



Teaching Service Commission Sierra Leone (TSC-SL)



**Supplementary Study Pack for Underperforming Schools**

## Social Studies

March 2021



**NOT FOR SALE**



# Teaching Service Commission Sierra Leone (TSC-SL)



## 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 Peopling 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 etc)
14. Culture Traits relating to marriage
15. Culture traits relating to family
16. Culture traits relating to Religion
17. Socialization
18. Education and Development in Sierra Leone
19. Resources
20. pollution
21. farming
22. Communication
23. Transportation



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24. colonialism
25. Refugee Problems
26. Disasters
27. Adolescents
28. Sexually Transmitted Diseases ( STDs)
29. Some National Organizations 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, etc)



## ***TEACHER'S GUIDE***

### ***DEAR TEACHER,***

This piece of work is a revised version of the harmonized teaching syllabus for Social studies pupils at Junior Secondary schools prepared by the teaching service commission (TSC). These notes are useful for JSS learners 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 comprised of two (2) sections. Section A comprised of forty (40) Objectives test which pupils are required to answer all.

Section B comprised eight (8) Essay and short answer questions 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 learners to meet their required learning objectives. You are therefore expected to make use of this material in the best interest of the learner following the guidelines below:

- i. You are expected to teach or deliver the lesson in a simple English using local examples or materials for an achievable learning outcome.
- ii. You are expected to teach the definitions, diagrams other aspects of all the units in this manual.
- iii. Ensure that, you use concrete learning scenarios and materials as an example to enhance learning outcome.
- iv. Recap lesson exercises to test memorization, application and adaptation of concept
- v. Ensure that regular assessment activities to arouse the interest of the learner 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 learner with instructive guide on the nature of the Social studies BECE question paper so that the learner will have a pre-knowledge of the exams.



## UNIT 1: THE STONE AGE

### Learning outcome:

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

- State and explain the meaning of Stone Age,
- State the various components of 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:** Stone Age was a period in which Early Man used stone for making tools for his use. It lasted over three million years ago and 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. Because of its duration, it was sub-divided into three Phases:

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 activities done by 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 Neanderthal man or Homo Sapiens Neanderthal because the fossils of this being were first discovered in the Neander Valley in Germany 1956. Other names include: Wise man, thinking man, Rhodesia man.

Exercise: a) Describe the structure and other qualities of Homo Sapiens 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 Sapiens Sapiens 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 Sapiens Cro-Magnon Man.



### **Inventions made by Man during the Old Stone Age:**

- He made 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, chisels
- More advanced bows and arrow
- woven baskets, made kiln
- He made the exquisite laurel leaf blade
- made traps/ pitfalls
- made tents / settlements
- He made fire.

**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 has 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 Sapiens - Sapiens 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 , rice etc and domesticated animals like dog for security and hunting, cows to prepare the land for planting, sheep and goats to provide him protein food.

Exercise: a) Discuss tools and other Development made the New Stone Age.

b) Discuss important developments which took place during the Neolithic Period.

### **The Importance of the Stone Age:**

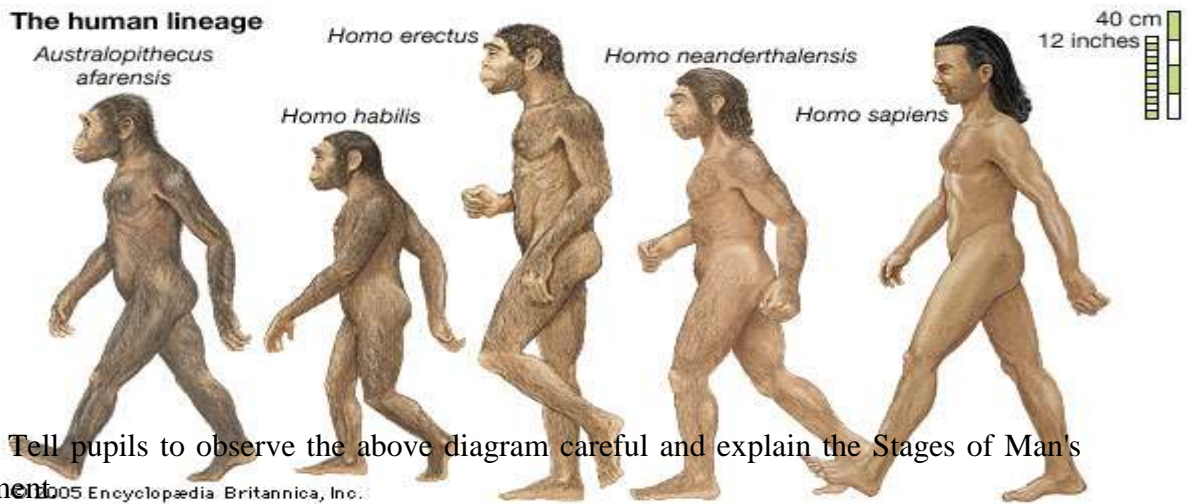
This period started about 800 BC when man Struggle to become human and to survive.

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

- ❖ Man started the arts of weaving cloth, making pots and baskets for carrying and keeping.
- ❖ Bows and Arrows were developed during this period.
- ❖ Hunting became more organized than before.
- ❖ During the Stone Age, Primitive language was developed.
- ❖ Crude tools were made for cutting and scraping skins.
- ❖ The use fire to cook and frighten wild animals away.
- ❖ Man started to invent technology such as medicine, fire, and the first stone tools, traps and kiln.



- ❖ Man started to bury the dead ceremonially
- ❖ A period when population increase from 5million to 10 million



**Activity:** Tell pupils to observe the above diagram careful and explain the Stages of Man's Development

## Unit 2: The Metal Age:

### *Learning outcome:*

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

- *State and explain the meaning of Metal Age,*
- *State the various components of 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** 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.

### i. **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 Metal.
- ❖ 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 when with fire could be molded into shapes.

### **Uses of Copper:**

- ❖ Used to make electric wires.
- ❖ Used to make coins



- ❖ Used to make weapons ( daggers, arrow heads etc)
- ❖ 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 harpoons,
- ❖ Used to make Statues. etc

ii. 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
- ✓ Armor
- ✓ Daggers
- ✓ Chariots
- ✓ Arrows heads
- ✓ Helmets
- ✓ Battle axe etc.

Other Bronze tools and Utensils includes: Hoes, axes, chisels, harmers, jugs, plates etc.

Some important developments during the Bronze Age:

- ❖ The famous Pyramid of Egypt was built.
- ❖ Growth of more towns and cities as a result of increased in population.
- ❖ Man built canoes and ocean going vessels to help him in transportation.
- ❖ Bronze was used to make statues
- ❖ Agricultural tools were made which promoted farming/food production.
- ❖ 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.etc.

iii. 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 effect of Iron on Man:**

The discovery and use of Iron affected early Human settlements in many ways some includes:

- ❖ 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. (ie 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 article of trade.
- ❖ Iron weapons are used to Improved the defense of countries and expand war-like nations.

**Other developments which took place during the metal Age are:**

- ❖ During the Metal age, fish hooks, daggers, axes, hoes etc were made by Man.
- ❖ Plough was also discovered during this period.
- ❖ Eating utensils were made.
- ❖ Modern Alphabets 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:**

**A**



**B.**



**C**

**D**



**Activity:** Tell pupils to identify letters that comprises stone tools and metal tools?

Describe some of the tools.

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

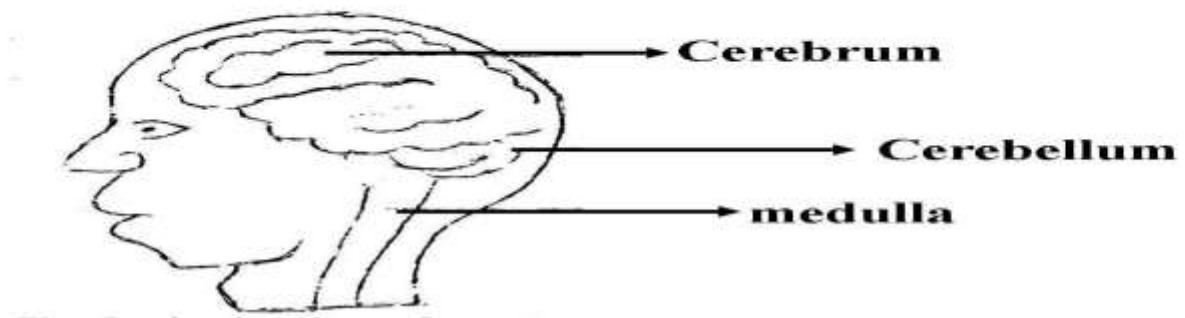
#### Learning outcome:

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

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

**Duration:** This unit is expected to last for 1 hr, 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 more highly developed and complicated more 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 specialized cells responsible for the transmission of these messages to and from the brain are called NEURON. There are about ten to twelve billion neurons in the human brain and they make up the basic Units of the nervous system.

#### **The 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 seeing, 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 etc.
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 enables man to reason, imagine and speculate about his past, present and the future. This has given scope to man to make wonderful discoveries or 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 eg jumping, running, dancing etc.
- The brain enabled man to adapt mentally and even culturally to his Environment
- \_ Controls all involuntary action such as rate of heartbeat, respiration, blood pressure, and digestion.
- \_ Control responses/ direct response
- \_ control the constriction and dilation of blood vessels
- \_ control body temperature.

