MINISTRY OF EDUCATION

Republic of Ghana

TEACHING SYLLABUS FOR WEST AFRICAN TRADITIONAL RELIGION (W.A.T.R.)
(SENIOR HIGH SCHOOL 1 - 3)

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September, 2010

TEACHING SYLLABUS FOR WEST AFRICAN TRADITIONAL RELIGION (WATR)

RATIONALE FOR TEACHING WEST AFRICAN TRADITIONAL RELIGION (W.A.T.R.)

The traditional African is religious. Religion permeates the whole of life from the cradle to the grave. The main forces that inspire the African to do good and avoid evil are the fear and hope instilled by religion.

However, the prevailing attitude in Africa today tends to depict a society that divorces religion from aspects of human existence. Nonetheless, traditional religion still forms part and parcel of the vital life of the African. Thus any society that overlooks its religious heritage is in danger of creating a vacuum that may be filled by unacceptable foreign religious beliefs and practices.

The rationale for studying this program therefore is to assist students to understand and appreciate the indigenous religious beliefs and ethical practices that operate in West Africa; and also to create awareness, critical analysis and application of the main traditional West African religious beliefs and practices in a way as to promote peaceful co-existence among different ethnic societies.

GENERAL   AIMS

At the end of the study, students would be expected to:

1.   appreciate the traditional religious beliefs and practices and their impact on the lives of the people

2.   deal effectively with the challenges that face West Africans in utilizing acceptable traditional moral ideas and principles in their lives

3.   adopt ways for applying African traditional moral principles in their daily lives

4.   appreciate the major traditional religious factors that influence the political, social and economic life of West Africans

SCOPE OF CONTENT

The course covers the nature, purpose and sources of W.A.T.R. It also throws light on traditional religious beliefs, practices, institutions and personalities and their roles in society.   It investigates the impact of W.A.T.R. on tourism, environmental and stress management, and also on modernity.

PRE REQUISITE SKILLS AND ALLIED SUBJECTS

It is expected that students offering the course would have studied Africa's indigenous religious and ethical ideas as outlined in the Basic R.M.E. program.

ORGANIZATION OF THE SYLLABUS

The syllabus is structured to cover three years of Senior High School Education. Each year's work is divided into Sections. Each Section contains a number of Units. The details of the syllabus are presented on the next page.

YEAR ONE	YEAR TWO	YEAR THREE
SECTION ONE: INTRODUCTION TO THE STUDY OF W.A.T.R. (Pg. 1) Unit 1: Characteristics of W.A.T.R. Unit 2: Nature of W.A.T.R. Unit 3: Purpose / Reason for Study of W.A.T.R.	**SECTION ONE: RELIGIOUS PERSONALITIES (Pg. 12 – 13)** Unit 1: The Concept of Religious Personalities	**SECTION ONE: RELIGION AND TOURISM (Pg. 34- 35)** Unit 1: Religion and Tourism in W.A.T.R. Unit 2: The relationship between Free Time/Leisure Time and W.A.T.R. Unit 3: Sacred personalities and Tourism in W.A.T.R. Unit 4: Sacred Places and Tourism Unit 5: Sacred Objects and Tourism

SECTION TWO: TERMS USED TO DESCRIBE W.A.T.R. (Pg. 2-3)
 	
Unit 1: Terms used to describe W.A.T.R.
  - Fetishism and Paganism
  - Animism and Ancestral Worship
  - Polytheism and Monotheism
  - Totemism
  - Primitive
	SECTION TWO: FESTIVALS IN W.A.T.R. (Pg. 14)
	
	Unit 1: Types of Festivals
	Unit 2: The significance of Festivals
		SECTION TWO: RELIGION AND STRESS MANAGEMENT IN W.A.T.R. (Pg. 36 – 37)
		
		Unit 1: Stress situations in W.A.T.R.
		Unit 2: Causes and Effects of stress situations in W.A.T.R.
		Unit 3: Management of stress in W.A.T.R.

SECTION THREE: SOURCES OF W.A.T.R. (Pg. 4-6)
 	
Unit 1: Non-Oral Sources:
  i. Traditional Arts/Crafts and Description.
Unit 2: Oral Sources
  i. Names and Attributes of God.
  ii. Theophorous Names
  iii. Proverbs /wise sayings
  iv. Songs/dirges
  v. Myths /Legends
	SECTION THREE: RELIGION AND MEDICINE (Pg. 15 – 16)
	
	Unit 1: Religion and Medicine in W.A.T.R.
	Unit 2: Herbal Medicine in W.A.T.R
	Unit 3: Traditional Healing and Orthodox Healing
		SECTION THREE: THE ROLE OF W.A.T.R. IN CONFLICT RESOLUTION AND MANAGEMENT (Pg. 38-39)
		
		Unit 1: Conflict Resolution and Management in W.A.T.R.
		Unit 2: Approaches to Conflict Resolution and Management in West African society.
		Unit 3: The individual's Role in Conflict Resolution and Management

YEAR ONE	YEAR TWO	YEAR THREE
SECTION FOUR : APPROACHES TO THE STUDY OF W.A.T.R. (Pg. 7) Unit 1: Approaches to the study of W.A.T.R. - Thematic Approach - Comparative Approach - Historical Approach - Enumerative Approach	**SECTION FOUR: TRADITIONAL POLITICAL INSTITUTIONS IN W.A.T.R. (Pg. 17 – 18)** Unit 1: Chieftaincy Unit 2: Asafo Companies	**SECTION FOUR: W.A.T.R. AND REPRODUCTIVE HEALTH (Pg. 40 – 41)** Unit 1: W.A.T.R and Reproductive Health. Unit 2: Circumcision Rites and Reproductive Health
SECTION FIVE: THE STRUCTURE OF W.A.T.R. (Pg. 8- 9) UNIT 1: God in West African Belief Unit 2: The Ancestors Unit 3: The Divinities Unit 4: Charms and Amulets	**SECTION FIVE: CONCEPT OF TIME, WORK AND WEALTH (Pg. 17 – 18)** Unit 1: The concept of Time Unit 2: The concept of Work Unit 3: The concept of Wealth	**SECTION FIVE: RELIGION AND MODERNITY IN W.A.T.R. (Pg. 42 – 44)** Unit 1: The Impact of Foreign Religions on WATR: Christianity and Islam Unit 2: The impact of W.A.T.R on Christianity / Islam Unit 3: The Impact of Science and Technology on W.A.T.R Unit 4: W.A.T.R and Conservation of the Environment. Unit 5: The Impact of Western Education on W.A.T.R. Unit 6: The Impact of Urbanization on W.A.T.R.
SECTION SIX: WORSHIP IN W.A.T.R. (Pg. 10-11) Unit 1: Worship in W.A.T.R. Unit 2: Prayer/ Libation Unit 3: Sacrifice Unit 4: Spirit possession	**SECTION SIX: CONCEPT OF MAN AND DESTINY IN W.A.T.R. (Pg. 23 – 24)** Unit 1: Concept of Man Unit 2: The Concept of Destiny.	**SECTION SIX: NEW RELIGIOUS MOVEMENTS (NRM) IN W.A.T.R. (Pg. 45)** Unit 1: Afrikania Mission (Ghana) Unit 2 Godianism (Nigeria) Unit 3 The future of W.A.T.R.

YEAR ONE	YEAR TWO	YEAR THREE
	SECTION SEVEN: ENEMIES OF LIFE **(Pg. 25 – 26)** Unit 1: Witchcraft and Magic Unit 2: Malevolent Spirits	
	SECTION EIGHT: RELIGION AND ETHICS **(Pg. 27 – 31)** Unit 1: The main features of Ethics in W.A.T.R. Unit 2: The sources of West African Ethics Unit 3: Moral Values and Virtues in W.A.T.R. Unit 4: Taboos, Sin and Covenant in W.A.T.R. Unit 5 Covenants	
	SECTION NINE: RITES OF PASSAGE **(Pg. 32 – 33)** Unit 1: Rites of Passage	

TIME ALLOCATION

West African Traditional Religion (W.A.T.R.) is allocated six periods of 40 minutes each per week.

SUGGESTIONS FOR TEACHING THE SYLLABUS

Some new concepts have been introduced in the new set of syllabuses to help improve instructional delivery and learning. Read this section very carefully and add to your own repertoire of teaching methods and skills.

Sections and Units: The syllabus has been planned on the basis of Sections and Units as you have noted already. Each year's work has been divided into sections. A section consists of a fairly homogeneous body of knowledge within the subject. Within each section are units. In previous syllabuses, the units were referred to as 'topics'. A unit consists of a more related and more homogenous body of knowledge and skills.

The syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation.

Column 1 – Units: The units in column 1 are divisions of the major topic 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 your class will be more effective if you branched to another unit before coming back to the unit in the sequence, you are encouraged to do so.

