> </ul>	<p>Class discussion on causes of pollution and how they can be controlled.</p> <p>Discussions should include the effects on the environment such as:</p> <ul style="list-style-type: none"> <li>- global warming</li> <li>- desertification</li> <li>- changing climatic patterns</li> <li>- depletion of the ozone layer</li> </ul>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5: (CONT'D)</b>  <b>MANAGING THE ENVIRONMENT-POLLUTION</b>	<p>The student will be able to:</p> <p>3.5.5 describe common household pests and their effects on health.</p>	<ul style="list-style-type: none"> <li>- <b>Air pollution:</b> occurs when pollutants get into the atmosphere and form compounds with oxygen.</li> <li>- <b>Noise pollution:</b> occurs when people are exposed to excessively high levels of noise (i.e. unwanted sound that interferes with human communication. May affect hearing.</li> <li>▪ <b>Effects of Pollution</b></li> <li>- on humans</li> <li>- on the environment</li> <li>▪ <b>Control of Pollution</b></li> <li>- appropriate disposal of waste especially liquid waste from homes and factories</li> <li>- enforcement of laws on pollution control</li> <li>- education on the effects of pollution on the environment and health.</li> </ul> <p><b>Note:</b> Pollutants change the physical, chemical and biological conditions that support life. They raise poor health in humans and destroy animal and plant life.</p> <p>Household pests are troublesome insects and animals that infest the home. They breed in dirty places, carry disease causing micro-organisms and contaminate food and areas they come into contact with. They multiply rapidly. They should be controlled to maintain hygienic and healthy environment in the home.</p> <p>Common household pests include</p> <ul style="list-style-type: none"> <li>- House flies</li> <li>- Ants</li> <li>- Cockroaches</li> <li>- Mice and rats</li> <li>- Bed bugs</li> <li>- Weevils</li> <li>- Termites</li> <li>- Lice</li> <li>- Mosquitoes</li> </ul>	<p>Emphasise the physical, economic and social consequences and implications of the different forms of pollution.</p> <p>Students to name some pests found in the homes, followed by class discussions to identify the various types of pests.</p> <p>In groups students suggest some of the measures to be taken to control pests in the home.</p> <p>Groups report to class for discussion.</p> <p>Based on group reports discuss the various types of pests in the home</p> <ul style="list-style-type: none"> <li>- their characteristics</li> <li>- the harm they cause in the home, the home environment and humans.</li> </ul>	<p><b>Assignment:</b> Students to look for information in the dailies that are related to environmental pollution and report for class discussion.</p> <p><b>Project work:</b> Cut articles on environmental pollution from the newspapers and build a bulletin with them.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 5: (CONT'D)</b>  <b>MANAGING THE ENVIRONMENT-POLLUTION</b>	The student will be able to:  3.5.6 analyse ways through which pests can be controlled.	<b>Control of Household Pests:</b> <ul style="list-style-type: none"> <li>- keeping the house and surroundings clean</li> <li>- appropriate disposal of waste</li> <li>- windows opened to allow in fresh air and sunlight</li> <li>- appropriate storage of food</li> <li>- clean and cover refuse bin</li> <li>- bushes and weeds around kept low</li> <li>- drain stagnant water around the house</li> <li>- plug hole in walls</li> </ul>	Through brainstorm let students come out with ways of controlling pests.  Based on students' responses, discuss the control of household pests.	<b>Assignment:</b> Students to find out the work of the pests control unit of the Environmental Protection Agency and the work of the Environmental Sanitation Officers of the District Assemblies.  Report findings to class for discussion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 6:</b></p> <p><b>HOME IMPROVEMENT</b></p>	<p>The student will be able to:</p> <p>3.6.1 explain the purpose of home improvement and the ways of achieving it.</p> <p>3.6.2 describe ways in which home improvement could be carried out.</p>	<ul style="list-style-type: none"> <li>▪ <b>Home Improvement:</b> Home improvement is a creative way of changing and improving the home environment to make it more convenient, healthy, pleasant and comfortable for living.</li> <li>▪ <b>Purpose of Home Improvement:</b> Is to help individuals and families to Improve - the tools and devices they use, ways of carrying out specific tasks to - increase efficiency - promote health, make the home beautiful and convenient to live in.</li> </ul> <p><b>Ways of achieving Home Improvement in the Home:</b></p> <ul style="list-style-type: none"> <li>- <u>Health</u>: Improve the facilities in the home as well as storage systems and reducing strain associated with work. Maintain clean home environment.</li> <li>- <u>Decorations</u>: using decorative pieces made from beads, shells, seeds, fabric trimmings and other items to decorate different areas in the home.</li> <li>- <u>Storage</u>: improve storage facilities using baskets, packing cases. Putting in additional shelves in cupboards, etc.</li> <li>- <u>Sleep</u>: raise a platform in a corner of a room as a bed, either with mud or wood. A mattress can be used on this to make it comfortable.</li> </ul>	<p>Students to observe the Home Economics Department or if possible a home nearby.</p> <p>Observe the facilities and the environment in the home.</p> <p>Students report on their observation on the following:</p> <ul style="list-style-type: none"> <li>- things that need to be improved upon</li> <li>- specific improvement that are needed</li> </ul> <p>Class discussion on the purposes for home improvement.</p> <p>Guide students to describe ways of achieving improvement in the home.</p>	<p>Construct/make the item for display and assessment.</p> <p><b>Assignment:</b> Look round the Home Economics Department, Headmasters office, the classrooms.</p> <ul style="list-style-type: none"> <li>- what are the conditions that need improvement</li> <li>- what kinds of improvements can be made?</li> <li>- suggest one activity that can be taken or one item that can be made to improve any of the places.</li> </ul> <p><b>Group Project:</b> Each group selects an item, indicate the purpose i.e. whether for decoration, improving, and make the item. Display for appreciation.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 6: (CONT'D)</b>  <b>HOME IMPROVEMENT</b>	The student will be able to:	<ul style="list-style-type: none"> <li>- <b>Furniture:</b> a cushion or pillow may be put on a wooden box turned on its side, chairs and benches can be made from bamboo etc to increase the number of seats in the home.</li> <li>- <b>Flowers:</b> Flowers well arranged improve the beauty of the home. However, they must be carefully selected and properly arranged to achieve this objective.</li> </ul>		
	<b>UNIT 7:</b>  <b>SAFETY IN THE HOME</b>	3.7.1 explain safety in the home and causes of accidents in the home.	<b>Safety in the Home:</b> <ul style="list-style-type: none"> <li>- it is the process whereby an individual or the family takes appropriate measures or precautions against accidents in the home.</li> </ul> <b>Causes of Accidents:</b> <ul style="list-style-type: none"> <li>- Accidents in the home may be caused through carelessness or neglect.</li> <li>- inattentiveness as a result of tiredness, forgetfulness, poor lighting.</li> <li>- using in appropriate tools and Equipment, etc.</li> </ul>	Through questions and answers guide students to explain safety in the home and causes of accidents in the home.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 7: (CONT'D)</b>  <b>SAFETY IN THE HOME</b>	<p>The student will be able to:</p> <p>3.7.2 identify accidents that occur in the home and their prevention.</p> <p>3.7.3 explain First Aid.</p>	<p>▪ <b>Types of Accidents in the Home:</b>  scalds/burns  poisoning, chemicals/gas  electric shock/electrocution  choking  suffocation  cuts and bruises  Falls  Radiation hazards</p> <p><b>Ways of Ensuring Safety in Home:</b></p> <ul style="list-style-type: none"> <li>- quickly wipe off spilled liquids</li> <li>- keep all medicines, drugs and tablets locked up in a cupboard or out of reach of children</li> <li>- label all bottles clearly</li> <li>- stand on stools to reach heights</li> <li>- strike matches before turning on gas</li> </ul> <p><b>First Aid:</b></p> <ul style="list-style-type: none"> <li>- First Aid is an immediate and temporary treatment given to an injured person before the arrival of a doctor for medical treatment.