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

### **Similarities between man and other animals**

1. 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.
2. Man and other animals belong to the vertebrate's kingdom. Vertebrates are animals that have backbone. E.g. Man, cow, dog etc.
3. Also, man and other animals belong to the primate family. Primate 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 should study for their exams. For Instance the brain comprised 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 outcome:

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 i.e. Scientific, Religious and Traditional views.

**Duration:** 1hr,10mins

**Definition: Evolution** Simply Means the stages of development through which Man went, 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.

- a) *Traditional explanations of some ethnic groups in Sierra Leone.*



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- ❖ 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.

And 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 nut 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 nut and it became the first tree on the earth.
- ❖ The part where he landed became known as Ife-Ife, the home of all Yurobas.

b) Religious Explanations: The world major Religions are Christianity and Islam. Their story about Man 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 breathe 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 Adams ribs while he was sleeping.
- ❖ Eve became Adams closest companion.
- ❖ God blessed Adam and Eve and told them to reproduce and fill the earth.
- ❖ Christians believe that God made after his own image and likeness.

The Muslims also believed that God:

- ❖ 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”.
- c) Scientific Explanation:
  - ❖ Scientists believe in the creation story as told by the Bible and the Quran.
  - ❖ But there are those who believe in evolution.
  - ❖ Scientists believe that life started in the sea.
  - ❖ They believe that Man started life as a marl animal.
  - ❖ That Man descended from simple animal
  - ❖ Charles Darwin, an English Man made the theory of evolution.
  - ❖ He study plants, insects and other animals convinced him that living things were capable of transformation .on the bases of natural selections.
  - ❖ That Africa is the cradle of Mankind.
  - ❖ That Man and ape evolved in Africa from a simple stock over 2million 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 etc. In other words, no two organisms are exactly alike\_ "not even identical twins". Because of these differences, certain living organisms are better adapted to their environment than others. These differences are called Variations.
  - ❖ **2. Over Population\_** Because of rapid population growth among living organisms, Darwin observed that man, other animals and plants were reproducing in such a large number that there will come a time when the Earth Ecosystem would not be able to accommodate and feed the growing population.
  - ❖ **3. Struggle for existence:** This means that, as the Earth 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 the 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 (characteristics e.g. heights, size, strength etc) which enabled them survive will be repeated in other offspring until new ones are given birth.
- Activity:** Tell 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 outcome:

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 e.g. Europe and Africa.
- State the causes and effects of Man's Struggle for existence.

Duration: 35Minutes

### Introduction:

On 31st October 2011 the world's population reached seven billion (7 billion), according to United Nations estimates. This is a very huge number. Two years ago, the world's population was 6.8 billion. But the human population has 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 1000BC when man started to grow his own food, the population increased to 100 million. The human population continued to increase steadily and by AD100, 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 improvement in agriculture, technology, medicine and sanitation.

### POPULATION GROWTH IN EUROPE

The European population tended to grow steadily from AD1 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 called "Essay on the principal 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 as regards population growth. Some countries in Africa, the total population has not grown very much fast over years and still relatively small. Both birth rates and death rates tend to be very high due to poor medications. However, a lot of Africa countries experience a rapid population increase in their Capital Cities. This put a lot of considerable constraints on limited facilities.

### Factors influencing population growth



- Climate: Severe climate changes may affect food production, leading to starvation and death
- Disease: It lowers 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. Although 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 Universities level, and become part of an educated workforce, the birth rate has a tendency to drop.

### **PROBLEMS OF RAPID POPULATION GROWTH**

1. Employment problem
2. High standard of living
3. High crime rates
4. Increased in prostitution
5. Problem of medical services etc

### **CAUSES AND EFFECTS OF MAN'S STRUGGLE FOR EXISTENCE**

The causes of Man's Struggle for existence are as follows: shelter, Clothing, Climate, Epidemic and Disasters.

- \_ Man was a wonderer; he had no knowledge of growing crops
- Had no cloth to wear, but used leaves and animals' skin
- Man used his brain to grow crop
- He developed better medical facilities
- He domesticates animals and also built shelter
- He invented better tools and machines
- Had no better tools to do his work effective



- He had no knowledge of good and effective medical facilities
- It was also during this period that the world population began to grow at a very fast rate, because of the above factors.

**Activity:** Tell pupils to discuss the Importance of Population studies.

## UNIT 6: Population of Sierra Leone

### Learning outcome:

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
- 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 etc.

Duration: 35Minutes.

**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 less than the resources available in that country. In an 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 type in which the number of people exceeds 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.
8. Economic activities
9. Illiteracy etc

### The population of Sierra Leone (Size)



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

- The first census was in 1963 yielded a population census of 2.1 million people
- The second census was in 1974 yielded a population census of 2.7 million people
- The third census was in 1985 yielded a population census of 3.5 million people
- The fourth census was in 2004 yielded a population census of 5.0 million people
- The fifth census was 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 heavy or high population. Examples are Kono, Kenema, Bo, Makeni, Freetown etc

### **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 problem 2. Low standard of living 3. High crime rate 4. Accommodation can be expensive 5. It can lead to prostitution etc.

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

### **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 Population:**

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

**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 and so on. 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 for every 100 females countrywide. This implies that there is more female Population in Sierra Leone than males.

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

### **REASONS FOR POPULATION CENSUS**

- 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

### **PROBLEMS ASSOCIATED WITH POPULATION CENSUS**

1. Political interference
2. Lack of trained personnel's
3. High cost involved in it
3. Lack of communication facilities
4. High level of illiteracy
5. Difficult 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 that 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 etc

### **POPULATUON 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 ect.

### **SOME TERMS RELATED TO POPULATION STUDIES:**

- **Population Growth:** refers to the manner in which the population is increasing or decreasing



- **Population Structure:** refers to the manner in which the population is distributed in various categories e.g.: age, sex etc.

\_ **Population Density:** Is defined as the number of people per Square Kilometer of land area.

- **Infant mortality:** this refers to the death rate of new born babies

- **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)

- **Life Span:** this refers to the number of years a man takes on planet Earth before he dies.

- **Demography:** Is the statistical study of human population (including births, deaths, income, the incidence of diseases etc). The specialists are called Demographers.

Exercise: I. Discuss the Composition of Sierra Leone population

ii. What is the effects of a population comprising largely of the elderly and adolescent

**Activity:** Tell 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 outcome:

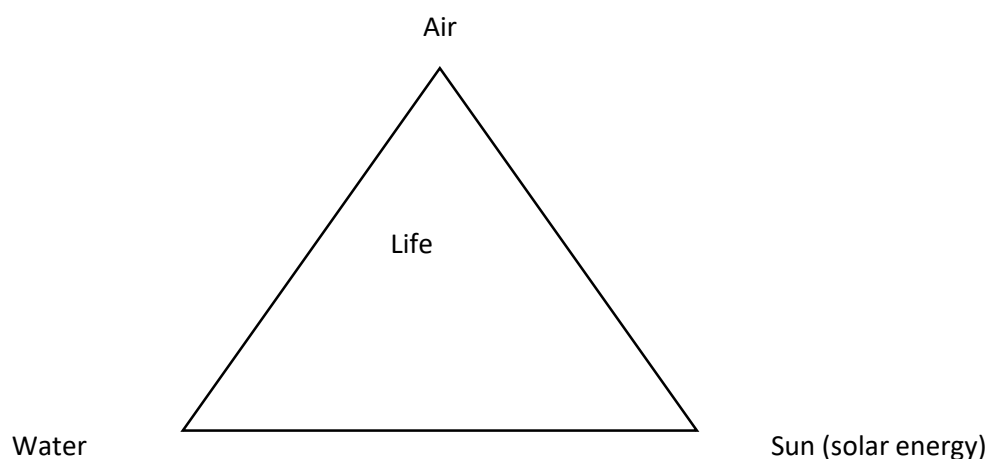
By the end of the lesson, pupils will be able to:

- Identify elements on earth which support life.
- States the Importance of each element
- Draw and explain the Breathing Cycle and the Hydrological Cycle.

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

**Introduction:** Life supporting elements are things that sustain the existence of living things on the earth surface

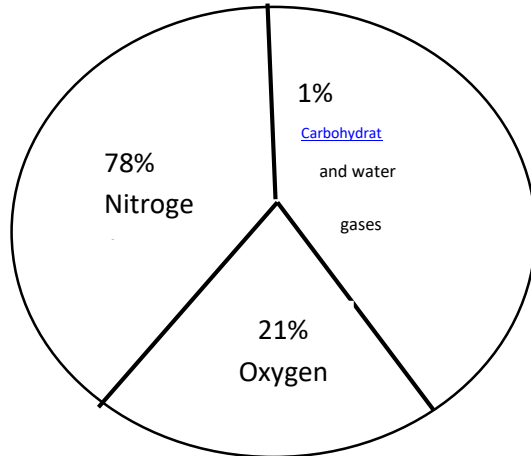
They includes Air, Water and the Sun (Solar energy)





### Major life supporting elements

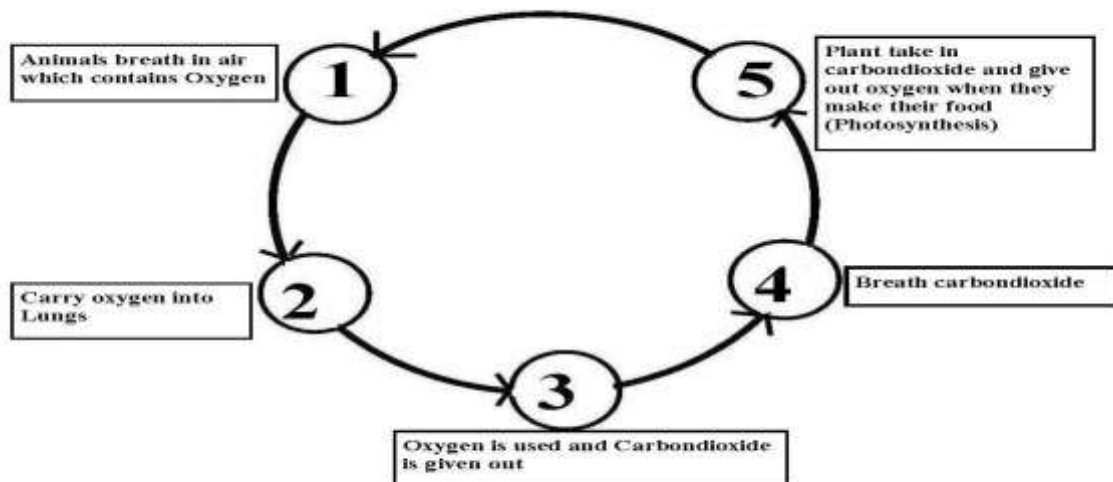
Air: Air is the blanket that surrounds the earth. It is made up of Oxygen, Carbon dioxide, Nitrogen, dust particles and water vapor.