Colum 2 – Syllabus Reference Numbers: Column 2 shows the Specific Objectives for each unit. You will find that 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 (of the appropriate year's syllabus), 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 Syllabus Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers is an easy way for communication among teachers and educators. It further provides an easy way for selecting objectives for test construction. Let's say for instance, that Unit 2 of Section 2 has five specific objectives: 2.2.1 – 2.2.5. A teacher may want to base his/her test items/questions on Objectives 2.2.3 and 2.2.4 and not use the other three objectives. 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. Each specific objective is considered a criterion to be achieved by the student. When you develop a test consisting of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a "Criterion-Reference Test". In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. . The test must however, be developed in such a way that it consists of a sample of the important objectives taught over a period. When you are able to build a test that consists of a representative sample of the important criterion objectives taught over a period, the test may be called a criterion-referenced test and will have high content validity. There are a few other aspects of a criterion-referenced test, but this is the basic definition and procedure.

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. You are expected to add more content to all areas of the syllabus especially in those areas where the content provided is not adequate.

Column 4 – Teaching and Learning Activities: T/L activities that will ensure maximum student participation in the lessons are presented in column 4. Avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning in your lessons. Teaching in schools is expected to be student-centred. As much as possible, emphasize 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 we have implied already, the major purpose of teaching and learning is to make students able to apply their knowledge in dealing with issues both in school and out of school. You are a major agent for this to happen.

Column 5 – Evaluation: Suggestions for evaluating the lessons of each unit are indicated in column 5. Evaluation can be in the form of oral questions, quizzes, essays, project work etc. Try to ask questions and set tasks and assignments etc. that will challenge students to apply their knowledge to issues and problems, and that will engage them in developing solutions, and developing positive attitudes to life 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.

You will find that a set of <u>General Objectives</u> have been listed at the beginning of each Section. The general objectives specify the skills and behaviors students are expected to acquire as a result of instruction in the units of a section. Read the general objectives very carefully before you start teaching the section. After teaching all the units of a section, go back and read the general objectives again to be sure you have covered the objectives adequately in the course of your teaching.

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

PROFILE DIMENSIONS

Another feature of this syllabus is the introduction of the concept of dimensions of learning and thinking. A 'dimension' is a psychological unit for describing a particular learning behaviour. More than one dimension constitutes a profile of dimensions. A specific objective may be stated this way: the student will be able to describe…..etc. 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 "understands". Similarly, being able to construct, develop etc. means that the student has learnt to create, innovate or synthesize knowledge. Each of the specific objectives in this syllabus contains an "action verb" that describes the behaviour the student should be able to display after the instruction. "Knowledge", "application" etc. are dimensions that should be the prime focus of teaching and learning in schools. Instruction in most cases has tended to stress knowledge acquisition to the detriment of other higher-level behaviours such as application, analysis etc. Chief Examiners reports from the West African Examinations Council indicate that students do well on questions that require them to "define", "describe" etc. But they do very poorly on questions that require them to "compare", "analyse", "construct" etc. What is important in learning is to be able to apply knowledge, synthesize information and use knowledge in variety of situations. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension toward which you have to teach.

In West African Traditional Religion (W.A.T.R.), the three profile dimensions that have been specified for teaching, learning and testing are:

Knowledge and Understanding	35%
Use of Knowledge	40%
Attitudes and Values	25%

Each of the dimensions has been given a percentage weight that should be considered 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. Combining the three dimensions will ensure that West African Traditional Religions (W.A.T.R.) will not only be taught and studied at the cognitive level, but will also lead to positive personality development.

Explanation of the key words in the dimensions above is provided in the next pages.

Knowledge and Understanding (KU)

	The ability to
knowledge	remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember material already learned and constitutes the lowest level of learning.
understanding	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.

Use of Knowledge (UK)

This dimension is also referred to as "Application of Knowledge". Ability to use knowledge or apply knowledge has a number of learning levels namely, application, analysis, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect on them equally in your teaching. The dimension "Use of Knowledge" is a summary dimension for all four learning levels.

	The ability to
application	apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, demonstrate, discover etc.
analysis	break down material into its component parts; ability to compare, contrast, differentiate, discriminate, distinguish, outline, separate, identify significant points etc. Ability to recognize unstated assumptions and logical fallacies; ability to recognize inferences from facts etc.
innovation/creativity	The ability to put parts together to form a new whole. It involves the ability to synthesize,combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas and solutions, design and create new things.
evaluation	The ability to appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials, ideas etc., based on some criteria. Evaluation is a constant decision making activity. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

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 behaviour levels such as receiving, responding, valuing, organizing.

Receiving   follows directions, listens, shows awareness and sensitivity, accepts, asks questions, replies etc.

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

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

Organizing   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 provide for your students the ability to answer questions in the way that they will have to answer WAEC questions and in the way that they will have to deal with issues and problems in life. Note that, in practical life, there are few instances where we describe or define. Generally, we solve, analyse, compare, synthesize, make a judgement etc. This is the type of thinking and behaviour that you have to impart to your students. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions.

FORM OF ASSESSMENT

The form of assessment described in this syllabus is a combination of the external examination structure of West African Examinations Council (WAEC) and the profile dimension system already discussed. It must be emphasized again that it is important that both instruction and assessment be based on the profile dimensions of the subject. WAEC's examination for W.A.T.R. consists of two papers and the SBA. This has been followed in this example.

DISTRIBUTION OF EXAMINATION PAPER WEIGHTS AND MARKS

DIMENSIONS	PAPER 1	PAPER 2	SBA	TOTAL	% Weight of Profile Dimensions
Knowledge and Understanding	30	5	15	50	35
Use of Knowledge	15	25	15	55	40
Attitudes and Values	5	20	10	35	25
Total Marks	**50**	**50**	**40**	**140**	
% Contribution of Exam Papers and SBA	**38**	**38**	**30**		**100**

The totals of the dimensions in the last but one column are equal to the percentages of the dimensions reported in the last column. The percentage contribution of each of the examination papers and the SBA are reported in the last row. Paper 1 and 2 contribute 38% each to the total examination marks while the SBA contributes 30% as required.

GUIDELINES FOR SCHOOL-BASED ASSESSMENT (SBA)

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

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

SBA may be conducted in schools using the following: Mid-term test, Group Exercise, End-of-Term Test and Project

1.   Project: This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year. The projects may include the following:

   i)   experiment
   ii)   investigative study (including case study)\
   iii)   practical work assignment

   A report must be written for each project undertaken.

2.   Mid-Term Test: The mid-term test following a prescribed SBA format

3.   Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus

4.   End-of-Tem Test: The end –of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students' test results. The WASSCE structure is as follows:

Grade A1:   80 - 100%   -   Excellent
Grade B2:   70 - 79%   -   Very Good
Grade B3:   60 - 69%   -   Good
Grade C4:   55 - 59%   -   Credit
Grade C5:   50 - 54%   -   Credit
Grade C6:   45 - 49%   -   Credit
Grade D7:   40 - 44%   -   Pass
Grade D8:   35 - 39%   -   Pass
Grade F9:   34% and below -   Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. 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 be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. 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 totaling 18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking.

SENIOR HIGH SCHOOL 1

SECTION 1

INTRODUCTION TO WEST AFRICAN TRADITIONAL RELIGION (W.A.T.R.)

General objective: The student will:

1. appreciate the nature and purpose for the study of W.A.T.R.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **CHARACTERISTICS OF W.A.T.R.**	The student will be able to: 1.1.1 describe the general characteristics of W.A.T.R.	Characteristics of W.A.T.R. No founder • Based on oral literature • Written in the hearts of people • Not missionary (Carried by believers) • Religion permeates through all aspects of life, etc	Assist students to: Discuss the major characteristics/ features of W.A.T.R.	State and explain the characteristics of W.A.T.R. In what ways are the characteristics of WATR different from those of Christianity or Islam?
UNIT 2 **NATURE OF W.A.T.R.**	1.2.1 identify the specific beliefs in the Supernatural	Nature of W.A.T.R. • Belief in the Supreme Being • divinities, ancestors, mystical powers, etc.	discuss the nature of W.A.T.R.	Outline the nature of W.A.T.R. In what ways are the divinities related to the Supreme Being?
UNIT 3 **PURPOSE/ REASONS FOR THE STUDY OF W.A.T.R.**	1.3.1 explain the reasons for the study of W.A.T.R. in modern times	Purpose/ Reasons for the study of W.A.T.R. • To understand the thinking and behaviour of the people. • Adjust policy to suit the thinking and views of the people, etc.	discuss the purpose of studying W.A.T.R. in modern times.	Analyse the rationale for the study of W.A.T.R. Explain why the educated African should study W.A.T.R.?

SENIOR HIGH SCHOOL 1

SECTION 2

TERMS USED TO DESCRIBE W.A.T.R.

General objective: The student will:

1. become aware of the terms used in describing W.A.T.R.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 1
 	
TERMS USED IN DESCRIBING W.A.T.R.
 	
- Fetishism and Paganism
	The student will be able to:
	
	2.1.1 assess the appropriateness or otherwise of the terms "Fetishism" and "Paganism" in describing W.A.T.R.
		Concepts of Fetishism and Paganism in W.A.T.R.
		    Definitions/ Descriptions
		    Colloquialism of the terms
			Assist students to:
			
			discuss the concepts of fetishism and paganism
				Examine the appropriateness of the following terms as used in W.A.T.R.:
				 i. fetishism
				ii. paganism

- Animism and Ancestral Worship	2.1.2 explain the terms, "animism" and "ancestral worship" as applied to W.A.T.R.	Animism and Ancestral worship
		• Definitions/ Descriptions
			trace the development of the following concepts and why they are considered inappropriate descriptions of W.A.T.R.
			    (i) Animism
			    (ii) Ancestral worship
				(a) What is animism?
				(b) Explain why animism and ancestral worship are wrong descriptions of W.A.T.R.