</li> <li>- First Aid is needed in case of accidents.</li> </ul>	<p>Class discussion on the various types of accidents that can occur in the home, their causes and prevention.</p> <p>Brainstorm on the meaning of First Aid.</p> <p><b>Note:</b>  First Aid can be carried out by any one who is intelligent enough to use simple materials to treat minor injuries or stop further damages. A person giving aid should be able to make quick decision and take right actions.</p>	<p><b>Assignment:</b>  Students in groups select own titles and design posters on precautions to be taken to prevent accidents in the home.</p> <p>Assess the effectiveness of the message and display the best ones in the classrooms.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 7: (CONT'D)</b>  <b>SAFETY IN THE HOME</b>	<p>The student will be able to:</p> <p>3.7.4 analyse the aims for First Aid treatment.</p>	<p><b>The Aims of First Aid is to:</b></p> <ul style="list-style-type: none"> <li>- save life</li> <li>- prevent further injury especially where bones are broken</li> <li>- relieve pain e.g. placing ice blocks on sprained leg</li> <li>- stop bleeding and keep the person breathing</li> <li>- reassure the victim by making the victim comfortable and keeping him calm until the appropriate help comes</li> </ul>	<p>Teacher to assist students to link accidents in the home to the analysis of the aims of First Aid treatment.</p> <p>Invite a resource person, a public or community health nurse or someone from the red cross society to demonstrate to class First Aid procedures for various forms of injuries.</p> <p>Teacher to assist students to find out methods for giving First Aid treatment to the following accidents.</p> <ul style="list-style-type: none"> <li>- electric shocks</li> <li>- nose bleeding</li> <li>- broken bones</li> <li>- dog bites</li> <li>- snake bites etc</li> </ul>	

# SENIOR HIGH SCHOOL – YEAR 4 - TERM 1

## SECTION 1

### FINANCIAL MANAGEMENT

**General Objectives:** The student will:

1. recognise the need for effective use of financial resources to achieve family goals.
2. apply management principles to achieve financial goals.
3. appreciate the importance of planning for the future.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1:</b>  <b>PLANNING THE USE OF INCOME</b>	The student will be able to:  1.1.1 explain the concept of income and the types of income.	<p><b>Income</b> Income is the flow of wealth and economic goods and services.</p> <p>It comprises all monies, goods and services that are available to individuals and families for use in satisfying their needs within a given period of time.</p> <ul style="list-style-type: none"> <li>▪ <b>Types of income</b> Money income Non money income</li> <li>▪ <b>Sources of money income</b></li> </ul> <ul style="list-style-type: none"> <li>- Wages, salaries received at the end of the month</li> <li>- Money received from sale of farm produce, fishing and trading (These are not usually received monthly). The bulk is received seasonally. Money income can be earned or unearned.</li> </ul>	<p>With brainstorming and discussion, students to come out with the meaning of income.</p> <p>From students' responses teacher leads class to identify and discuss the various types of income and their sources.</p> <p>Stress that some sources of income are regular in both amount and the frequency e.g. salaries and wages, these are called regular income. Some others are described as irregular income e.g. income from sale of farm products.</p>	<p><b>Class Exercise:</b> In groups, students to list sources of non-money income.</p> <ul style="list-style-type: none"> <li>- explain why it is non-money income</li> <li>- group the non-money income under the following headings productive income, service income and community income.</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1: (CONT'D)</b></p> <p><b>PLANNING THE USE OF INCOME</b></p>	<p>The student will be able to:</p>	<p><b>Note:</b> Money that is received from the work we do is called earned income.</p> <p>Other sources of money income include -</p> <ul style="list-style-type: none"> <li>- interest from investment or businesses,</li> <li>- bonuses from work,</li> <li>- dividends,</li> <li>- rent from properties, etc. These are referred to as unearned income.</li> </ul> <p><b>Non money-income or (money in kind):</b> Comprises the value of goods and services family members render to the family and the durable goods they have e.g. – household production, preparing own meals, back yard garden, sewing family clothes.</p> <ul style="list-style-type: none"> <li>- service income e.g. house, equipment etc. bought and used for the household benefit.</li> <li>- community income; value of all community facilities such as hospitals, markets, safe water supply etc. that provide services to people in the community.</li> </ul> <p><b>Note:</b> Non-money income can be classified into</p> <ul style="list-style-type: none"> <li>- productive income e.g. Household production income and service income.</li> <li>- Hidden income e.g. community income. Stress that not many people are aware of this category of financial resource. They can be very beneficial to management of ones resources if they are identified and used effectively</li> </ul>	<p>Class discussion on non-money income</p> <p>Teacher to explain that money saved through household production and services can be used to meet other demands.</p> <p>Explain that the value of non-money income cannot be easily quantified.</p>	<p><b>Assignment:</b> Each student to find out the meaning of:</p> <p>Gross income Net income Which of them can be planned and why</p> <p>Discuss findings in class.</p> <p><b>Class Exercise:</b> Students to work in groups and produce charts showing the different types of income.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1: (CONT'D)</b>  <b>PLANNING THE USE OF INCOME</b>	<p>The student will be able to:</p> <p>1.1.2 analyse factors that determine levels of family income.</p> <p>1.1.3 identify factors that influence money management in the family.</p>	<p><b>Factors that determine the Levels of income:</b></p> <ul style="list-style-type: none"> <li>- The level of education , training or skills</li> <li>- Type of work</li> <li>- The location or where you live</li> <li>- The national income</li> <li>- Status of a person</li> <li>- The number of people who work in the family</li> <li>- The ability to use all family's composite income</li> </ul> <p><b>Factors that influence money management:</b></p> <ul style="list-style-type: none"> <li>- Family needs</li> <li>- Family size. The larger the family the more it will spend on clothing, feeding, etc.</li> <li>- Life style of the Family and individual spending habits, taste.</li> <li>- Income level: the amount of money and variety of goods and services the family or the person has at a given period of time.</li> <li>- Goals of the family or the individual give direction to the use of income.</li> <li>- Planning the use of income: one needs to plan and make judicious use of money.</li> <li>- Values determine our goals on what to buy when and how much to buy.</li> </ul>	<p>Students to role play different jobs with their remunerations.</p> <p>Students to analyse why there are differences in income.</p> <p>Class discussion on the various factors that contribute to differences in income levels.</p> <p>Through discussion students to find out what influence their buying decisions.</p> <p>Based on their answers discuss factors that influence how individuals and families manage their money income.</p>	<p><b>Assignment:</b></p> <p>Students to write two things they can do to increase their level of income when they become adults.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1: (CONT'D)</b></p> <p><b>PLANNING THE USE OF INCOME</b></p>	<p>The student will be able to:</p> <p>1.1.4 explain the reasons for making a spending plan.</p> <p>1.1.5 explain the steps for making a budget and using it.</p>	<p><b>A spending plan (budget):</b> A spending plan is also referred to as a budget. It is a plan for future expenditures for a given period.</p> <ul style="list-style-type: none"> <li>▪ <b>Reasons for making a spending plan:</b> Planning helps individuals and families to: <ul style="list-style-type: none"> <li>- decide on priorities ( i.e. what is most important) as well as have a better understanding of their financial status which enables individuals to live within their means.</li> <li>- eliminate waste in spending.