

Supplementary Study Materials for Underperforming Schools

SOCIAL STUDIES BECE

March 2021



Not for sale

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BROAD TOPICS BASED ON THE REVISED SOCIAL STUDIES SYLLABUS:

1. The Periods of Man's Development
2. Man's Unique Mental Powers
3. Evolution
4. World Population Trends
5. Man's Environment
6. The Relationship between the Physical and Social Environment of Sierra Leone
7. Man's Culture
8. Population and Resources
9. Communication in the Service of Man
10. Transportation
11. Global Issues

UNITS BASED ON THE 2020 REVISED SOCIAL STUDIES BECE SYLLABUS:

1. Stone Age
2. Metal Age
3. Man's Unique Mental Power
4. Evolution(meaning of evolution)
5. World Population Trends
6. The Population of Sierra Leone
7. Man's Environment (elements on earth which support life)
8. The Social Environment of Sierra Leone
9. The Physical Environment of Sierra Leone (physical features, climate and vegetation of Sierra Leone environment)
10. Environmental Management

11. The People of Sierra Leone
12. The Relationship between the Physical and Social Environment of Sierra Leone (definition of ecosystem, elements of the ecosystem and how are they interrelated and interdependent, effects of man's activities on the ecosystem)
13. Culture (definition of culture, culture traits, examples of culture traits in the world especially in Sierra Leone, characteristics of culture, culture traits of some ethnic groups in Sierra Leone)
14. Culture and Marriage Customs
15. Culture and Family
16. Culture and Religion
17. Socialisation
18. Education and Development in Sierra Leone
19. Resources
20. Pollution
21. Farming
22. Communication
23. Transportation
24. Colonialism
25. Refugee Problems
26. Disasters
27. Adolescents
28. Sexually Transmitted Diseases (STDs)
29. Some National Organisations in Solving National Problems: (NARECOM- National Rehabilitation Committee, SLRC -Sierra Leone Red Cross, SLHRC- Sierra Leone Human Right Commission)
30. International Bodies in Solving Global Problems (UN, UNHCR, WHO)

TEACHERS' GUIDE

DEAR TEACHER,

This is a revised version of the harmonised teaching syllabus for Social Studies pupils at Junior Secondary Schools prepared by the Teaching Service Commission (TSC). These notes are useful for JSS pupils who will be attempting the Basic Education Certificate Examination (BECE). The aim is to improve learning achievement for weak or underperforming schools at the BECE nationwide.

The Social Studies BECE question paper is made up of two (2) sections. Section A has forty (40) Objectives questions which pupils are required to answer.

Section B is made up of eight (8) essay and short answer questions of which pupils are required to answer any three (3). It is therefore advisable that you do all you can to cover all topics extensively so that pupils can be in a better position to answer questions from every area of the syllabus.

There are thirty (30) teaching units in this document and each unit has a detailed content. If effectively used as a manual tool by you, it will help the pupils to meet their required learning objectives. You are therefore expected to make use of this material in the best interest of the pupil following the guidelines below:

- i. You are expected to teach or deliver the lesson in simple English using local examples or materials for an achievable learning outcome.
- ii. You are expected to teach the pupils the definitions, explain the meaning of the diagrams and other aspects of all the units in this manual.
- iii. Ensure that you use concrete learning scenarios and materials as examples to enhance learning outcomes.
- iv. Recap lesson exercises to test memorisation, application and adaptation of concept.

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- v. Ensure that regular assessment activities to arouse the interest of the pupils are carried out. At the end of each unit, give class work, group work, make the class as interactive as you can, home practice/work on each topic covered, tests and exams.
- vi. Help the pupils with the instructive guide on the nature of the Social Studies BECE question paper, so that the pupils will have pre-knowledge of the exams.

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UNIT 1

The Stone Age

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of the Stone Age.
- State the various components of the Stone Age.
- Identify the fossils found during the Stone Age.
- Name/ identify tools, and other developments that took place during the Stone Age.

Duration: This unit is expected to last for 35 minutes.

Definition:

Stone Age: The Stone Age was a period in which the Early Man used stone for making tools for his use. It is divided into three main parts:

- A. The Old or Early Stone Age:** It started a million years ago and lasted till 8000 B.C. It was sub-divided into three phases because of its duration:
- i. The Lower period of the Old Stone Age: During this period, the first set of fossils found were those which belonged to the first true man called Homo Erectus.

Exercise

Describe Homo Erectus; discuss the tools and other achievements of Homo Erectus.

- ii. The middle period of the Old Stone Age: In the middle period of the Old Stone Age, a being referred to as the earliest example of Homo Sapiens appeared on earth. He was called the Neanderthal man or Homo Sapiens Neanderthal because the fossils of this being were first discovered in the Neander Valley in Germany in 1956. Other names include: Wise Man, Thinking Man, Rhodesia Man.

Exercise

- a) Describe the structure and other qualities of Homo Sapiens or Neanderthal Man.
 - b. Discuss tools made by Homo Sapiens
- iii. The Upper Period of the Old Stone Age:** During the upper period of the Stone Age, a being called Homo Sapien lived on earth. The fossils of this man belonged to a being called Cro Magnon Man. He was discovered in a rock shelter in France and was named after the rock, Cro Magnon. He was also known as Advanced or Modern Man.

Exercise

Discuss the tools and other qualities of Homo Sapiens and Cro-Magnon Man.

Inventions made by Man during the Old Stone Age:

- Stone scrapers and chopper
- Wooden spears with fire hardened tips, spears and daggers
- Stone shovels, picks and knives
- Double edged hand axe
- Flake tool
- Saws and sickles
- Stone harpoons and chisels
- More advanced bows and arrow
- Woven baskets and made kiln
- Exquisite laurel leaf blade
- Traps/pitfalls
- Tents/settlements
- Fire



Stone scrapers and chopper



Wooden spears with fire



Picks and knives



Double edged hand axe



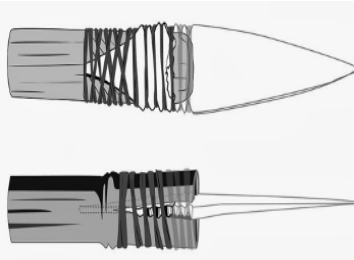
Flake tool



Stone harpoon and chisels



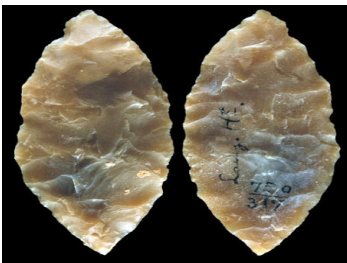
Sickles



Advanced bows and arrows



Woven basket



Laurel leaf blade



Traps/pitfalls



Tent/settlements

- B. The Middle Stone Age:** The Middle Stone Age was a very short period. Man became physically and mentally “Modern”. He began to settle down more permanently in villages and towns, and made better use of the tools he had invented.
- C. The New Stone Age:** The New Stone Age was also known as the Neolithic Revolution. “Neolithic” is a Greek word meaning “New Stone”. Many developments were made by Modern Man Homo Sapien during this age. He built settlements of huts with stick frames and mud or plaster walls and thatched roofs (wattle buildings). He settled down and started to grow his own crops like maize, corn, and rice and reared domesticated animals like dogs for security and hunting, cows to prepare the land for planting, sheep and goats to provide him protein food.

Exercise

- Discuss tools and other developments made in the New Stone Age.
- Discuss important developments which took place during the Neolithic Period.

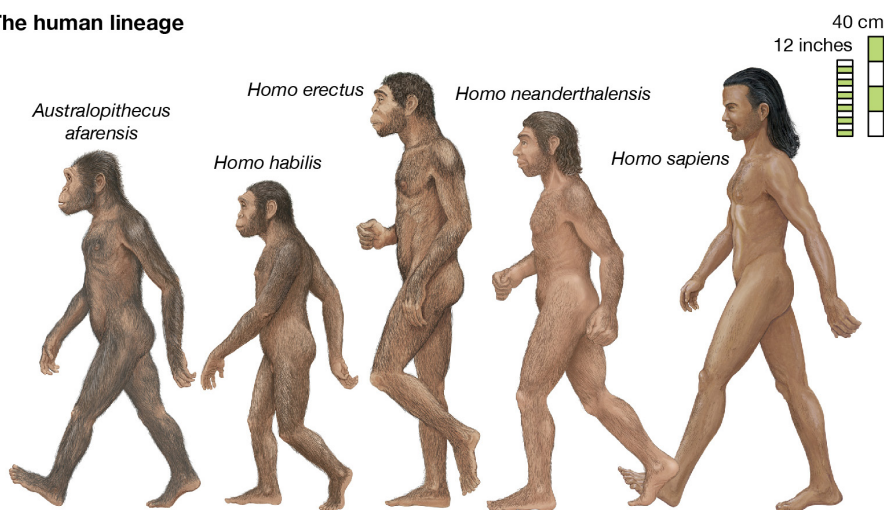
The Importance of the Stone Age:

This period started about 800 B.C. when man struggled to survive.

This is the period when Man's brain developed to its present size.

- Man started the arts of weaving cloth and making pots and baskets for carrying and storing things.
- Bows and arrows were developed during this period.
- Hunting became more organised than before.
- During the Stone Age, primitive language was developed.
- Crude tools were made for cutting and scraping skins.
- Man started to use fire to cook and frighten wild animals away.
- Man started to invent technology such as medicine, fire, the first stone tools, traps and kiln.
- Man started to bury the dead ceremonially.
- A period when the population increased from 5 million to 10 million.

The human lineage



Activity

Tell pupils to observe the above illustration carefully and explain the stages of man's development.

UNIT 2

The Metal Age:

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of the the Metal Age.
- State the various components of the Metal Age.
- Identify the fossils found during the Metal Age.
- Name/identify tools, and other developments that took place during the Metal Age.

Duration: This unit is expected to last for 35minutes.

Definition:

Metal Age: The Metal Age is defined as the period when Man discovered metals like copper, bronze, and iron to make stronger and more durable tools and weapons.

The Metal Age was divided into three periods.

- A) Copper Age:** Copper is a reddish-brown metal which can either be mined or found in open pits.
- Egypt and other countries in the Middle East were the first to use copper.
 - It was first discovered about 6,000 B.C. along the banks of river Tigris and Euphrates in Mesopotamia- present day Iraq.
 - New Stone Age Man discovered that copper when melted could be molded into shapes.

Copper was used to make the following items:

- electric wires.
- coins.
- weapons (daggers, arrow heads etc).
- ornaments (chains, bracelets, earrings).
- cooking utensils (pots spoons, knives).
- tools like axe heads and chisels.

- equipment like fishing harpoons.
- statues etc.

b) Bronze Age: Bronze is a mixture of tin and copper. It was discovered at different places and at different times. Egypt and Mesopotamia were some of the countries that first used bronze.

Types of weapons made out of bronze are:

- Swords
- Spears
- Shields
- Armour
- Daggers
- Chariots
- Arrow heads
- Helmets
- Battle axe

Other bronze tools and utensils include: Hoes, axes, chisels, hammers, jugs, plates among others.

Some important developments during the Bronze Age:

- The famous pyramid of Egypt was built.
- Growth of more towns and cities as a result of increase in population.
- Man built canoes and ocean going vessels to help him in transportation.
- Bronze was used to make statues.
- Agricultural tools which promoted farming/food production were made.
- An accurate calendar was developed based on observations of the moon and the stars.
- The first code of law was drawn up and written in Sumar.
- Man learnt to tame and ride animals such as horses, donkeys and so on.

c) The Iron Age: During the Iron Age, tools and weapons were made from Iron. Iron is made from Iron ore. Iron was first discovered in Asia.

The benefits of iron for Man:

The discovery and use of iron affected early human settlements in many ways: Some include:

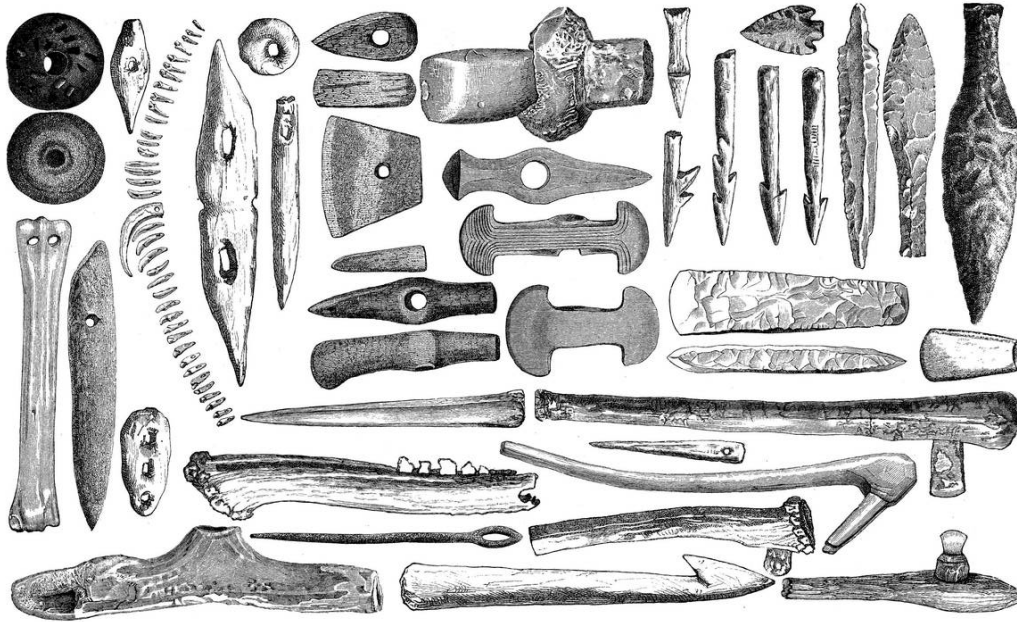
- The use of iron tools improved the methods of farming and increased food production.
- The discovery and use of iron improved hunting and fishing.
- The use of iron tools and weapons aided the movement and settlement of people (that is, they could clear vast tracks of land quickly).
- The discovery and use of iron increased food production due to the making of agricultural tools.
- Iron was also used as an article of trade.
- Iron weapons were used to improve the defense of countries and expand war-like nations.

Other developments which took place during the Metal Age:

- Fish hooks, daggers, axes, hoes were made of iron.
- The plough was also discovered during this period.
- Eating utensils were made.
- The modern Alphabet was developed in 900 BC by the Phoenicians.
- Wheel barrows were invented in China.
- The water wheel was invented in the Middle East.
- Horses were tamed and used in Central Asia.
- Canoes and ships were built in the Far East.
- Statues were produced.

Pictures of tools/items made during the Stone Age and Metal Age:





Weapons and tools made of bone and stone found in prehistorical stone age



Arrow heads



Stone pick and knives

Activity

Let pupils identify letters that indicate stone tools and metal tools. Describe some of the tools.

UNIT 3

Man's Unique Mental Powers- Structure of the Human Brain

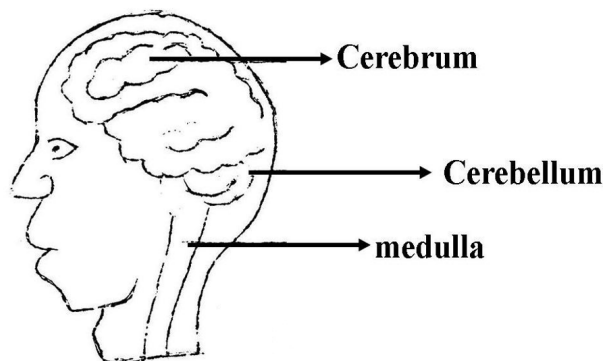
Learning outcomes

By the end of the lesson, pupils will be able to:

- Draw and label the structure of the human brain.
- State the functions of the three parts of the human brain.

Duration: This unit is expected to last for 1 hour 10 minutes.

Structure of the human brain



Structure of the human brain:

The brain is the enlarged and greatly modified portion of the central nervous system contained within the skull of vertebrates. The human brain is highly developed and complicated than any other animal or any other machine. It weighs a little over 3 pounds (about 1.5kg). The brain is the central tower of all the activities of man because it receives messages from other parts of the body.

The specialised cells responsible for the transmission of these messages to and from the brain are called NEURONS. There are about ten to twelve billion neurons in the human brain and they make up the basic units of the nervous system.

Parts of the human brain:

The human brain is made up of three main parts, and each performs a different set of functions.

1. **The Cerebrum:** This is the part of the brain that enables man to see, touch, hear, move, think and talk (Our five senses).
2. **The Medulla:** This controls certain important parts of man's body such as the heart, the lungs and so on.
3. **The Cerebellum:** This part of the brain helps man to maintain his balance.

Functions of the human brain:

- The brain receives messages from all the other sensory organs of the body.
- The brain "stores" information from past experience.
- The brain enables man to reason, imagine and speculate about his past, present and the future. By this man has been able to make wonderful discoveries and inventions and explore his environment to the best of his ability.
- The brain enables man to speak and solve problems.
- The brain helps co-ordinate bodily activities so that the body can work effectively together, for example, jumping, running, dancing and so on.
- The brain enables man to adapt mentally and even culturally to his environment.
- It controls all involuntary actions such as rate of heartbeat, respiration, blood pressure, and digestion.
- It controls responses.
- It controls the constriction and dilation of blood vessels.
- It controls body temperature.

Exercise

Explain how one becomes aware of resting his hand on a hot pot (BECE 2000)

Similarities between man and other animals

- Man and other animals belong to the mammal kingdom. Mammals are animals that give birth to their young ones and can breast feed them. Examples of mammals are human beings, apes etc.

UNIT 3 : Man's Unique Mental Powers- Structure of the Human Brain

- Man and other animals belong to the vertebrate kingdom. Vertebrates are animals that have a backbone such as man, cow, and dog
- Man and other animals also belong to the primate family. Primates are animals with limbs.

Exercise

Pupils to give examples of animals that belong to the primate family.

Differences between man and other animals

- The brain of man is more complex than the brain of other animals.
- Man's hind limbs (his feet) are longer and stronger than those of other animals.
- Man is a higher animal, while others are lower.