- Polytheism and Monotheism	2.1.3 highlight the following concepts as used to describe W.A.T.R.
	i. Polytheism
	ii. Monotheism
		Polytheism and Monotheism
		• Definitions/ Descriptions
		• Differences in terminology
			analyse the following terms as descriptions of W.A.T.R.
			    i. polytheism
			    ii. monotheism
			
			Debate: Monotheism is the best description of W.A.T.R.
				(a) Distinguish between polytheism and monotheism
				(b) Why is polytheism a wrong description of W.A.T.R.?

- Totemism	2.1.4 analyse the concept of Totemism and its application to W.A.T.R.	Totemism Definition / Descriptions Application to W.A.T.R.	discuss the concept of totemism and its application to W.A.T.R.	Assess the term "totemism" and explain why it should not be applied to W.A.T.R?

2

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) **TERMS USED IN DESCRIBING W.A.T.R.** **- Primitive**	The student will be able to: 2.1.5 identify the characteristics of a primitive religion. 2.1.6 assess the validity of the term "primitive" as a description of W.A.T.R.	Primitive Religion Definition/Description/ Application to W.A.T.R. • Original state • Practice of human sacrifice. • No clear – cut leadership • No written scriptures like the Bible or Qu'ran. The term "primitive" as applied to W.A.T.R.	Assist students to: explain the characteristics of a primitive religion analyse the application of the term "primitive" to W.A.T.R. **Note**: Use the characteristics in content of 2.1.5 in the analysis	Examine the characteristics of a primitive religion. Evaluate any five terms used to describe W.A.T.R. Explain the term "primitive" as applied to W.A.T.R.

3

SENIOR HIGH SCHOOL 1

SECTION 3

SOURCES OF W.A.T.R.

General objective: The student will:

1. be aware of the various sources for the study of W.A.T.R.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **NON-ORAL SOURCES OF W.A.T.R.** **Traditional art/ crafts**	The student will be able to: 3.1.1 analyse traditional art and crafts as non-oral sources of studying W.A.T.R.	Traditional Art and Crafts as non-oral sources of W.A.T.R. e.g. • Costly ornaments with intricate designs and symbolic meanings • Neolithic "axes" found in shrines • Masks • The stool • Charms and amulets • Paintings/ drawings • Sculpture • Textiles • Carvings • Emblems.	Assist students to: discuss the various art and crafts that shed light on the nature of W.A.T.R. highlight how Art/ Crafts throw light on the nature and attributes of: (a) the Supreme Being (b) the lesser gods and their functions, e.g. fertility dolls and statuettes, carvings (c) the nature and role of the ancestors, e.g. on stools, staffs, masks, etc.	1. In what ways do Art/ Crafts serve as sources for the study of W.A.T.R.? 2. Discuss the significance of arts and crafts as non-oral sources of W.A.T.R.
UNIT 2 **ORAL SOURCES:** **NAMES AND ATTRIBUTES OF GOD THEOPHOROUS NAMES**	3.2.1 explain the significance of traditional names, attributes of God and Theophorous names for people and places in the study of W.A.T.R.	The importance of Names and Attributes of God : Nyame, Mawu, Naawuni, Nyonmɔ, etc. Attributes - Ɔboadeɛ, bɔrebɔre Theophorous Names i.e. Names of people depicting the nature of God – e.g. Nyamekye, Mawunyo, etc Names of places depicting the nature of God e.g. Nyame Bɛkyerɛ, etc.	brainstorm traditional names and attributes and their significance in the study of W.A.T.R. analyse the meaning of names and attributes of God and the light they shed on the nature of W.A.T.R. • discuss the moral significance of traditional names and attributes.	(a) Highlight the significance of traditional names and attributes in the study of W.AT.R. (b) What light does Theophorous names and names of places throw on W.A.T.R.? What moral values can be derived from traditional names and attributes?

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **ORAL SOURCES:** **NAMES AND PROVERBS/ WISE SAYINGS/ SONGS/DIRGES**	The student will be able to: 3.2.2 assess the significance of proverbs/ wise sayings as sources of W.A.T.R.	Proverbs/ Wise Sayings on the Supreme Being. **NOTE:** • Omnipotent • Omniscient • Compassionate and merciful, etc.	Assist students to: explain proverbs/ wise sayings on God and their significance in the study of W.A.T.R. discuss the importance of proverbs in regulating behaviours.	Indicate the significance of proverbs in character formation. (a) Explain the relevance of proverbs in the study of W.A.T.R. (b) What problems are involved in using proverbs as a source for studying W.A.T.R.?
	3.2.3 analyse traditional songs /dirges and their relevance in studying W.A.T.R.	Songs/dirges e.g. Songs/dirges that portray African Traditional beliefs and practices e.g. the Wulomei's Song on Ancestors "Sisa he sisa momo".	discuss moral values inherent in Traditional music. sing, dance and analyse how traditional songs/dirges inform us about the nature of W.A.T.R. **Note**: use resource persons when necessary .	What light does traditional music throw on the nature of W.A.T.R.? In what way does Traditional music contribute to character formation?
MYTHS/ LEGENDS AND DRUM LANGUAGE	3.2.4 analyse traditional myths and legends and their significance for the study of W.A.T.R.	Myths and Legends: Significance • Myths of creation, myths about moral truth, knowledge and wisdom. • Legends about the origin of towns and villages.	analyse traditional myths and legends as sources for the study of W.A.T.R. distinguish between myths and history.	Discuss one traditional myth and its relevance to the study of W.A.T.R. Analyse moral truths revealed in myths and legends.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd) **ORAL SOURCES:** **MYTHS/ LEGENDS AND DRUM LANGUAGE**	The student will be able to: 3.2.5 analyse traditional drum language and its relevance as a source of W.A.T.R.	Drum language: • Gives relevant information e.g. about enemies • Appellations • Assemble people • A mark of identity of a group Problems of using drum language: • Problem of understanding • Misinterpretation, etc.	Assist students to: discuss the relevance of drum language in studying sources of W.A.T.R. discuss the problems of using drum language as source of studying W.A.T.R. discuss the moral values portrayed in drum language.	(a) Outline one drum piece and indicate its relevance to the study of W.A.T.R. (b) What problems are involved in using drum language as a source of W.A.T.R.? Highlight the moral Values portrayed in drum language.

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SENIOR HIGH SCHOOL 1

SECTION 4

APPROACHES TO THE STUDY OF W.A.T.R.

General objective: The student will:

1. understand the various approaches to the study of W.A.T.R.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **APPROACHES TO THE STUDY OF W.A.T.R.** **- Thematic**	The student will be able to: 4.1.1 explain the Thematic Approach to the study of W.A.T.R. and the problems associated with it.	The Thematic Approach: Explanation – Treating the themes in context Advocates: e.g. Harry Sawyer of Sierra Leone, etc. Advantages Problems	Assist students to: discuss the Thematic Approach and its associated problems.	What problems are involved in using the Thematic Approach in studying W.A.T.R.?
- Comparative	4.1.2 analyse the Comparative Approach and draw out its advantages.	The Comparative Approach: e.g. compares a concept from different locations • Advocates – e.g. Evans Prichard, etc • Advantages • Disadvantages	examine the Comparative Approach and its advantages and disadvantages	(a) Explain the Comparative Approach to the study of W.A.T.R. (b) What are its advantages and disadvantages? (b) State the problems associated with this approach.
- Historical	4.1.3 explain the Historical Approach to the study of W.A.T.R. and its advantages and disadvantages.	The Historical Approach – e.g. • Origins of religious beliefs and practices • Advocates – e.g. Mircea Eliade, Rudolf Otto.	discuss the Historical Approach	Compare the Historical and Comparative approaches to the study of W.A.T.R.
- Enumerative	4.1.4 explain the Enumerative Approach noting its advocates, advantages and disadvantages.	The Enumerative Approach – e.g • listing and categorise traditional beliefs and practices from different ethnic groups. • Advocates – e.g. Geoffrey Parinder, James Frazer.	analyse the Enumerative Approach	(a) What are the advantages and disadvantages of the Enumerative Approach to the study of W.A.T.R.? (b) State the advocates of this approach.

SENIOR HIGH SCHOOL 1

THE STRUCTURE OF W.A.T.R.

General objectives: The student will:

1. recognise the structure of W.A.T.R.
2. appreciate the Traditional belief systems

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **GOD IN WEST AFRICAN BELIEF**	The student will be able to: 5.1.1 identify the position of the Supreme Being in the structure of W.A.T.R.	The Supreme Being (God) • Names and attributes • God and creation • God and humankind • God and the gods • God and morality	Assist students to: discuss the role of the Supreme Being in the life and thought of the West African.	Analyse the role of the Supreme Being in African life and thought. Which attribute of the Supreme Being can be exemplified in the individual?
	5.1.2 assess how far the Supreme Being is worshipped in the life of the African.	Worship of the Supreme Being Name mentioned in prayers, libations, sacrifices, songs, etc.	discuss how he Supreme Being is worshipped in African society.	Is the Supreme Being worshipped in your society? Give reasons for your answer.
UNIT 2 **THE ANCESTORS**	5.2.1 describe the role of the ancestors in West African Society.	The Ancestors • What are the qualifications of ancestorhood? • The role of the ancestors in African society • Rites connected with the ancestors.	explain how one becomes an ancestor discuss the role of the ancestors in a named society. discuss rites connected with the ancestors.	a. Assess the importance of the ancestors in your society. b. Why is it necessary to strive to become an ancestor?