</li> <li>- achieve long term goals through regular savings.</li> <li>- achieve harmony in the home and safe financial position at any point in time.</li> </ul> </li> </ul> <p><b>Steps for making a budget:</b> There are no rigid rules for making a budget. The easiest way is to follow these steps.</p> <p>Step 1: List your goals: this should be based on your values.</p> <ul style="list-style-type: none"> <li>- Separate your goals into short term and long-term</li> <li>- cost each goal</li> <li>- rank or prioritize the goals</li> </ul> <p>Step 2: Estimate your income: Estimate the total expected income for a planned period.</p>	<p>Find out from students how they spend their pocket monies and the satisfaction they derive from them.</p> <p>Class discussion on the need for making a spending plan.</p> <p>Class debate on the need to budget or plan for the use of income.</p> <p>Discuss the steps in making a budget Teacher to assist students to develop their own spending plan.</p> <p>Discuss the budgets produced.</p> <p>Sample budget can be pasted on the chalkboard.</p> <p>Stress that a standard budget will not be suitable for each individual and family since people differ in their levels of income, values and goals.</p>	<p><b>Assignment:</b> Students to interview parents if they make a budget</p> <ul style="list-style-type: none"> <li>- ask reasons for their answers.</li> <li>- if they do, ask how it affects the use of their finances.</li> </ul> <p>Report in class.</p> <p>.</p> <p><b>Assignment:</b> Each student to make a spending plan using their pocket monies. Use the plans for four weeks.</p> <p>Assess budget based on the following:</p> <ul style="list-style-type: none"> <li>- successes in use</li> <li>- failures. Give reasons for the failures</li> </ul> <p>Suggest how to overcome failures in future budget.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1: (CONT'D)</b>  <b>PLANNING THE USE OF INCOME</b>	The student will be able to:	<p>Step 3: Estimate your expenses. Group your expenses into fixed and flexible expenses.</p> <p><b>Note:</b> If total expenditure is more than your net income then you have not been successful. This may call for changes to be made to your spending plan.</p> <p>It is easier to change one's flexible expenditure than fixed expenditure</p> <p>Step 4: complete your spending plan by putting it into writing.</p> <p>▪ <b>Implementation of spending plan:</b></p> <ul style="list-style-type: none"> <li>- Keep records of your actual income as well as your expenses as you use the budget.</li> <li>- Find out if your income is covering your expenses.</li> <li>- Find out if you have enough money for emergencies.</li> <li>- Find out if you are moving towards your most important long term goals.</li> <li>- Make the necessary adjustments if your goals are not being met.</li> </ul>	<p>Teacher to discuss with students changes that can be made in drawing the spending plan to ensure success of the plan, e.g.</p> <ul style="list-style-type: none"> <li>- cutting down on items</li> <li>- postponing some items</li> <li>- eliminating some items</li> </ul> <p>Teacher to explain the need to keep records of expenditure as spending plans are implemented.</p> <p>Stress that it is important to include savings in ones budget no matter how small the amount is.</p>	<p><b>Assignment:</b> Students to write the importance of record keeping in implementing budget. Present work in class for discussion.</p>





UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2:</b></p> <p><b>PLANNING FOR FUTURE FINANCIAL SECURITY - SAVINGS</b></p>	<p>The student will be able to:</p> <p>1.2.1 explain reasons for saving and where to save.</p>	<p><b>Savings:</b> Savings are generally monies an individual or the family put aside for future use.</p> <p>Savings result from careful management of income and expenditure overtime. Families have to consider savings as a regular budgetary item. The regularity of savings may result in financial growth.</p> <p>Savings are long term goals.</p> <p><b>Reasons for Savings:</b></p> <ul style="list-style-type: none"> <li>- To meet emergencies that cannot be met with current income, such as taking a sick member of the family to the hospital, towards child birth etc.</li> <li>- For a particular goal or goals such as children’s schools fees, buying a new set of furniture etc.</li> <li>- As the only income after earnings decline or cease as a result of retirement or loss of job.</li> <li>- To build up capital for investment</li> </ul> <p>▪ <b>Where to save:</b></p> <ul style="list-style-type: none"> <li>- informal institutions</li> <li>- formal institutions</li> </ul> <p>▪ <b>Informal Institutions:</b></p> <ul style="list-style-type: none"> <li>- Susu Groups</li> <li>- Walking banks</li> <li>- Keeping money at home</li> <li>- Welfare societies</li> </ul>	<p>Give class a case study of a family that has not been able to meet basic needs because the breadwinner is on retirement.</p> <p>Students to examine the case study and identify reasons for the problem.</p> <p>With discussion assist students to define savings and give reasons why people save.</p> <p>Teacher to emphasise that savings programmes should fit the family’s needs and reduce hardship to family members.</p> <p><b>Note:</b> Teacher to explain how important individual and family savings are to the economy of the country.</p> <p>How savings contribute to the quality of life of individuals and families.</p> <p>Explain to students that savings are not only cash deposits in banks, but plans such as social security, superannuation, pension plans are ways employers help workers save towards the future.</p> <p>Students to identify places where people save. Group their findings under the following: I. formal II. informal</p> <p>Followed by class discussions. Teacher to emphasise that to be able to select the right type of savings for maximum interest, safety and satisfaction requires a good understanding of the various types of saving facilities available.</p>	<p><b>Assignment:</b> Each student to interview 5 people to find out the following:</p> <ul style="list-style-type: none"> <li>- whether they save</li> <li>- reasons why they save</li> <li>- where they save and the reasons they save with a particular institution.</li> </ul> <p><b>Assignment:</b> Compare the advantages and disadvantages of savings in a formal and informal institution.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2: (CONT'D)</b></p> <p><b>PLANNING FOR FUTURE FINANCIAL SECURITY - SAVINGS</b></p>	<p>The student will be able to:</p> <p>1.2.2 analyse factors to consider when selecting a saving institution.</p>	<p>▪ <b>Formal institutions:</b></p> <ul style="list-style-type: none"> <li>- Non-bank financial institutions</li> <li>- Commercial banks</li> <li>- Rural banks</li> <li>- Insurance companies</li> <li>- Credit unions</li> </ul> <p><b>Factors to consider when selection savings institutions:</b></p> <ul style="list-style-type: none"> <li>- Safety – freedom from danger or risk and assurance of getting back amount deposited.</li> <li>- Liquidity – ease and speed of converting savings deposits into cash</li> <li>- Yield – return or profit usually expressed as interest and customarily calculated as percentage of the amount deposited.</li> <li>- The purpose for savings.</li> <li>- Immediacy of the savings goal.</li> </ul>	<p>Discuss the advantages and disadvantages of each type of institutions for savings.</p> <p>Encourage students to save. Stress that one does not need a big sum of money in order to save. Also to develop a saving habit is an important value.</p> <p>Interview people to find out why they save with a particular savings institution. Present findings</p> <p>Students to discuss findings in class.</p> <p>Discuss criteria for selecting a savings Institution and explain why the criteria are important.</p> <p><b>Note:</b> high yielding savings may have high risk.</p> <p>Students to find out from the different banks the following:</p> <p>Interest rates from Cash Savings Fixed Deposits Compare the yields on deposits for the various types of savings and from the different banks. Discuss findings in class</p> <p>Explain how the information will influence the choice of savings institution and the type of savings to do.</p>	<p><b>Class Exercise:</b> Students to write a speech they may use to educate their colleagues on savings.</p> <p><b>Assignment:</b> Students to collect brochures from banks around and study information on types of savings they have, share information in class and discussion.