Activities:

- Assist pupils to draw and label the structure of the human brain.
- Also inform pupils that the human brain has other parts aside the three main ones they are to study for their exams. For instance, the brain is comprised of the **Frontal Lobe**, which is the emotional control center and home to personality and decision making abilities, the **Temporal Lobe**, which is largely responsible for creating and preserving both conscious and long-term memory.
- Identify the advantages man has as a result of his unique mental power.

UNIT 4

Evolution

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of Evolution.
- Explain the three theories of man's origin that is, the scientific, religious and traditional views.

Duration: 1hour,10mins

Definition:

Evolution simply means the stages of development of man, that is, the successive changes by which an organism passes from a simple form to a complex form.

Scientists classified man's development into five stages:

- Proconsul
- Homo Habilis
- Homo Erectus
- Homo Sapiens
- Homo Sapien Sapiens

The three theories of man's origin as explained in the scientific, religious and traditional views:

Many beliefs and explanations have been given by many people on how man came into this world. Among these explanations are three main ones which seem to satisfy man's curiosity.

These include:

- a) Traditional explanations.
- b) Religious explanation and.
- c) Scientific explanations.

Traditional explanations of some ethnic groups in Sierra Leone.

- All the ethnic groups in Sierra Leone believe that God Almighty (Mende-Ngewo, Kanumasala-Limba, Krumasaba-Temne and Orulu-Yuroba of Nigeria created everything.
- They are all children of God. For instance, the Mende believe that Ngewo (God) was a big spirit living alone in a cave.
- Ngewo stood at the entrance of the cave and ordered different animals to appear.
- The animals appeared in pairs, male and female.
- The last to appear was man accompanied by a woman.

In similar vein, the Limba's believe that:

- God Almighty (Kanumasala) came down from the skies to create the first man and woman.
- They believe that the first man and woman gave birth to all the Limba people.
- Then God chose the wisest man among them to become the first Limba chief.

The Yurobas of Nigeria believe that God (Olorun) made the earth which was covered with water.

- Oloru (God) sent Oduduwa with a calabash of sand, palm fruit and a cock with five toes.
- Oduduwa scattered the sand over many parts of the water and put the cock on it.
- The sand scattered over many parts of the sea formed land.
- Oduduwa planted palm fruit and it became the first tree on the earth.
- The part where he landed became known as Ife-Ife, the home of all Yurobas.

Religious explanations: The major religions in the world religions are Christianity and Islam. Their story about man's creation is as follows:

- The Christians believe that God created man.
- God created the whole universe in six days.
- Man was the last to be created.
- God created Adam from dust.
- God breathed air into the nostrils of Adam and he became a living soul.
- He was placed in a comfortable and beautiful Garden of Eden.
- Later God created Eve from one of Adam's ribs while he was sleeping.

- Eve became Adam's closest companion.
- God blessed Adam and Eve and told them to reproduce and fill the earth.
- Christians believe that God made man after his own image and likeness.

The Muslims also believe that:

- God created man from a clot of blood.
- The story was written on a silk of cloth brought by an angel.
- The first man was Mbama Adama.
- The angel told Mohamed to read what was written on the piece of cloth.
- The angel said, "In the name of Allah, who created man out of a clot of blood".

Scientific explanation:

- Scientists believe in the creation story as told by the Bible and the Quran.
- There are also other scientists who believe in evolution.
- Scientists believe that life started in the sea.
- They believe that man started life as a male animal.
- That man descended from a simple animal.
- Charles Darwin, an Englishman made the theory of evolution.
- He studies plants, insects and other animals and that convinced him that living things were capable of transformation on the basis of natural selections.
- That Africa is the cradle of mankind.
- That man and the ape evolved in Africa from a simple stock over two million years ago.

Charles Darwin's five observations:

- Over population.
- Variation among living things.
- Struggle for existence.
- Survival of the fittest.
- Origin of new species with new characteristics.

- 1. Variation among living things:** This means there are differences among living things either in size, colour, strength, structure. In other words, no two organisms are exactly alike-"not even identical twins". Owing to these differences, certain living organisms are better adapted to their environment than others. These differences are called Variations.

2. **Over population:** Owing to rapid population growth among living organisms, Darwin observed that man, other animals and plants were reproducing in such a large number that there would come a time when the earth's ecosystem would not be able to accommodate and feed the growing population.
3. **Struggle for existence:** This means that, as the earth's environment cannot accommodate and feed the growing population of living organisms, there must be a struggle for existence among them for food, shelter and other basic needs. In other words, humans have to compete with each other and even members of other species for survival.
4. **Survival of the fittest:** As organisms compete with each other, for their basic needs, only those that are capable of adapting themselves to changes can survive (that is, only those with structures or variations) and pass on those variations or characteristics to their offspring (young). Darwin referred to this process as Natural Selection.
5. **Origin of new species:** As the fittest individual organisms survive in each generation, the variations (characteristic, for example, heights, size, strength) which enabled them to survive will be repeated in other offspring until new ones are given birth to.

Activity

Pupils to read the creation stories in Holy Bible and Quran to understand the religious explanation of man's origin.

UNIT 5

World Population Trend

Learning outcomes

By the end of the lesson, pupils will be able to:

- Explain how the world population has evolved over the centuries, decades and years.
- State factors influencing population growth.
- Explain population trends in some continents, for example, Europe and Africa.
- State the causes and effects of man's struggle for existence.

Duration: 35 minutes

Introduction:

On 31st October 2011, the world's population reached seven billion (7 billion). According to United Nations estimates, this is a huge number. Two years ago, the world's population was 6.8 billion. The human population has however not always been increasing at this pace. Before the Neolithic Revolution when most people lived by hunting and gathering, there were only about 20 million people on Earth. By 1000 B.C. when man started to grow his own food, the population increased to 100 million. The human population continued to increase steadily and by A.D.100, the total world population had reached 200 million. However, from the 17th century, the population began to increase dramatically, due to several factors such as improvements in agriculture, technology, medicine and sanitation.

Population growth in Europe

The European population tended to grow steadily from A.D.1 until the agricultural and industrial revolutions, which took place during the 18th century. Very rapid population growth began at this point, which was noticed by the economist, Thomas Robert Malthus. Malthus was very concerned about this population growth in Europe and in 1789, he wrote a book titled "Essay on the principle of population". In the book, Malthus pointed out that the human population had a tendency to increase at a greater rate than food supplies, which led to starvation.

He suggested that the human population would only be kept down to reasonable numbers by natural disasters.

Population growth in Africa

Not all countries in Africa face the same problem regarding population growth. Some countries in Africa, the total population has not grown fast over the years and still remains relatively small. Both birth rates and death rates tend to be very high due to poor healthcare. However, a lot of African countries experience rapid population increase in their capital cities. This puts considerable constraints on limited facilities.

Factors influencing population growth

- **Climate:** Severe climate changes may affect food production, leading to starvation and death.
- **Disease:** It decreases the human population. Diseases kill a lot of people - young and old - each year all over the world.
- **Armed conflict:** This occurs as a result of wars; a lot of people are killed during wars. However, the population increase resumes quickly after the war.
- **Food production:** Advancement on the technological production of food also influences population growth.
- **Marriage patterns:** In societies where couples marry early and have their children when they are quite young, as is the case in most parts of Africa, the population is likely to grow very fast.
- **Female education:** In countries where most women go to school up to colleges and university level, and become part of an educated workforce, the birth rate has a tendency to drop.

Problems of rapid population growth

- Employment problem
- High standard of living
- High crime rates
- Increase in prostitution
- Problem of medical services

The evolution of man from a primitive to a sophisticated lifestyle

- Man was a wanderer; he had no knowledge of growing crops.
- Had no clothes to wear, but used leaves and animal skin.
- Man used his brain to grow crops.
- He developed better medical facilities.
- He domesticated animals and also built shelters.
- He invented better tools and machines.

- It was also during this period that the world population began to grow at a very fast rate, because of the above factors.

Activity

Pupils to discuss the importance of population studies.

UNIT 6

Population of Sierra Leone

Learning outcomes

By the end of the lesson, pupils will be able to:

- Define population.
- State the types of population.
- State the factors responsible for over population and population distribution in Sierra Leone.
- State the population trends in Sierra Leone from 1963 to 2017.
- State the bad effects of densely populated areas.
- State the definition of population census, their types, importance and so on.

Duration: 35 minutes.

Meaning of population

Population is defined as the total number of people living within a country or a geographical area at a particular time.

Types of population

1. **Under population:**-This is a population in which the total number of people are less than the resources available in that country. In a situation of under population, there is an improvement in the standard of living of the people in the country.
2. **Optimum population:** - This is a population in which the total number of people (population) equals the resources available in the country. This is a population that is considered as the best.
3. **Over population:** - This is a population in which the number of people exceed the available resources in the country. Over population will lead to the general fall in the standard of living of the people.

Factors responsible for over population

1. Increase in the birth rate.
2. Immigration.
3. Better health services.
4. Early marriage.
5. High female population.
6. Decrease in death rate.
7. Economic activities.
8. Illiteracy and so on.

The population of Sierra Leone (Size)

Sierra Leone has had five population censuses, they are as follows:

- The first census in 1963 yielded a population census of 2.1 million people.
- The second census in 1974 yielded a population census of 2.7 million people.
- The third census in 1985 yielded a population census of 3.5 million people. The fourth census in 2004 yielded a population census of 5.0 million people.
- The fifth census in 2017 yielded a population census of 7.0 million people.

Population distribution in Sierra Leone:

Sierra Leone's population is unevenly distributed. Some areas are densely populated while other areas are sparsely populated.

Densely populated areas in Sierra Leone: these are areas that have high population. Examples are Kono, Kenema, Bo, Makeni, Freetown.

Reasons for high population in some areas of Sierra Leone:

1. Mining activities.
2. Farming activities.
3. Better roads.
4. Better health facilities.
5. Availability of industries.
6. Trading activities.
7. Availability of more schools and colleges.
8. Availability of jobs.

Bad effects of densely populated areas:

1. Health problems.
2. Low standard of living.
3. High crime rate.
4. Accommodation can be expensive.
5. It can lead to prostitution.

Sparsely Populated areas in Sierra Leone: These are areas that have low population. Examples include: Koinadugu, Bonthe, Moyamba, Tonkolili, and Pujehun districts

Reasons for low population density in some areas in Sierra Leone:

1. Shortage of jobs.
2. Poor road network.
3. Lack of industries.
4. Shortage of basic amenities.
5. Insufficient medical facilities.
6. No mining activities.
7. Poor soil facility for farming.

The Structure of Sierra Leone's population

POPULATION DISTRIBUTION:- This refers to the way in which the population of a given country is distributed into certain categories such as age, sex and occupation.

Age Structure:- This refers to the composition of the population according to age. For example, how many people are under 18 years or over 60 years. This classification is important because it shows the percentage of working population in a country. Generally, in Sierra Leone, about 41 percent of the population are under 18 years of age, 53 percent between 18 and 59 years, and 6 percent are 60 years and above.

Sex Structure:- Another way of classifying population is by sex, that is, male and female. Population figures generally show that there are more women than men in the world. In Sierra Leone there are about 98 males to every 100 females countrywide. This implies that there is a larger female population in Sierra Leone than male.

Population census:- Is defined as the head count of all people in a country at a particular time. It encompasses the counting by government of all boys, girls, men and women, including the disabled or mad in a country at a given period of time.

Reasons for population census

1. Helps the government to know the number of people living in the country.
2. Helps the country to forecast future economic needs.
3. Helps to determine the rate of unemployment.
4. Helps in the distribution of the country's resources.
5. Helps in the formulation of economic policies.
6. Helps to know the amount of revenue expected from taxes and so on.

Problems associated with population census

1. Political interference.
2. Lack of trained personnel.
3. High cost involved.
4. Lack of communication facilities.
5. High level of illiteracy.
6. Difficulty in accessing some communities.

Ways of collecting population data

1. Civil registration.
2. Health service records.
3. Population census information.
4. Sample or pilot survey.

Types of population census

1. **Defacto population census:** - This is the type of population census, which involves the counting of only those people who are physically present during census.
2. **Dejure population census:-** This is the type of population census, which involves the counting of people who have been permanent residents of a specific area. It does not matter whether the person is present or not.

Institutions where we can get population data in Sierra Leone

1. Statistics Sierra Leone.
2. National Electoral Commission.
3. Immigration Department.
4. National Registration Department.
5. Office of Registrar of Births and Deaths.
6. The Registry.

Ways to represent population data

Population data or information can be represented in any of the following:

1. Graphs .
2. Charts .
3. Pyramids .
4. Tables.
5. Maps.

Population size and growth determinants

Population size and growth can be influenced by the following factors or determinates.

1. Birth rate.
2. Death rate.
3. Migration.

Some terms related to population growth

1. **Population growth:** refers to the manner in which the population is increasing or decreasing.
2. **Population structure:** refers to the manner in which the population is distributed in various categories such as age, and sex.
3. **Population Density:** This is the number of people per square kilometer of land area.
4. **Infant mortality:** This refers to the death rate of new born babies.
5. **Life Expectancy:** This is the number of years a person is expected to live. For instance, life expectancy for Sierra Leone in 2020 was 54.81 years (WHO 2020).
6. **Life span:** This refers to the number of years a man lives on planet earth before he dies.
7. **Demography:** This is the statistical study of human population (including births, deaths, income, the incidence of diseases). The specialists are called demographers.

Exercise I.

- i. Discuss the composition of Sierra Leone's population.
- ii. What are the effects of a population comprising largely of the elderly and adolescents?

Activity

Pupils to discuss the nature of the population of their community and justify reasons for being so. For example if they agree that their community is sparsely populated, then there must be reasons for that.

UNIT 7

Man's environment (elements on earth which support life)

Learning outcomes

By the end of the lesson, pupils will be able to:

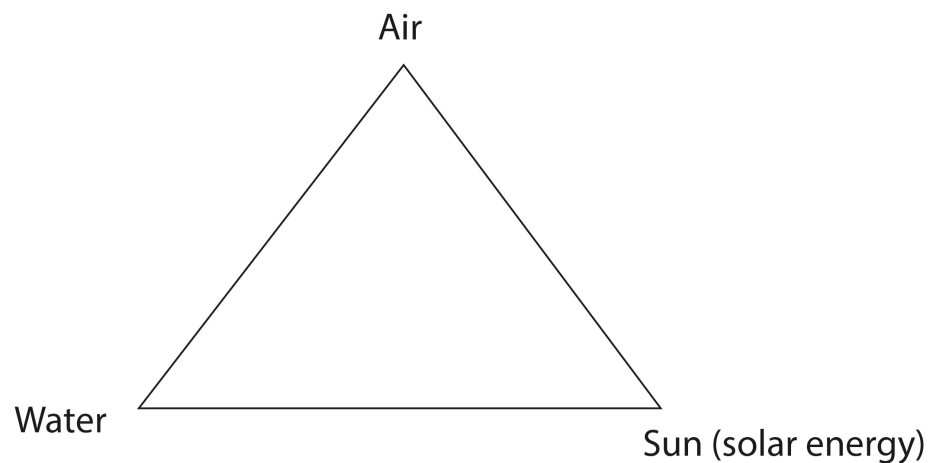
- Identify elements on earth, which support life.
- State the importance of each element.
- Draw and explain the Breathing Cycle and the Hydrological Cycle.

Duration: This unit is expected to last for 1 hour 10 minutes

Introduction:

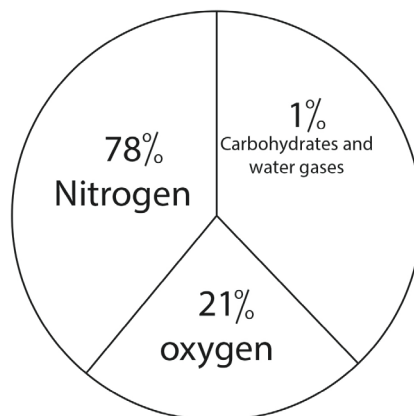
Life supporting elements are things that sustain the existence of living things on the earth surface.

They include air, water and the sun (Solar energy)



Major life supporting elements

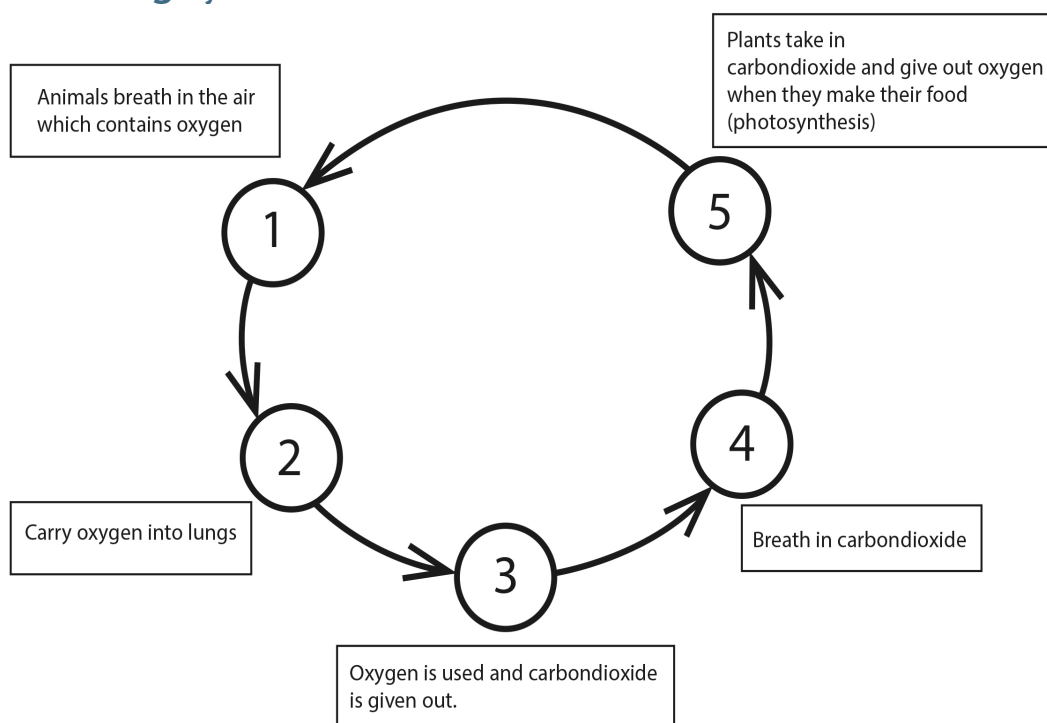
Air: Air is the blanket that surrounds the earth. It is made up of oxygen, carbon dioxide, nitrogen, dust particles and water vapour.