### COMPONENT OF AIR

Human beings and animals take in oxygen and give out carbon dioxide while plants take carbon dioxide ( $C^{O}2$ ) to make food and release oxygen. The exchange between human beings animals and plants is called the breathing (life) cycle.

### Breathing cycle





**Water:**

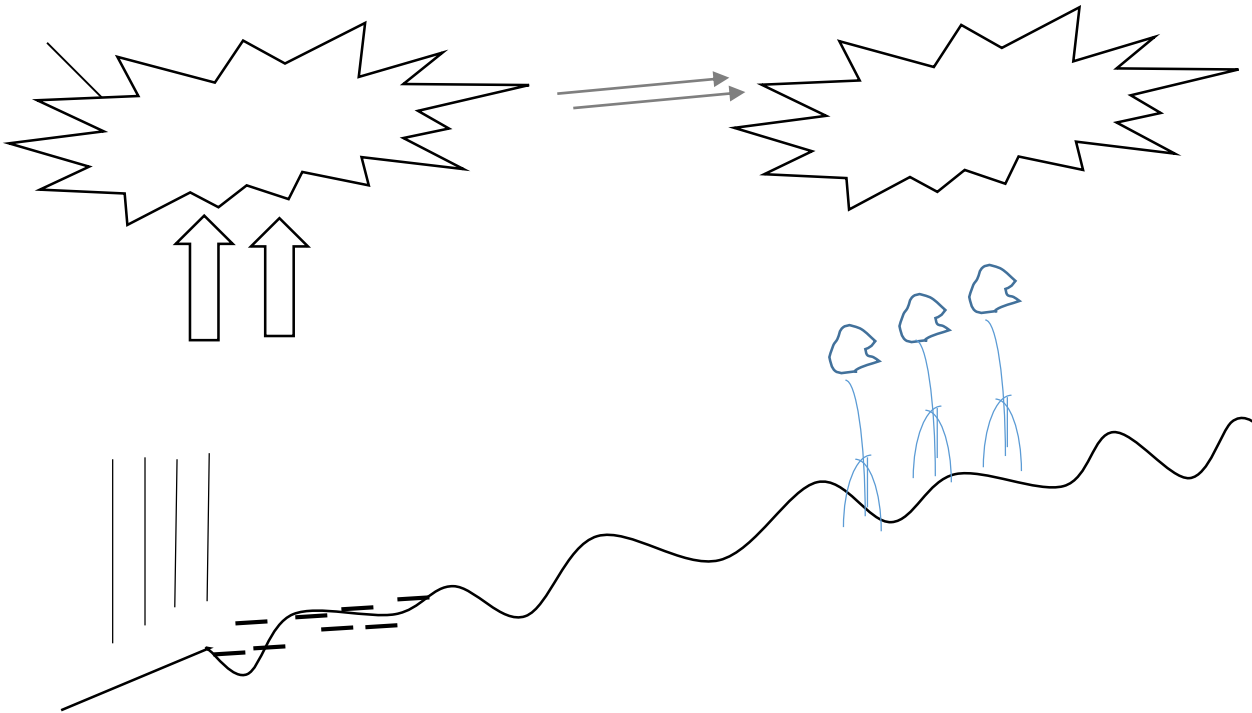
Water Is necessary for all forms of life.

It covers 70% of the earth’s surface.

The different sources of water include: well Water, Ocean, (desalination) ice (polar ice cap) rain etc.

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

See diagram below



**Hydrological (water) cycle**

People activity: explain how the hydrological cycle works

**Uses of water:** water can be used in the following ways

- vii. Drinking
- viii. Washing
- ix. Cooking
- x. Agricultural purposes
- xi. Transportation
- xii. Industrial uses
- xiii. Generation of electricity

**THE SUN:** is a star that can gives 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 plant (In the presence of Solar energy (Photosynthesis) plants can combine water from the soil, carbondioxide 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.

Activity: a) Tell pupils to observe the Hydrological cycle and explain how it works.  
b, guide them to discuss the importance of the earth's atmosphere.  
c) Guide pupils to draw correctly and label the Breathing Cycle.

## UNIT 8. Migration

**Learning outcome:** 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 minimizing 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 etc)
- v. natural resource endowment
- vi. Disaster (natural and man made
- vii. Political unrest

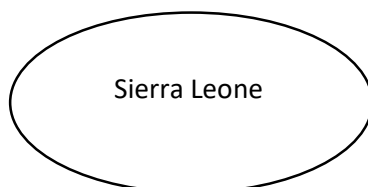
### TYPES OF MIGRATION

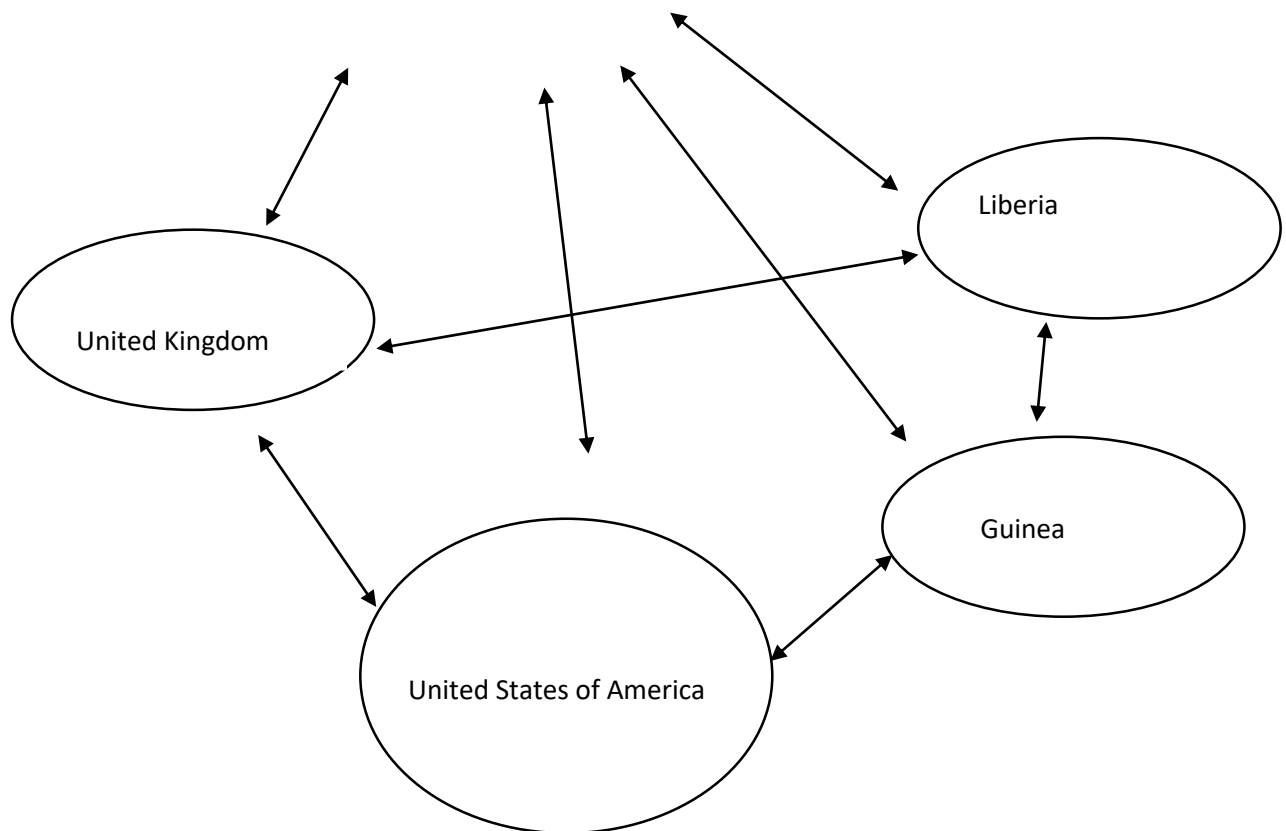
International migration

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 village to city/ 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 towns 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 problem
4, decline in labor force	Increase in labor force
5, Reduction in agricultural productivity	Increase in agricultural productivity
Increase in remittance	No remittance
Less social activities	High social activities

**WAYS OF MINIMISING MIGRATION**

- 1, Provision of job opportunity
- 2, Provision of social amenities
- 3, Increase in food production
- 4, Avoid war
- 5, Control over population

Exercise:

Write Short notes on any four (4) ways to minimizing migration

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** Discuss the both the negative and positive effects of migration on big towns/ cities.