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2:</b></p> <p><b>PLANNING FOR FUTURE FINANCIAL SECURITY - INSURANCE</b></p>	<p>The student will be able to:</p> <p>1.2.3 explain the concept and principle of Insurance.</p> <p>1.2.4 describe the types of insurance</p>	<ul style="list-style-type: none"> <li>▪ <b>Insurance:</b> <ul style="list-style-type: none"> <li>- It is the protection against financial loss, damage, sickness or death.</li> <li>- It is a way of reducing some of the risks and uncertainties in a family's financial management.</li> </ul> </li> <li>▪ <b>Principle of Insurance:</b> <p>The principle of Insurance is of sharing the risk of financial loss among large numbers of people.</p> </li> <li>▪ <b>Types of Insurance:</b> <p>There are two main types</p> <ul style="list-style-type: none"> <li>i) Life Assurance</li> <li>ii) Property Insurance</li> </ul> </li> <li>▪ <b>Life Assurance:</b> <p>Life Assurance gives protection against loss of income due to death.</p> <p>It is most important to people who are financially responsible for others e.g. if a family's breadwinner should die there may be sudden need for money to pay debts, support dependants, educate and for usual household expenses. Life assurance gives protection against these situations.</p> </li> <li>▪ If the insured dies while the policy is in force, the beneficiary will receive a specific amount of money in one lump sum or in monthly installments.</li> </ul>	<p>Students to role play a family that has lost some properties through either fire, theft or flood. Observe their reactions and the effects on the people.</p> <p>Students to suggest what the family could have done to reduce the effects.</p> <p>Write responses on the board.</p> <p>From students responses discuss the concept and principle of insurance.</p> <p>With brainstorming let students come out with types of insurance as in content. Discuss students responses.</p> <p>Discuss types of Life Assurance using a chart to explain the features of each type of policy.</p> <p>Teacher can invite a resource person to talk about types of life assurance and their features.</p> <p>Collect brochures from the insurance companies. Discuss in class new life assurance policies provided by the different companies.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2: (CONT'D)</b></p> <p><b>PLANNING FOR FUTURE FINANCIAL SECURITY - INSURANCE</b></p>	<p>The student will be able to:</p>	<p>There are two categories of Life Assurance</p> <ul style="list-style-type: none"> <li>▪ Temporary Assurance</li> <li>▪ Permanent Assurance</li> </ul> <p>There are three main types of Permanent Life assurance</p> <ul style="list-style-type: none"> <li>▪ Whole life or straight life</li> <li>▪ Limited payment</li> <li>▪ Endowment policy</li> </ul> <p>▪ <b>Property Insurance</b> Individuals need protection against the possible loss that may occur as the result of fire, vandalism, theft, storms, accidents and other hazards. To guard against these risks many people take property insurance.</p> <p>The most common are fire, theft and liability insurance. In Ghana it is compulsory to take a car insurance. Only a few people take insurance for their other properties.</p>	<p><b>Note:</b> All types of Life Assurance provide savings, but unlike savings account with a bank, you cannot withdraw all your money before the term stated on the policy. Also once you sign the policy the interest rate remains the same.</p> <p>Discussions should include the following terminologies related to insurance such as</p> <ul style="list-style-type: none"> <li>- policy</li> <li>- premium</li> <li>- risk</li> <li>- policy holder</li> <li>- beneficiary</li> <li>- surrender values</li> </ul> <p>You can use your Life Assurance policy as collateral to obtain loans.</p> <p>Obtain brochures from different insurance companies and compare the terms for the different life assurance policies</p> <p>Discuss the various types of insurance families can take to protect their properties.</p> <p>Explain the physical and emotional consequences of property loss when there is no insurance.</p> <p>Discuss the benefits of protecting ones property through taking an insurance. <b>Note:</b> Examine carefully any document before signing it especially an insurance policy. If possible employ the services of a lawyer to interpret the terms before signing. Teacher to explain third party policy, and comprehensive policy related to car insurance.</p>	<p><b>Assignment:</b> Explain the relationship between insurance and financial security.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2 (CONT'D)</b></p> <p><b>PLANNING FOR FUTURE FINANCIAL SECURITY - INVESTMENT</b></p>	<p>The student will be able to:</p> <p>1.2.5 explain the term investment and the reasons for investment.</p> <p>1.2.6 analyse the different forms of investment.</p>	<p><b>Investment:</b></p> <ul style="list-style-type: none"> <li>- It means putting money into a venture in order to make profit.</li> </ul> <p>All investments bring in income or profits and are means of reaching long-term financial goals.</p> <p>▪ <b>Reasons why people invest:</b></p> <ul style="list-style-type: none"> <li>- For capital to start a business</li> <li>- Future income against old age, ill-health and other emergencies</li> <li>- Against accidents and other eventualities</li> <li>- As a form of income</li> <li>- For meeting long term goals e.g. education, building a house, provide financial security to maintain one's lifestyle.</li> </ul> <p>▪ <b>Forms of Investment</b></p> <ul style="list-style-type: none"> <li>▪ Physical asset</li> <li>- Establishing a business</li> <li>- Real Estate; investing in housing or property.</li> </ul>	<p>Brainstorm and discuss the meaning of investment</p> <p>Group students to examine reasons why people invest.</p> <p>Discuss findings in class.</p> <p><b>Note:</b> Capital is needed to start investment of any type.</p> <ul style="list-style-type: none"> <li>- Investments in any form requires careful decision making.</li> <li>- Usually the higher the gains; profits and interest, the higher the risk.</li> <li>- Obtain as much information before investing.</li> </ul> <p>Explain that investment is a long term goal for any individual or a family.</p> <p>Discuss how investment contributes to the financial well being of the individual or the family.</p> <ul style="list-style-type: none"> <li>- Discuss forms of investment</li> <li>- Assist students to examine the features of each</li> <li>- Discuss the various types of Investments and explain the differences between the types.</li> </ul> <p>Discuss the criteria that will be used for the different types of investment such as</p> <ul style="list-style-type: none"> <li>- safety</li> <li>- liquidity</li> <li>- yield</li> <li>- management</li> </ul> <p>Emphasise that managing the investment is as important as the investment itself.</p>	<p><b>Home work:</b> Students to write two ventures they will like to invest in and why. Present in class.</p> <p><b>Class work:</b> Each student to choose one form of investment and write five features of it.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2: (CONT'D)</b>  <b>PLANNING FOR FUTURE FINANCIAL SECURITY - INVESTMENT</b>	The student will be able to:	<p><b>Fiscal investment:</b></p> <p>Bonds: Bonds represent loans that are made to businesses or the government with interest</p> <p><b>Stock or Shares</b></p> <p>Stocks or share represent partnership in a Company.</p> <p>Shares are sold to the individual or a group of people by the firm or company to raise funds or capital.</p> <p>- Investing in oneself. Involves any kind of skill acquisition.</p> <p><b>Note:</b> The time, money and energy spent in acquiring those skills can be regarded as investments because higher income and better standard of living are gained.</p>	<p>Through questions and answers discuss fiscal investment with students.</p> <p>If possible obtain a bond certificate or certificate of shares and read to the class. Discuss the information on them.</p> <p>Discussion should include the following concepts.</p> <ul style="list-style-type: none"> <li>- dividends</li> <li>- shareholders</li> <li>- stockbrokers</li> <li>- the role of stock brokers and investment</li> </ul> <p>Explain what it means by investing in oneself</p> <p><b>Note:</b> Many people do not recognise investing in oneself as a form of investment.</p>	<p><b>Assignment:</b> Find out the main ways in which Ghanaians invest and how they manage their investments.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3:</b>  <b>CREDIT</b>	<p>The student will be able to:</p> <p>1.3.1 explain why people use credit.