Component of air

Human beings and animals take in oxygen and give out carbon dioxide while plants take in carbon dioxide (CO_2) to make food and release oxygen. The exchange between human beings animals and plants is called the breathing (life) cycle.

Breathing cycle



UNIT 7 : Man's environment (elements on earth which support life)

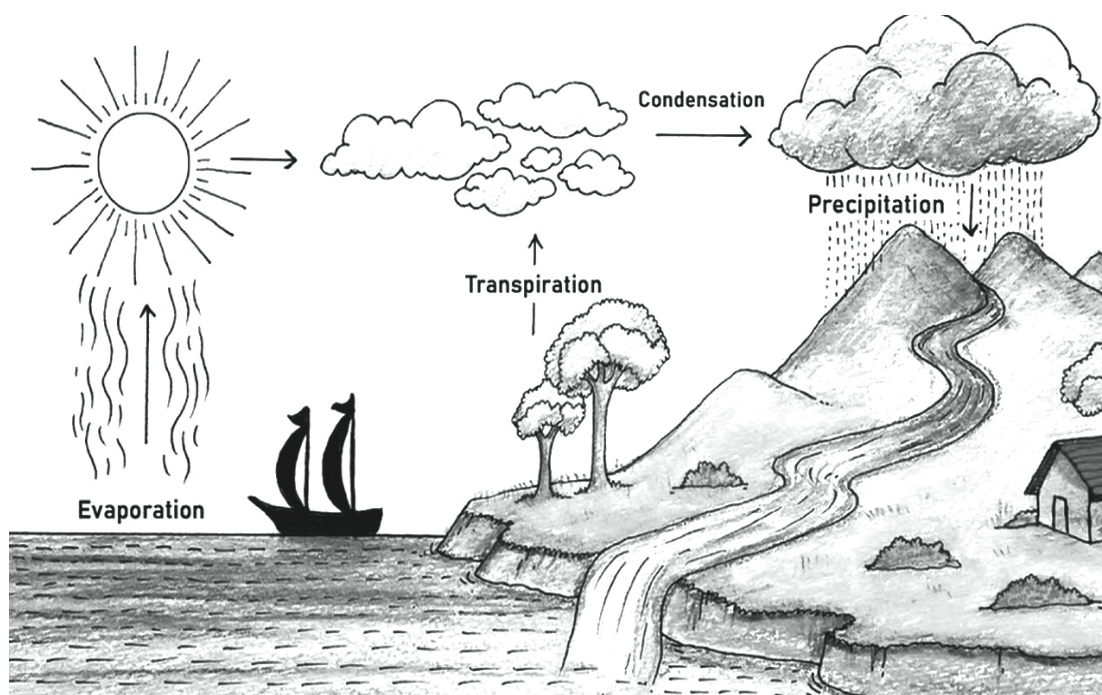
Water:

Water is necessary for all forms of life.

It covers 70% of the earth's surface.

The different sources of water include well water, ocean, (desalination) ice (polar ice cap) and rain.

Water can renew itself through the process known as water or hydrological cycle. See diagram below



Hydrological (water) cycle

Activity

Explain how the hydrological cycle works.

Uses of water

Water can be used in the following ways

- i. Drinking.
- ii. Washing.
- iii. Cooking.
- iv. Agricultural purposes.
- v. Transportation.

- vi. Industrial uses.
- vii. Generation of electricity.

The sun is a star that can give out heat and light on its own. It is made up of burning gases which release high amount of energy called solar energy.

Uses of solar energy

- A. To heat water.
- B. To charge solar panels and batteries.
- C. To dry/preserve things .
- D. To prepare food by plants (In the presence of Solar energy (Photosynthesis) plants can combine water from the soil, carbon dioxide from the air to manufacture their food.
- E. Helps in the hydrological cycle through evaporation and transpiration.
- F. Man, other animals and plants need solar energy to survive.
- G. Solar energy (sun) provides light for man.

Activities

- Tell pupils to observe the Hydrological cycle and explain how it works.
- Guide them to discuss the importance of the earth's atmosphere.
- Guide pupils to draw correctly and label the Breathing Cycle.

UNIT 8

Migration



Learning outcomes

By the end of the unit, pupils will be able to:

- State and explain the meaning of migration.
- State with examples the various types of migration.
- State and explain effects of migration.
- Suggest ways of minimising migration.

Duration: This lesson is expected to last for 35 minutes

Definition:

Migration is the movement of people from one place to another to settle.

Reasons/Causes of Migration

- i. Unemployment.
- ii. Food, water and shelter.
- iii. War.
- iv. Lack of social amenities (electricity, roads, pipe born water , entertainment).
- v. Natural resource endowment .
- vi. Disaster (natural and man made.
- vii. Political unrest.

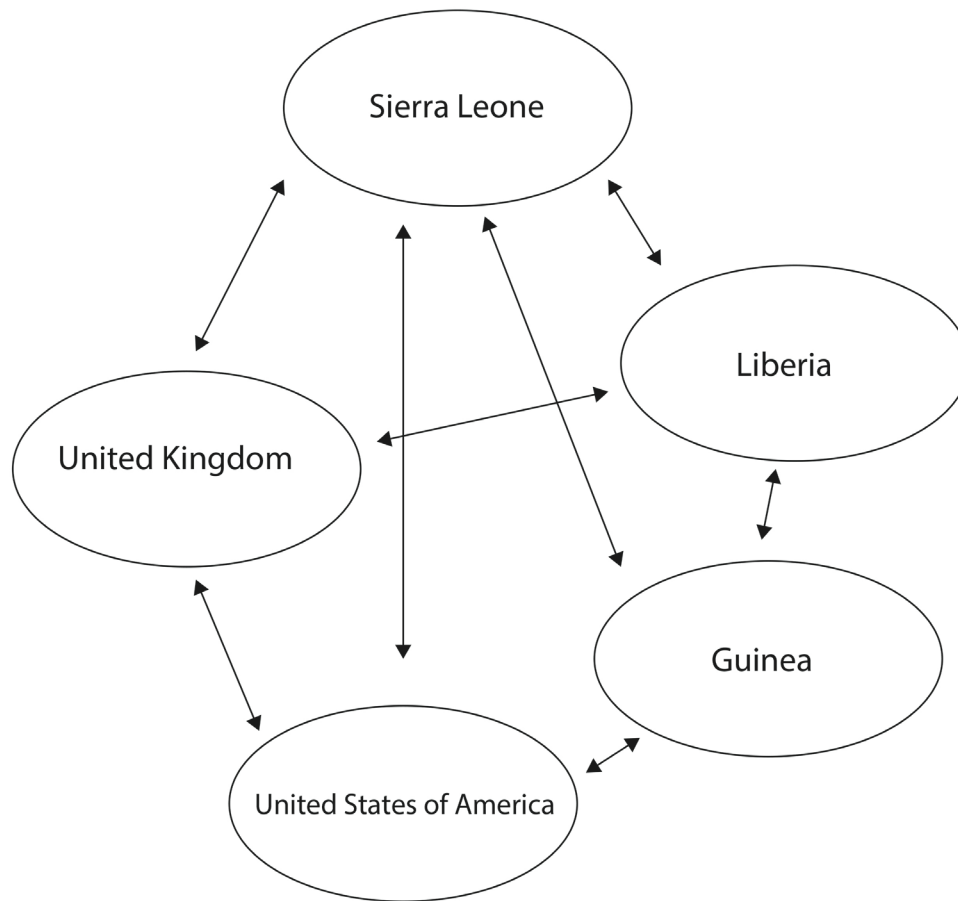
Types of Migration

International migration.

Internal migration.

International migration is the movement of people from one place to another across one or more international boundaries. It is also refers to the movement of people from one country to another.

The chart below illustrate the process of international migration.



An illustration of international migration

Internal migration is the movement of people from one area to another within a given country to settle.

Types of internal migration

1. Rural-urban migration is the movement of people from villages to cities/big towns.
2. Urban-rural migration is the movement of people from city to village.
3. Urban-urban migration is the movement of people from one city/big town to another.
4. Rural-rural migration: is the movement of people from one village to another.

Other forms of internal migration

1. Circulatory migration.
2. Chain migration.
3. Seasonal migration.

Exercise

Explain the above forms of migration.

Effects of Migration:

| Origin | Destination |
|---|--|
| 1. Reduction in population | Increase in population |
| 2. Reduced pressure on natural resource | Increase pressure on natural resources |
| 3. Decrease in health problem | Increase in health problems |
| 4. Decline in labor force | Increase in labor force |
| 5. Reduction in agricultural productivity | Increase in agricultural productivity |
| 6. Increase in remittance | No remittance |
| 7. Fewer social activities | High social activities |

Ways of minimising migration

1. Provision of job opportunities.
2. Provision of social amenities .
3. Increase in food production.
4. Avoid war.
5. Control over population.

Exercise

1. Write Short notes on any four (4) ways to minimise migration
2. Give examples of the following types of migration
 - a. Rural-urban migration
 - b. Seasonal migration
 - c. Chain migration.

Activity

Divide pupils into two groups and appoint a group leader or secretary. Guide Group **A** to outline negative effects of migration on their community. Group **B** to discuss both negative and positive effects of migration on big towns/ cities.

UNIT 9

Man's Physical Environment

Learning outcomes

By the end of the lesson, pupils will be able to:

- State the five Relief Regions of Sierra Leone.
- State the four types of vegetation of Sierra Leone and their importance.
- Name the seasons of Sierra Leone and their characteristics.
- Name the 7 Rivers of Sierra Leone, their characteristics and importance.

Duration: 35 minutes

Introduction

This unit generally deals with the earth as a home of man. The physical environment is made up of the air , atmosphere , weather , climate , rivers , oceans , vegetation, mountains, valleys low lands, lakes.

The five relief regions of Sierra Leone

- i. Freetown Peninsular.
- ii. Coastal plains or Lowlands
- iii. Interior plains or Lowlands
- iv. Interior plateau
- v. Fouta Djallon region.

The four types of vegetation in Sierra Leone

- i. Coastal swamps.
- ii. Boli or Batti Flat Lands.
- iii. Grass land or savannah.
- iv. Reserve and protected forest by the Ministry of Agriculture and other local authorities.

Importance of vegetation

- The mangrove tree is used to make charcoal.
- It is also used for building canoes and making dyes.

- The inland swamps are very fertile for the cultivation of swampland rice.
- Some coastal swamps contain salt water which is used to produce local salt.
- Others contain fresh water.
- Farm bush is used for upland rice cultivation.
- The Boli (grass) lands and Batii (swamps) are good for rice growing and other crops as well.

Seasons in Sierra Leone:

The main seasons are the dry season and rainy season.

Dry Season: Starts roughly in November and ends in April.

Some characteristics of the dry season:

- Temperatures are high.
- Plenty of sunshine.
- It is dusty.
- Skies are clear.
- Very little water in the streams.
- The air is humid (warm and damp) and people sweat a lot.

The rainy/wet season: The rainy season is usually between May and October, and lasts for about six months. This period may either increase or decrease due to the present climatic changes. There are three periods in this season, that is, the period of early squalls, persistent or heavy rains and the late squalls.

Characteristics of rainy season:

- The rainy season begins with sudden rainstorms carried by strong winds from the highlands.
- These rainstorms can be very destructive.
- Rainfall becomes heavy and more frequent between July and September, with the coastal areas getting more rain than inland regions. This is because the rain-bearing westerly winds blow from the coast and move inland.
- Thunder and lightning are usually frequent at the start and end of the rainy season.
- The air is always damp and humid.
- The rainfall decreases towards the end of September.

The seven (7) main rivers in Sierra Leone

- Great Scarcies.
- Little Scarcies.
- River Rokel.
- River Jong.
- River Sewa.
- River Moa.
- River Mano.

Importance of Sierra Leone rivers:

- They are used for transportation.
- Some rivers are sources of mining minerals, for example, River Rokel and River Sewa.
- Some rivers are venues for recreational activities such as social outings.
- Some rivers have waterfalls that can be harnessed to generate hydro-electric power. For example, Bumbuna waterfall on the River Rokel generates electricity.
- Source of domestic water supply.
- Serves as natural boundaries. for example the Great Scarcies and Mano separate Sierra Leone from her neighbours.
- Used for fishing.
- Used for industrial purposes, for example, in Mokanji, water is pumped from the river for cooling machines and washing bauxite.
- Rivers produce sand and stones which are used as local building materials.
- Some farmers make dry season vegetable plots near the banks of these rivers so that the crops can be watered.

Some characteristics of Sierra Leone rivers:

- They are seasonal in nature, that is, the volume of water changes with the seasons.
- In some places in the interior, they develop into rapids and waterfalls especially where they encountered rocks along the way.
- Where the land is relatively flat, they flow smoothly and easily.
- Many overflow their banks at the peak of the rainy season.
- They are agents of erosion.
- They are very deep near the coast.
- They look muddy and brown in the wet season but clear in the dry season.

The four seasons in Europe and America are:

- Winter.
- Spring .
- Summer.
- Autumn.

The oceans of the world

The world has five (5) oceans. They are:

- Pacific Ocean.
- Atlantic Ocean.
- Indian Ocean.
- Arctic Ocean
- Antarctic Ocean

Climate: This is defined as the average weather condition of a place over a long period of time, usually 35 years.

Weather: This is defined as the daily or day to day behavior of the atmosphere around us. Sierra Leone is said to have a tropical climate, as a result , the country generally experience high temperatures throughout the year. Having a tropical climate, the country experiences a period of dryness called dry season and a period of wetness called the rainy season.

Elements of Weather and Instruments used to measure them:

| Elements | Instruments |
|----------------|-------------------|
| Temperature | Thermometer |
| Rainfall | Rain guage |
| Humidity | Hygrometer |
| Sunshine | Sunshine Recorder |
| Air Pressure | Barometer |
| Wind Speed | Anemometer |
| Wind direction | Wind Vane |
| Light | Light meter |

Activities

Guide pupils to do the following:

- Draw a map of Sierra Leone indicating the relief features.
- Describe each of the four types of vegetation of Sierra Leone.
- Define a planet

UNIT 9 : Man's Physical Environment

- Name the eight planets in the solar System
- Briefly describe the rainy season in Sierra Leone under the following:
(BECE 2010)
 - a. Temperature
 - b. Rainfall
 - c. Humidity
 - d. Winds
 - e. Name the prevailing winds in Sierra Leone during the rainy and dry seasons (BECE 2010).

UNIT 10

Environmental Management

Learning outcomes

By the end of the lesson, pupils will be able to:

- Give the meaning of environmental management.
- State the advantages and disadvantages of environmental management/mismanagement.
- Suggest ways of improving our environment.

Duration: 35 minutes.

Definition:

Environmental management refers to the proper use of land resources for present and future generations.

It is the act of conserving our resources through the proper use of land, water and air.

Poor environmental management practices:

- Deforestation.
- Land pollution.
- Water pollution.
- Air pollution.
- Noise pollution.
- Flooding.
- Quarrying.
- Construction of slums.
- Overgrazing.
- Mining.
- Poor refuse disposal.
- Indiscriminate dumping of solid and waste.

Advantages of Environmental Management:

- It makes the environment cleaner and safer for all.
- Resources are used in a sustainable way.
- It preserves cultural resources and values, for example, historical sites.

- It conserves endangered species like certain types of animals, like chimpanzee.

Disadvantages of poor environmental management:

- It leads to a decrease in people's welfare and quality of life.
- It can have serious effects on public health.
- Endangered species may be lost.
- It may destroy aspects of people's culture, for example, the destruction of historical sites.
- It may impose constraints on the development of future generations.

Some ways we improve our environment:

- Afforestation

- Proper mining techniques.
- Proper refuse disposal.
- Minimize the use of chemicals in farming.
- Control pollutants/ avoid pollution.
- Sound farming methods / Proper farm management.
- Population control.
- Controlled grazing.
- Growing flowers and hedges.
- Good conservation methods/ Introduce land use development programs.
- Raising awareness on the dangers of poor environmental management
- Passing strict laws against poor environmental management practices, for example, deforestation, indiscriminate mining.
- Imposing fines against poor environmental management practices.
- License or permits should be issued by the government to those who engage in poor environmental management practices like the felling of trees.

Activities

- Divide the class in two groups. Guide group **A** to identify activities in their community that can lead to environmental mismanagement. (Damage the environment)
Group **B**: To suggest ways they can improved or enhance environmental management
- Name any five environmental disasters linked to poor environmental management practices. (Group **A**)
What is environmental degradation? (Group **B**)
- Name 2 Organizations that advocate for proper environmental management practices.