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3	The student will be able to:		Assist students to:	
THE DIVINITIES	5.3.1 describe the general beliefs concerning the divinities.	The Divinities e.g. intermediaries between the Supreme Being and human kind . Worship the Supreme Being through them. They are located in local areas e.g. Antoa Nyamaa, Krachi Denteh, etc • National levels e.g. the Golden stool of the Asante.	brainstorm the general beliefs concerning the divinities discuss the role of the divinities in the society. discuss rites connected with the ancestor.	Examine the functions of divinities in Ghanaian society.
	5.3.2 explain the functions of the: i. Earth goddess ii. other divinities	• The Earth goddess • Other divinities	analyse the attitude of Africans towards the Spirit of the Earth identify other spirits represented by natural phenomena, e.g. rivers, sea, trees and other spirits like "Sasabonsam" and "mmoatia" (dwarfs).	Describe the attitude of your society towards: i. the Earth goddess ii. dwarfs (mmoatia) In what way does the belief in divinities influence the moral lives of the individual and the community?
UNIT 4 **CHARMS AND AMULETS**	5.4.1 analyse the role of charms and amulets in W.A.T.R.	The Role of Charms and Amulets in W.A.T.R.	describe how charms and amulets are made and their relevance in W.A.T.R.	Highlight the relevance of charms and amulets in W.A.T.R.

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SENIOR HIGH SCHOOL 1

SECTION 6:

WORSHIP IN W.A.T.R.

General objective: The student will:

1. appreciate the importance of worship in W.A.T.R.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **WORSHIP IN W.A.T.R.**	The student will be able to: 6.1.1 describe the main features of worship in W.A.T.R.	Main features of worship: • Meaning • Main features, e.g. prayer, libation, sacrifice /offerings, and music • Nature • Significance	Assist students to: brainstorm the meaning of worship in W.A.T.R. discuss the main features of worship in W.A.T.R. explain the significance of worship in W.A.T.R.	Describe the main features of worship in the traditional religion of West Africa. Examine the significance of worship in the traditional West African society.
UNIT 2 **PRAYER/ LIBATION**	6.2.1 describe the various types of prayers offered by the African in W.A.T.R.	Prayer • Types - supplication, thanksgiving, votive, etc.	brainstorm the various types of prayers offered by African traditional worshippers.	Analyse the significance of prayer in the African society.
	6.2.2 describe the structure of prayer in W.A.T.R. 6.2.3 explain the importance of Libation - prayer in W.A.T.R.	• Structure /format - i.e. introduction, Invocation, petition and conclusion • Significance. Libation – prayer: Structure Types Significance	discuss the structure of prayer in W.A.T.R. discuss the significance of prayer in African life and thought. describe the structure of African libation-prayer. discuss the importance of Libation -prayer in W.A.T.R. use resource person to demonstrate libation -prayer.	Highlight the importance of libation in West African society. Identify moral lessons embedded in libation - prayer.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **SACRIFICE**	The student will be able to: 6.3.1 describe the types and significance of sacrifice offered in West African society.	Sacrifice (Types): • Votive • Thanksgiving • Substitution • Propitiatory • Preventive • Foundation, etc. Significance – To show gratitude, pacification preventing evil, etc.	Assist students to: brainstorm the types of sacrifices offered by West Africans. discuss the significance of sacrifice in W.A.T.R. discuss the factors that would influence the West African to offer sacrifice.	Explain the significance of sacrifices in West African society. What moral factors would influence the West African to offer sacrifice?
UNIT 4 **SPIRIT POSSESSION**	6.4.1 explain the importance of spirit possession in W.A.T.R.	Spirit Possession • Meaning • Description • Importance	discuss the role of spirit possession in W.A.T.R.	What is the relevance of spirit possession in W.A.T.R.? .

SENIOR HIGH SCHOOL 2

SECTION 1

RELIGIOUS PERSONALITIES

General objective: The student will:

1. be aware of the types of religious leaders in W.A.T.R.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **THE CONCEPT OF RELIGIOUS PERSONALITIES**	The student will be able to: 1.1.1 describe the process of selecting religious personalities in W.A.T.R.	The process of selecting religious personalities in W.A.T.R. – e.g. • divination • appointment • spirit possession • call • selection, etc.	Assist students to: discuss the process of selecting religious personalities in W.A.T.R.	Examine the various processes of selecting religious personalities in W.A.T.R.
	1.1.2 identify the various types of religious leaders in W.A.T.R.	Types of Religious Leaders e.g. • Traditional Religious Leaders in charge of shrines, stool rooms, etc. • Christian Leaders who combine Christianity with African traditions and customs e.g. MDCC, African Faith Tabernacle Church. (Odiyifo Nkansah), Zetahel, etc.	discuss the various types of religious leaders in W.A.T.R.	Select one type of religious leader in W.A.T.R. and compare with another religious leader of your choice.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)	The student will be able to:		Assist students to:	
THE CONCEPT OF RELIGIOUS PERSONALITIES	1.1.3 explain the major features of religious leaders in W.A.T.R.	Major features of Religious Leaders in W.A.T.R . They are • Social figures • Intermediaries between the gods/ ancestors and the people. • Counselors • Advisors • Diviners/ sorcerers, etc.	discuss the major features of religious leaders in W.A.T.R.	Highlight the main features of religious leadership in W.A.T.R.
	1.1.4 state the categories of religious leaders in W.A.T.R.	Categories of Religious Leaders e.g. Priests / Priestesses, Prophets /Prophetesses, Traditional medicine men and women, Mediums, Diviners	discuss the different categories of religious leaders in W.A.T.R.	State the Categories of religious leaders in W.A.T.R.
	1.1.5 explain the importance of the categories of religious leaders in W.A.T.R.	Importance of the categories of religious leaders. e.g. Priests-counselling, advisory roles, healing, etc.	discuss the importance of the categories of religious leaders in W.A.T.R. discuss the contribution of religious leaders to character formation.	Examine the importance of the categories of religious leaders in Ghana today. In what ways do religious personalities contribute to character formation?

SENIOR HIGH SCHOOL 2

SECTION 2

FESTIVALS IN WEST AFRICAN TRADITIONAL RELIGION

General objectives: The student will:

1.   be aware of the history of some festivals in West Africa.
2.   appreciate the relevance of festivals in West Africa.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **TYPES OF FESTIVALS**	The student will be able to: 2.1.1 distinguish the types of festivals in W.A.T.R.	Types of Festivals in W.A.T.R. – e.g. • Ancestral festivals e.g. Bugum (fire), Adae, Aboakyer, Odwira, Hogbetsotso, etc. • Agricultural e.g. Tedudu (yam), Bakatue, Homowo, Fiok, Faao Kuri, Kakube, Kɔbenne, etc.	Assist students to: discuss the types of festivals in W.A.T.R.	Examine the types of festivals celebrated in West African society.
UNIT 2 **THE SIGNIFICANCE OF FESTIVALS**	2.1.2 examine the importance of pre-festival activities.	Pre-festival activities e.g. ban on noise – making. - meditation on the past, present and the future.	brainstorm the importance of pre-festival activities in the society. **Note**: Stress the importance of meditation to reflect on the past, understand the present and plan for the future.	Analyse the importance of pre-festival activities in national development.
	2.2.1 explain the significance of festivals in W.A.T.R.	Significance of festivals– e.g. • Religious, social, moral economic, political, cultural, etc.	discuss the significance of festivals in W.A.T.R.	Highlight the importance of festivals in national development.

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SENIOR HIGH SCHOOL 2

SECTION 3

RELIGION AND MEDICINE

General objective: The student will:

1. be aware of the relationship between religion and medicine.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **RELIGION AND MEDICINE IN W.A.T.R.**	The student will be able to: 3.1.1 state the connection between religion and medicine in W.A.T.R.	Religion and Medicine • What is religion? • What is medicine? • Religion as a basis of medicine. • Some curative medicine has nothing to do with religion.	Assist students to: discuss the relationship between religion and medicine. • Debate: should spiritual elements be divorced from traditional medicine?	Analyse the relationship between religion and medicine. Discuss the view that traditional medicine should be divorced of its spiritual elements.
UNIT 2 **HERBAL MEDICINE IN W.A.T.R.**	3.2.1 identify the types of medicine in W.A.T.R. 3.2.2 describe what herbal medicine is.	Types of medicine in W.A.T.R. i.e. • Curative • Protective • Preventive • Destructive, etc. Herbal Medicine • Diagnosis • Sources of herbal medicine e.g. leaves, roots, barks of trees, etc • Preparation • Prescription • Administration, etc.	discuss the types of medicine found in W.A.T.R. discuss the usefulness of traditional medicines to society. discuss the usefulness of food and water as therapeutic medicines. discuss the application of herbal medicine in W.A.T.R. discuss the dangers involved in the inappropriate use of herbal medicine. discuss measures to improve efficacy of traditional medicine.	Examine the types of medicine in W.A.T.R. In what ways are these medicines useful to society? Assess the therapeutic values of: (i) food (ii) water a. Highlight the usage of herbal medicine in West Africa. b. What dangers are involved in the usage of traditional medicine?