**UNIT 9: Man's Physical environment****Learning outcome:**

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

- State the five Relief Regions of Sierra Leone.
- State the four Vegetation of Sierra Leone and its Importance
- Name the Seasons of Sierra Leone and it's characteristics
- Name the 7 Rivers of Sierra Leone, their Characteristics and Importance. etc.

**Duration:** 35minutes

**Introduction:**

This unit generally deal with the earth as a home of Man. Physical environment is made up of the air , atmosphere , weather , climate , rivers , oceans , vegetation, mountains, valleys low lands, lakes etc.

***The five relief regions of Sierra Leone***

- I. Freetown Peninsular
- II. Coastal Plains or lowlands
- III. Interior plains or Lowlands
  - Interior Plateau
  - Fouta Djallon region.

**The four vegetations in Sierra Leone**



## Coastal Swamps

Boli or Batti Flat Lands

Farm Bush

Grass Land or savannah

Reserve and protected forest by the ministry of Agriculture and other local authorities

### **Importance of Vegetation:**

- Mangrove plant is used as fuel wood or charcoal,

- They are also use for building canoes,

Use for making dyes,

- The inland swamps are very fertile for cultivation of swampland rice.

- Some Coastal swamps contain salt water which is used to produce local salt,

- Others contain fresh water.

- The Farm busy is use for upland rice cultivation

- The boli (grass) lands and Batii (swamps) are good for rice growing and other crops

### ***Seasons in Sierra Leone:***

The main seasons in are Dry Season and Rainy Season.

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

*Some characteristics of Dry season:*

- Temperatures are high

-plenty of sunshine

-dust is common

-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 i.e. the period of early squalls, persistent or deep 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 frequently 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***

4. Great Scarcies

5. Little Scarcies

6. River Rokel



7. River Jong
8. River Sewa
9. River Moa
10. River Mano

**Importance of Sierra Leone Rivers:**

- They are used for transportation
- Some rivers are sources of mining minerals, e.g., River Rokel and River Sewa.
- Some rivers are venue for recreational activities such as Social outings
- Some rivers have waterfalls that can be harnessed to generate hydro-electric power. E.g. Bumbuna waterfall on the River Rokel generates electricity.
- Source of domestic Water supply.
- Serves as natural boundaries. E.g. the Great Scarcies and Mano separate Sierra Leone from her neighbors.
- Use for Fishing
- used for industrial purposes. E.g. in mokañji water is pumped from the River for cooling machines and washing Bauxite
- Rivers produce sand, 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.etc.

**Some Characteristics of Sierra Leone Rivers:**

- They are seasonal in nature, i.e. 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 over their banks in the heights 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 on the earth 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 35years.

**Weather:** This is defined as the daily or day to day behavior of the atmosphere around us, or of a 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 gauge
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:

1. Draw a map of Sierra Leone indicating the Relief features.
2. Describe each of the four vegetations of Sierra Leone.
3. Define planet?
4. Name the eight planets in the solar System
5. Briefly describe the rainy season in Sierra Leone under the following :( Bece2010)
  - Temperature
  - Rainfall
  - Humidity
  - Winds
6. Name the prevailing winds in Sierra Leone during the rainy and dry seasons (Bece 2010)

**Unit 10: Environmental Management:**

**Learning outcome:**

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:** 35minutes.

**Definition:** This refers to the proper use of land resources for present and future generations. Or 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, eg historical sites.
- It conserves endangered species like certain types of animals eg chimpanzee or plants.

**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, hedges
- \_ Good conservation methods/ Introduce land use development programs etc
- Raising awareness on the dangers of poor environmental Management
- Passing strict laws against poor Environmental Management practices eg deforestation, indiscriminate mining etc.
- imposing fines against poor Environmental Management practices
- License or permits should be issued by Government on those who engaged in poor Environmental Management practices like felling trees etc



**Activity:** 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

**Outcome:** 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.

**Duration: 35minutes.**



**Map 3: Ethnic groups and their traditional 'homelands'**

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 8<sup>th</sup> century



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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 15<sup>th</sup> century. They are mainly traders and farmers who must have some 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 occupied today. The Temne had respect for their chief and traditions but women are not allowed to become Paramount Chief. Also they loved 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 17<sup>th</sup> century. There 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 is occupying 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 from around the wara wara Mountains via Liberia into Sierra Leone during the 15<sup>th</sup> 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 community, bringing out their Socio-cultural Practices
-



## UNIT 12: The Ecosystem

**Learning outcome:** 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 interfere with the Ecosystem and the effects.
- Discuss the interrelationship and Interdependence among Elements in the Ecosystem.
- Draw/ label Food Pyramid/ 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, animal etc example of non-living elements are water and , soil, air, sunlight etc Also there are three most important factors which the Ecosystem of plants and animals depend on for its formation; these includes 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:***

1. The hunting of wild life.
2. Over fishing
3. Fire wood cutting (deforestation)
4. Logging (timber production)
5. Construction of roads etc.

***The effects of man's activities on the ecosystem are***

1. Upland farming/ indiscriminate cutting of trees leads to Deforestation
2. The burning of the Forest by man exposes it to Soil erosion
3. Through mining rivers are polluted
4. Land slide through logging and fire wood cutting
5. Flooding etc.

**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.



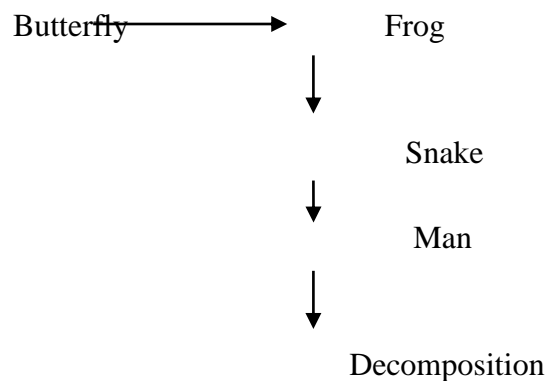
In the process, some derive benefits while, others suffer. Certain living organisms (e.g. parasite may depend on another (e.g. host) for their survival (food) , but the host does not derive any benefits in return but suffers. This is referred to as Non-Beneficial Relationship.

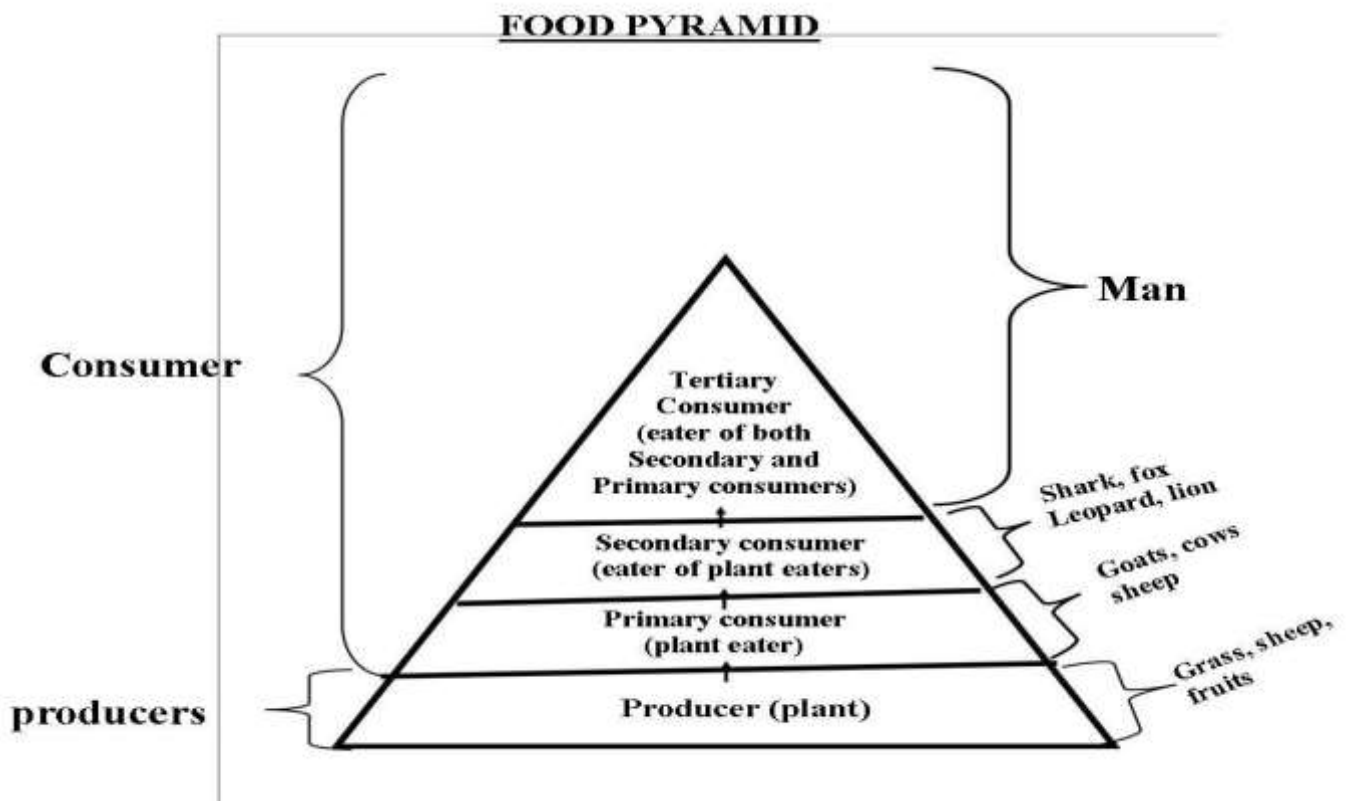
- On the other hand, some living organisms derive benefits from each other. This is referred to as Beneficial Relationship. For e.g., in the relationship between the cattle and cattle egret, the cattle egrets feeds on the small insects such as teatse flies that disturb the cattle while the cattle in 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 carbondioxide to plants which helps them to carry out photosynthesis.
- The decay of dead animals and plants release manure to the soil, and this promote plants growth. The presence of micro- organisms in the soil also helps plants 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.