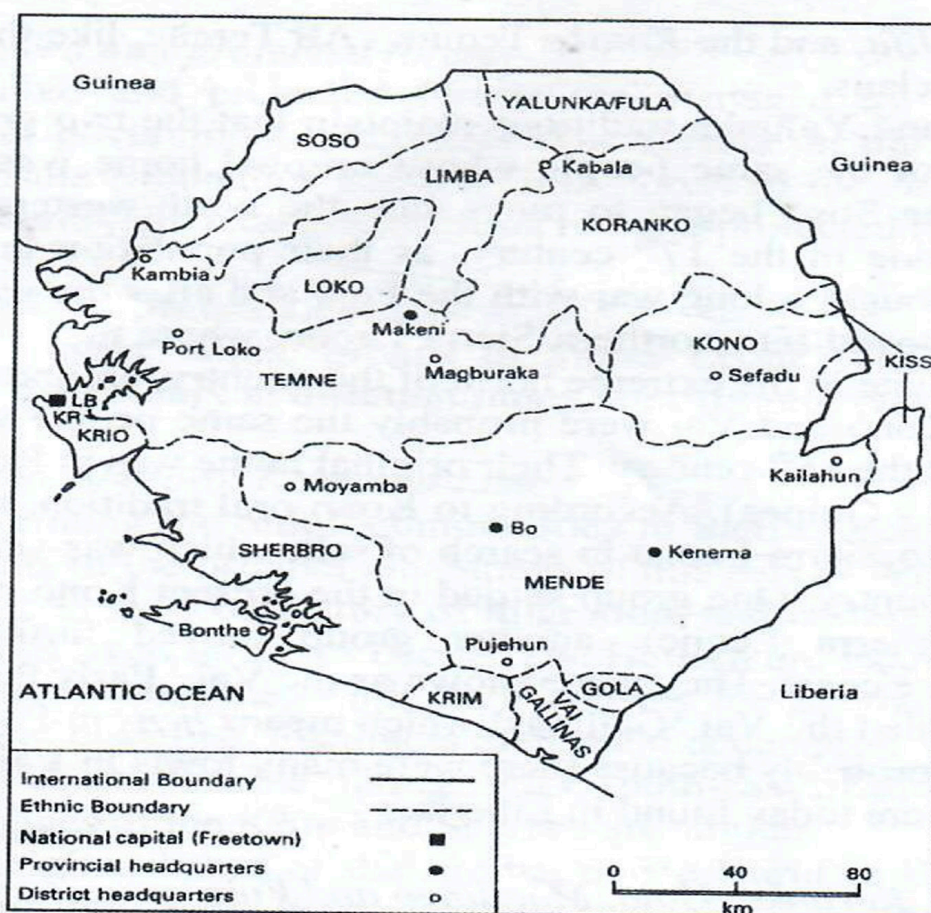
UNIT 11

The Ethnic Groups of Sierra Leone

Lesson outcomes

By the end of the lesson, pupils will be able to:

- Name the various ethnic groups that make up the Sierra Leone.
- Explain the origin of some of the ethnic groups named.
- Discuss the socio-cultural and economic practices of these ethnic groups.



Map 3: Ethnic groups and their traditional 'homelands'

Duration: 35 minutes.

There are about seventeen (17) ethnics groups in Sierra Leone

Some of them are:

1. Mende
2. Limba
3. Loko
4. Temne
5. Mandingo
6. Fula
7. Sherbro
8. Soso
9. Kuranko
10. Kono
11. Yalunka
12. Kissi .etc

General background:

According to history some of the ethnic groups like the Bullom and the Limba have no tradition of origin. They were in the country as early as the 8th Century. Some of the ethnic groups like the Temne came from Futa Jallon in the present day Republic of Guinea. The others like the Mende came from Cape Mount in the present day Republic of Liberia.

The various ethnic groups of Sierra Leone have different customs and traditions. Their customs can be identified from their modes of dress, music, food, arts and crafts.

There are ethnic groups that live in the Western Area, others in the East, North and Southern parts of the country.

Brief origin of selected ethnic groups:

The Bullom or Sherbro: These were believed to be the first group of people to settle in Sierra Leone. Fishing is their main occupation and so they settled along the coast which provides those fishing facilities and other basic human needs.

The Temne: The Temne migrated into Sierra Leone from the mountainous region of Futa Njallonin the present day Republic of Guinea in the early 15th Century. They are mainly traders and farmers who must have come to Sierra Leone in search of trade and fertile land for farming. They travelled by the River Scarcies down the coast to the South and Inland to the North where they occupy today. The Temne had respect for their chief and traditions but women are not allowed to become Paramount Chiefs. Also they love music such as kongoma, bubu, and sambori. The main groups of Temne are: the Sanda, Yoni, Kholifa and the Koninke.

The Mende: The Mende came from Liberia in the late 17th Century. They were believed to be farmers and hunters. They followed elephant trails into the South-Eastern part of Sierra Leone and built up settlements as their population increased. Today, the Mende occupies large areas of the Southern and Eastern parts of the country. There are four main groups of Mende: Kpaa Mende, Koo (upper) Mende, Sewa (middle) Mende and the Wanjama Mende.

The Limba: These were migrants who came from around the Wara Wara Mountains via Liberia into Sierra Leone during the 15th Century. There are five Limba sub- groups: the Wara, Ronko, Sela, Saffroko and Biriwa Limba. The occupation of the Limba is mainly farming and palm wine tapping.

Activity

Guide pupils to discuss the origin of the ethnic groups in their communities, bringing out their socio-cultural practices.

UNIT 12

The Ecosystem

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of Ecosystem.
- State and explain the various types of Ecosystems with examples.
- State various ways man interferes with the Ecosystem and the effects.
- Discuss the interrelationship and interdependence among elements in the Ecosystem.
- Draw and label the Food Pyramid and Food Chain and explain how they work.

Duration: 90 minutes

Definition:

Ecosystem refers to the interaction among living and non-living elements in an environment. Examples of the living elements are man, plants and animals. Examples of non-living elements are water, soil, air, and sunlight. There are three most important factors, which the ecosystem of plants and animals depend on for its formation; these include climate, soil and vegetation.

Types of ecosystem:

- Forest ecosystem.
- Savannah ecosystem.
- Aquatic ecosystem.
- Tundra ecosystem.
- Desert ecosystem.
- Mountain/hill ecosystem.

Some ways in which man has interfered with the ecosystem:

- The hunting of wild life.
- Over fishing.
- Fire wood cutting (deforestation).

- Logging (timber production).
- Construction of roads.

The effects of man's activities on the ecosystem

- Upland farming/ indiscriminate cutting of trees leads to deforestation.
- The burning of the forest by man exposes it to soil erosion.
- Through mining, rivers are polluted.
- Land slide through logging and the cutting of trees for firewood.
- Flooding.

Interrelationship and interdependence among elements in the ecosystem:

- This refers to the interaction between living organisms and their non-living elements in an ecosystem.
- All organisms depend continually on each other and their environment.

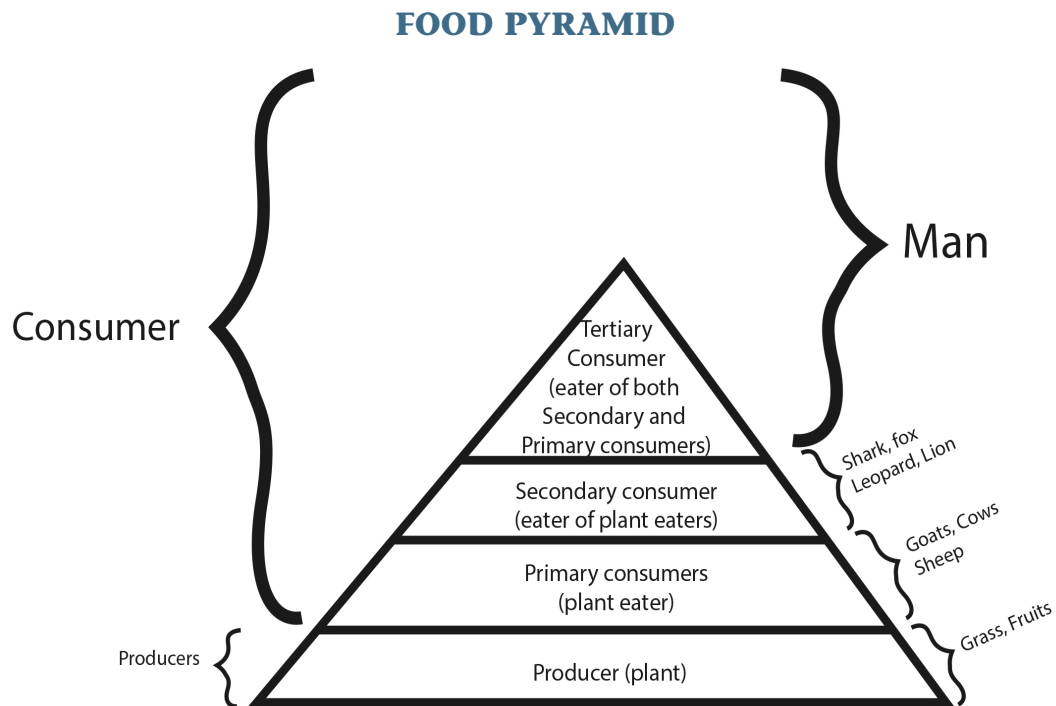
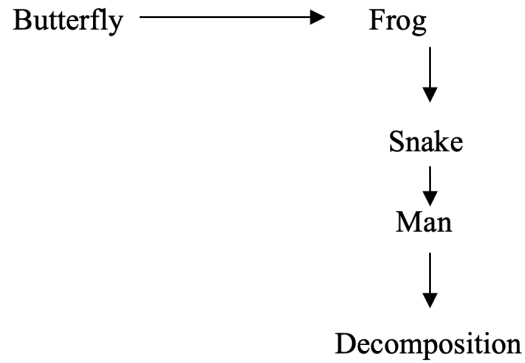
In the process, some derive benefits while others suffer. Certain living organisms (for example, parasites may depend on another (for example, a host) for their survival (food) , but the host does not derive any benefits in return but suffers.

This is referred to as Non- Beneficial Relationship.

- On the other hand, some living organisms derive benefits from each other. This is referred to as Beneficial Relationship. For example, in the relationship between the cattle and cattle egret, the cattle egrets feed on small insects such as the tsetseflies that disturb the cattle while the cattle in turn provides food and protection for the egrets.
- Plants release oxygen into the air, which is essential to animals and the animals in turn release carbon dioxide to plants which helps them to carry out photosynthesis.
- The decay of dead animals and plants releases manure to the soil, and this promotes plant growth. The presence of micro-organisms in the soil also helps plant growth. Plants too depend on the soil for their food nutrients including water, without which plant life would be impossible.
- Other organisms can interact through their feeding habits. The link through which this occurs is called a Food Chain. The Food Chain is the nutritional link and transfer of energy from sun through plant and animals to man.

A food chain shows how plants and animals interact by feeding one another.

Example:



A food pyramid is defined as a triangular shape diagram representing optional number of servings to be eaten. It is designed to make healthy eating easier: The food pyramid is divided into two main parts. They are:

1. The producers.
2. The consumers.

The base of the food pyramid is formed by the producers. The producers are the green plants. They use the solar energy, water from the soil and carbon dioxide to make their food. All other lives depend directly or indirectly on the food manufactured by the producers. The consumer are all the animals that feed on plants. Consumers are divided into three categories, namely:

1. Primary consumers also known as herbivores. They are animals, which feed solely on plants and plant products, for example, cows, rabbits and caterpillars.
2. Secondary consumers are called carnivores. They are animals, which feed on plants eaters (primary consumers) for example, spiders, hawks, foxes and sharks.
3. Tertiary consumers are known as omnivores. They are animals, which eat (prey) other animals, for example, man, lions and leopards. Note, man is unique as he feeds from all levels of the food pyramid for his nutritional balance. He feeds on both plants and animals; hence, man is the chief tertiary consumer.

Activities

Guide pupils to:

- Draw/label the Food Pyramid and explain how it works.
- Discuss ecosystems found in Sierra Leone and their importance, for example, forest ecosystem and its importance.
- Discuss the meaning of the following: herbivores, carnivores and omnivores.

UNIT 13

Man's Culture

Learning outcomes

By the end of the lesson, pupils will be able to:

- Define culture and explain its characteristics.
- Define with examples culture-related terms, for example, culture traits.
- Name some groups of Sierra Leone and the culture traits associated with them.

Duration: 35 minutes

Culture

Definition:

Culture is defined as a way of life of people in a particular society. It includes all beliefs, traditions, customs, rituals, attitudes, values and organisations of people in society.

Some characteristics of culture

- I. Culture is passed from generation to generation by individual members.
- II. Culture is product of interaction among human beings.
- III. It is learnt by each member of society during socialization and is always changing.
- IV. Cultures are different but may have some similarities between them. (for example, in some Asian countries men wear ear/nose rings, tie their headwear, among other dress codes but this is not the case for Sierra Leonean men).
- V. Culture enables us to function well in society.

Related Terms:

1. **Belief:** It is an accepted mode of conduct or conviction, trust, confidence, faith of a community. It can also be defined as a principle or concept accepted

as the truth especially without proof, for example, belief in God, belief in judgment day, belief in life after death, and belief in magic.

2. Tradition: It is the knowledge, customs, beliefs, opinions, doctrines, thoughts passing from one generation to another, for example:

- Chieftaincy.
- Fortieth day ceremony.
- Wake keeping.
- Traditional marriage.
- Offering of special sacrifice to the dead on New Year's Day.
- Pouring of libation.

3. Customs: It is the usual way/habitual practices of a group of people/ community. It can also be described as a long established habits or usual manner of doing things in a society, for example:

- "Put stop" for a woman you intend to marry.
- Naming ceremonies (pull na dor)
- Circumcision of boys.
- Secret societies.
- The young one is to greet elders in the morning.

4. Rituals: are a set of rites or a solemn act especially religious or traditional ones.

- They are done with seriousness and respect, for example, .
- Burial ceremonies (e.g. when a Muslim dies, burial should be within 24 hours, emblazoning Christians, seventh day ceremony/awujoh rituals, fortieth day ceremony for appeasing the dead).
- Marriage rites.
- Purification ceremonies.

5. Culture trait: A culture trait is any socially transmitted elements or features within a culture. It can also be referred to as the various ways through which culture is expressed, such as marriage, family, religion, initiation, dressing, naming ceremony, storytelling, art and craft, food and drink ,house type, tribal marks, and language.

Examples of some Sierra Leonean culture traits:

- Carrying of babies on the back of Sierra Leonean women.
- Sierra Leonean women sometimes wear docket and lappa.
- Mende men sometimes wear country cloth sown and the Limba and Temne Koranko men wear ronko.

- **Examples of some culture traits that are common worldwide:**
- Language, rituals, dress code, values/ principles, history.

Some ethnic groups and their culture traits

Societies and ethnic group (s) associated with them.

| Societies | Ethnic group (s) |
|-----------|-----------------------------|
| Poro | Mende, Temne, Sherbro, Kono |
| Ojei | Temne, Aku Creole |
| Gbandbani | Limba/ Loko |
| Wondei | Kpa-mende |
| Gelede | Creole |

Mende: Dress: The Mende dress in country cloth and gown called buban. Women wear docket and lappa and head tie and also use gown.

Music- Majority of them sing using traditional musical instruments such as keles, segureh, kongoma, drum, sangbei and elephant tusk.

Dance- Mostly carried out in groups or individual performance, for example, shegureh dance, poro dance, goboï dance, and bondo dance.

Art and craft- Include figures such as nomoli, mattel yafel (large stone head) - weaving country cloth, black smith, hunting, pottery, wood carving and basket making.

Krio- dress: Men wear suit, coat, tie and shirt. Women wear print, cabaslot and, carpet slippers.

Music- They use instruments like saw, triangle, flute, and guitar in gombay dance. They also use drums, organ/piano. They have gombay music and church music.

Dance: The most common dance is the gombay dance; it involves shaking of the buttocks, hunting and ojei dance.

Art and craft- Painting and drawing, canvas making, sewing and embroidering, leather work and tapestry.

Fula: Dress- Men wear the sokoto trousers, gown, amulets around their arms, and charms around their waist. Women wore gown, docket and lappa, head tie.

Music: string instruments such as build (musical bow) the Balom bata, the hordu or Fula guitar, They also use sendis (flute) jembeh (drum) and accordion
Praise singers have songs and music relating to praise or sorrowful occasions.

Dance- They use the jambajeh (somersaulting)

Art and craft- Calabash carving, leather work using snake and crocodile skin, leather products such as belts, shoes and bags, carvings.

Activity

Guide pupils to identify/discuss culture traits common in their community.

UNIT 14

Culture Traits Related to Marriage

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of marriage.
- State and explain the types of marriage including their advantages and disadvantages.
- Describe the forms of marriage common in Sierra Leone.
- State and explain the causes of breakdown in marriage.

Duration: 35 minutes

Definition:

Marriage: This is a legal union and mutual agreement which states the rights and responsibilities of the man (husband) and woman (wife) to each other and their children.

Types of marriages: There are two main forms of marriage: monogamy and polygamy.

1. **Monogamy:** This is marriage of one man to one woman at a time. It is a culture trait of western culture which includes the culture of most Europeans and North Americans, where Christianity is the practiced religion.

Advantages of monogamous marriage:

- There is less quarrelling at home.
- Great co-operation among members of the family.
- Less interference from other relatives.
- Better quality of life at home in the areas of feeding, education and health, since the family is not large.
- Parents may bring up their children in the best way possible.
- There is no rivalry and therefore relative peace at home.

Disadvantages of monogamous marriage

- The absence of one parent may cause problems in the home.
- Only the two parents have responsibility of the children.
- There are few people to do all the housework.
- Few role models to learn from at home.

2. Polygamy: This is a marriage to more than one spouse or partner.

There are two main types: a) polygamy (b) polyandry.

- a. Polygamy:** This is a marriage of one man (husband) to two or more women (wives).
- b. Polyandry:** This involves the marriage of one woman to two or more men (husbands).
It is a culture trait of a group of people in Tibet and also the Todas in India.

Advantages of polygamous marriage:

- Domestic and other duties are shared.
- Family members do not feel lonely.
- There are many people to work for the family.
- Children are always guided as there can hardly be total absence of all family members at home.
- It safeguards widows and orphans.

Disadvantages of polygamous marriages:

- There is more quarrel at home .
- Jealousy amongst wives and children.
- It leads to malice and hatred.
- Leads to over crowding.
- Too many people living together in small apartments lead to easy spread of diseases.
- Wives hardly enjoy equal love from husband. This encourages prostitution hence spread of STDS.

Customary Marriage: This type of marriage or union is not bound by law but by custom. This system of marriage does not restrict the number of wives a husband may have. It is a culture trait of traditional societies in different parts of the world including Sierra Leone.

Kinds or forms marriages in Sierra Leone: There are three main kinds of marriages in Sierra Leone.

- Religious marriage (Christians/Muslims).
- Customary/traditional marriage.
- Registry/judiciary marriage.

Causes of separation/divorce in marriage:

- Quarrels between couples.
- War and other disasters .
- Death of one partner.
- Sickness such as sexual impotence or sterility.
- Differences in religious beliefs, education, social and economic status.
- Excessive jealousy.
- Immigration.
- Separation.
- Death.
- Hasty decision to marry.
- Short courtship.

Activity

Guide pupils to discuss the forms of marriage common in their community and why they are common.

UNIT 15

Culture Traits Relating to Family

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of family.
- State the types of family, including their advantages and disadvantages.
- State the functions of family.
- State family organisation, patterns of residence and inheritance.