</p> <p>1.3.2 describe types of credit and their sources.</p>	<p><b>CREDIT</b></p> <ul style="list-style-type: none"> <li>▪ Credit is receiving goods and services or money and using them with the promise of future payment.</li> </ul> <p>Good credit implies people pay debts when payments are due.</p> <p>Bad or poor credit implies the unwillingness to pay debts when they are due.</p> <ul style="list-style-type: none"> <li>▪ <b>Reasons why people use credit</b> <ul style="list-style-type: none"> <li>- To meet immediate needs</li> <li>- For emergencies</li> <li>- Consolidation of debts</li> <li>- To bridge the gap if income is insufficient, infrequent or irregular</li> <li>- For convenience e.g. use of credit cards</li> </ul> </li> <li>▪ <b>Types of Credit and Their Sources</b> There are three main types. <ul style="list-style-type: none"> <li>▪ <b>Service Credit:</b> this allows people to use utilities such as water, telephone etc. and pay for them when bills are received.</li> <li>▪ <b>Sales Credit:</b> This is used to purchase goods and services. It is normally available in stores/shops, from traders and other sellers of consumer goods. e.g. <ul style="list-style-type: none"> <li>- Installment credit</li> <li>- Revolving sales credit</li> <li>- Hire purchase</li> </ul> </li> <li>▪ <b>Cash Loans:</b> Is money borrowed for a specific purpose it can be short or long term loan.</li> </ul> </li> </ul>	<p>Through brainstorming followed by discussions to assist students explain the term credit.</p> <p>Class discussions on why people use credit.</p> <p>Teacher to lead students to explain the following terms:</p> <ul style="list-style-type: none"> <li>- creditor</li> <li>- debtor</li> <li>- lender</li> <li>- borrower</li> <li>- collateral</li> <li>- co-signer</li> </ul> <p>Discuss types of credit and their sources with students. Discussion should include the advantages and disadvantages of each.</p> <p>A resource person from a financial institution to give a talk on credit. Some areas to discuss may include</p> <ul style="list-style-type: none"> <li>- types of credit</li> <li>- criteria for giving credit</li> <li>- interest rates</li> <li>- types of collateral required and the conditions for giving loans</li> </ul>	<p><b>Assignment</b> Students to find the meanings of the following</p> <ul style="list-style-type: none"> <li>- Good credit rating</li> <li>- Poor credit rating</li> </ul> <p><b>Class Assignment;</b> Students to identify the source of credit they would opt for and give reasons for their choice</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3: (CONT'D)</b>  <b>CREDIT</b>	The student will be able to:	<p>The amount of interest depends on the amount of loan received, the length of time for repayment and the source of loan.</p> <p>Cash loans can be obtained from both formal and informal sources.</p> <p>Formal Sources Examples:</p> <ul style="list-style-type: none"> <li>- Banks</li> <li>- Insurance company</li> <li>- Building societies</li> <li>- Credit Unions</li> <li>- Savings and loans companies</li> </ul> <p>Informal Sources</p> <ul style="list-style-type: none"> <li>- Family members and friends</li> <li>- Money Lenders</li> <li>- Susu Groups</li> <li>- Welfare Societies</li> </ul>	<p>In groups students to discuss sources of loan in their communities, identify features of each and present findings for discussion in class.</p> <p>Discuss the advantages and disadvantages of obtaining loans from formal and informal sources.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3: (CONT'D)</b>  <b>CREDIT</b>	<p>The student will be able to:</p> <p>1.3.3 explain the advantages and disadvantages of credit.</p>	<ul style="list-style-type: none"> <li>▪ <b>Advantages of credit:</b></li> <li>- It enables families to acquire very expensive items that would take a longer time to acquire if they have to accumulate all the money in advance.</li> <li>- It helps individuals and families to buy better quality products that will give better services than they could afford with cash.</li> <li>- Improves standards of living for individuals and families</li> <li>- It makes shopping convenient and reduces the need to carry a lot of cash.</li> <li>- Credit provides a temporary expansion of one's income at a given time.</li> </ul> <p>To meet emergencies when income seems to lag behind expenses.</p> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>- Credit encourages over spending</li> <li>- Excessive use of credit can become a burden to the family</li> <li>- Items and services obtained on credit are more expensive because of the interest charged</li> <li>- Though credit expands income or purchasing power at a given time. It may cause contracting income for the future</li> <li>- It encourages impulse buying</li> </ul>	<p>Discuss advantages and disadvantages of credit under the following headings:</p> <ul style="list-style-type: none"> <li>- Individuals and families</li> <li>- Businesses</li> <li>- National economy</li> </ul> <p><b>Note:</b> Credit can be a useful financial resource when used wisely, while credit can improve standard of living, it can also cause difficulties from over indebtedness.</p> <p>Explain that one's ability to obtain credit depends on the following:</p> <ul style="list-style-type: none"> <li>- capacity to pay</li> <li>- character – if you have good credit rating</li> <li>- capital (income)</li> <li>collateral (assets)</li> </ul>	<p><b>Assignment:</b></p> <p>Students to find out from any of the following Banks, Credit Unions, etc.</p> <p>Criteria for obtaining loans</p> <ul style="list-style-type: none"> <li>- terms for granting loans</li> <li>- interest rates</li> <li>- report findings in class for discussion</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3: (CONT'D)  CREDIT	<p>The student will be able to:</p>          <p>1.3.4 suggest ways of using Credit wisely.</p>	<p>▪ <b>Ways of Using Credit Wisely</b></p> <p>Credit is costly, thus it should be used wisely</p> <ul style="list-style-type: none"> <li>- Consider whether there is genuine need for the item</li> <li>- Have a good purpose for which you are using the credit</li> <li>- Always calculate the cost of the credit to ensure that you are not losing money</li> <li>- Calculate the total amount of debt and relate it to your total income</li> <li>- Never use credit for luxuries you can do without</li> </ul> <p>Too many goods should not be bought on credit.</p> <p>▪ <b>Ways of Using Credit Wisely</b></p> <p>Credit is costly, thus it should be used wisely</p> <ul style="list-style-type: none"> <li>- Consider whether there is genuine need for the item</li> <li>- Have a good purpose for which you are using the credit</li> <li>- Always calculate the cost of the credit to ensure that you are not losing money</li> <li>- Calculate the total amount of debt and relate it to your total income</li> <li>- Never use credit for luxuries you can do without</li> <li>- Too many goods should not be bought on credit.</li> </ul>	<p>Use the future's wheel to explain the consequences of over indebtedness</p> <p>Discuss with students things they can do to avoid over indebtedness</p> <p>Discuss the effects of over indebtedness on the family's well being or standard of living .</p> <ul style="list-style-type: none"> <li>- Guide students to discuss the Social and Psychological effects of credits.</li> </ul>	<p><b>Group work:</b> Write a speech on wise ways of using credit to educate other students in other departments</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3: (CONT'D)</b>  <b>CREDIT</b>	The student will be able to:  1.3.5 describe other services rendered by financial institutions.	<p><b>Other Services Provided by Financial Institutions</b></p> <p>Apart from services like savings, Credits and Investments provided by financial institutions, the following services are also provided</p> <ul style="list-style-type: none"> <li>- Checking of current account</li> <li>- ATM</li> <li>- Money Transfer both foreign and local e-zwich.</li> <li>- Checking accounts on line</li> <li>- Telephone banking</li> </ul>	<p>With brainstorming, let students come out with other services provided by financial institutions. Discuss students' responses.</p>	<p><b>Assignment;</b> Students to find out more information about "e-zwich", its advantages and disadvantages. Students to present their findings for class discussion.</p>

# SENIOR HIGH SCHOOL - YEAR 4 - TERM 2

## SECTION 2

### COMSUMER SKILLS

**General Objectives:** The student will:

1. appreciate the importance of consumer education.