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **TRADITIONAL HEALING AND ORTHODOX HEALING**	The student will be able to: 3.3.1　describe the relationship between traditional healing and orthodox healing.	The relationship between traditional healing and orthodox healing process – e.g. • 　Spiritual causation • 　Germ theory of disease causation (through diagnosis, treatment and follow-up).	Assist student to: discuss and compare traditional healing and orthodox healing processes.	Compare the relationship between the traditional and orthodox healing practices.

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SENIOR HIGH SCHOOL 2

TRADITIONAL POLITICAL INSTITUTIONS IN W.A.T.R.

General objective: The students will:

1. be aware of political institutions in their communities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **CHIEFTAINCY**	The student will be able to: 4.1.1 describe the structure of Chieftaincy Institution in West Africa.	The Structure of Chieftaincy Institution -e.g. • Stools – Kings, Chiefs, Queenmothers, Sub-chiefs. • Skins - Kings, Chiefs, sub-chiefs.	Assist student to: discuss the structure of Chieftaincy Institution in West Africa.	Examine the structure of Chieftaincy Institution in your community.
	4.1.2 examine the various processes involved in selecting chiefs.	Process involved in selection of chiefs • declaration of vacancy • scouting for qualified people. • Selection and introduction • Confirmation or otherwise, etc.	Invite a resource person to give a talk on the topic. **Note**: Stress the causes of chieftaincy disputes and how to prevent them.	What moral principles are involved in the selection of chiefs/ traditional leaders? In what way can chieftaincy disputes be eliminated or minimized in society?
	4.1.3 explain the importance of Chieftaincy Institution in W.A.T.R.	The importance of Chieftaincy Institution e.g.. Political, Religious, Judicial, Social, etc.	discuss the importance of Chieftaincy Institution in W.A.T.R.	Highlight the importance of Chieftaincy Institution in W.A.T.R.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **ASAFO COMPANIES**	The student will be able to: 4.2.1 describe the background of some Asafo Companies.	Background of some Asafo Companies e.g. the Dentsifo Asafo Company of Winneba (Efutu)	Assist students to: invite a resource person to give a background talk on Asafo Company in your community.	Describe the background of an Asafo Company that is known to you.
	4.2.2 identify the importance of Asafo Companies.	The importance of Asafo Companies: • Organizing communal labour • Maintenance of the heritage of the community • defending the community • entertainment • promotion of tourism, etc.	brainstorm the importance of Asafo Companies. **Note**: stress the moral principles usually upheld by the Asafo Company.	Explain the relevance of Asafo Companies in modern day life.

SENIOR HIGH SCHOOL 2

SECTION 5

CONCEPTS OF TIME, WORK AND WEALTH IN W.A.T.R.

General objectives: The student will:

1. understand concept of time, work and wealth.
2. appreciate the concept of time, work and wealth.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **THE CONCEPT OF TIME IN W.A.T.R.**	The student will be able to: 5.1.1 explain the concept of time in W.A.T.R.	Concept of Time in West Africa Definition e.g. Time as cyclical and not linear. It is measured in terms of events, etc.	Assist students to: discuss the concept of Time in W.A.T.R.	Describe the concept of time in W.A.T.R.
	5.1.2 explain ways of reckoning time in W.A.T.R.	How time is reckoned in W.A.T.R. e.g. • biological changes in humankind • seasons, movements of heavenly bodies, migration of birds, etc.	discuss ways of reckoning time in W.A.T.R. Use ICT to check how time is reckoned and how it helps you to organize yourself or to observe cycles of time.	State ways of reckoning time in W.A.T.R.
	5.1.3 highlight the concept of future dimensions of time in W.A.T.R.	The concept of future in W.A.T.R. • e.g. Storage of food/seeds, planning for the future.	debate on the idea of the future in W.A.T.R.	The African Concept of time has no idea of the future (Mbiti). Discuss.
	5.1.4 explain the importance of concept of time in W.A.T.R.	The importance of time – e.g. Helps to explain beliefs, attitudes of people.	analyse the importance of concept of time in W.A.T.R. **Note**: the difference between Western and Traditional concepts of time.	Highlight the importance of the concept of time in W.A.T.R. Why should the African concept of time not be entertained in modern times?

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **THE CONCEPT OF WORK IN W.A.T.R.**	The student will be able to: 5.2.1 explain the concept of work in W.A.T.R.	The meaning of work – e.g. any activity that involves use of energy either physical or mental or both for the purpose of achieving something and not for amusement.	Assist students to: discuss the meaning of work.	What is work?
	5.2.2 identify the various types of work.	Types of Work: • Work for livelihood • Domestic work • Academic work • Religious work • Social work	brainstorm the types of work. use ICT/media to find out the various types of work which are advertised.	describe the various types of work.
	5.2.3 explain the importance of work.	Importance of work: for livelihood, keep environment clean, etc.	discuss the importance of work.	Give reasons why one should work.
	5.2.4 identify the right attitude towards work.	Right attitudes to work – punctuality, hardwork, teamwork, commitment, etc.	brainstorm the right attitudes to work. discuss African proverbs which encourage hard work and discourage laziness e.g. hardwork breaks no bone, the snake lays its eggs in a lazy person's farm, etc.	In what ways can we develop the spirit of hardwork? What are the disadvantages of laziness?

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **THE CONCEPT OF WEALTH IN W.A.T.R.**	The student will be able to: 5.3.1 explain the term wealth in W.A.T.R.	Meaning of Wealth in W.A.T.R e.g. Possession of riches in terms of money, farms, wives and other valuables (one's worth).	Assist students to: brainstorm to bring out the meaning of wealth in W.A.T.R.	Explain the meaning of wealth in W.A.T.R.
	5.3.2 explain the Traditional West African attitude towards wealth.	Traditional African attitude towards wealth e.g. respect for wealth, • during naming ceremony prayers are said for the child to be prosperous. • during marriage women are asked to bring home riches. • during funerals, one's wealth is assessed. • The idea of 'genuine' and 'dirty' money.	brainstorm Traditional African attitudes towards wealth. **Note:** Wealth accumulated for the individual, family and community.	Analyse the Traditional African attitudes towards wealth.
	5.3.3 identify ways of acquiring wealth.	Ways of acquiring wealth – honest and dishonest ways of acquiring wealth • honest ways – e.g. savings, hardwork, investment, inheritance, etc. • dishonest ways – e.g. stealing, cheating, bribery and corruption, prostitution, dealing in drugs like cocaine, wee, juju money (sika aduro), etc.	discuss the honest and dishonest ways of acquiring wealth.	Discuss the honest ways of acquiring wealth in your community and its effects.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (**CONT'D**) **THE CONCEPT OF WEALTH IN W.A.T.R.**	The student will be able to: 5.3.4 examine the consequences of honest and dishonest ways of acquiring wealth.	Consequences of honest or dishonest ways of acquiring wealth. Honest - e.g. • respect in society • blessing/rewards • permanency of wealth • long life. Dishonest ways e.g. • Disgrace, loss of respect, imprisonment, guilty conscience, confiscation of property, unstable life.	Assist students to: discuss the consequences of acquiring wealth honestly and dishonestly.	• Discuss the dishonest ways of acquiring wealth and its effects on i. the individual ii. family /society

SENIOR HIGH SCHOOL 2

SECTION 6

THE CONCEPT OF MAN AND DESTINY IN W.A.T.R.

General objectives: The student will:

1. know the concept of man and destiny in W.A.T.R.
2. appreciate the self-identity of the African.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **THE CONCEPT OF MAN IN W.A.T.R.**	The student will be able to: 6.1.1 explain the concept of man among West African communities.	The concept of man among the West African communities e.g. Akan, Ewe, Dagomba, Ga, Sisala, Yoruba, Igbo, etc • Myths, Origin of man (creation of man), components of man, etc.	Assist students to: discuss the concept of man in selected Ghanaian communities. Compare the concept in the different communities that you have studied.	a. Examine the concept of man in a selected community. b. Why is it important to understand this concept?
	6.1.2 describe the components of the human being in W.A.T.R.	Components of the human being in W.A.T.R. e.g. blood, spirit and soul.	discuss components of the human person in at least two West African communities. **Note**: Even though we have these three components of man in most communities there are specific peculiarities in other communities.	Analyse the components of the human person in a named West African Community.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **THE CONCEPT OF DESTINY IN W.A.T.R.**	The student will be able to: 6.2.1 explain the concept of destiny among selected West African communities.	The concept of Destiny in W.A.T.R. e.g. Akan, Ewe, Ga, Dagomba, Sisala, Yoruba, Igbo, etc. • concept of where we come from, what one will do and where one goes hereafter, e.g. Nkrabea, Hyɛbrɛ of Akan and Dzogbese of Ewe.	Assist students to: brainstorm the concept of destiny among selected West African communities. Compare the concept in the different communities that you have studied.	Examine the concept of destiny in a selected West African Community.
	6.2.2 identify the consequences of the belief in destiny in W.A.T.R.	The Consequences of the belief in destiny in W.A.T.R. e.g. Careless attitude to life, serious attitude to life, resigning to fate, etc.	discuss the consequences of the belief in destiny and its effects on one's attitude to life. Debate: Should people believe in destiny?	Examine the influence of the concept of destiny on: a. the individual b. society

SENIOR HIGH SCHOOL 2

ENEMIES OF LIFE IN W.A.T.R.