Duration: 35 minutes

Definition:

Family: A family is a group of people living together, sharing, and doing things in common.

It is a group of persons related by blood, birth, marriage, adoption or mutual understanding?

Types of family: (a) nuclear family, (b) extended family, (c) single or one parent family.

- a. Nuclear family:** This is the type of family that is mainly made up of the father, mother and children separate from other relatives. This type of family is common in the western world and among Christians.

Note! : Advantages and disadvantages of a monogamous marriage are similar to those of a nuclear family.

- b. Extended family:** This type of family includes the parents, children and other members of the family (extended relatives) like aunts, uncles, grandparents, cousins, friends living most times in the same compound. It is common among the Muslims and in rural communities.

Note! The advantages of polygamous marriage are similar to those of extended family, for example:

- a. Members help and support each other.

- b. There are always plenty of people to do the work.
- c. They maintain traditional values.

Disadvantages

- a. Overcrowded houses.
 - b. Frequent quarrels.
 - c. Poor sanitation, for example.
- c. Single / One parent family:** This is the type of family where one parent brings up the children alone. It is either the mother or the child/ children that live under the same roof as family, or the father living alone with the child/ children.

Note! : *Some advantages and disadvantages of a nuclear family are similar to those of the single parent family but the responsibilities of the family, for example, financial, emotional and physical needs are provided by one parent which may be one of the disadvantages.*

Reasons for one-parent family

- a. Death of the partner.
- b. Separation of partner.
- c. One parent is in prison.
- d. Abandonment or desertion.
- e. Divorce of parent.
- f. Deliberate choice not to marry.

Function of the family:

- a. Responsible for the reproduction of members of the society in order to ensure the continuity of the human race and family line.
- b. It takes care of the education and general welfare of the children.
- c. Training the child in the acceptable behaviour, that is, customs and values of the society in preparation for the future.
- d. Provide affection and security.
- e. Influence the identity and status of individual family members.

Right of the family:

Right to food, shelter, education, protection, health, freedom of speech, and other fundamental human rights.

Family organization:

- i. **Patriarchal:** In this organisation, the father is the head of the family, that is., he is the breadwinner. The wife and children obey him and wife changes her surname.
- ii. **Matriarchal:** In this organisation, the wife is the head of the family. Husband moves and stays with his wife and her relatives.
- iii. **Equalitarian system:** Father and mother have equal rights. Neither the father nor the mother is the head of the family. Both parents are responsible for the upbringing of their children. Children have the right to express their views. Mother and children take the name of the husband. Common in the western world and among educated couples in Sierra Leone

Patterns of residence:

- a. **Patrilocal:** Here, the woman moves in to live in the husband's residence; sharing the home with the husband's relatives. It is the culture trait of most traditional societies including Sierra Leone.
- b. **Matrilocal:** Here the husband and wife take up residence with the wife's family. In other words, the husband moves to live in the wife's residence sharing the home with her relatives.
- c. **Neolocal:** Here the husband and wife set up a home of their own independent of either parent. They may rent, build or buy a house. It is a culture trait of Western culture. It has also been adopted by Christian communities and also people who live in cities and big towns in Sierra Leone.

Pattern of inheritance:

- i. **Patrilineal:** Here children inherit property and other family rights through the father's line. It is the culture traits of Sierra Leoneans.
- ii. **Matrilineal:** Here children inherit property and other family rights through the mother's line.

Activities

- Guide pupils to discuss the types of families common in their community and give reason for each type.
- Discuss rights of family members.
- Discuss the role of family members, that is, the role of the father, mother and children.

UNIT 16

Culture Trait Relating To Religion

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of religion.
- Discuss major religions practiced in the world, especially in Sierra Leone.
- State the functions and characteristics of religion.
- State the beliefs and practices of major religions of the world, for example, Islam and Christianity.

Duration: 35 minutes

Definition:

- **Religion** can be defined as man's effort to satisfy his spiritual needs and to achieve the highest possible good by maintaining a good relationship between himself and the supernatural being (God).
- It is the system of belief and practice related to sacred things.
- It is a system of belief and worship of some power greater than man that control the universe.
- Belief in the Supreme Being (God) who is in control of everything and who is worshipped.

Functions of religion

- It gives hope and meaning to man's existence.
- It is an agent of socialisation.
- Guides and controls human behavior, for example, Muslims are guided by the Holy Quran.
- Enabling individuals to establish an identity - people who belong to the same religion see themselves as a family of believers.
- Helping people to adjust to the uncertainties of life.
- It provides comfort in times of pain and sorrow, and in times of joy people express their gratitude through religion.

- Strongly influences the policy of a country.
- It brings people closer to God.
- It provides explanation for events that seem difficult to understand such as life after death, heaven and hell.

Characteristics of religion:

- Beliefs: all religions have beliefs and practices. The Bible contains Jewish and Christian beliefs, and the Quran contains Muslim beliefs. Beliefs involve the worship of a supreme being who has supernatural powers. In other words, they believe in and worship a supreme being or the embodiment of one with supernatural power.
- Ritual: ritual is a pattern of behavior which is regularly practiced in religious ceremonies, for example, Christians practice the ritual of Holy Communion. Muslims wear a special kind of dress when they perform the pilgrimage to Mecca.
- Organisation: This is the way a religious group is put together - the way its leaders are elected, and the way in which it worships.
- The inclusion of ethics or codes of conduct.
- The search to discover religious values and to attract man to them through worship and discipline.
- Reward and punishment: all religions expect their followers to behave in a certain way. In most cases, the reward for good behavior is everlasting life in paradise.

Major religions in the World (Hinduism, Buddhism, Christianity and Islam)

Hinduism:

- This began in India and has no single founder.
- It has many gods and goddesses.
- Its followers are in separate groups called “castes” (the four castes are: Brahmans - highest caste, Ksatriyas - second highest caste, Vaisyas - third highest caste and Sudras - lowest caste).
- Its followers are called Hindus.

Buddhism:

- It was founded in India.
- It was founded by an Indian prince called Siddhartha Gotama.
- The followers are called Buddhists.
- They do not believe in God as a Divine Being.
- They believe that the human mind is very creative, and has unlimited power to change and grow, with experience.

- They are not interested in wealth or power, instead they believe in meditating for a clear understanding of the world.

Christianity (brief background)

- Started in Palestine.
- Followers are called Christians.
- Jesus Christ was born in Bethlehem-Judea. He lived as a Jew in Nazareth until he was 30 years old; he then began preaching. Many Jews believed that Jesus was the Messiah (Saviour) who had been promised to free them from slavery and oppression. He gained many followers through his teachings and miracles but was hated and crucified by the Roman rulers who saw him as a threat to their status. The Bible maintains that Jesus resurrected after three days and he is in heaven to intercede for human kind. There are many different Christian denominations in the world, for example, Catholic, Anglican, Methodist, Pentecostal and Jehovah Witness.

Beliefs and practices:

- They believe in the Holy Bible as the Word of God.
- They celebrate the birth of Christ (Christmas).
- Celebrate Good Friday at the end of Lent.
- Celebrate the resurrection of Christ (Easter).
- Celebrate the Ascension of Christ .
- Believe in baptism.
- They also believe that Jesus Christ is the Son of God or Messiah who died for the sins of man.
- They believe in monogamous marriage.
- They believe in one God (Monotheism).
- The Christians worship in Churches/attend Sunday service.
- They are guided by the Ten Commandments.
- Preach about love for one another (brotherly love).

Islam:

- Islam means submission to Allah.
- Its followers are called Muslim.
- Its founder was prophet Muhammad (PBUH).
- It started in Mecca in Saudi Arabia in AD 622.
- They believe in the Holy Quran.
- They believe in polygamy.
- They celebrate many feasts like Eid-ul-adha and Eid-ul-fitri.
- They believe in one God (Allah).

- They give alms (Zakat) to the poor and needy.
- The Muslims worship in mosques.

The five (5) Pillars of Islam

1. Belief in the oneness of Allah (Khalimatu Shahada).
2. Fasting during the month of Ramadan (Sawan).
3. Do the five daily prayers (Salat).
4. Give alms to the poor (Zakat).
5. Go on pilgrimage to Mecca at least once in a Muslim's life time if you can afford it (Hajji).

The six Articles of Faith (Islam)

- Believe in all the prophets of Allah.
- Believe in the Holy Quran.
- Believe in destiny.
- Believe in the judgment day.
- Believe in angels.
- Believe in predestination.

Other beliefs and practices of Muslims:

- Marrying up to four wives if the man can satisfy all of them equally.
- Attend Friday congregational prayers.
- Worship in mosques/gathering
- Celebrate Eid-ul-fitrri at the end of Ramadan.
- Celebrate Mal-ul-Nabi, the birthday of Prophet Muhammad (SAW).
- Eid- ul- Adha, at the end of Hajj (pilgrimage).

Traditional religions: These religions are part of the culture of the people. Traditional religions have many things in common. They call them common beliefs and they are:

- They believe in the existence of a Supreme Being.
- They believe in witchcraft and magic.
- They believe in life after death.
- They believe in spirits (good or evil spirits).
- They also believe in religious leaders and sacred places.

Major religions in Sierra Leone include Islam and Christianity.

Traditional religion (Animism).

Traditional religions have no historic founder, but are part of the people's culture.

Characteristics (tenets of ATR).

- Belief in the Supreme Being (God).
- Belief in divinities/ idol worship.
- Belief in spirit.
- Belief in the cult of ancestors/pouring of libation.
- Belief in the practice of magic and medicines.
- Belief in witchcraft or sorcery.
- Believe in life after death.

Exercise

1. Who was Prophet Muhammad?
2. What is crucifixion?
3. What sort of people usually suffered this punishment?
4. What does 'ordained' mean?
5. What is salvation?
6. What is meditation?

UNIT 17

Socialisation

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of Socialisation.
- State the aims of Socialisation.
- State and explain the agents of Socialisation including their roles/functions in the process of Socialisation.

Duration: 35 minutes

Definition:

Socialisation is a continuous process of interaction between two or more people where by principles, ideas, and norms of the society are passed on to individuals or a group of people. Or it is a process by which cultural universals, that is, beliefs, norms, traditions, and ways of life people are passed on from one generation to another.

Aims of socialisation:

- To transmit skills that are important in the society, for example, language.
- To instill the values and goals in the society and how to work towards these values and goals.
- To teach new members of society how to interact with one another.
- To teach the fundamentals of life in society. Examples, teaching the child the food to eat, when to eat and how to show emotion, and all the knowledge necessary to get along in a group.

Agents of socialisation:

- i. Family.
- ii. School.
- iii. Peer group.
- iv. Mass media.
- v. Religious bodies.
- vi. Community.

Family: The socialisation process of the child begins at home or within the family at an early age. Some **processes of socialization** in the family are :

- The child learns that he/she is an individual and should be recognised by other members of the family.
- The child learns to be disciplined and hard working.
- The child learns the culture of the society.
- The family teaches the child how to respect elders.

The School:

There two main types of school.

- a. Formal school.
- b. The non-formal school.

Task: Pupils to identify the differences between formal school and non-formal school and their functions.

Functions of the school

- i. Formal schools include primary school, secondary schools, colleges and other learning institutions.
- ii. School widens the horizon of children.

This is achieved by the application of rules and regulations of the school.

The rules and regulations control the behavior of the children to instill values in them.

Children gradually develop team spirit, co-operation and sound judgment when engaged in competitions.

The child's personality and conduct are impacted by the teacher's examples as the teacher's takes the place of the parents in molding the lives of the children.

Through all these, the child socialises and prepares him or herself for the larger community.

Peer Group: A peer group is composed of individuals who are considered as equals. They may be equal in terms of age, height and educational background. Most often, the term refers to a group of children or adolescents. In most communities, the peer group plays important roles in socialising the child.

Some of their functions include:

The peer group establishes certain norms, standard or conduct to be pursued by all members.

Their leaders institute rules and regulations and administer the resultant punishment.

- i. It provides experience to those who are growing up.
- ii. It provides affection and sense of belonging through the formation of youth clubs.
- iii. Peer group members learn how to play, how to dress, dance and sing among other activities.
- iv. The group can have certain beneficial impact on children but sometimes bad manners and delinquent behavior are acquired.

The mass media:

Mass media is the transfer of information to a group of people usually through books, television, videos, telephone, news papers and magazines.

Mass media is beneficial in the following ways:

- It entertains people.
- It broadens people's knowledge.
- It is a source of employment.

On the other hand, it can have a bad effect on children.

For example, sensational films that appeal to children can influence them to copy bad morals such as pornographic materials and even young people who frequently watch war films might think that war or murder is good and acceptable behavior in society. As a result mass media must be used with caution as it may affect the child's attitudes.

Religion: This agent trains or teaches good moral behavior. It uses reward and sanctions. These rules and regulations control man's behavior. Religion teaches people to live according to God's commandment if heaven is to be inherited and that those who will not repent of their sins will have their place in the lake of fire.

Community influence: Our community can also influence us. In communities, rules and regulations are called. These relationships make people comply with the values and expectation of societies such as Poro or Bondo. They pass on

values and norms to people of their community. In communities people speak a common language and share the same tradition. They share common experience and interest, share social and cultural activities leading to a strong feeling of belonging.

Process of socialisation : (Rural communities)

Initiation of males into the Poro society:

- The name “**poro**” means the “laws of the ancestors”. Each rural community had their own poro sacred spot in the bush where the initiation takes place.
- When the initiation approaches, the poro drums are put in the initiation bush and senior members of the society go into the village to take boys who they think are old enough away into the bush where they are initiated.
- In the past, the new initiates spend two years or more learning farming, tracking, hunting and all the acts of ambush, warfare, sex education, native laws and tradition, singing, dancing, and craft work. They are also hardened by sleeping out in the open and by being put through difficult tests designed to develop physical courage.
- The initiation or training school ends with a sacrifice to the poro spirit who is represented by a terrifying (fearful) masked figure dressed in leopard skin and blowing a horn. The boys are then regarded as young men fit to enter battle and to act as junior citizens in the community.

Initiation of females into the Bondo Society:

- Like the boys, the girls are admitted into the initiation school of Bondo for informal training. They are taught weaving, basket making, singing, dancing, cooking, and childcare, housewifery and basic hygiene.
- The initiation ends with a sacrifice to the spirits of the Bondo Society. The new initiates parade through the village, accompanied by the Bondo devil and senior societal members to the court, where they are laid to rest for three days.

Activity

Guide pupils to discuss the process of socialisation in their community, for example, the role of secret societies.

UNIT 18

Education



Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of education.
- Explain the history and structure of education in Sierra Leone.
- State the benefits of education to the individual, family and the country.

Duration: 35 minutes

Definition:

Education cannot be easily defined as it has many definitions put forward by different educationists. However, it can be defined as the acquisition of knowledge or the development of skills.

Types of education

- **Formal education:** Formal education otherwise known as Western education is the type of education acquired or received through schooling or direct tuition. In this type of education young people and children go through schooling from primary to secondary school level and finally to tertiary institution, for example, college where they graduate with certificates or degrees to prove their proficiency.
- **Informal education:** This is the type of education acquired through customs and culture of a society. It is described as the long life process by which every person acquires and communicates knowledge, skills, attitudes, for example, from every day experience and exposure in the environment. In the home, girls are taught the skills in domestic work like cooking, laundering among others.
- **Non-formal education:** This is the type of education in which learners acquire the knowledge and skills, which can be immediately put into practice, for example, soap making, bread baking, gara-tie dying and carpentry. It can be acquired in technical and vocational institutions. It reduces the long gestation period which exist between formal education and production employment.

Sierra Leone's educational history and structure

In Sierra Leone, the western or formal type of education was introduced by missionaries who established schools and colleges. For example, Fourah Bay College was established by the Christian Missionary Society (CMS) in 1827, Prince of Wales Secondary School in 1925 and the Bo School in 1906. Many primary schools were also established and pupils were required to write a Selective Entrance Examination in classes (VII). It means, pupils had to spend 7 years in primary school then take the Selective Entrance Examination at the end. They spend another 5 to 7 years in secondary then take the General Certificate Examination (GCE) "O" Level examination at Form 5 and "A" Level at Upper Six and then finally 3 to 4 years tertiary education.

However, our educational system has over the years undergone some changes. In September 1993, the government introduced the 6-3-3-4 system of education.

- Diagram to illustrate the current structure of educational system in Sierra Leone

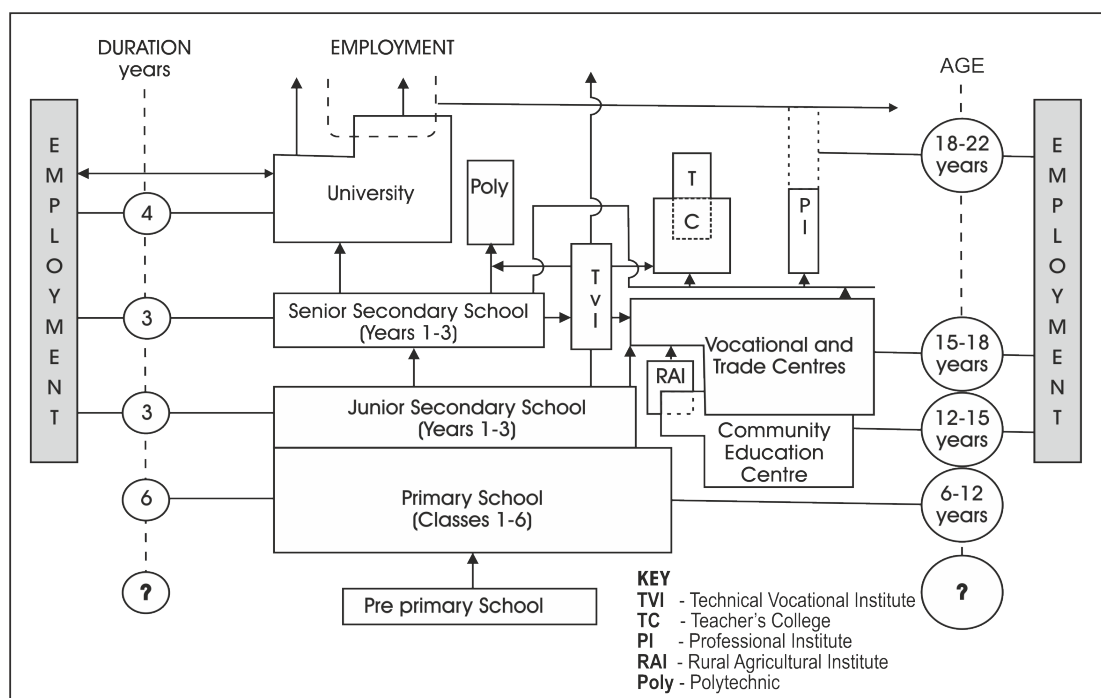


Fig. 21: The 6-3-3-4 Structure of Education

How 6-3-3-4 system operates:

- 6 years to be spent in primary school.
- 3 years in junior secondary school.
- 3 years in senior secondary school.
- 4 years in tertiary (University).