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 own food. All other lives depend directly or indirectly on the food manufactured by the producers

The consumer is 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. e.g. cows, Rabbit, caterpillars etc
2. Secondary consumers are called carnivores. They are animals which feed on plants eaters (primary consumers) e.g. spiders, hawk, fox, shark etc.
3. Tertiary Consumers are known as omnivores. They are animals which eat (prey) other animals. eg Man, lion, leopard etc. 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, and hence the chief tertiary consumer.

**Activity:** Guide pupils to:



- Draw/label the Food Pyramid and explain how it works
- Discuss Ecosystems found in Sierra Leone and their Importance. E.g. Forest Ecosystem and its Importance.
- Discuss the meaning of the following: Herbivores, carnivores, omnivores etc

## UNIT 13: Man's Culture:

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

- Define Culture and explain its Characteristics
- Define with examples Culture related Terms e.g. Culture traits
- Name some groups of Sierra Leone and Culture traits associated with them.

**Duration:** 35minutes

### CULTURE

Definition: Culture is defined as a way of life of people in a particular society. It includes all beliefs tradition customs rituals attitude values and organizations 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. (E.g. in some Asian countries men wear ear/ nose rings, tie their headwear, lappa 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. E.g. belief in God, belief in judgment day, belief in life after death, belief in Magic etc.

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

- Chieftaincy
- Fortieth day ceremony



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- Wake keeping
- Traditional engagement
- Offering of Special sacrifice to the dead on new year's day
- Pouring of libation etc.
- 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. Eg
- 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 etc
- 4. **Rituals:** are set of Rites or a solemn act especially religious or traditional one. They are done with seriousness and respect e.g.
- 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 etc)
- Marriage rite
- Purification ceremonies

**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. E.g. Marriage, Family, Religion, initiation, Dressing, naming Ceremony, storytelling, art and craft, food and drink ,house type, tribal marks, language etc.

### **Examples of some Sierra Leonean Culture traits:**

- Carrying of babies on the back of Sierra Leonean women
- Also Sierra Leonean women sometimes wear docket and lappa
- The 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 etc.

### **Some Ethnic groups and their culture traits**



**Societies and Ethnic group (s) associated with them.**

Societies	Ethnic group (s)
Poro	Mende, Temne, Sherbro, Kono etc
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 elephant tusk etc.

**Dance-** Mostly carried out in groups or individual performance.eg Shegureh dance, poro dance, gboi dance, bondo dance etc.

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

**Krio- Dress:** Men wear English suit, coat, tie and shirt. Women wear print, cabaslot, 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, carvas 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) accordion

Praise singers have songs and music relating to praise or sorrowful occasions.

**Dance-** They used the jambajeh (somersaulting)

**Art and craft-** Calabash carving, leather work using snake and crocodile skin. Leather product such as belts, shoe and bad, carving.

**Activity:** guide pupils to identify/ discuss culture traits common in their community.



## Unit 14: Culture Trait Relating to Marriage:

**Learning outcome:** 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**

**Marriage:** Is a legal union and mutual agreement which state the right and responsibility of the man (husband) and woman (wife) to each other and their children

**Types of marriages:** There are two main forms of Marriages: Monogamy and Polygamy marriage.

1. **Monogamy:** This is marriage of one man to one woman at a time. It 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 quarrel 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.
- Parent may bring up there in the best way possible.
- There is no rivalry and therefore relative peace at home

**Disadvantages of Monogamous Marriage**

- The absent of one parent may cause problem in the home
- Only the two parents mount the responsibilities of the children
- There are few people to do all work homes.
- Few people 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 Todas in India

**Advantages of Polygamous Marriage:**

- Domestic and other duties are shared
- Loneliness is hardly felt
- 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 leads to easy spread of diseases.
- Wives hardly enjoy equal love from husband, this encourage 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

- i) Religious marriage (Christians/Muslims)
- ii) Customary/traditional marriage
- iii) 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 before marriage
- Short courtship etc

**Activity:** Guide pupils to discuss the forms of Marriage Common in their community and why.

### Unit 15: Culture Trait Relating to Family:

#### Learning outcome:

- State and explain the meaning of Family
- State the types of Family, including their Advantages and Disadvantages.
- State the functions of Family.
- State Family Organization, Patterns of Residence and Inheritance.

**Duration:** 35minutes

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

Or Is it a group of persons related by blood, birth, marriage, marriage, adoption or mutual understanding.

**Types of Family:** (a) Nuclear Family, (b) Extended Family, (c) single or 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 the Christians.

**Note! :** The advantages and Disadvantages of a monogamous marriage are similar to those of a Nuclear Family.

- (b) **Extended Family:** This types 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 common. It is common among the Muslims and in rural communities. **Note!** The advantages of Polygamous marriage are similar to those of Extended Family. e.g.:

- a. Members help and support each other.
- b. There are always plenty of people to do the work.



c. They maintain traditional values. Etc.

#### DISADVANTAGES

- a. Overcrowding houses.
- b. Frequent quarrels.
- c. Poor sanitation etc.

3. **Single / One Parent Family:** This is the types of family where one parent brings up the children alone. It is either the mother or the child/children that lives 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 e.g. financial, emotional and physical needs lies on one parent which may be one of the adverse 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:

- Responsible for the reproduction of members of the society in order to ensure the continuity of the human race and family line
- It takes care of the education and general welfare of the children
- Training the child in the acceptable behavior ie customs and values of the society in preparation for the future.
- Provide affection and security
- 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:**



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I. **Patriarchal:** In this Organization, the father is the head of the family. i.e., he is the breadwinner, wife and children obey him and wife changes her surname.

ii. **Matriarchal:** In this Organization, the wife is the head of the family. Husband moves and stay 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 right to express their views. Mother and Children take the name of the husband. Common in 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 traits 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.

### **Activity:**

- Guide pupils to discuss the types of Families Common in their community and why.
- Discuss rights they family members
- Discuss the role of family members. I.e. role of the Father, Mother and Children.



## UNIT 16: CULTURE TRAIT RELATING TO RELIGION:

### Learning outcome:

- 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 eg Islam and Christianity.

**Duration:** 35minutes

### Definition of Religion:

- **Religion** can be defined as mans 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 practices 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 Socialization
- Guides and control human behavior, e.g. 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 pain and sorrow, and in times of joy people express their gratitude through religion
- Strongly Influences the Policy of a Country
- It brings us 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. E.g.: Christians practice the ritual of Holy Communion. Muslims wear a special kind of dress when they perform the pilgrimage to Mecca.
- Organization: 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 accept 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 Indian
- 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 meditating for 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 believe that Jesus was the Messiah (saviour) who has 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 them. There are many different Christian denominations in the world: e.g. Catholic, Anglican, Methodist, UBC, Pentecostal, Jehovah Witness etc.

### **\* 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 one another (brotherly Love)

### **\* Islam:**

- Islam means submission to Allah
- Its followers are called Muslim
- Its founder was prophet Muhammad (PUBH)
- 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, Eid-ul-fitri etc
- 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. Believe 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 the 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-fitri 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 includes:** Islam and Christianity.

**Traditional Religion (Animism).**

The traditional Religions have no historic founder, but are part of the people's culture.

**Characteristics (tenets of ATR).**

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

Exercise: who was Prophet Muhammad? What is crucifixion? What sort of people usually suffered this punishment? 3. What does 'ordained' mean? What is salvation? 4. What is meditation?

## Unit 17: Socialization:

**Learning outcome:**

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

- State and explain the meaning of Socialization
- State the Aims of Socialization
- State and explain the agents of Socialization including their roles/ functions in the process of Socialization.
- **Duration:** 35 minutes

**Definition:** is a continuous process of interactions between two or more people where by principles, ideas, and norms of the society are passed on to individual or group of people under control. Or it is a process by which cultural universal i.e. belief, norms, traditions way of life people are passed on from one generation to another.

**Aims of Socialization:**

- To transmit skills that is important in the society. E.g. language
- To instills 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



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- 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 Socialization:**

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

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

- The child learn that he/she is an individual and should recognized 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 schools*

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

**Task:** pupils to identify the differences between formal school and Non-formal school and functions

### **Functions of the school**

Formal schools include primary school, secondary schools, colleges and other learning institutions.

School widen the horizon of children

This is achieved by the application of rule s and regulation of the school

The rule and regulations controls the behaviors of the children to instill values

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

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



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

**Peer Group:** Peer group is composed of individuals who are considered as equals. They may be equal in terms of age height, educational background etc.