2. understand consumerism and the rights and responsibilities of the consumer.
3. acquire competencies for becoming an effective consumer.
4. judge advertisement.
5. recognise the need to protect the consumer.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1:</b>  <b>BECOMING AN EFFECTIVE CONSUMER</b>	The student will be able to:  2.1.1 explain related to Consumer Education.	<ul style="list-style-type: none"> <li>▪ <b>Concepts Related to Consumer Education:</b></li> <li>- <u>Consumption</u>: the act of buying and using goods and services.</li> <li>- <u>Consumer</u>: The person who purchases and uses goods and services.</li> <li>- <u>Consumerism</u>: The act of buying and using goods and services effectively.</li> <li>- <u>Consumer Education</u>: The process of helping individuals to become informed to enable them to make choices or buying decisions without being influenced.</li> </ul>	Use brainstorming and discussion to bring out the meanings of the various concepts.  Using concrete examples and personal experiences of students explain the concepts further.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1: (CONT'D)</b>  <b>BECOMING AN EFFECTIVE CONSUMER</b>	The student will be able to:  2.1.2 analyse the importance of consumer education.	<ul style="list-style-type: none"> <li>▪ <b>Importance of Consumer Education:</b></li> <li>- The individual acquires the skills, knowledge and attitudes that will enable one to make choices without being influenced.</li> <li>- Obtain the best value for money.</li> <li>- Eliminate waste in consumption.</li> <li>- Avoid dangerous and inferior goods and services as well as other unfair trade practices.</li> <li>- Exercise ones rights and responsibilities.</li> <li>- Assess information about goods and services.</li> </ul>	<p>Students to act the role of sellers and buyers. Observe interactions and what transpires as the buyer goes to the market. Prepare students to act the roles.</p> <ul style="list-style-type: none"> <li>- buyer being literally forced to buy an item</li> <li>- consumer who buys goods does not know their uses.</li> <li>- a customer returning goods that were discovered to be faulty</li> <li>- bargaining to purchase an item</li> <li>- quarrelling with a seller over an unfair practice</li> </ul> <p>Follow up the role play with discussions based on the observations of interactions.</p> <p>Relate discussions and observations to the importance of consumer education.</p> <p><b>Note:</b> Consumers can obtain information as part of education from the following sources</p> <ul style="list-style-type: none"> <li>- advertisement</li> <li>- sales agents</li> <li>- manufacturers' leaflets</li> <li>- reading labels on cans, packages</li> <li>- from the family's source of experiences etc.</li> </ul>	<p><b>Assignment;</b> Based on discussions let students write what they understand as the importance of consumer education.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1: (CONT'D)</b></p> <p><b>BECOMING AN EFFECTIVE CONSUMER</b></p>	<p>The student will be able to:</p> <p>2.1.3 examine problems consumers face as they purchase goods and services.</p> <p>2.1.4 examine the factors that influence consumer decisions.</p>	<ul style="list-style-type: none"> <li>▪ <b>Problems Consumers Face at The Market Place</b> <ul style="list-style-type: none"> <li>- wide variety of goods and services leading to problem of choice</li> <li>- conflicting interest of consumers and producers</li> <li>- complex modern markets</li> <li>- confusing selling market strategies</li> <li>- influence of advertisement</li> </ul> </li> <li>▪ <b>Problems Created by Consumers Themselves.</b> They <ul style="list-style-type: none"> <li>- do not set financial goals.</li> <li>- do not plan purchases.</li> <li>- lack information about goods and services.</li> </ul> </li> </ul> <p><b>Factors Which Influence Consumer Decisions:</b></p> <ul style="list-style-type: none"> <li>- Values, Goals and Needs influence what to buy, when to buy, quality and where to buy.</li> <li>- Fads, fashion and culture: Certain goods become popular for a period or for specific groups and they influence decisions to buy.</li> </ul>	<p>Students to report their first experiences at a</p> <ul style="list-style-type: none"> <li>- market</li> <li>- supermarket</li> <li>- shop</li> </ul> <p>Ask the following questions. How easy was it to choose the items? What problems did they have? How did they finally choose what they wanted?</p> <p>Following students' responses, discuss to bring out problems, consumers face at the market place.</p> <p>Students to mention items they have purchased lately.</p> <p>Indicate why they purchased the items.</p> <p>What influenced them most to buy those items.</p> <p><b>Note:</b> Teacher may list some of the factors and ask which of them influenced their decisions most.</p> <p>Discuss the various factors and explain how they influence peoples buying decisions.</p>	<p><b>Class Exercise:</b> Students to write in their own words problems that consumers face at the market place.</p> <p><b>Assignment:</b> Students to interview their friends. Ask them items they have purchased in the previous one month.</p> <p>Make a check list of what influenced them most on the purchase of each item.</p> <p>Summarise findings.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1: (CONT'D)</b>  <b>BECOMING AN EFFECTIVE CONSUMER</b>	<p>The student will be able to:</p>       <p>2.1.5 explain strategies to improve buying decisions by consumers.</p>	<ul style="list-style-type: none"> <li>• <b>Levels of income:</b> high, middle and low income groups have varying amounts of disposable income which determines where to shop, quality and quantity of goods and the types of services they use.</li>   <li>• <b>Supply and Demand</b> What is available on the market and what people demand determine what people purchase.</li>   <li>• <b>Marketing and Merchandising Techniques</b> <ul style="list-style-type: none"> <li>- Packaging</li> <li>- Display of goods</li> <li>- Advertising</li> <li>- Salesmanship are all techniques to make consumer want to buy</li> </ul> </li>   <li><b>Strategies for Improving Buying Decisions:</b> <ul style="list-style-type: none"> <li>▪ Buying requires decision making</li> <li>- recognise that a decision is needed</li> <li>- identify alternatives</li> <li>- assess alternatives based on information</li> <li>- make a choice</li> <li>- asses own values and needs at any particular time</li> </ul> </li> </ul>	<p>Discuss strategies that a consumer can use to improve buying decisions</p>    <p>Let students write out the strategies they use when buying. Compare students responses with strategies discussed. Students to comment on how they felt about the goods they purchased.</p>	





UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1: (CONT'D)</b>  <b>BECOMING AN EFFECTIVE CONSUMER</b>	The student will be able to:	<p>Compare prices and quality based on prior knowledge of consumer rights.</p> <ul style="list-style-type: none"> <li>- Right to express satisfaction and to be Heard.</li> <li>- Right to basic needs.</li> </ul> <p><b>Responsibilities of the Consumer</b></p> <ul style="list-style-type: none"> <li>- Find out and use consumer information</li> <li>- Find out and understand misleading advertisement</li> <li>- Use and care for purchased products</li> <li>- Protest when wronged</li> <li>- Be an ethical consumer</li> <li>- Use information responsibly</li> </ul>	<p>Teacher brings two canned foods e.g. a large tin of milk and a small sized tin. Work out the unit price of each and compare the prices. Which one is cheaper? Link findings to discussions on how Ghanaian consumers can exercise their rights.</p> <p>Class discussion on the responsibilities of the consumer as in content.</p>	<p><b>Assignment:</b> Students to go to the market and ask for prices of cloth, shoes, bags, rice etc.</p> <p>Find out the differences in price for</p> <ul style="list-style-type: none"> <li>- cash sales</li> <li>- credit sales</li> </ul> <p>Discuss findings in class.</p> <p>Students should read labels of clothing, equipment and identify how they will care for products during cleaning.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2:</b>  <b>CONSUMER AGENTS</b>	<p>The student will be able to:</p> <p>2.2.1 identify and describe the various categories of consumer agents.</p>	<p><b>Categories of Consumer Agents</b></p> <ul style="list-style-type: none"> <li>- Channels through which consumers procure goods and services</li> </ul> <p>A Market:</p> <ul style="list-style-type: none"> <li>- A set of arrangement which enables buyers and sellers to interact with each other</li> <li>- It refers to all activities involved in the process of exchange between buyers and sellers.</li> <li>- in an everyday sense a market refers to a particular location where shops and stalls are erected for buyers and sellers to interact</li> </ul> <p><b>Types of markets</b></p> <ul style="list-style-type: none"> <li>▪ Labour market: Deals with exchange of human labour in employment. Consumer goods market for the exchange of goods and services. These include:</li> </ul> <p>Wholesale market: Transactions are made in large quantities only; bulk purchases</p> <p>Retail Market: Transactions are on small scale e.g. village/town shop, departmental store, door to door sales, village/town market</p> <p>Financial market: e.g. Financial houses which deal with exchange of money in various ways. eg. Banks and forex bureaux.</p>	<p>Students to identify sources from which they purchase goods and services.</p> <p>Should explain why they use those outlets. Based on their answers discuss the various types of markets.</p> <p>Discuss the main activities and functions carried out by the different types of markets. Students to identify the different types of markets in their localities and describe how they are run.</p> <p>Discuss the functions of the various types of markets and their importance to the consumer.</p>	<p><b>Assignment:</b> Students to find out Agencies that provide services in their communities</p> <p>Name the Services they provide.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2: (CONT'D)</b>  <b>CONSUMER AGENTS</b>	The student will be able to:  2.2.2 differentiate between classes of consumer agents.	<b>Classes of Consumer Agents</b> <ul style="list-style-type: none"> <li>▪ Wholesalers               <ul style="list-style-type: none"> <li>- Buy goods from manufacturers in bulk sell to retailers.</li> <li>- Have direct links with manufacturers they usually give feed back from retailers and consumers to manufactures about goods and consumers' preferences.</li> </ul> </li> <li>▪ Retailers buy from wholesalers and sell directly to consumers. There are different kinds of retailers who act as sales Agents to consumers e.g. market women, small shops, hawkers and supermarket</li> <li>▪ Sales Agents: they are individuals employed or who work on their own. They buy goods and sell them on commission basis. They usually travel or sell their goods from door to door.</li> </ul>	Discuss the characteristics of the various types of consumer agents. Draw up the linkages between the various categories. Explain how important each is to the consumer.  <b>Note</b> <ul style="list-style-type: none"> <li>- Some wholesalers also deal in retail sales</li> <li>- Manufacturers such as Unilever, ATL will only deal in bulk or wholesale purchases.</li> <li>- Markets sell goods. Many also provide services which are paid for by consumers e.g. Ghana Telecom, Electricity Company..</li> </ul> Explain that agents that are employed by some agencies receive commission on goods they sell. These agents usually pressurize consumers to purchase items.  <b>Note:</b> Consumers should be wary of the price and quality of goods purchased from such people especially if they do not have their own shops or they are not associated with a particular identifiable sales outlet.	<b>Assignment</b>  Students to describe the linkages between the various sales agents and describe how they satisfy the needs of the consumer.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3: CONSUMER PROTECTION</b>	<p>The student will be able to:</p> <p>2.3.1 explain reasons why the consumer needs protection.</p> <p>2.3.2 examine the ways by which consumers can be protected.</p>	<p><b>Reasons for consumer protection:</b></p> <ul style="list-style-type: none"> <li>• Advertisement may be misleading           <ul style="list-style-type: none"> <li>- claims may not be true</li> <li>- incomplete information</li> <li>- bait to attract consumers</li> </ul> </li> <li>• Confusion due to many varieties of goods and services.</li> <li>• Consumers may lack knowledge about goods and services</li> <li>• Technological improvements have resulted in the market flooded with goods and services</li> </ul> <p>▪ Manufacturers and traders protect their own interests</p> <ul style="list-style-type: none"> <li>- Need protection against fraudulent practices</li> <li>- Goods bought under hire purchase may be repossessed</li> </ul> <p>- Consumers are cheated in fraudulent credit purchase agreements.</p> <p><b>Ways Consumers can be protected:</b></p> <ul style="list-style-type: none"> <li>▪ Consumers themselves form consumer groups to lobby manufacturers and producers to improve goods and services</li> <li>▪ Advocacy role to the Government</li> <li>▪ Being an informed consumer</li> </ul>	<p>Through brainstorming let students come out with the reasons why consumers need protection.</p> <p>Discuss students' responses.</p> <p>Students to discuss ways consumers in Ghana can be protected against unfair trade practices.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3: (CONT'D)</b>  <b>CONSUMER PROTECTION</b>	The student will be able to:	<ul style="list-style-type: none"> <li>▪ Legislation               <ul style="list-style-type: none"> <li>- in Ghana several Acts have been enacted to protect the consumer e.g.</li> <li>- Food and Drug Act</li> <li>- Sales of goods Act</li> <li>- Weights and measures Act</li> <li>- Factory Act</li> <li>- Health regulation Act</li> <li>- Textile labeling Act etc.</li> </ul> </li>   <li>▪ Setting up of Institutions to Protect Consumers e.g.               <ul style="list-style-type: none"> <li>- Food and Drug Board</li> <li>- Standards Board</li> <li>- Environmental Protection Agency</li> <li>- Prices and Income Board</li> <li>- Consumer Protection Agency</li> </ul> </li> </ul>	<p>Class discussions on the ways consumers are protected at the market place.</p> <p>Discuss the role and functions of some of the legislations and institutions set up to protect consumers.</p> <p>Invite resource persons from the various institutions to talk about how they function. It could be a panel discussion if possible.</p> <p><b>Note:</b> Teacher may collect brochures from the various institutions as resources for reading.</p> <p>Let students find out about any legislations related to imported goods.</p> <p>How do they protect the consumer?</p>	<p><b>Group assignment:</b> Students in groups, to select one institution, find out all about it and write a report to be presented in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4:</b></p> <p><b>ADVERTISEMENT</b></p>	<p>The student will be able to:</p> <p>2.4.1 explain the purposes and the effects of advertisements on the consumer.