Public examinations include:

- National Primary School Examination (NPSE).
- Basic Education Certificate Examination (BECE).
- West Africa Senior Secondary Certificate Examination (WASSCE).

Benefits of education:

a. To an individual

- Gains different knowledge like writing, reading, calculation and some social benefits.
- Trains the human mind.
- Bolsters confidence.
- Advances the career.
- Brings about differences in an individual's attitudes and values.

b. To the family

- Through home schooling, children received caring, concerned, teaching and supervision.
- Provides a basic scholastic training on a par with secular counterparts.
- A consistent curriculum of studies is used throughout the family.
- Children learn skills and subjects to show up on achievement tests.

c. To the country/nation:

- It makes better citizens.
- Improves peoples' awareness.
- Reforms attitudes.
- Enables people to continue to use reading, writing, calculations for their own and community development.
- A necessity for society.

Activity

Guide pupils to outline the various ways education has benefited their community.

UNIT 19

Resources



Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of resources and various types with examples.
- Name resources found in Sierra Leone.
- Explain the effect of population on resources in Sierra Leone.
- State the meaning of conservation of resources, various types and their importance.

Duration: 1 hour, 10 minutes

Definition:

A **resource** is anything that is directly used by people.

OR **resources** can be defined as anything that man uses in his daily activities to make him comfortable.

Or it can be defined as any feature of our environment that helps to support our wellbeing.

Types of resources.

Resources are divided into renewable and non-renewable resources. All resources needed by man are produced by the earth.

- **Renewable resources:** are things that can be used and can be replaced or renewed. Examples are forest, water, wind, sunlight, man, vegetation.
- **Non-renewable resources:** these are things that can be used but cannot be replaced or renewed. Examples are fossil fuels (diesel, kerosene, petrol), land, oil, gold, dead leaves.

Resources found in Sierra Leone: Sierra Leone has both renewable and non-renewable resources. Renewable resources found in Sierra Leone are human beings, water, vegetation, wind, sunlight, forest. The non-renewable resource include diamond, gold, iron ore and bauxite.

Effect of population on resources in Sierra Leone

Population distribution and size have a great effect on the use of resources in the following ways:

- High population densities can badly affect the quality of people as well as their environment.
- Increase in population is dangerous for forest reserves, fishing, mining and farming. Increase in the population can lead to over exploitation of these resources.
- Increase in population leads to an unbalance in the ecosystem.
- Increase in population results in the low standard of living in the country.

Conservation of resources

Conservation is the careful use or management of the earth's resources for our use or for the use of future generations. It includes the activities such as:

- Protection and restoration of endangered species.
- Careful use or recycling of scarce resources.
- Rotational use of mineral resources.
- Sustainable use of the soils and living resources.

Benefits

- To prevent the destruction of our natural resources.
- Our land soil and minerals provide essential raw materials therefore need to be conserved.
- Soil conservation helps check desertification and erosion.
- Wildlife conservation provides food and encourage tourism.

Methods of general conservation

- Government enacting laws and penalties on conservation issues.
- Armed forest guards.
- Establishing more national parks..
- Construction of large dams.
- Crop rotation on farm lands.
- Enforcing reforestation.

Activity

Guide pupils to name the various resources found in their community and categorise them.

UNIT 20

Pollution



Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of pollution including the various types with examples.
- State the effects of the various types of pollution and suggest control/preventive measures.

Duration: 35 minutes.

Definition:

Pollution is defined as the release of harmful substances into the environment by natural forces or man's activities. The harmful substances that cause pollution are called pollutants. Types includes air pollution, noise pollution, land pollution and water pollution.

Air pollution is the release of harmful substances into the air. For example carbon monoxide, sulphur dioxide, nitrogen oxides, smoke and soot, dust particles, radio-active rays and fart (air released from human's anus).

Effects of air pollution on man

- It causes suffocation.
- Particles can damage lungs and cause discomfort.
- Smoke reduces eye visibility.
- Cause respiratory disease.
- It blackens paint on buildings.

Prevention/control of air pollution

- Proper discharge or disposal of chemical wastes.
- Use of chimneys to control smoke in industries.
- Legislation banning indiscriminate burning.

Noise pollution: The major noise pollutant is the NOISE, sources include: factories, railway, car horns, aeroplanes, loud speakers, thunder, generators and gunshots.

Effects of noise pollution

- Causes loss of hearing or deafness.
- Causes emotional disorder, anxiety or lack of focus.
- It can cause hypertension or high blood pressure.
- It causes a change in behaviour.

Control/prevention of noise pollution

- Ban on the use of guns.
- The use of loud speakers and car horns must be reduced.
- Proper installation of soundproof walls in factories.
- Legislation against the use of loud speakers and heavy guns.

Land pollution: The major land pollutants are refuse, sewage, metal scrapes, pesticides and fertilizers, crude oil (oil spillage), glass particles, toxic waste (chemicals) and so on.

Effects of land pollution

- Causes offensive odour.
- It occupies land space, for example, scrap metals.
- It can cause soil acidity, for example, excess fertilisers.
- It destroys and renders the soil infertile, for example, oil spillage.

Control/prevention of land pollution

- Proper treatment of sewage before disposal.
- Refuse should be burnt in incinerators.
- Metal scrapes and plastics should be recycled.
- Pesticides and fertilizers should be applied as instructed.
- Legislation by government against dumping of toxic wastes.

Water pollution: The major pollutants of water are sewage, chemical wastes, oil spillage, pesticides and fertilisers.

Effects of water pollution on man

- It makes water unfit for human use, for example, sewage.
- It produces unpleasant odour, for example, faeces.
- It leads to migration of soil animals, for example, oil spillage.

Control/prevention of water pollution

- Proper disposal of sewage.
- Public education on waste management.
- Industries effluents should be recycled.
- Proper monitoring of industrial wastes.

Methods of purifying water

- Boiling, filtration, distillation, sedimentation, addition of chemicals (chlorine and alum).

Activity

- 1 a. List the four kinds of pollution.
b. State the effects on man.

Activity

Guide pupils to identify various pollutants in their community and suggest control/preventive measures.

UNIT 21

Farming in Sierra Leone

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of farming including its types, especially those practiced in Sierra Leone.
- State the importance of farming.
- Define subsistence/commercial farming and outline the differences between them.
- State the roles of women in farming in rural Sierra Leone.

Duration: 35 minutes.

Definition:

Farming is the cultivation or preparation of land for crop production and rearing of animals. Many people in Sierra Leone are farmers especially those in the rural communities. It is their major source of income.

Importance of farming

- It provides food for the population.
- It provides raw materials for some industries.
- It provides income for the farmers and foreign exchange for the country.
- It provides employment for people who sell farm product such as vegetables, cereals, milk, meat.

Types of farming

- i. Subsistence/food crops/traditional farming. This type of farming involves the production/growing of crops mainly for consumption for example, cassava, rice, corn, maize.
- ii. Commercial/mechanics farming. This type of farming involves the growing of crops mainly for sale, for example, export crop like cocoa, coffee, ginger, palm oil.

Difference between subsistence and commercial farming

| SUBSISTENCE FARMING | COMMERCIAL FARMING |
|--|--|
| Farming is done on a small scale. | It is done on a large scale. |
| Crude tools and implements are used for cultivation. | Modern tools and implement are used for cultivation. |
| Farm product is mainly for family use. | Farm produced are mainly for commercial purposes. |
| It is labour intensive. | It is capital intensive. |
| Peasant farming. | Mechanised farming. |

Types of farming systems practiced in Sierra Leone

- i. **Shifting cultivation:** This is the system of farming in which the farmer cultivates a piece of land while leaving the farm land to fallow for some years, in order to regain its fertility. The period between cultivation periods on the same piece of land is called fallowing.
- ii. **Crop rotation:** This is a system of farming in which different types of crops are cultivated in succession on the same piece of land. The crops follow each other in a definite sequence or circle.
- iii. **Continuous farming:** This is a system which involves a cultivation of a piece of land every year or season without leaving it to rest.
- iv. **Mixed cropping:** This is the system of farming in which more than one type of crop is grown on the piece of land, for example, growing rice, maize, cassava, beans, okra, and cotton on the same land in the same season.
- v. **Mixed farming:** This is a type of farming system where farmers grow crops and raise animals at the same time on the same piece of land.
- vi. **Pastoral farming:** This is livestock farming in which the farmer settles at one place with his animals and supplies them with their basic food and water requirements.

Farming system and family sizes

Our farmers mainly use human labour provided by members of their family because they cannot avoid paying for labour/heavy machines to work on their farms. A farmer is therefore likely to have many wives and many children to provide labour on the farm using traditional tools. This is one of the main reasons why polygamous marriages are common in the traditional society. Here, the family is usually larger than nuclear families. It is believed that the larger the family the more work can be done on the farm.

The role of women in farming

- Planting of crops.
- Weeding.
- Harvesting of crops.
- Food processing or storage and distribution.
- Transportation and marketing of farm produce.
- Fetching water/firewood.
- Keeping domestic birds.

Exercise

Discuss the advantages and disadvantages of the following types of farming:

- a. Shifting cultivation.
- b. Crop rotation
- c. Continuous farming, mixed cropping, mixed farming and pastoral farming.

Activity

Guide pupils to name the types of farming practiced in their community and indicate advantages and disadvantages.

UNIT 22

Communication

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of communication including the different types
- State the importance of communication and the various ways it has aided education in Sierra Leone.
- Define with examples traditional and modern means of communication indicating their importance.

Duration: 1 hour, 10 minutes

Definition:

Communication is the transmission of information, exchange thought, ideas and feelings between individuals or group of individuals.

There are two main forms of communication:

- a. Verbal communication.
- b. Non-verbal communication.

Verbal communication. This is the form of communication by words of speech to express our thoughts, ideas, and feelings. Verbal communication is carried out through the following means:

- Speaking face to face.
- Telephone conversations.
- Radio and television broadcasts.

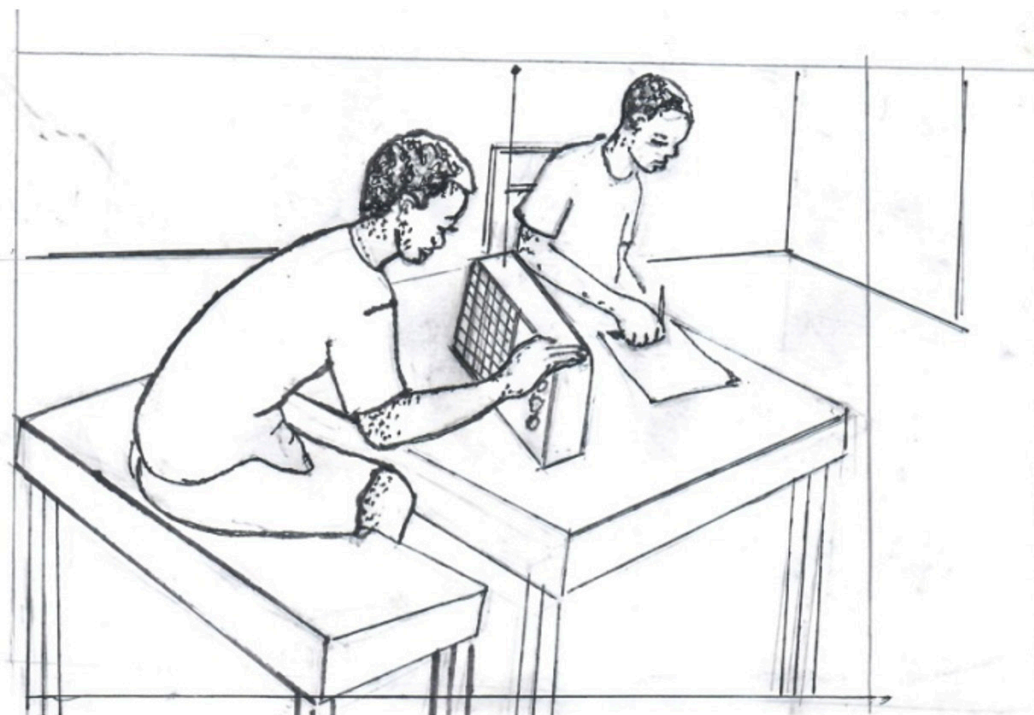
Non-verbal communication: This is communication through written materials (books, magazines, newspapers), sounds (drums, jingles, morse code, signs, body gestures, pictures and signs among others).

Importance of communication:

- Communication is the basic human activity.
- Communication promotes businesses through advertisement.
- It promotes education through the taking of lessons on radio or television.

Ways communication has aided education in Sierra Leone.

Communication has aided education especially the use of the radio, and television.



Pupils getting lesson through radio

The importance of radio

- Through school broadcast and literacy programmes.
- Public awareness in the area of health education.
- Environmental sanitation.
- Farming world.
- Civic education
- News prints, journal, magazines and other publications pass on current information on literature, music entertainment, most of which are educative.

Means of communication:

1. Traditional means of communication:

- Beating of drums to gather people.
- Use of fire and smoke to send simple message.
- Town crier to pass important message.
- Symbols.
- Gestures.
- Signals.
- Use of messengers and so on.

Modern means of communication:

- Telecommunication.
- Mass media.
- Postal services.
- Telecommunication: means communicating at a distance. Forms include: Telegraph- telephone, radar, satellites.

Task: Pupils to name inventors and describe how each invention operates.

Mass media: This refers to the various ways in which information is made available to a large number of people. The mass media is divided in two, print **media** and **electronic media**.

The Print Media-These comprises of written materials such as books, journals, newspapers, magazines, posters and pictures.

Electronic Media: These include radio, television, computer and cinema.

Special means of communications include: The deaf and dumb using signs and pictures. The blind using BRAILLE to read and write.

Importance of mass media:

- Mass media are used to promote education.
- Used to spread general information.
- Used for entertainment like music and cultural shows and so on.

Postal Services are ways in which people deliver written messages. The work of post services is done by the post office. In Sierra Leone, the agency that is responsible to manage postal services is called SALPOST.

The functions of a post service:

- It receives and dispatches letters and parcels.
- It sends telegrams.
- It sells stamps and airmails to the public.

Activities

- How did radio help in your education and other areas when schools were closed due to Covid-19? – Ask pupils to discuss this.
- Guide them to identify other means of communication available in their community and discuss their advantages.

UNIT 23

Transportation

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of transportation including the various forms.
- State the importance of transportation.
- State examples of the various forms of transportation especially those common in Sierra Leone including their advantages and disadvantages.

Duration: 1 hour, 10 minutes

Definition:

Transportation is the movement of people goods and services from one place to another and sometimes over a long distance.

Importance of transportation

- i. Transportation promotes trade.
- ii. Influences how and where people live.
- iii. Promotes military power.
- iv. Gives access to natural resources and helps to move them to the production sites as well as moving the finished goods to the market.

Forms of transportation in Sierra Leone

There are three main means of transportation. These are:

- i. Land transport.
- ii. Water transport.
- iii. Air transport.

Land transportation includes

- i. Human power: walking and cycling.
- ii. Animals such as camels, oxen, elephants and horses.
- iii. Motor vehicles.

- iv. Train.
- v. Wheeled vehicles.

Transportation in Sierra Leone includes buses, taxis, poda-poda, omolankays (push cart) motorcycle, airplanes, boats, ferries and keh-keh.

Advantages of land transportation

- It is flexible in use because it can reach a town or village by road.
- Land transport allows goods to travel directly from producers to the market.
- It is not expensive as compared with other means of transportation like air transportation.
- It promotes trade.

Disadvantages of land transportation

- Roads are expensive and difficult to build because of some relief features like rivers and mountains.
- The upkeep of the road is expensive. Damage caused by heavy rains and frequent damage of bridges needs to be repaired.
- Frequent accidents.
- Not as fast as other means of transportation, for example, air transportation.

Water transportation:

This is the means of transportation through which people, goods and services move from one place to another by sea/rivers. Types include: ship, boat and ferries.

Advantages of water transportation

- Water transportation carries more people and bulky goods which are not sent by land or air.
- Water transport is less expensive.

Disadvantages

- It is the slowest means of transportation.
- It has very little passenger traffic because of its irregular movement.
- Delays are frequent.

Air transportation

This is the fastest means of transport by which people and goods move from one place to another by air. This can be done by aeroplane or helicopter.

Advantages of air transport

- Fastest means of transportation.
- Suitable for perishable goods.
- Provides employment.
- Promotes trade.
- It crosses mountains, dense forest and large oceans with the greatest ease and speed and is therefore very comfortable.
- It reaches the remotest, farthest and the most inhospitable zones on earth as long as a landing place is available.
- Provides and promotes efficient services to practically anywhere on earth.

Disadvantages of air transport

- Very expensive.
- Expensive and difficult to convey bulky goods.
- The freedom of the air is often interrupted by countries who claim jurisdiction over the air space above their territory.
- It is affected by poor weather conditions. Usually, accidents are fatal with almost no survival.

Activity

Guide pupils to name the various forms of transportation common in their community and discuss their advantages and disadvantages.

UNIT 24

Colonialism

Learning outcomes

By the end of the lesson, pupils will be able to:

- Define colonialism and offer a brief background.
- State reasons for colonialism.
- State the bad and good effects of colonialism.

Duration: 35 minutes

Definition:

What is colonialism:

Colonialism is the control and rule of weaker nations by stronger and more powerful nations.

Brief background of colonialism

Today most nations of the world are independent and each has its own identity. But there was a time not long ago, when many of them were colonised by more powerful European nations. Most of these colonies were African countries. Sierra Leone was colonised by the British.