Most often, the term refers to a group of children or adolescents. In most communities, the peer group plays important roles in socializing 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 administered the resultant punishment.

- i) It provides experience to those who are growing up
- ii) It provides affection and sense of belong through the formation of youth clubs
- iii) Peer group help it embers to learn quicker how to play, how to dress, dance and singing and 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 magazines etc.

Mass media is beneficial in the following ways:

- It entertain people
- brooding peoples knowledge
- Source of employment etc

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

Example: they shows sensational films that appeal to children which can influence them to copy bad morals example phonographic materials or even young people who frequently watched 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 train or teaches good moral behavior some function roles 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 for their sins will have their place in the lake of fire.

**Community influence:** people who live in some function and roles

Our community can also influence us. In communities rules and regulations called by laws one relationship to make people comply with the values and expectation of societies such as poro



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

### **Process of Socialization :( Rural Communities)**

- **Initiation of males into 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 head 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 act of ambush, warfare, sex education, native laws and tradition, singing, dancing, 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 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 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 barri was they are laid to rest until after three days.

**Activity:** Guide pupils to discuss the process of Socialization in their community. e.g. role of secret societies.



## UNIT 18: Education

### Learning outcome:

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

- State and explain the meaning of Education including its types.
- 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 of Education:** the word **education** cannot be easily defined as it has many definitions put forward by different Educationists. However, it could be defined as the acquisition of knowledge or 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 eg college where they graduate with certificates or degrees to prove their proficiencies in society.
- \* **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 etc from every day experience and exposure in the environment. Eg in the home, girls are thought the skills in domestic works like cooking, laundering amongst others.
- \* **Non-formal Education:** This is the type of Education in which the learners acquires the knowledge and skills which can be immediately put into practice, eg soap making, bread baking, gara-tie dyeing, carpentry etc. 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 opened schools and colleges. For example Fourah Bay college was opened by Christian Missionary Society ( CMS) in 1827, Prince of Wales secondary school in 1925 and the Bo school in 1906 among others. Many primary schools were also opened and pupils were required to write selective Entrance Examination in classes (VII). It means , learners have to spend 7 years in primary School then take the Selective Entrance Exams at the end, then another 5 to 7 years in secondary then take the GCE-O levels exams at from 5 and A, level at Upper six and then finally 3 to 4 years tertiary Education.

However, our Educational system has over the years had some changes. In September 1993, Government introduced the 6-3-3-4 system of education.

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

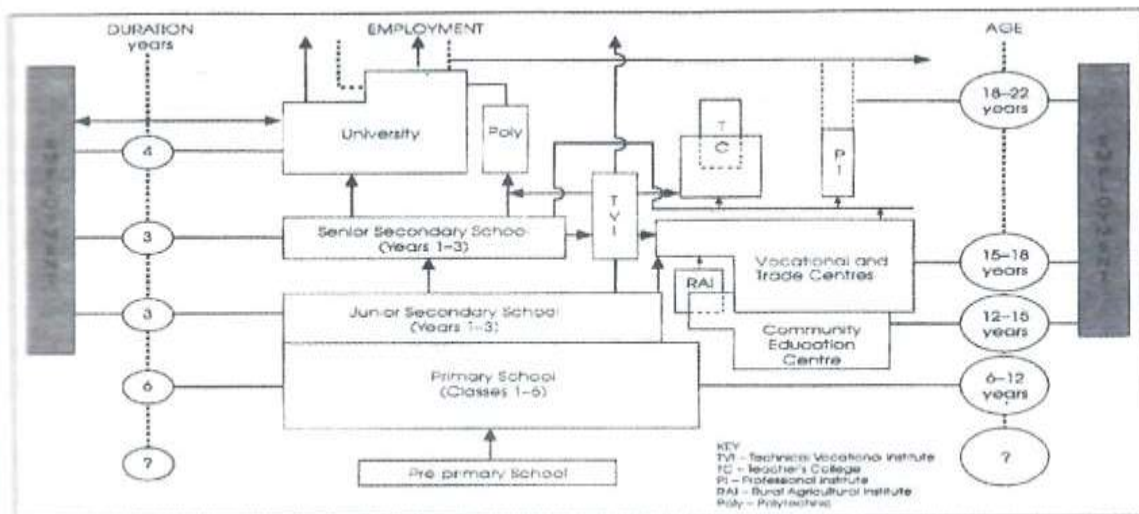


Fig. 21: The 6-3-3-4 Structure of Education

**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 and
- 4 years in tertiary (University)

**Public Exams Includes:**

- National Primary School Examination (NPSE)
- Basic Education Certificate Examination (BECE) and
- 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
- - Training the human mind
- - Bolster confidence
- - Career advancement
- - 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 multitudes of skills and subjects to show up on achievement tests

**c) TO THE COUNTRY/ NATION:**

- - It makes a better citizens
- - Improves peoples' awareness
- - Reformation of attitudes



- - It 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 outcome:** By the end of the lesson, pupils will be able to:

- State and explain the meaning of Resources, various types with examples
- Name the 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 hr, 10 minutes

### Definition of Resources:

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 well-

### Types of Resources.

- Resources are divided into Renewable and Non-renewable resources. Also 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 etc
- \* 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 had both renewable and Non-renewable resources. Renewable Resources found in Sierra Leone are: Human beings, water, vegetation, wind, sunlight, forest etc; The Non-renewable resource includes: diamond, gold, iron ore, rutile, bauxite etc.

### 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, farming etc. 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 to 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

### **IMPORTANT OF CONSERVATION**

- - 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
- - More National parks establish
- - Construction of large dams
- - Crop rotation on farm lands
- - Reforestation should be made a must

**Activity:** Guide pupils to name the various Resources found in their community and categorized them.



## UNIT 20: Pollution

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

- 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 of pollution:**

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. E.g. 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 smokes in industries
- legislation should be made against indiscriminate burning

**Noise pollution:** The major noise pollutant is the NOISE, sources include: factories, Railway, car horns, areoplanes, loud speakers, thunder, generators, gunshot etc.

### **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 behaviours

#### **Control/prevention of Noise pollution**

- - ban on the use of gun.
- The use of loud speakers and car horns must be reduced
- - proper installation of soundproof in the industries
- - 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) etc

#### **Effects of land pollution**

- - causes offensive odour
- - it occupies land space e.g. scrape metals
- - it can cause soil acidity e.g. excess fertilizers
- - it destroys and renders the soil infertile e.g. 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 fertilizers etc

#### **Effects of water pollution on man**

- - it makes water unfit for human use e.g. sewage
- - it produces unpleasant odour e.g. feces
- - it leads to migration of soil animals e.g. 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) etc

**ACTIVITY:** 1a. List down the four kinds of pollution

b. State its 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 outcome:** 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: 35minutes.**

Meaning of Farming:

**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 there major source of living hood.

#### **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 etc.

#### **TYPES OF FARMING IN SIERRA LEONE**

1. **SUBSISTENCE/ FOOD CROPS/TRADITIONAL FARMING** = this type of Farming involved the production/ growing of crops mainly for consumption e.g., cassava, rice, corn, maize etc.



2. COMMERCIAL/ MECHANICS FARMING= this type of Farming which involves the growing of crops mainly for sale. E.g. exports crop like cocoa, coffee, ginger, Palm oil etc.

**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 implements are used for cultivation	Modern tools and implement are used for cultivation
Farm product is mainly for family used	Farm produced are mainly for Commercial proposed
It is labour intensive	It is capital intensive
Peasant Farming	Mechanized Farming

**TYPES OF FARMING SYSTEM PRACTICE 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 and another on the same piece of land is called fallowing.
- ii. CROP ROTATION: This is a system of farm 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. E.g., Growing rice, maize, cassava, beans, okra, cutting etc on the same land in the same season.
- v. MIXED FARMING: this is a type of Farming system where farmers grow and raise animals at the same time on the same piece of land.
- vi. PASTORAL FARMING: This is the 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 labours provided by members of their family because they cannot avoid paying for labor/ higher machines to work on their farms. A farmer is therefore



likely to have many wife's and born many children to provide labor on the farm using traditional tools. This is one of the main reasons why polygamous marriages are common in Traditional Society. Thus the family is usually larger. It is believe 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 off and marketing farm produce
- Fetching water / firewood
- Bird searing
- Keeping domestic birds
- Preparing family mail
- Caring for the children

## EXERCISE

Discuss the advantages and Disadvantages of the following type of Farming:

- a) Shifting cultivation
- b) Crop Rotation
- c) Continuous farming, mixed cropping, mixed Farming and pastoral Farming.

**Activity:** guide pupils to name type of Farming Practiced in their community and indicate advantages and Disadvantages.

## UNIT 22: Communication

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

- State and explain the meaning of Communication including 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 hr, 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 COMMUNICATION**

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

- speaking face to face
- Telephone conversations
- Radio and Television broadcasts.

**B. NON-VERBAL COMMUNICATION:** This is Communication through written materials (books, magazines, newspapers etc), Sounds (drums, jingles, moose 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 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.( an illustration of pupils getting lesson through 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 Massagers etc.

1. **Modern means of Communication:**

- i. Telecommunication      ii. Mass Media,      iii. Postal Services.
- ii. Telecommunication: means communicating at a distance. Forms includes:

Telegraph- is writing at a distance, Telephone, Radar, Satellites.

Task: Pupils to name inventors and describe how each operate.