</p> <p>2.4.2 identify the different types of advertisements.</p>	<p><b>Purposes and the Effects of Advertisement on the Consumer:</b></p> <ul style="list-style-type: none"> <li>• <b>Meaning of Advertisements</b> <ul style="list-style-type: none"> <li>- Are public messages communicated through various media to promote the sale of goods and services.</li> </ul> </li> <li>• <b>Purpose of advertisement</b> <ul style="list-style-type: none"> <li>- Provides information.</li> <li>- Makes consumers want to buy goods and services.</li> </ul> </li> <li>• <b>How advertisement influence consumers.</b> <ul style="list-style-type: none"> <li>- Influences decisions people make and therefore their lifestyles.</li> <li>- Encourages impulse buying</li> <li>- Persuades people to buy what they do not need and cannot afford.</li> </ul> </li> </ul> <p><b>Types of Advertisement:</b></p> <ul style="list-style-type: none"> <li>• Informative advertisement <ul style="list-style-type: none"> <li>- Provides information about products such as size, colour, prize, features etc. advertisement in newspaper columns about the sale of houses, land, advertisement on employment e.g types of job, organisation , position, etc. are all types of informative advertisement .</li> </ul> </li> <li>• Image advertisements: <ul style="list-style-type: none"> <li>- features beauty queens, footballers, etc. attempt to associate the person with the product e.g. Michael Essien and Fan Ice.</li> </ul> </li> <li>• Institutional Advertisement</li> </ul> <p>Companies use their products to promote feelings of goodwill towards their products.</p>	<p>Students to listen to one advertisement on the TV or cut an advertisement from a newspaper or a magazine</p> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>- Why the firms were advertising</li> <li>- How did the advertisement make them feel.</li> <li>- How has any advertisement made them buy an item?</li> </ul> <p>Discuss the purposes of advertisement and the ways they influence consumers link discussions to students' experiences.</p> <p>Class discussion on types of advertisement. Take advertisements from</p> <ol style="list-style-type: none"> <li>(a) Newspapers</li> <li>(b) Magazines</li> <li>(c) Television</li> </ol> <p>and for each</p> <p>Discuss the advertisement from each of the sources.</p> <p>Explain the type of advertisements they are.</p> <p>Use the examples as illustrations for different forms of advertisement.</p>	<p><b>Assignment:</b></p> <p>Students to cut an advertisement from a newspaper or a magazine. Read the advertisement and answer the following questions:</p> <ul style="list-style-type: none"> <li>- What kinds of information does it provide on the item being advertised?</li> <li>- Is the information adequate enough for you to buy the item? Give reasons for your answer.</li> </ul> <p>Students to write what they will do to limit the influence of advertisement on people.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4: (CONT'D)</b></p> <p><b>ADVERTISEMENT</b></p>	<p>The student will be able to:</p> <p>2.4.3 explain strategies advertisers use to influence consumers.</p>	<p><b>Strategies Used to Influence Consumers:</b></p> <ul style="list-style-type: none"> <li>- Attract attention through jingles, bold headlines, humour, images, cartoons, catchy headlines.</li> <li>- Testimonials – use important or significant individuals to testify about the goods.</li> <li>- Truth to convey falsehood - tell the truth in a way that confuses people.</li> <li>- Bait switch - Item offered at a low price to get consumer to the store once there, the consumer is shown an item which is more expensive.</li> <li>- Free items - offering free items or services to consumer who purchases their product.</li> <li>- Contests - everybody is a winner</li> </ul>	<p>Class discussion on popular gingles on the television or the radio.</p> <p>Discussion should include what is being advertised.</p> <p>Explain why the jingle was used.</p> <p>Discuss other ways that are used to attract attention either on the TV, Newspaper or Magazine.</p> <p><b>Note:</b> Important people are paid well to say good things about the products. They may not even have used the products.</p> <p>Discuss how advertisements can be evaluated to reduce its influence.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> <li>• What is the purpose?</li> <li>• Is the information accurate?</li> <li>• Is the information to inform or persuade consumers?</li> </ul> <p>Discuss situations in Ghana in which free gifts and contests are used as ways of advertising.</p> <p><b>Note:</b> As a consumer one of your responsibilities is to be able to evaluate an advertisement.</p>	<p><b>Assignment:</b> Identify an advert on the TV and do the following:</p> <ul style="list-style-type: none"> <li>- what item is being advertised?</li> <li>- how does it attract the consumer's attention?</li> <li>- what strategy is being used to advertise?</li> <li>- what type of advertisement is it?</li> </ul>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 4: (CONT'D)</b></p> <p><b>ADVERTISEMENT</b></p>	<p>The student will be able to:</p> <p>2.4.4 describe the media for advertisement.</p> <p>2.4.5 explain why consumers should be careful about advertisement.</p>	<p><b>Advertising Media:</b></p> <ul style="list-style-type: none"> <li>• The mass media <ul style="list-style-type: none"> <li>- newspapers</li> <li>- magazines</li> <li>- TV, radios</li> </ul> </li> <li>• Posters and Billboards usually mounted or pasted on walls, etc.</li> <li>• Packaging <ul style="list-style-type: none"> <li>- ways goods are packaged using specially designed papers, bottles, boxes, etc.</li> </ul> </li> <li>• Electronic media e.g. internet</li> <li>• Phone ins</li> <li>• Traditional methods of ringing bells and shouting</li> </ul> <p><b>Why consumers should be cautious about advertisement:</b></p> <ul style="list-style-type: none"> <li>• Information may not be accurate</li> <li>• Information may contain only half-truths</li> <li>• Advertisement is more to persuade than providing useful information</li> <li>• Advertisements are meant to appeal to emotions to make people feel the need for the service or the commodity.</li> </ul>	<p><b>Group work:</b> Students to list different means by which goods are advertised in their communities or in Ghana.</p> <p>Lead students to describe different media for advertising. If possible, take a trip to the market or a shop; observe how sellers have displayed their goods.</p> <p><b>Note:</b> Point out the importance of understanding advertising so that one will not be influenced.</p> <p>Discuss the advantages and disadvantages of each type of media for advertising.</p> <p>Class discussion on why consumers should be cautious about advertisement. Point out that advertisement may have some disadvantages but it has a lot of advantages to the consumer.</p> <p>From the discussions on advertisement try to identify some positive aspects of advertisement.</p> <p>Explain ways in which advertisements can be important.</p> <ul style="list-style-type: none"> <li>- to the individual and the family is well-being</li> <li>- to the economy of the country even though consumers are warned to be cautious about them.</li> </ul>	<p><b>Assignment:</b> Students should write an essay on the topic "Advertisement can be good but consumers should be cautious".</p>

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