Reasons for colonialism

- To develop new markets.
- To acquire raw materials.
- To gain prestige.
- To grab territories.
- To promote the slave trade.
- To spread Western Education, Culture and Civilization.

Postive effects of colonialism

- It eradicated the Trans Atlantic slave trade and introduced legitimate trade.
- It laid the foundation for economic and political growth of many

modern African countries.

- It led to improvements in health hygiene and sanitation, for example, in Freetown the Connaught Hospital was built.
- New transport systems like the railway to the colonies were developed.
- It brought western culture, building style revisions, and new dressing styles.

Negative effects

- Loss of independence for the indigenes of Africa.
- Ancestral heritage destroyed.
- Imposition of foreign rules and regulations.
- Artificial boundaries created which divided the same ethnic group, for example, the Kissi people of Liberia, Sierra Leone and Guinea.

Some African countries that were colonised by Britain (English speaking or Anglophone countries)

Country/capital:

Sierra Leone- Freetown

Gambia - Banjul

Ghana - Accra

Nigeria - Lagos/Abuja

French speaking or Francophone countries:

Mali - Bamako

Benin - Porto Novo

Burkina Faso - Ouagadougou

Cote D'ivoire - Abidjan/Yamoussoukro

Guinea - Conakry

Senegal - Dakar

Togo - Lome

Portuguese speaking or Lusophone countries:

Cape Verde - Praia

Guinea Bissau - Bissau

Activity

Guide pupils to discuss briefly the colonial history of Sierra Leone, for example, the country that colonised Sierra Leone, time/period colonised, colonial administration and its impact, local reaction to colonialism, for example, the Hut Tax War.

UNIT 25

Refugee



Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of refugee including the various types.
- State and explain causes of displacement of people.
- State the problems of refugees and suggest solutions.

Duration: 35 minutes

Definition:

Who is a refugee?

A **refugee** is a person who lives outside his or her country of origin and is unable or unwilling to return to it for fear of persecution.

Types of refugees

- **Political refugee:** These are people who leave their countries because they are being persecuted for their political opinion or ideology.
- **Social refugee:** These are people escaping from tribal conflict, racial discrimination or resentment.
- **Religious refugee:** They are people who are forced to leave their countries because of their religious beliefs which is opposite to that of the state.
- **Economic refugee:** They leave because their country cannot provide the basic necessities, so they go to seek better living standard or jobs else where.
- **Disaster refugee:** They are forced to flee their countries because of natural or manmade disasters such as earthquake and war.

Causes of displacement of people

- i. War, civil or tribal conflict.
- ii. Political reasons.
- iii. Natural Disaster – flooding and drought.
- iv. Persecution – because of race or religion.

Problems of refugees

- Lack of food.
- Spread of diseases.
- Limited or no accommodation.
- Lack of jobs.
- Low standard of education.

Solutions to refugee problem

- Oppressive regimes should be discouraged.
- Peaceful resolution of conflict. Corruption, tribalism, and regionalism should be discouraged.
- Embark on massive agricultural activities to provide sufficient food.
- Be sensitive to disaster prone areas.

Activities

Guide pupils to discuss:

- The effect of refugee problems on the host country.
- Name national and international organisations who champion refugee problems.

UNIT 26

Disaster

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of disaster including its various types with examples.
- State the causes and effects of disasters including preventive measures.

Duration: 35 minutes

Definition:

A **disaster** is an unfortunate event which causes great loss of lives, damages and hardship.

Causes of disaster

Disaster can be caused by negligence, accident, bad judgment or natural force.

Types of disaster

- Man-made disaster.
 - Natural disaster.
1. Man-made disasters are caused by man's activities on the environment, which can also cause natural disasters. An example of man-made disasters is war, human accidents, pollution nuclear activities, bush burning, industrial accidents, desertification and population explosion.
 2. Natural disasters are caused by natural forces that are controlled by nature. Examples of natural disasters are drought, earth quake, famine, flood hurricane, tornados, landslides and diseases.

Flood

Flood: This is the excess of water on the land surface which is more than the plants and animals require.

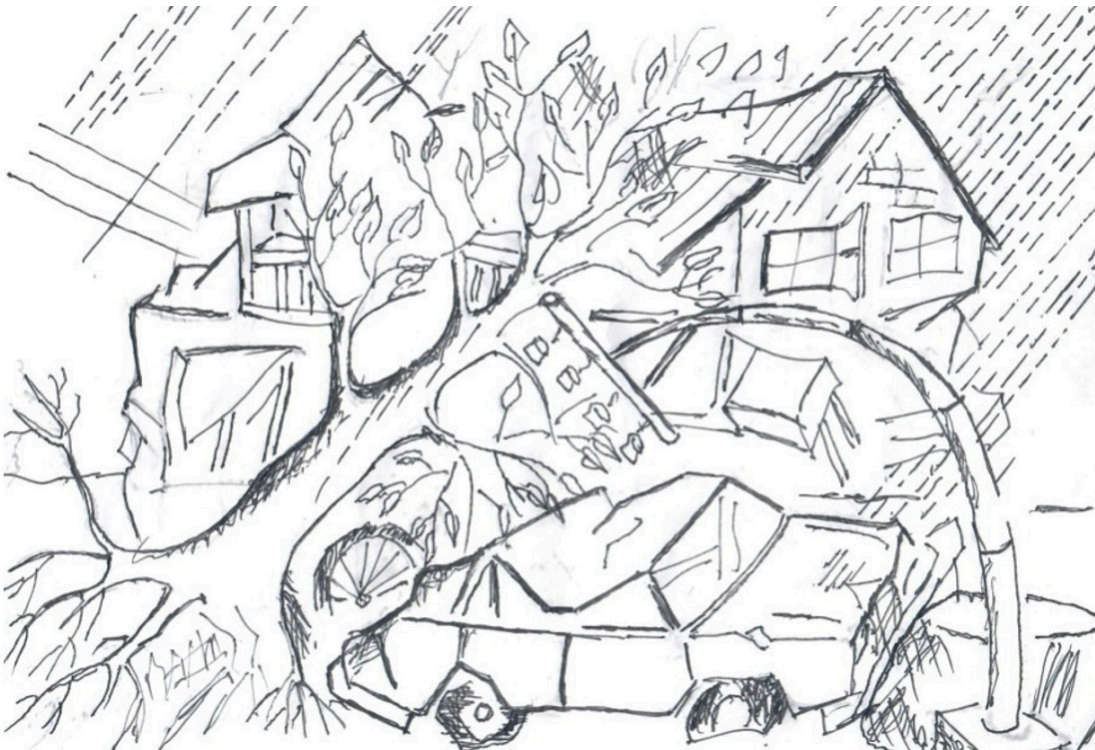
This is the overflowing of water over the river banks beyond its normal level.

Causes of floods

- Excessive rain.
- Improper refuse disposal.
- Deforestation.
- Improper roads construction.

Effects

- Leads to crop failure.
- Causes displacement.
- May lead to destruction of home, lives and properties.
- Gives social burden to the government.



Activities

- Discuss the above in relation to the effect of flooding.
- Guide pupils to name some disasters that have happened in their communities and state their causes.
- Write short notes on the following: Drought, famine, and hurricane. State their causes, effects and preventive measures.

Preventive measures

- Provision of metrological site to forecast the weather for eminent danger.
- Clearing of drainages.
- Removal of silts from river beds.
- Building of dams to store excess water.
- The use of improved agricultural practices.

Disease

Diseases: This is an infection that can cause problem to plants and animal life. A person is said to suffer from a disease when his physical conditions cannot allow him to function normally as a result of pain, for example, Corona, Ebola.

Causes

- Over-crowding.
- Unhealthy environment.
- Lack of immunity.
- Pollution.
- Overuse/misuse of drugs.

Effects

- Some diseases can lead to loneliness or isolation, for example, T.B, AIDS, Covid 19, Ebola.
- Some could lead to physical weakness or paralysis.
- Could cause poverty.
- Lead to death.

Preventive measures

- Observing personal hygiene.
- Eating a balance diet.
- Vaccination.
- Use of face masks.
- Avoid over-crowding.
- Frequent hand washing.
- Taking the advice of doctors.
- Frequent medical check-ups.

War

War is a fight between two parties or groups using weapons or mind games. A war could be civil, tribal or invasion from another country.

Causes

- Lawlessness.
- Tribal conflicts.
- Political conflicts.
- Territorial disputes.
- Corruption and injustice.

Effects

- People are killed.
- Properties and homes are destroyed.
- Can lead to natural disasters.
- Creation of refugee problems.
- High crime rate.
- Prostitution.

Preventive measures

- Government should respect human rights.
- Enact a law to prevent the production of arms and ammunitions.
- People should learn to settle their differences peacefully.
- Minimize corruption and injustice.
- Equal distribution of national wealth.

UNIT 27

Adolescence

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of adolescence including its characteristics.
- State problems common among adolescents and suggest solutions.

Duration: 35 minutes

Definition:

Adolescent: This is the transitional period between childhood and adult hood.

Or it refers to a person who is between the ages of 13-23/ 15-23 years.

Or a teenager/youth who has reached the age of puberty. An adolescent is also called a teenager and is neither a child nor an adult.

Characteristics of an adolescent

The adolescent shows a wide range of features or characteristics:

1. Physical growth.
2. Emotional behavior.
3. Social adjustment.

Physical characteristics

- Boys start to develop muscles.
- Their body structure develops.
- Their voice deepens.
- Both boys and girls develop hair under their arm pits and genital area (pubic hair)
- Boys grow beards, moustache.
- Girls begin experiencing menstruation.
- Some girls develop pimples on their face.
- Girls develop breast.
- Boys begin to develop interest in girls.
- Wet dreams are experienced by both boys and girls.

Emotional characteristics

Adolescents at this age feel that they are adults as a result of their physical growth. The following are some of their emotional behaviors.

- Their desire to release their energy by engaging in rigorous body exercise without benefit.
- They often seek for independence.
- They usually feel easily offended, and are very sensitive to criticism.
- In most cases they are erratic and inconsiderate in their behavior

Social characteristics

- They usually seek immediate recognition and praise for their effort and achievements like passing exams.
- They have a strong desire to belong to peer groups.
- Want the freedom to do whatever thing suits them.
- They copy or imitate their peers.
- They feel being better about being able to make their own decision.
- Their appetite for food usually grows.
- Their language is usually mixed with slang.

Social problems among adolescent

- Juvenile delinquency.
- Truancy.
- Teenage pregnancy.
- Excessive smoking.
- Drinking alcohol.
- Drug addiction.

Juvenile delinquency

This refers to criminal behaviour among young persons who are less than 18 years. A child who breaks the law is called a delinquent.

This is also the committing of crimes by children below the age of 18 years

Reasons for breaking the law

- Lack of food or basic necessities.
- The quest to satisfy their numerous wants.
- Injustice done to them by their relations.
- Peer group pressure.
- The environment that the child grows up in, may change their behavior, for example, a child in a slum area.
- The lack of parental care and supervision.

Solution to juvenile delinquency

- Government should set up special juvenile courts to deal with young law breakers not necessarily to punish but to help them get their acts together.
- To find out the root cause of the act.
- Social welfare workers should also help young people.
- The delinquent should be counseled and shown the importance of a good and peaceful citizenship.
- To be taken to remand homes for assistance, for example, in Sierra Leone a remand home is called approved school.

Teenage pregnancy

Teenage pregnancy: Adolescents have a strong attraction for the opposite sex. If this is not controlled adolescent girls may find themselves pregnant while still at school or under age and boys will be adolescent fathers.

Causes

- Lack of parental care.
- Poverty.
- No counselling.
- Peer pressure.
- Lack of self-discipline.
- Lack of/inadequate sex education.
- Rape.

Effects

- Girls terminate their education and dropout of school.
- A pregnant girl is a disgrace to her family.
- Some attempt unsafe abortions which may lead to barrenness/deaths.
- Unwanted babies and teenage mothers become malnourished, because of lack of care from the partners.

Solutions

- Teach good morals and values in schools.
- Family planning should be taught in schools.
- Preventive drugs to be taken.
- Government should pass laws prohibiting teenage pregnancy and strict penalties for perpetrators, for example, life imprisonment.

Activities

Guide pupils to do the following:

- Write the causes, effects and solutions to the following adolescent problems: drug abuse, truancy, alcoholism and smoking
- Effects of adolescent problems on the country.
- List adolescent problems common in their communities and suggest solutions.

UNIT 28

Sexually Transmitted Diseases (STDs) Infection (STIs)

Learning outcomes

By the end of the lesson, pupils will be able to:

- State and explain the meaning of STDs, with examples.
- State their mode of transmission, symptoms and preventive measures.

Duration: 35 minutes

Definition:

STDs/STIs: Stands for sexually transmitted disease/infection

An STD/STI is spread through unprotected vaginal or anal intercourse.

Types of STDs/STIs

Gonorrhea, syphilis, genital herpes, hepatitis B, and HIV, for example..

Many STDs/STIs are caused by bacteria and can be easily cured with antibiotics and other medical treatments. Untreated infections however, can cause serious health problems such as infertility, heart and brain damage or even death.

HIV/AIDS

What is HIV: **HIV** stands for Human Immune Virus. HIV is the virus that causes AIDS.

What is AIDS: AIDS stands for Acquired Immune Deficiency Syndrome.

AIDS is a group of sicknesses that come after HIV has destroyed the body's immune (defence) system, the white blood cells.

Signs and Symptoms:

- Prolonged diarrhea.
- Severe weight lost.

Mode of transmission

HIV is transmitted:

- Through unprotected sexual intercourse with an infected person (sex without condom).
- By contact with infected blood through blood transfusion.
- From infected mother -to- child (during pregnancy/breast feeding).
- Sharing syringes, needles, razors and other sharp objects contaminated with infected blood.

Prevention and control

- Try to know your HIV status.
- Abstain from sexual activity.
- Keep to one faithful partner.
- Use condom constantly.
- Avoid blood transfusion.
- Do not share skin piercing instruments such as blade and needles.
- Ensure that new or sterilized (well boiled) skin piercing instruments and syringes are used for medical purposes.
- Pregnant women should be encouraged to do HIV test together with partners.

Gonorrhea

Causative agent:

- It can be caused by a bacterial called **Gonococcus**. The bacteria affects the moist surface of the human body (urethra, cervix, rectum and throat). It can be contacted through oral, vaginal or anal sexual intercourse.

Modes of transmission:

- Through sexual activity with an infected person.
- Through contact with contaminated objects like toilet seat.
- Stepping on infected urine.
- From infected mother to fetus.

Incubation period:

- Signs begin between 2-5 days or up to three weeks or more after sexual intercourse with an infected person (s) for men. But for women, a long period may pass before any sign shows up, but she can still give the disease to another though signs are not apparent.

Signs and symptoms:

- Abnormal discharge from penis, anus, or vagina.
- Pus or discharge from the eyes of the new born baby.
- Pain during urination.
- Sore at the tip/head of the penis.

Treatment:

- Use of antibiotics, penicillin such as Tetracycline or Doxycycline.
- Use of Benzatine injection.
- One percent of silver nitrate should be dropped in the eyes of a new born child who has been infected through the mother.
- If urination is difficult, sit in a tub of hot water and if there is no relief, use a catheter and see a medical doctor immediately.

Syphilis causative agent:

- It is caused by a bacterial or germ called **TREPONEMA PALLADIUM** or **SPIROCHETE** because of its cork screw shape.

Mode of transmission:

It creates a sore which is usually full of germs and can easily be passed on to another person through the following ways:

- Kissing an infected person.
- Having unprotected sexual intercourse with an infected person.
- Oral genital intercourse.
- Anal contact.

Signs and symptoms

- It causes a sore called chancre (swanker).
- The chancre would be like pimples or blisters or an open sore.
- The sore appears in the genital areas of a man or woman.

Treatment:

- Use Penicillin.
- Use other antibiotics such as Doxycycline capsules.
- Use Benzatine injection.
- See a medical doctor immediately.

UNIT 28 : Sexually Transmitted Diseases (STDs) Infection (STIs)

Prevention of syphilis

- Abstain from sexual intercourse.
- Be faithful to one sex partner.
- Use a condom.
- Infected persons should inform their sex partners about their status so that they can be treated together.

Activities

Guide pupils to do the following:

- Name other STDS not indicated especially those common in their communities.
- What are their signs and symptoms, mode of transmission and preventive measures?

UNIT 29

Some National Bodies in solving national problems : (Sierra Leone Red Cross, NARECOM, SLHRC)

Learning outcomes

By the end of the lesson, pupils will be able to:

- Name and give a brief background of some national organisations solving national problems.
- State the functions they perform in Sierra Leone.

Duration: 35 minutes

Sierra Leone Red Cross

Background: The Red Cross was founded by a Swiss; Henry Dunant after he had witnessed a bloody battle between France and Austria in Italy, in June 1859. When Dunant returned to Switzerland, he asked some of his friends to join him form an organization that would help wounded soldiers on the battle field. This gave birth to the Red Cross Movement in Geneva, Switzerland in 1863. The Red Cross (called 'Red Crescent' in Muslim countries) now has branches in most countries of the world.

Some basic principles of the Red Cross: Humanity, impartiality, neutrality, independence, voluntary service, unity, and universality.

Exercise

Pupils to explain what each principle means.

Branches of Red Cross Society:

- The International Committee of the Red Cross (ICRC).
- The League of the Red Cross and Red Crescent Societies (LRC and RCS).
- The National Societies. For example: The Sierra Leone Red Cross Society which was formed in 1962 by an Act of Parliament.

UNIT 29: *Some National Bodies in solving national problems: (Sierra Leone Red Cross, NARECOM, SLHRC)*

Some functions of Red Cross:

- Helps war victims. – Provides medical assistance to hospitals.
- Repatriates refugees - Provides food items to disaster victims
- Provides first aid to accident victims. – Engages in peace building activities and so on.

NARECOM: Means, National Rehabilitation Committee. It was founded on the 24th March 1997 and established within the Ministry of Foreign Affairs. The main aim of its formation was to co-ordinate relief work as a result of the rebel war and to rehabilitate ex- combatants after the war.