General objectives: The student will:

1.   be aware of the enemies of life in W.A.T.R.
2.   be aware of the different Malevolent Spirits in W.A.T.R.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **ENEMIES OF LIFE IN W.A.T.R. WITCHCRAFT AND MAGIC**	The student will be able to: 7.1.1 explain what witchcraft and magic are.	The meaning of Witchcraft and Magic. Acquisition of witchcraft: e.g. • Through birth, gift, inheritance, buying of cheap things etc. • Types of magic e.g. homeopathic and contagious magic.	Assist students to: discuss the meaning of witchcraft and magic. use ICT to find more information on modern trends of witchcraft and magic. Share experiences of stories heard or films watched about witches and magic. Sing songs to explain people's attitudes towards witchcraft e.g. A.B Crentsil's "Ayen".	Explain the beliefs and understanding of witchcraft and magic in W.A.T.R.
	7.1.2 analyse the role of witchcraft and magic in W.A.T.R.	The Role of witchcraft and magic (a) witchcraft - e.g. causes havoc in terms of disease, death, bareness, drunkenness. Theory of causation Theory of morality: Cathartic value, psychological basis of accusation. (b) Magic – causes death, diseases, failure in business, hypnotism, etc.	debate the reality and potency of magic and witchcraft in West Africa today. **Note**: Stress the idea that they should not allow the beliefs in witchcraft and magic have negative influence on them e.g. games, academic pursuit, etc.	Examine the role of either witchcraft or magic in the West African society. Discuss the basis of witchcraft accusations in your community.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The student will be able to:		Assist students to:	
UNIT 2 **MALEVOLENT SPIRITS**	7.2.1 describe what malevolent spirits are.	Malevolent Spirits e.g. Sasabonsam, dwarfs.	brainstorm people's perception of malevolent spirits.	Highlight people's perception towards malevolent spirits.
	7.2.2 examine people's attitudes towards malevolent spirits.	People's attitudes towards malevolent spirits e.g. Fear, reverence.	discuss people's attitudes towards malevolent spirits. sing songs to explain people's attitudes towards malevolent spirits. **Note**: they should not allow the belief in malevolent spirits to prevent them from achieving their goals.	Describe the attitude of society towards malevolent spirits.
	7.2.3 list the activities of malevolent spirits.	Activities of malevolent spirits e.g. cause death, madness, loss of jobs, poverty, diseases, impotency, bareness.	brainstorm on the various activities of malevolent spirits they have encountered or heard about. Debate: Are dwarfs malevolent spirits?	Analyse the activities of malevolent spirits in West Africa. Discuss the view that dwarfs are not malevolent spirits.

SENIOR HIGH SCHOOL 2

SECTION 8

RELIGION AND ETHICS

General objectives: The student will:

1. understand the key features of traditional ethics.
2. be aware of religion as one of the main sources of ethics.
3. be aware of the moral values of W.A.T.R.
4. understand the importance of taboos, sin and covenant in W.A.T.R.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The student will be able to:		Assist students to:	
THE MAIN FEATURES OF ETHICS IN WEST AFRICAN TRADITIONAL RELIGION	8.1.1 identify the main features of West African Traditional Ethics.	The main features of West African Traditional Ethics • e.g. There is a spiritual dimension i.e. Supreme Being, divinities, ancestral spirits permeates all aspects of traditional life. • Utilitarian – utility based, pragmatic .	brainstorm the features of West African Traditional Ethics.	Examine the main features of West African Traditional Ethics.
UNIT 2				
THE SOURCES OF WEST AFRICAN TRADITIONAL ETHICS	8.1.2 examine the main sources of West African Traditional Ethics.	The main sources of West African Traditional Ethics - Supreme Being, divinities, ancestors, oral traditions, conscience, public opinion, proverbs, etc.	discuss the main sources of West African Traditional Ethics.	Highlight the main sources of West African Traditional Ethics.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **MORAL VALUES AND VIRTUES IN W.A.T.R.**	The student will be able to: 8.3.1 describe the moral values and virtues in West African Traditional Religion (W.A.T.R.).	Moral Values and Virtues in W.A.T.R: • description of moral values and virtues in W.A.T.R. moral values related to the super natural beings, i.e., ritual cleanliness (purity). • Obedience to divinities / Ancestors. • conventions, those related to the society devotion to social interrelationship, respect for each other, respect for people's opinion. • We- feeling factor e.g. attend funerals, contribute towards up keep of others, • respect for human dignity. Virtues honesty, dedication, selflessness, commitment, sincerity, tolerance, generosity / kindness, sympathy, empathy, etc.	Assist students to: role play some activities depicting moral values and virtues. narrate and analyse stories which portray moral values and virtues. discuss situations when such values and virtues can be applied.	Analyse moral values and virtues in your community. Use proverbs and wise sayings to describe moral values and virtues in your community. a. What are the causes of decline in morality in your community? b. Suggest ways of addressing this problem.
	8.3.2 explain the importance of moral values and virtues in W.A.T.R.	Importance of Moral Values and Virtues in W.A.T.R.: • It checks and moulds behaviour. • Promotes good interpersonal and peaceful co-existence • Generates in people care for one another, etc.	debate whether religion without morality is possible. use ICT to find out more information on religion and morality.	Analyse the contribution of religion to morality in Ghanaian society.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **TABOOS, SIN AND COVENANT IN W.A.T.R.**	The student will be able to: 8.4.1 describe taboos, sin and covenant in W.A.T.R.	Taboos, Sin and Covenant in W.A.T.R. Definitions • Taboos – belief systems concerning major prohibitions within a particular society – types: occupational, environmental, societal, etc. • Covenants are mutual agreements between parties of equal or unequal status- types of covenant- parity and suzerainty e.g. blood covenant between lovers, between the family deities, and individuals. • The concept of sin Wrong doing or bad action which originates from people. e.g. rape, stealing, murder, covetousness, etc.	Assist students to: discuss the meanings of: i. taboo ii. covenant iii. sin in W..A.T.R.	Examine the meaning of the following concepts as used in W.A.T.R.: i. taboos ii. covenant iii. sin

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) **TABOOS, SIN AND COVENANT IN W.A.T.R.**	The student will be able to: 8.4.2 assess the consequences of breaking taboos, covenants and committing sin.	The consequences of breaking taboos, covenants and committing sin: • invites the wrath of gods/ ancestors and society. • Incurs the displeasure of the covenant partner, death, diseases, drought, famine, withdrawal of protection, etc. Sin: • Punishment in the form of deprivation, excommunication- made outcast, withdrawal of protection from the spirit powers.	Assist students to: discuss the consequences of breaking taboos and covenant and committing sin on the individual and the society.	Highlight the consequences of breaking taboos, covenants and committing of sin on the individual and the society.
	8.4.3 assess the importance of taboos and covenants in West Africa.	The importance of Taboos and Covenants. Taboos: • Sustenance of the environment • ensures harmony • preservation of human race • encourages rest • fosters closer relationships between the individual and his/her object of worship. • creates orderliness in society, etc.	discuss the importance of taboos and covenants in the life of the individual and the community. Debate: Are taboos relevant in modern West African society?	a. Highlight the importance of taboos in W.A.T.R. b. Identify specific taboos that should be abolished. Give reasons for your answer.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) **TABOOS, SIN AND COVENANT IN W.A.T.R.**	The student will be able to:	Covenants • Ensures individual responsibility towards deities. • Promotes individual and corporate responsibility. • Generation of more commitment from both parties, etc.	Assist students to:	Highlight the role that traditional covenants play in the lives of West Africans.
	8.4.4 explain the types of sin.	<u>Sin</u> Types of Sin – Religious, social, moral, sexual, etc.	Discuss the various types of sin in W.A.T.R.	Highlight the types of sin in West Africa.