- iii. 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. The Print **Media** and **electronic media**.

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

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

**Special means of communications includes:** The deaf and dumb use signs and pictures. The blind that can speak and hears use the BRAILLE to read and write.

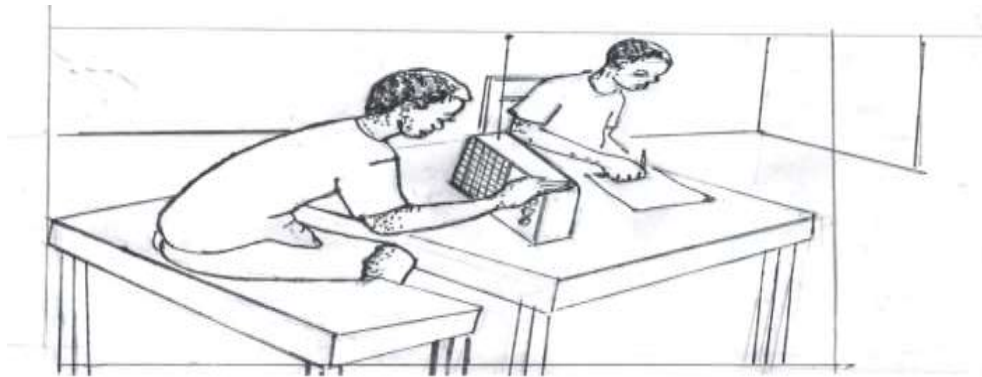
**Importance of Mass Media:**

- Mass media are use to promote education.
- used to spread general information.
- used for entertainment like music, cultural show etc.

- iv. **Post Services:** Are ways in which people deliver written messages. The work of post services is done by 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.



*The importance of radio*

**Activity:**

- Ask pupils to tell you what they understand from this illustration? How did radio help in your education and other areas when schools were closed due to Covid-19?
- Guide them identify other means of Communication available in their community and their Advantages.

## **Unit 23: Transportation:**

**Learning outcome:**

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 hr, 10 minutes**

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

**Important of transportation**

Transportation promote trade

Influence how and where people live

Promote military power



Give access to natural resources and move them to the production sites and the finished goods to the market

## **Forms of transportation in Sierra Leone**

There are three main means of transportation. These are:

1. land transport
2. water transport
3. air transport

### **Land transportation these includes**

- i. human power walking and bicycle
- ii. Animal camel oxen elephant 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 keh-keh etc.

### ***Advantages of land transportation***

- They are flexible in use because they can reach where there is a surface road
- Land transport allows goods to travel directly from the producers to the market.
- They are not very much expensive as compare to other means of transportation e.g. air transportation

Promote trade to a large extent

### **Disadvantages of Land Transportation**

- Roads are expensive and difficult to build because of some relief features like rivers mountains
- The upkeep of the roads is expensive was out caused by heavy rains frequent damages of budes all needs to be either repaired or replaced
- Frequent accidents.
- Less faster as compare to other means of transportation e.g. air

**2. Water Transportation:** this is the means of transportation through which people goods and services move from place to another by Sea/rivers. Types include: ship, boat, ferries etc.



### **Advantages of Water Transportation**

- Water transportation carries more 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
- Delay is 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 aero plane or helicopter.

### **Advantages of Air Transport**

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

### **Disadvantages**

- 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 during rains; most times accidents are fatal with almost no survival.

**Activity:** Guide pupils to name the various forms of Transportation Common in their community and state their Advantages and Disadvantages.



## UNIT 24

### Colonialism

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

- Define Colonialism and explain brief Background about it
- State reasons for Colonialism
- State the bad and good effects of Colonialism.

**Duration:** 35 minutes

**What is Colonialism:** This 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 colonized by more powerful European Nations. Most of these Colonies were Africa Countries examples: Sierra Leone was colonized by the Britain.

#### REASONS FOR COLONIALISM

- For market
- Raw materials
- Prestige
- To grab territories
- To stop the slaves trade
- They think they were more superior to African
- To spread Western Education, Culture and Civilization

#### POSTIVE EFFECTS OF COLONIALISM

- It eradicated Trans Atlantic slave trade and introduces legitimate trade
- It laid the foundation for economic and political growth of many modern African countries.
- Improvement in health hygiene and sanitation e.g. in Freetown the Connaught Hospital was built.
- New transport system like the railway to the colonies.
- It brought western culture, building styles revision, dressing style.

#### NEGATIVE EFFECT



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- Loss of independence for the indigenes of Africa.
- Ancestral heritage destroyed.
- Imposition of foreign rules and regulations.
- It created artificial boundaries which divided the same ethnic group e.g. The

Kissi people of

Liberia, Sierra Leone and Guinea.

### **Some African Countries that were colonized 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. e.g. country that colonized Sierra Leone, time/ period colonized, Colonial administration and its impact, local reaction to Colonialism e.g. the Hut Tax War.etc.



## UNIT 25

### Refugee

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

- State and explain the meaning of Refugee including various types
- Causes of Refugee
- State the problems of Refugee and suggest Solutions

**Duration:** 35minutes

Who is a Refugee? A Refugee is a person who live 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 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 because of their religious belief which

Is opposite to that of the state.

- **Economic Refugee:** They leave because there country cannot provide the basic necessities and seek

better living standard or jobs.

- **Disaster Refugee:** They are forced to flee because of natural or manmade disasters such as earth-quake,

War etc

#### CAUSES OF REFUGEE

- I. War civil or tribal
- II. Political reasons.
- III. Natural Disaster – flooding, drought etc.
- IV. Persecution – because of race, religious etc.



### **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.
- To be sensitive to disaster prone area.

**Activity:** guide pupils to discuss the following:

- The effect of refugee problems on the host country.
- Name National and International Organizations champion refugee problems.

## **UNIT 26:**

### **Disaster**

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

- State and explain the meaning of Disaster including it's various types with examples.
- State the Causes and Effects of Disasters including Preventive measures.

**Duration:** 35minutes

#### **Meaning of Disaster:**

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 by natural force

#### **TYPES OF DISASTER**

- I.** Man-made disaster
- II.** Natural disaster

1. Man-made disaster: Are caused by man's activities on the environment, which can also cause natural



disaster example of man-made disasters is war, human accidents, pollution nuclear activities, bush

burning industrial accidents, desertification population explosion.

2. Natural disaster: Are cause by natural forces that are controlled by nature, example of natural disasters

are Drought, earth quake, famine, flood hurricane, tornados, land-slides diseases.

### **FLOOD**

**Flood:** This is the exercise of water on the land surface which is surplus for plants and animals requirement.

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

### **CAUSE**

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

### **EFFECTS**

- Leads to crops failure
- Causes displacement.
- Many leads to destruction of home lives and prosperities.
- Gives social burden of the government.





**Activity:**

- Discuss the above in relation to the effect of Flooding.
- Guide pupils to name some Disasters that have happened in their community 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 states to forecast of weather for eminent danger.
- Clearing of drainages.
- Removal of silts from river beds.
- Building of dams to store excessive water.
- The use of improves 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. E.g. Corona, Ebola etc.

**CAUSES**

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

**EFFECTS**

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



### **PREVENTIVE MEASURE**

- 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-up.

### **WA R**

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 right.
- International 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.

### Adolescent

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

- State and explain the meaning of adolescent including their Characteristics.
- State problems Common among Adolescent and suggest Solutions.

**Duration:** 35 minutes

**Meaning of Adolescent:**

**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 that 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 show 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 change.
- Both boys and girls develop hair under their arm pits and genital area (pelvic hair)
- Boys grow beards, moustache.
- Girls begin experiencing menstruation.
- Some girls develop pimples on their face.
- For girls their breast develop project forward.
- Their quest to relate with teenage girls develops.
- Wet dreams are experienced by both boys and girls.

#### EMOTIONAL CHARACTERISTICS

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

- Here desire to release their energy by engaging in rigorous body exercise without benefit.
- They often seek for independence.



- They usually feel offended that is, very sensitive to criticism.
- In most cases they are erratic and inconsiderable to their behavior

### **SOCIAL CHARACTERISTICS**

- Usually need immediate recognition and praise for their effort and achievements like passing exams.
- They have strong desire to belong to peer growth.
- Want the freedom to do whatever thing suits their peer growth.
- They copy or imitate members or their peer growth.
- They feel being better able to make their own decision.
- Their appetite for food usually grows.
- Their language is usually interpreted by slang.

### **SOCIAL PROBLEM AMONG ADOLESCENT**

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

### **JUVENILE DELINQUENCY**

This refers to criminal behavior 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 quests to satisfy their numerous wants
- Injustice done on them by their relations
- Peer group pressure
- The environment that the child grow up may change their behavior E.g. a child in a slum area

Where crime rate are high may turn out to be law breaker as well.

- The lack of Parental care and Supervision.

### **SOLUTION TO JUVENILE DELIQUENCY**



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- Government should set up special juvenile courts to deal with young law breakers not necessarily to

Punish but to help them review the lives of the law breakers for the better.

- To fund 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 remind homes for assistance e.g. In Sierra Leone reminds none is called approved school.

### **TEENAGE PREGNANCY**

Teenage pregnancy: Adolescents have strong attraction for the opposite sex. If this is not controlled the Adolescent girls may find herself pregnant while still at school or under age.

#### **CASUSE**

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

#### **EFFECTS:**

- Girls lose education and dropout of school
- Pregnant girl 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 unlawful partner.