Functions of NARECOM In Sierra Leone:

- Coordinate relief for refugees and displaced persons.
- Build infrastructure for the displaced/returnees.
- Focus on the psychosocial needs of the displaced and returnees.
- Interventions to meet the special needs of combatants.
- Assist government authorities in comprehensive planning to enhance the process of reintegration.

Sierra Leone Human Right Commission (SLHRC)

The commission was established by an Act of Parliament in 2004.

Functions:

- To monitor, investigate and document all human rights violations in the country.
- To promote respect for human rights through awareness and education programmes.
- To review existing laws, formulate new legislations and advise government on its international human rights obligations.
- To publish materials explaining the obligations of public officials in protection of human rights.

Activities

- Guide pupils to name humanitarian organisations in their communities,
- State the functions they perform in their communities.

UNIT 30

Some International Bodies involved in solving global problems: (UN, UNHCR, WHO)

Learning outcomes

By the end of the lesson, pupils will be able to:

- Name and give a brief background of some international bodies involved in solving global problems, for example, UN, UNHCR, WHO.
- State their aims, organs, and specialised agencies.
- State ways in which Sierra Leone has benefited from these bodies.

Duration: 35 minutes

Examples of International Organisations:

- a. United Nations Organisation.(UN)
 - b. The Commonwealth of Nation (generally called “The Commonwealth”).
2. Continental organisations
 - a. The African Union. (AU)
 - b. European Union. (EU)
 3. Sub- Regional Organisations:
 - a. The Economic Community of West African State (ECOWAS)
 - b. Mano River Union.

Exercise

Discuss the background and aims of the above organisations.

The United Nations Organization (UN).

United Nations is an International Organisation which came into being on 24th October in the USA shortly after the end of World War II.

AIMS of UN:

- Maintain international peace and security.
- Develop friendly relations among nations.
- Achieve international cooperation in solving major problems that affect the world.

UNIT 30 : Some International Bodies involved in solving global problems: (UN, UNHCR, WHO)

- Promote respect for human rights and fundamental freedoms.

Nearly every country in the world is a member of the UN. Sierra Leone became the 100th member of the UN in 1961, when we gained independence.

Major Organs of the UN:

- i. The General Assembly.
- ii. The Security Council.
- iii. The Secretariat.
- iv. The Economic and Social Council.
- v. The Trusteeship Council.
- vi. The International Court of Justice.

Exercise

Identify the remaining organs of UN.

Some Specialized Agencies of the UN:

- i. The World Bank- It is in Washington DC in USA.
- ii. The United Nations High Commission for Refugees (UNHCR) is based in Geneva, Switzerland.
- iii. The United Nations Development (UNDP) is based in New York.
- iv. World Health Organization (WHO) Headquarters is based in Geneva, Switzerland.
- v. United Nations International Children's Fund (UNICEF) is based in New York.
- vi. World Food Programme (WFP) is based in Rome, Italy.

Exercise

Pupils to identify the remaining specialized agencies of the UN:

Benefits Sierra Leone derives from the UN:

- Setting up of the Special Court in Sierra Leone by the UN and the Government of Sierra Leone.
- Creation of employment for Sierra Leoneans.
- Health services of the UN through WHO.
- Promotion of education through UNICEF and UNESCO.

Background/Functions of some humanitarian organisations

UNHCR is a specialized agency of the UN, based in Geneva (Switzerland). It was set up in 1951 and deals with the problems of refugees including their rehabilitation. The UNHCR has two main functions: a). to protect refugees and b) to seek lasting solutions to their problems. Other activities involved helping in crisis period, giving emergency relief, that is, food, accommodation, education and employment. Provide long term solutions for refugees like voluntary repatriation, local integration and settlement.

Functions of WHO

- To provide good health facilities for the human race.
- To alert countries to epidemic outbreaks
- Dissemination of information on health.
- Embark on research to control diseases.
- Organise medical services in different parts of the world
- Make provision for safe drinking water.

Activity

Guide pupils to discuss the works of International Organizations in their community and how they have benefited.

Past BECE Questions and Answers

1. List the main stages of man's development in the correct order (BECE 2020)
 - Pro- Consul.
 - Homo- habilis.
 - Homo- erectus.
 - Homo- Sapiens.
 - Homo-Sapiens Sapiens.
2. State two important developments which took place in the Neolithic Period. (2019)
 - Man made attempts at writing (for example, kept farm records)
 - He domesticated animals.
 - He built settlements of clay.
 - He started to grow crops.
 - Population increase from 5-10 million
 - He invented the plough.
 - He invented the loom for weaving.
 - He made baskets from straw.
 - He made utensils of clay.

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- He made elaborate arts and crafts.
 - He made finely polished tools.
3. Give four uses of copper (2019)
- Used to make electric wires.
 - Used to make coins.
 - Used to make weapons (daggers, arrow heads and so on) .
 - Used to make ornaments (chains, bracelets, earrings).
 - Used to make cooking utensils (pots spoons, knives).
 - Used to make tools like axe heads, chisels.
 - Used to make equipment like fishing harpoon.
 - Used to make statues and so on.
4. State four benefits of a Population Census. (2019).
- Helps the government to know the number of people living in the country
 - Helps the country to forecast her future economic needs.
 - Helps to determine the rate of unemployment.
 - Helps in the distribution of the country's resources.
 - Helps in the formulation of Economic policies.
 - Helps to know the amount of revenue expected from taxes etc.
5. Define the following terms :(2019).
- Birth Rate: It is the number of births per thousand of the population in a year.
 - Death Rate: It is the number of deaths per thousand of the population in a year.
 - Population Census: It is the head count of the people in a country or region at a particular time.
 - Or it is the survey which counts the number of people in the entire country on a specific date.
6. List three features of the period of harmattan in Sierra Leone (2020)
- It is cool
 - It is dry
 - It is dusty/dust haze
 - Humidity is low
7. State the use of the following weather instruments: (2020)
- Thermometer: used to measure atmospheric temperature
 - Rain gauge: used to measure the amount of rainfall
 - Wind vane: used to find wind direction
 - Barometer: used to measure atmospheric pressure.

8. Give four reasons why forest areas are important. (2020)
 - Source of timber.
 - Source of medical herbs.
 - Habitat/ home for some animals.
 - Source of food.
 - Source of income.
 - Source of raw materials.
 - Source of fuel (firewood).
 - Helps to create balance of gases in the atmosphere.
 - Control of soil erosion.
 - Provide jobs.
 - Tourist attractions/source of revenue for government.
9. Give four advantages of migration (2020).
 - Reduce labour shortage.
 - Development of a richer and more diverse culture.
 - Provides cheap labour.
 - Reduce population in source area.
 - Reduce pressure on certain resources (agricultural land).
 - Creates wide range of market.
 - Reduce pressure on social amenities in source area.
10. List four important religious feasts celebrated in Sierra Leone (2020)
 - Christmas.
 - Easter.
 - Eid-ul-Fitri.
 - Eid-ul-Adha.
 - Mal-ud- Nabi.
11. List four promises of Buddhism (2020).
 - Abstain from stealing.
 - Thou shall not kill any living being.
 - Abstain from any sexual misconduct.
 - Abstain from lying.
 - Abstain from drunkenness/ intoxication.
12. Define any three of the following terms:
 - Monogamy.
 - Customary marriage.
 - Culture trait.
 - Patrilocal.
 - Neo-local.2016.

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Ans:

- a. Monogamy: This is marriage of one man to one woman at a time. It is a culture trait of western culture which includes the culture of most Europeans and North Americans, where Christianity is the practiced religion.
- b. Customary marriage: This is a marriage between husband and wife and it is not bounded by law but by custom.
- c. **Culture trait:** It is a basic social element within a culture.

It can also be described as the characteristics appearance or behavior of people. It is referred to as the various ways through which culture is expressed. Or culture consists of many elements and the smallest element is a trait, for example, dress.

13 .State two processes of socialisation in each of the following institutions (2015)

- the school.
- the family.

Ans:

- a. the **Family:** the socialisation process of the child first start at home or within the family at an early age. The processes of socialisation in the family are
 - The child learn that he/she is an individual and should recognise other members of the family.
 - The child learns to be disciplined and hard working.
 - The child learns the culture of the society.
 - The family teaches the child how to respect elders.

The child also learnt how **to:**

- Assume responsibilities at an early age.
- It is at home that the basic personality, attitudes, values and moral ideas are laid down at early age

The school: The school prepares the child to be able to fit into society. This is achieved by the application of rules and regulation of the school.

The children are to be neat, cheerful, polite, and punctual, law abiding and have respect for authority as they are guided by rules and regulations governing the school.

Rules and regulations control the behaviors of the children by instilling values in them.

Children gradually develop team spirit, cooperation and sound judgment when engaged in competitions.

14. Define the following terms: a. Net migration b. Immigration. C. Emigration, d. Urbanisation. Seasonal migration.

a) Net migration is the difference between immigrants and emigrants.

b) Immigration: A person who arrives to settle in a country not of their own or someone who moves from a country to another to settle.

c) Emigrant: A person who leaves his own country to settle in another country or someone who moves out his country in to another country to settle.

d).Urbanisation: growth of town or cities in human numbers.

e) .Seasonal migration: a type of migration where the seasons determine movements.

15. Define the term Transportation {2013}.

16. State three advantages of Air Transportation.

Ans:

Transportation is the movement of people, goods and services from one place to another and sometimes over a long distance

Advantages of air transportation

- Fastest means of transportation.
- Suitable for perishable goods.
- Provide employment.
- Promote trade.
- It crosses mountains dense forest and large oceans with the greatest ease and speed therefore very comfortable.

17 a. Define the term Communication (2010).

. b.. State three uses of communication.

Ans:

Communication is the transmission of information, exchange thoughts, ideas and feelings between individuals or group of individuals.

Importance of communication:

- Communication is a basic human activity.
- Communication promotes businesses through advertisement.
- It promotes education through the taking of lessons on radio or television.

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- General information is given through communication.
- Entertainment is also given through communication.

18a. Name four physical environments in Sierra Leone (2016)

Ans: Freetown Peninsular.

- Coastal plane.
- Interior lowlands.
- Interior plateau.

18b. Name the four types of vegetation in Sierra Leone.

Ans: Coastal Swamp.

- Boli and Batii Flat Lands.
- Farm bush.
- Grass lands.

19. Name the various groups that make up the Krio society of Sierra Leone and indicate where each came from:

Ans:

- Blackpoor – England
- Maroon – Jamaica
- Nova Scotia – Canada
- Recaptives – Angola, Congo, Nigeria and so on

20.. Write brief notes on any two of the following:

- Themne.
- Fullah.
- Mende.

Themne – One of the earliest tribes to enter Sierra Leone and the second largest group

- Migrated from Futa Jallon, Guinea
- They were driven by the Susu and other Mande speaking people in the sixteenth century.
- They moved southward and settled on the coast in the Scarcies Vally, where they formed a commercial empire.
- They are divided into two major groups, Sanda Themne and Yoni Themne.

Fullah – Settled in Futa Jallon in Guinea.

- Migrated to Sierra Leone in search of fresh pasture from their cattle
- They herdsmen.
- They brought the Islamic religion through the Quranic Schools in Sierra Leone.

21a.. What is population census? (2012)

Ans: Population Census is defined as the counting of people at a particular time. Census is usually taken every ten years.

21b.State three institutions responsible for the collection of population data

Ans:

Institutions responsible for the collection of population data:

- The Registry.
- Statistics Sierra Leone.
- National Electoral Commission.
- Immigration Department.
- Office of Registrar of Births and Deaths.

22a. What is an Ecosystem?

Ans:

An ecosystem is a unit in which air, water and solar energy interact among themselves together with the living things and non-living organisms in the earth environment.

22b. State four ways in which man has interfered with the Ecosystem. (2014)

Ans:

Farming, pollution, population growth, urbanisation, mining, dam construction, war.

23a.What does the following stand for? (2011)

- UNIDO
- UNFPA
- ILO
- ECOWAS
- WHO
- UNHCR

Ans:

UNIDO = United Nations Industrial Development Organization.

UNFPA = United Nation Fund for Population Activities.

ILO = International Labour Organization.

WHO = World Health Organization.

UNHCR = United Nation High Commission for Refugee.

23b. List any four organs of the UN

- General Assembly.
- Security Council.
- The Secretariat.

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- The Economical Social Council.
- The International Court of Justice.

24a. When was the Red Cross Society established?

Red Cross was established on the 26th October, 1863

24b. Who was the founder of the Red Cross and what is his nationality?

Founder was Jean Henri Dunant and he was a Swiss-man

24c. List four principles of the Red Cross

The principles of the Red Cross are

- Humanity.
- Impartiality.
- Neutrality.
- Independence.
- Voluntary Service.

25a. what are human rights?

Human Rights are rights to which all people in the World are entitled. They are founded on respect for the dignity and worth of each individual regardless of race, gender, language, religion, opinions, wealth or ability.

25b. List five human rights.

Some of our basic human rights are:

- Right to Life.
- Right to freedom, movement, association, and assembly
- Right to education.
- Equality before the law.
- Right to food.

25c. Name four human rights organisations

Some Human RIGHT Organisations and their functions:

- Amnesty International (AI).
- Human Right Watch (HRW).
- Prison Watch.
- World Organization against Torture.
- No Peace without Justice – National Forum for Human Right.

26a. What is the meaning of AIDS?

Ans:

AIDS means Acquired Immune Deficiency Syndrome

26b. State four modes of transmission of AIDS.

Ans:

- Through unprotected sexual intercourse.
- Using infected blood through blood transfusion.
- Sharing instruments used by infected persons , for example, syringes and razors.
- From mother to fetus (unborn child in the womb).

26c. Suggest three measures that can be used to control the spread of AIDS

- Sex education.
- Use of condoms.
- Campaign against certain cultural practices.
- Mass Media campaigns and so on.

27. Write short notes on any two of the following ethnic groups- Mende, Krio and Fula under the heading:

4. Dress, music and dance.
5. Arts and crafts.

GLOSSARY:

Adolescent - a stage of maturation between children and adulthood.

Anemometer -this is the instrument used to measure wind speed.

Alms - money, food or other donations given to the poor or needy.

Atmosphere - a blanket of air that surrounds the earth.

Archaeologist - scientist who studies ancient cultures through the examination of their material remains such as building, graves, tools and other artifacts usually dug up from the ground.

Asylum - a place of refugee or protection for people fleeing their countries.

Authoritarian -using power to enforce obedience.

Barometer - instrument used to measure pressure.

Body language - the way we use our bodies to communicate our feelings (body gestures).

Biosphere - part of the earth where life exists.

Carnivores - animals that feed mainly on flesh.

Census - process of counting every individual in a country to know the population.

Climate - this is the average weather condition of a place expressed over a long period of time.

Civil war- conflict between two or more groups within a country.

Community – a group of people living together and sharing many things in common.

Colonialism – a policy of foreign rule or domination.

Culture - these are the frequent practices and activities common to a society.

Culture trait - refers to the common aspect of life among a group of people.

Deforestation - indiscriminate cutting down of trees without replacing them.

Desert - an area that receives very low annual rain falls with high temperature.

Desertification - the spread of desert conditions to other areas.

Disaster - an unfortunate incident that causes destruction to man, animals, plants and the environment.

Drought - the long absence of rain fall in an area.

Drug Abuse - the misuse of a particular drug that may affect one's health.

Earthquake - movements within the earth crust that cause the shaking and splitting of the earth's surface.

Ecosystem - the interaction that exists between living and non-living elements in an environment.

Emigration - movement of people from one's own country of origin to another.

Environment - this refers to man's surroundings.

Erosion – The removal of the top soil necessary for plant growth by running water.

Evolution - this is the process that involves the orderly development in animals from a simple to complex form.

Fertility – this is the number of births per thousand of a country's population.

Flooding - this is the over flow of water from its channel of flow to cause destruction.

Food chain -this is the transfer of food energy from one stage to another; it is also a link in the feeding pattern of organisms in the environment.

Food web - it is the complex form of energy transfer.

Fossils - these are the remains of animals and plants buried in the earth over the years now harden like rocks.

Globe - a ball-like object which shows a model of the earth.

Herbivores - animals that feeds mainly on plants, for example, rabbit and cow.

Harpoon - a special type of missile used for catching whales.

Harassment - disturbing someone persistently.

Humidity - refers to the amount of water vapor in the atmosphere.

Hygrometer - an instrument used to measure humidity.

Ice –Age - a period in earth's history when ice covered a significant portion of the planet's surface cooling of the atmosphere.

- Immunisation** - protecting someone from disease by inoculation (market).
- Infectious** - something that can be easily caught or passed from one person to another
- Invertebrate**- animals without back bones, for example, the mosquito.
- Island** – a piece of land surrounded on all sides by water.
- Inheritance** - property passing at the owner's death to the heir or those entitled to succeed.
- Lakes**- a piece of water surrounded on all sides by land.
- Landslide** - the falling or sliding of a mass of soil or rock from a steep slope.
- Latitude** - an imaginary line that runs from west to east.
- Longitude** - an imaginary line of meridians that runs from north to west.
- Mammals** - these are animals that can give birth to their young ones and breastfeed them.
- Malnutrition** - the effect of not eating a balanced diet.
- Matri-local** –this is when husband and wife decide to live in the home of the wife after marriage.
- Matriarchal** – this is the family organisation in which the mother is the head of the family.
- Mortality** - this is the number of deaths per thousand of a country's population.
- Non-Partisan** - neutral, not taking sides particularly in political matters.
- Norms** - standards.
- Nutrient** - something that provides nourishment
- Neolocal** - this is when the husband and wife decide to live separately away from their parents after marriage.
- Omnivore** - animal that eats both meat and plants.
- Orbit** - path of the movement of the planets around the sun.
- Oppression** -the exercise or authority or power in a cruel and unjust manner.
- Optimum Population** - this is when the total number of people is equal to the available resources.

Patrilocal - this is when the husband and wife decide to stay in the home of the husband.

Patriarchal - is a type of family organization in which the father is the head of the home or the *breadwinner*.

Peninsular - is a piece of land almost surrounded by water.

Symptoms- signs which indicate a person is ill.

Transfusion - process of transferring from one person to another (eg. blood transmission).

Virus - the infective agent of some disease which can be spread, for example, Corona Virus, Ebola