SENIOR HIGH SCHOOL 2

RITES OF PASSAGE

General objective: The student will:

1. be aware of the rites of passage in W.A.T.R.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **RITES OF PASSAGE**	The student will be able to: 9.1.1 describe Rites of Passage in W.A.T.R.	Rites of Passage: • Description of Rites of Passage - Stages in the life of the individual ranging from birth to death.	Assist students to: discuss the various stages in the life cycle of the individual.	Examine the various stages in the life cycle of the individual.
	9.1.2 describe the various stages of Rites of Passage.	**Birth** • Naming and outdooring ceremonies. **Puberty** • Separation from childhood and initiation into adulthood. **Marriage** • Traditional Marriage involves families of both parties.	discuss the various stages in the life cycle of the individual. invite a resource person to give talk on each of the rites of passage and how their traditional nature can be maintained or modified.	Analyse in detail any two of the Rites of passage in W.A.T.R.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **RITES OF PASSAGE**	The student will be able to:	**Death** Traditional Death Rituals – Death, Mortuary, Burial and Funeral Rites • Traditional bathing • Traditional separation rites • Farewell rites • Concept of fitting burial and funeral. i.e. going through traditional rituals associated with fitting burial and funerals.	Assist students to:	
	9.1.3 analyse the importance of rites of passage in West African societies.	The importance of Rites of Passage. e.g. **Naming** • gives identity to the individual • ushering the child into the human society officially • recognizing the child as belonging to a family. **Puberty** Preparation for adult life through • counselling • education e.g. vocational skills, home management • transition into adulthood • advertisement for suitors, etc. **Marriage** • Procreation • Companionship • Respect • Social obligation	brainstorm the importance of rites of passage paying particular attention to the challenges of maintaining their traditional images. discuss how outmoded customary practices of rites of passage can be modified.	Highlight the importance of Traditional Rites of passage in West Africa. a. Identify problems associated with the various rites of passage. b. Suggest ways of modifying outmoded practices connected with rites of passage.
		Death • Separate the living from the dead • Initiate the dead into the ancestral world. • to ensure smooth transition from the living world to the world of the dead, etc.	Describe how death rites are performed in your community.	a. Discuss the view that death rites of today are too expensive. b. Suggest ways of reducing the cost of death rites in your community.

SENIOR HIGH SCHOOL 3

SECTION 1

RELIGION AND TOURISM

General objective: The student will:

1. be aware of the relationship between Religion and Tourism.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **RELIGION AND TOURISM IN W.A.T.R.**	The student will be able to: 1.1.1 describe the relationship between Religion and Tourism.	Relationship Between Religion and Tourism Description: • Temporal migration • Time set aside for rest as sacred • Time for contemplation • Leisure time for seeking self understanding • Religious Pilgrimage • Educational value/excursions to religious centres • Healing, spiritual strength, etc.	Assist students to: discuss the relationship between Religion and tourism in W.A.T.R.	State and explain the relationship between Traditional Religion and Tourism.
UNIT 2 **THE RELATIONSHIP BETWEEN FREE TIME/LEISURE TIME AND W.A.T.R.**	1.2.1 explain the relationship between Free/leisure time and W.A.T.R.	Relationship between Free/Leisure time and W.A.T.R. Relationship Usage of free time for worship Worship days or seasons Sacred days in farming/fishing areas Setting up time for festivals Traditional games, e.g. folktales/Ananse stories, playing oware, Ampe, etc.	brainstorm the relationship between Free/leisure time and W.A.T.R. discuss moral lessons and skills acquired during Free/Leisure Time e.g. Team work, honesty, critical thinking, fitness, calculations, good sportsmanship/ womanship, thriftiness/ cunningness, etc.	a. Outline the relationship between Free/leisure time and W.A.T.R. b. What moral lessons and skills can be learned?

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **SACRED PERSONALITIES AND TOURISM IN W.A.T.R**.	The student will be able to: 1.3.1 specify the attraction that sacred personalities in W.A.T.R. have for Religious Tourism.	Attraction of Sacred Personalities in WATR for tourism: • Educational • Spiritual nourishment, • Healing, • Pilgrimage, • Consultation. • Sacred Personalities e.g. Traditional chiefs, priests/priestesses, mediums, herbalists, prophets, diviners.	Assist students to: discuss the attraction that traditional religious personalities have in their locality for tourists.	Highlight the specific attractions that sacred leaders in W.A.T.R. have for tourists .
UNIT 4 **SACRED PLACES AND TOURISM**	1.4.1 assess the attraction of Sacred Places in W.A.T.R. to Tourism.	<u>Attraction of Sacred Places in WATR to Tourism</u> • Devotees go there for pilgrimage • Retreat • Spiritual nourishment • Part of tourist package • Healing • Educational Sacred places e.g. sacred groves, shrines, temples, herbal clinics/centres, mountains, riversides.	share experiences of visits to traditional sacred places like shrines, sacred groves, etc. discuss the importance of sacred places to tourism.	a. Examine the tourist attraction of sacred places of W.A.T.R. b. Highlight its importance to i. the individual ii. the community
UNIT 5 **SACRED OBJECTS AND TOURISM**	1.5.1 explain the attraction of sacred objects to tourists.	The attraction of sacred objects and Tourism • Part of a tourist package, • Educational, • Source of inspiration Sacred objects, e.g. amulets, stools, totems, relics (guns), buildings, shrine houses, charms, drums, stones, etc.	discuss the attraction of sacred objects of W.A.T.R. to tourists. Give specific examples in your locality.	Highlight the attraction of sacred objects to tourists. What benefits can the i. individual ii. community derive from tourist attractions in W.A.T.R.

SENIOR HIGH SCHOOL 3

SECTION 2

RELIGION AND STRESS MANAGEMENT IN W.A.T.R.

General objective: The student will:

1. appreciate the role of traditional religion in managing stress.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The student will be able to:		Assist students to:	
STRESS SITUATIONS IN W.A.T.R.	2.1.1 describe stress situations in W.A.T.R.	Stress situations in W.A.T.R. Times of crisis, Times of desperation, etc.	discuss the perception of stress situations in W.A.T.R.	Analyse stress situations in W.A.T.R.
TYPES OF STRESS	2.1.2 identify types of stress situations in W.A.T.R.	Types of Stress situations in W.A.T.R. Temporal – e.g. failure of business, loss of job, marriage breakdown ,crop failures, famine, floods, bush fire, earthquakes, drought, examination failure, etc. Permanent – e.g. Loss of loved one, accident leading to blindness or amputation, perpetual incapacitation, etc.	in groups, discuss types of stress situations and report in class.	Discuss the types of stress situations in W.A.T.R.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **CAUSES AND EFFECTS OF STRESS SITUATIONS IN W.A.T.R.**	The student will be able to: 2.2.1. explain the causes and effects of stress situations in W.A.T.R.	Causes and Effects of Stress Situations in W.A.T.R. **Causes** Individual/society's response, Pressure from the community, stigmatization, discrimination, intimidation, antagonism, poverty, etc. **Effects** Loneliness, depression, death, insanity, homelessness, displacements, etc.	Assist students to: use ICT, print and electronic media to retrieve information on stress situations in West African countries and share in class.	Examine the causes and effects of stress situations in a traditional West African society.
UNIT 3 **MANAGEMENT OF STRESS IN W.A.T.R.**	2.3.1 describe the management of stress in W.A.T.R.	**Stress Management in W.A.T.R.** Traditional songs, music, traditional ceremonies (funeral ceremonies), support from kinsmen and women, traditional and religious leaders, use of counseling based on traditional beliefs, use of charms and amulets, use of divination, etc.	discuss how stress is managed in W.A.T.R. Share stress experiences and how they managed them. **Note**: emphasise that stress situations should not discourage them from forging ahead.	Examine the role of W.A.T.R. in stress management.

SENIOR HIGH SCHOOL 3

SECTION 3

THE ROLE OF WATR IN CONFLICT RESOLUTION AND MANAGEMENT

General objective: The student will:

1. be aware of the role of W.A.T.R. in Conflict Resolution and Management.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **CONFLICT RESOLUTION AND MANAGEMENT IN W.A.T.R.**	The student will be able to: 3.1.1 describe the causes of conflict in African societies.	Causes of Conflict: • Remote causes: ethnic, religious and individual prejudices etc. • Immediate causes: Wrong choices, Social (land litigation) and Economic Injustice (unfair distribution of resources), favouritism, cronyism and Nepotism, power drunkenness, Intimidation, election malpractices, etc.	Assist students to: share their experiences of causes of conflict. discuss the remote and immediate causes of conflict.	Examine the causes of conflicts in West Africa.
THE EFFECTS OF CONFLICTS	3.1.2 state the effects of conflicts on West African societies.	Effects of conflicts on West African societies – e.g. Displacement, death, hatred, division and disunity, war, ethnic clashes, destruction of property, breaking of marriages.	share their experiences on the effects of conflicts and discuss such experiences on the individual, family and communities. Use the Future's Wheel Technique to discuss the effects of conflicts. Use ICT, Print and electronic media to find more information on effects of conflicts.	Assess the effects of conflicts on i. family ii. community

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **APPROACHES TO CONFLICT RESOLUTION AND MANAGEMENT IN WEST AFRICAN SOCIETY**	The student will be able to: 3.2.1 identify the approaches to conflict resolution and management in West African society.	Approaches to Conflict Resolution and Management in West African society – e.g. Traditional Courts, Council of Elders, Council of Chiefs, Family Tribunals, Special occasions: Festivals and other traditional ceremonies / occasions, etc.	Assist students to: visit a traditional court and observe proceedings of conflict resolution and management. Discuss their observations. Teacher to invite a resource person on the topic.	Assess the approaches to conflict resolution and management in West African society.
UNIT 3 **THE INDIVIDUAL'S ROLE IN CONFLICT RESOLUTION AND MANAGEMENT**	3.3.1 discuss how the individual assists in conflict resolution and management.	Individual's contribution in conflict resolution and management: Committed to preventive measures e.g.. Avoid unnecessary confrontation, derogatory remarks, stereotypes, teasing, expensive jokes, etc.	use Value Clarification Approach in resolving and managing conflicts Through role play demonstrate how a particular conflict can either be prevented, resolved or managed though an individual's effort (s).	Formulate strategies based on traditional methods to promote peace.