#### **SOLUTIONS**

- Moral classes should be taught to the children about being chaste until marriage.
- Family planning should be taught in schools
- Preventions drugs to be taken.
- Government should pass laws prohibiting teenage pregnancy and strict penalties for perpetrators. eg life imprisonment.



**Activity:** 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 community and suggest Solutions.

## UNIT 28

### Sexually Transmitted Diseases (STDs) Infection (STIs)

**Learning outcome:** 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

#### Meaning of STDs/ STIs

Meaning/ definition of STDs/STIs: Stands for Sexually Transmitted Disease/infection

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

#### TYPES OF STDs/STIs

Gonorrhoea, syphilis, genital herpes, hepatitis B, HIV etc.

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 damages 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.
- Needle pierce or cut from sharp object that is contaminated with HIV
- 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 you 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 processes.
- pregnant women should be encouraged to do HIV test together with partners.

### **Gonorrhoea**

#### **CAUSITIVE AGENT:**

- It can be caused by a bacterial called **Gonococcus**. The bacteria affect 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 etc.
- Stepping on infected urine and deflected urine
- Through strains
- From infected mother to fetus.

#### **Incubation period:**

- Its first 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 eminent.
- **Signs and Symptoms:**



- Abnormal discharge from penis, anus, or Virginia.
- Pus or discharge from the eyes of the new born baby
- Pain during urination
- Sore at the top/ head of the penis.
- **Treatment:**
- Use of antibiotics penicillin, Tetracycline, Doxycycline etc.
- Use of Benzatine injection
- One percent of silver nitrate should be drop 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 catheter and see a medical doctor immediately.

#### **SYPHILIS CAUSITIVE AGENT:**

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

#### **Mode of Transmission:**

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

1. Kissing an infected person
2. Unprotected sexual Intercourse with an infected person
3. Oral genital intercourse
4. Anal contact

#### **SIGNS AND SYMPTOMS**

- It bores the body
- It causes a sore call chancre (swanker)
- The chancre would be like pimples blister of an open sore
- The sore appears in the genital areas of a man or woman

#### **TREATMENT:**

- Use Penicillin etc
- Use other antibiotics such as Doxycycline capsule etc
- Use Benzatine injection etc.
- See medical doctor immediately



### PREVENTION OF SYPHILIS

- Abstain from sexual intercourse
- Be faithful to one sex partner
- Use condom
- Infected person should inform their sex partner about their status so that they can be

**Treated together Activity: guide pupils to do the following:**

**Name other STDS not indicated especially those Common in their community.**

**What are their Signs and symptom, Mode of Transmission and Preventive measures?**

### Unit 29

**Some National Bodies in Solving National problems :( Sierra Leone Red Cross, NARECOM, SLHRC)**

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

- Name and give brief Background of some National Organizations solving National Problems
- State the Functions they perform in Sierra Leone

**Duration:** 35mintues

#### 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 principle of 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 Lea gue of the Red Cross and Red Crescent Societies (LRC and RCS)



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-The National Societies. For example: The Sierra Leone Red Cross Society which was formed in 1962 by an Act of Parliament.

### **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. Etc.

**NARECOM:** Means National Rehabilitation Committee. It was founded on the 24<sup>th</sup> 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 also to rehabilitate the mind of ex- combatant after the war.

### **Function Of NARECOM In Sierra Leone:**

- Coordinate relief for refugees and displaced persons.
- Build infrastructures 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 established by 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.

#### **Activity:**

- guide pupils to name humanitarian Organizations in their community,
- State the functions they perform in their community etc.



**UNIT 30:**

**SOME INTERNATIONAL BODIES IN SOLVING GLOBAL PROBLEMS:**

**(UN, UNHCR, WHO)**

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

- Name and give brief Background of some International bodies in solving global Problems. e.g. UN, UNHCR, WHO
- State their Aims, Organs, and their Specialized Agencies.
- State ways Sierra Leone has benefited from these Bodies

Duration: 35 minutes

**Examples of International Organizations:**

- a. United Nations Organization.
- b. The Commonwealth.
2. Continental organizations
  - a. The African Union,
  - b. European Union.
3. Sub- Regional Organizations:
  - a. ECOWAS
  - b. Mano River Union.

Exercise: Discuss the background and Aims of the above Organizations.

**United Nations Organization.**

United Nation is an International Organisation which came into being on 24<sup>th</sup> 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.
- Promote respect for human rights and fundamental freedoms.

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

**Major Organs of UN:**

- xiv. The General Assembly
- xv. The Security Council



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- xvi. The Secretariat
- xvii. The Economic and Social Council
- xviii. The Trusteeship Council
- xix. The International Court of Justice.

Exercise: Identify the remaining Organs of UN.

### **Some Specialized Agencies of the UN:**

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

Exercise: Pupils to indentify the remaining Specialized Agencies of UN:

### **Benefits Sierra Leone derives from 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. Etc.

### **Background / Functions of some Humanitarian Organizations**

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 i.e. 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.



- Give alert on epidemic outbreak
- Dissemination of information on health.
- Embark on research to control diseases
- Organize 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 (Bece2020)

- ❖ 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 (e.g. kept farm records)
- ❖ He domesticated animals
- ❖ He built Settlement 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 basket from straw
- ❖ He made utensils of clay
- ❖ He made elaborate arts and crafts
- ❖ He made finely polished tools.

3. Give four uses of Copper (2019)

- ❖ Used to make electric wires.



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- ❖ Used to make coins
- ❖ Used to make weapons ( daggers, arrow heads etc)
- ❖ 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 harpoons,
- ❖ Used to make Statues. etc

#### 4. State four Importance of 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)

I. Birth Rate: It is the number of births per thousand of the Population in a year.

ii. Death Rate: It is the number of deaths per thousand of the Population in a year.

iii. 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 Importance of Forest areas. (2020)

- Source of timber
- Source of medical herbs
- Habitat/ home for some animals
- Source of food
- Source of income
- Source of Raw material
- Source of fuel ( firewood)



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- Helps to the 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 etc)
- 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 the following terms; a, Monogamy b. Customary marriage c. Culture trait, d. Patrilocal. E. Neo=local.2016.

ANS. a, Monogamy= this is marriage of one man to one woman at a time. It 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 trait. E.g. dress.

13 .State two processes of socialization in each of the following institutions a the school, b. the family.2015

ANS, a. the **Family:** the socialization process of the child first start at home or within the family at an early age. The processes of socialization in the family are



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- The child learn that he/she is an individual and should recognized 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 a **REFUGEE**

- 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 become a fitted member in the society.

This is achieved by the application of rule s and regulation of the school

The children are to be neat, cheerful, polite, and punctual, law abiding have respect for authority as they are guided with rule and regulation governing the school

The rule and regulations controls the behaviors of the children to instill values

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

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

a) **Net migration** is the difference between immigrants and emigrant

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:** person who leaves his own country to settle to another or someone who moves out his country in to another country to settle

d).**Urbanization** growth of town or Cities in human numbers

e) **.Seasonal migration** a type of migration where in season 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 ocean with the greatest easy and speed therefore very comfortable

17a. Define the term Communication ( 2010)

. b.. State three importance of Communication.

ANS:

Communication is the Transmission of information, exchange thought, ideas and feelings between individuals or group of individuals?



**IMPORTANCE OF COMMUNICATION:**

- ❖ Communication is the basic Human activity.
- ❖ Communication promotes businesses through advertisement.
- ❖ It promotes Education through taking of lessons on Radio or Television.
- ❖ General information is given through communication.
- ❖ Entertainment is also given through communication.

18a.. Name four Physical Environment in Sierra Leone (2016)

Ans. Freetown Peninsular  
Coastal Plane  
Interior Lowlands  
Interior Plateau

18b. Name the four vegetations 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, indicate where each came from:

Ans: Blackpoor – England  
Maroon - Jamaica  
Nova Scotia – Canada  
Recaptives – Angola, Congo, Nigeria etc

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

- i. Themne
- ii. Fullah
- iii. Mende

Themne – One of the earliest tribe 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 sixteen 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 though 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. Etc.

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, urbanization, mining, dam construction, war etc

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

UNIDO

UNFPA

ILO

ECOWAS

WHO

UNHCR

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

- i. General Assembly
- ii. Security Council
- iii. The Secretariat
- iv. The Economical Social Council
- v. The International Court of Justice etc

24a. when was the Red Cross Society established?

Red Cross was established on the 26<sup>th</sup> 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 Red Cross



The principles of Red Cross are

- i. Humanity
- ii. Impartiality
- iii. Neutrality
- iv. Independence
- v. Voluntary Service etc

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 down 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 right organizations

Some Human RIGHT Organizations 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 e.g. syringes, razors etc

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

- i. Sex education
- ii. Use of condoms
- iii. Campaign Against certain cultural practices
- iv. Mass Media campaign etc.

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

- a) Dress, music and dance
- b) 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**- scientists 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 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 exist.

**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 placed expressed over a long period of time.

**Civil war**- conflict between two more groups with in 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 condition to other areas.

**Disaster** - an unfortunate incident that causes destruction to Man, animals, plants and the environment

**Drought**- the long absence of rain falls in an area.

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

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

**Ecosystem** - the interaction that exist 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**: This 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 birth s 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 there mains of once 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, e.g. rabbit, 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 history when ice covered a significant portion of the planet’s surface and major cooling of the atmosphere.
- Immunization-** 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 e.g. 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 balance 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 organization 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 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.



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**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. E.g., corona Virus, Ebola