SENIOR HIGH SCHOOL 3

SECTION 4

W.A.T.R. AND REPRODUCTIVE HEALTH

General objective: The student will:

1. appreciate the role of W.A.T.R. in Reproductive Health.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **W.A.T.R. AND REPRODUCTIVE HEALTH.**	The student will be able to: 4.1.1 explain his/her sexuality and its relationship to health issues in W.A.T.R.	Sexuality and its relationship to Health issues in W.A.T.R. Issues of hygiene, Traditional instructions on sexuality and promiscuity.	Assist students to: discuss the relationship between sexuality and reproductive health in Traditional society. debate the justification for: 　(i)　Male circumcision 　(ii)　Female circumcision	Analyse the relationship between sexuality and reproductive health in West African society. Examine the Traditional reasons for male circumcision.
UNIT 2 **CIRCUMCISION RITES AND REPRODUCTIVE HEALTH**	4.2.1 explain the terms and establish the relationship between circumcision and reproductive health.	Circumcision and FGM ● Male circumcision ● Female Genital Mutilation (FGM) ● Cutting away of the clitoris and /or part of female genital Organs. Relationship Between Circumcision and Reproductive Health: ● Male circumcision – -　Prevent infections -　Prevent bad odour -　May lead to excessive blessing and death. (FGM). -　May lead to exclusives bleeding and possibly -　risk of infection eg. tetanus. -　Painful menstruation -VVF	Students to brainstorm to come out with the meaning of circumcision and FGM Use the Future's Wheel to trace the effects of FGM Discuss the relationship between circumcision and reproductive health. Use the Values Clarification Technique to justify the prohibition of female genital mutilation.	Discuss the relationship between circumcision rites and reproductive health. Project work: Investigate the reasons for advocacy for the prohibition of FGM in Ghana. Examine the reasons for the persistence of FGM in Ghana.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) **CIRCUMCISION RITES AND REPRODUCTIVE HEALTH**	The student will be able to: 4.2.2 identify unacceptable sexual practices in West African society.	Unacceptable Sexual practices • Kissing and caressing in public. • Sex in the bush and outdoors. • Incestuous relationships. • Sex during menstruation. • Homosexuality, lesbianism, • Sex during pregnancy or before marriage, etc.	Assist students to: discuss unacceptable sexual practices in West African Societies. analyse possible sanctions for unacceptable sexual behaviour. .	Analyse unacceptable sexual practices in West African Societies.
	4.2.3 discuss traditional birth control practices in West African society.	Traditional birth control practices in West African society • Taboos connected with pregnancy, birth and outdooring **Note:** Proverbs / wise sayings on sex and birth control.	brainstorm traditional birth control practices which ensures reproductive health. discuss the physical, mental, emotional, social and nutritional needs during pregnancy.	Highlight Traditional birth control practices in a selected West African community. Why do traditional West Africans resist modern birth control practices? What can be done to encourage the use of modern birth control methods? Examine the conditions which promote the well-being of a pregnant woman.

SENIOR HIGH SCHOOL 3

SECTION 5

RELIGION AND MODERNITY IN W.A.T.R.

General objectives: The student will:

1. be aware of factors which impact on W.A.T.R.
2. be aware of the impact of W.A.T.R. on African Christian Churches.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **IMPACT OF FOREIGN RELIGIONS ON W.A.T.R.: CHRISTIANITY AND ISLAM**	The student will be able to: 5.1.1 identify the factors which have influenced the traditional beliefs and practices of West Africans.	Factors influencing the traditional beliefs and practices of West Africans • Christianity- leadership roles, (roles of the chief, family heads have eroded), rites of passage. (naming ceremonies, puberty rites, etc.), belief systems (e.g. belief in saints instead of ancestors), wedding instead of simple traditional marriage rites, concept of the family has eroded, etc. • Islam- More people have been won to Islam because of their accommodation of W.A.T.R.- e.g. Leadership roles, marriage rites, use of charms and amulets, consultation of Malams, divination, medical practices, rites of passage, etc.	Assist students to: discuss the factors which have influenced the beliefs and practices of the Traditional West African.	Assess the impact of: i. Christianity ii. Islam on the beliefs and practices of the Traditional West African.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **IMPACT OF WATR ON CHRISTIANITY/ISLAM**	The student will be able to: 5.2.1　assess the impact of W.A.T.R. on Christianity and Islam.	Impact of W.A.T.R. on other religions e.g. • Christianity • Islam Impact on the African Independent Churches e.g. • The role of women • Use of African Liturgy Use of African divination methods (dreams and visions).	Assist students to: highlight the influence of W.A.T.R. on: 　i.　Christianity 　ii.　Islam	Discuss the impact of W.A.T.R. on Christianity and Islam.
	5.2.2　assess the influence of W.A.T.R. on African Independent Churches (AICs).	Influence of W.A.T.R. on AICs: • 　Medical practices adopted by AICs, magical practices adopted by AICs- eg swearing • 　magical objects hanging them in their stores, burying them in their homes, belief in witchcraft and sorcery, • 　liturgical practices (e.g.. drumming, ecstasy, speaking in tongues. use of water, handkerchiefs, candles and other points of contact, etc.	identify and discuss aspects of W.A.T.R. adopted in AICs. visit some AICs during worship and share experiences. **Note:** Stress on the fact that no religion is unique since they borrow from each other. Therefore avoid religious intolerance.	a. Examine the influence of W.A.T.R. on the African Independent churches (AICs). b. What lessons can be learnt from this?
UNIT 3 **IMPACT OF SCIENCE AND TECHNOLOGY ON W.A.T.R.**	5.3.1　analyse the impact of Science and Technology on W.A.T.R.	Impact of Science And Technology on: Traditional Medicine; Belief in supernatural beings i.e. witches and wizards, belief in the hereafter, Eroded traditional practices, e.g. taboos. Traditional communication methods gongong, drum beatings, etc.	Through discussion, analyse the impact of Science and Technology on traditional beliefs and practices. <u>Debate</u>: Science and Technology is a mixed blessing to W.A.T.R.	Highlight the impact of science and technology on traditional beliefs and practices.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **W.A.T.R. AND CONSERVATION OF THE ENVIRONMENT**	The student will be able to: 5.4.1 discuss traditional religious beliefs and practices which promote environmental conservation.	W.A.T.R. and environmental conservation e.g. Taboos.	Assist students to: discuss traditional beliefs and practices which promote environmental conservation.	Examine traditional beliefs and practices which promote environmental conservation.
UNIT 5 **IMPACT OF WESTERN EDUCATION ON W.A.T.R.**	5.5.1 examine the impact of Western Education on W.A.T.R.	Impact of Western Education on W.A.T.R. • Development of new personality, social status, power relations (disrespect of traditional chiefs) • Politics- it has affected the traditional political system, • Inheritance • Family systems, etc.	discuss the impact of Western Education on traditional beliefs and practices of West Africans.	Highlight the impact of Western Education on Traditional beliefs and practices of West Africans.
UNIT 6 **IMPACT OF URBANIZATION ON W.A.T.R.**	5.6.1 explain the influence of Urbanization on W.A.T.R.	Influence of Urbanization on W.A.T.R.: Marriage, new relationships, identity crises (anonymity), ignorance of traditional norms and practices. etc.	analyse the influence of urbanization on W.A.T.R. using specific examples. -discuss the need of inculcating traditional values and virtues in the society.	Discuss the impact of urbanization on West African Traditional beliefs and practices. Identify Traditional Values and Virtues which should be inculcated in the urban community.

SENIOR HIGH SCHOOL 3

NEW RELIGIOUS MOVEMENTS (NRM) IN W.A.T.R.

General objectives: The student will:

1 appreciate the importance of NRMs in W.A.T.R.
2. be aware of the future of W.A.T.R.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The student will be able to:		Assist students to:	
AFRIKANIA MISSION (GHANA)	6.1.1 trace the history and doctrines of the Afrikania Mission.	History and doctrines of Afrikania Mission.	discuss the history and doctrines of Afrikania mission. use ICT to gather more information.	Explain the doctrines of the Afrikania mission. In what ways are they in conformity with traditional religious beliefs and practices?
UNIT 2				
GODIANISM (NIGERIA)	6.2.1 trace the history and doctrines of Godianism.	History and Doctrines of Godianism.	discuss the history and doctrines of Godianism. use resource person / ICT to gather more information.	Analyse the doctrines of Godianism. In what ways do these beliefs conform to traditional beliefs and practices?
UNIT 3				
THE FUTURE OF W.A.T.R.	6.3.1 discuss the future of W.A.T.R.	The Future of W.A.T.R. Negative: Has a bleak future Urbanization, Science and Technology, Foreign religions, Western Education etc. Positive: Discipline for study, spirit of nationalism, new interests in W.A.T.R., New Religious Movement (NRM) in W.A.T.R, provision of solutions to insoluble and inexplicable, W.A.T.R and stress situations.	discuss the future of W.A.T.R. (See content for pertinent issues. Encourage students to raise other issues).	Assess the future of W.A.T.R. in the light of modernity.