

# The New Senior Secondary Curriculum for Sierra Leone

**Subject syllabus for Social Studies and Civics**

Subject stream: Social and Cultural Studies



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.





## Curriculum Elements for Social Studies and Civics (a core subject)

### Subject definition

The Senior Secondary School (SSS) Social Studies and Civics curriculum builds on the foundations laid at the Basic Education level. Social Studies and Civics, as an interdisciplinary subject, aims to develop honest, active, informed and critically minded citizens who are willing and able to instil a national spirit, value diversity and human rights, uphold democratic principles and practices, and demonstrate a high sense of civic responsibility and care for the environment.

### Rationale for the Inclusion of Social Studies and Civics in the Senior Secondary School Curriculum

- a) Social Studies and Civics equips students with the knowledge and skills that are valuable and useful throughout life.
- b) It encourages an awareness of the world. Pupils learn and appreciate that there are other people in the world besides those in their neighbourhood.
- c) Social Studies and Civics helps students develop a broader perspective and appreciate the interconnections of their environment/ country and the world they live in. It endorses the common saying, "if we choose not to live alone, we must learn to live together."
- d) Students learn to recognise their own values and the values of others. They explore how values affect the ways in which people respond to issues and make use of opportunities.
- e) Social Studies and Civics helps students develop critical thinking skills to better manage and assess information in meaningful ways.
- f) It fosters positive social attitudes and empowers students with the tools necessary to improve and transform their societies or communities. Key values of democracy, equality, social justice, the rule of law, diversity, tolerance, respect for the beliefs and customs of others, respect for the physical environment, and peaceful co-existence are imbibed through Social Studies and Civics lessons.
- g) It helps to build career pathways as Social Studies and Civics provides a solid foundation for students who progress to tertiary education, in a variety of disciplines.

### General Learning Outcomes

At the end of the course, students will be able to:

- Show the meaning of diversity and indicate why respect for diversity is necessary for peaceful co-existence.
- Analyse the foundations of prejudice and discrimination and specify how prejudice and discrimination have affected communities and nations.
- Suggest positive ways of creating racially inclusive societies.
- Explain the growth and impact of nationalism as political and social movements.
- Demonstrate how symbols of nationhood can be unifying as well as divisive factors.
- Describe the attributes of a patriotic citizen and examine the problems of building a patriotic culture among Sierra Leone citizens.
- Differentiate between rules and laws and explain the purpose of laws in a country.



- Analyse the various theories of justice and outline and discuss the different approaches to punishment.
- Examine the relevance of the concept of Social Contract in governance.
- Explain the meaning and importance of public goods and services.
- Debate/ examine the assertion that human rights are a Western concept.
- Describe the various forms of socialisation and show the significance of social institutions in society.
- Define social change and summarise the causes of social change.
- Examine how social systems and patriarchy affect gender relations.
- Analyse the major political, economic, and social problems women face in patriarchal societies.
- Argue whether armed conflicts in the contemporary world are a result of greed or grievance.
- Indicate the connection between peace, justice, and accountability in post-conflict countries.
- Show the various ways humans adapt to and modify the environment to suit them and the impact of these adaptations and modifications on planet Earth.
- Examine the local, national, and international responses/ approaches to environmental protection and management.

### **Content (Topics/Themes)**

A Spiral Curriculum is proposed for SSS 1, 2 and 3, built around the following 10 themes:

1. Identity, Culture, Diversity and National Cohesion
2. Traditions, Customs and Beliefs in Sierra Leone
3. Racial/ Ethnic Prejudice and Discrimination
4. Nationalism, National Symbols, and the Patriotic Citizen
5. Rules, Laws, and the Concept of Justice
6. Social Contract: The State, Citizen's Rights and Obligations
7. Socialisation, Social Institutions and Social Change
8. Social Systems: Patriarchy and Gender Relations
9. Conflict, Peace, and Reconstruction
10. Humans and their Environment





## Structure of the Syllabus Over the 3-Year Senior Secondary Cycle

	SSS 1	SSS 2	SSS 3
<b>Term 1</b>	<p><b>Identity and Cultural Diversity</b></p> <ul style="list-style-type: none"> <li>Defining culture, identity, and diversity</li> <li>Foundations of culture and diversity</li> <li>Personal, social, and cultural identities</li> <li>Diverse identities</li> <li>Diversity in our environment (home, school, community, etc)</li> </ul> <p><b>Customs and Traditions</b></p> <ul style="list-style-type: none"> <li>Meaning and importance of customs and traditions</li> <li>Culture and diet</li> <li>Oral literature, art, and craft</li> <li>Music and dance</li> </ul> <p><b>Racial Prejudice and Racism</b></p> <ul style="list-style-type: none"> <li>Stereotypes, prejudice, and discrimination</li> <li>Institutional racism</li> <li>Racial tensions</li> <li>Effects of racism on societies</li> <li>Reducing racial prejudice and racism</li> </ul> <p><b>Nationalism as a Movement</b></p> <ul style="list-style-type: none"> <li>Nationalism in historical perspective</li> </ul>	<p><b>Diversity and Privileges in Society</b></p> <ul style="list-style-type: none"> <li>Power and privilege (race privilege, social class privilege, gender privilege, sexual orientation privilege)</li> <li>Cultural diversity</li> <li>Diversity and multiculturalism</li> <li>Diversity, inclusion, and equal opportunity</li> </ul> <p><b>Cultural Power</b></p> <ul style="list-style-type: none"> <li>Culture and traditional rulership</li> <li>Secret societies and community mobilisation</li> <li>Culture and human rights issues</li> <li>Gender and culture</li> <li>Culture and national development</li> </ul> <p><b>Why Racism Persists</b></p> <ul style="list-style-type: none"> <li>Theories of prejudice</li> <li>Scapegoat theory</li> <li>Authoritarian personality theory</li> <li>Social distance theory</li> <li>Race conflict theory</li> </ul> <p><b>Symbols and National Identity</b></p> <ul style="list-style-type: none"> <li>Symbols of nationhood</li> <li>National symbols and their importance</li> <li>National symbols as sign of unity and division</li> <li>Sierra Leone's national symbols</li> </ul>	<p><b>National Integration</b></p> <ul style="list-style-type: none"> <li>Meaning and importance of national integration</li> <li>British rule and national integration in Sierra Leone</li> <li>Sierra Leone Constitution and national integration</li> <li>Challenges to national integration</li> </ul> <p><b>Culture Preservation</b></p> <ul style="list-style-type: none"> <li>Belief systems in Sierra Leone</li> <li>Cultural festivals</li> <li>Cultural impact of British colonial rule</li> <li>Ministry of Tourism and Culture</li> </ul> <p><b>Interaction of Racial Groups</b></p> <ul style="list-style-type: none"> <li>Pluralism (colour blindness)</li> <li>Assimilation</li> <li>Segregation</li> <li>Genocide</li> <li>Individuals and racially inclusive society</li> </ul> <p><b>Patriotism and the Citizen</b></p> <ul style="list-style-type: none"> <li>Citizenship and patriotism</li> <li>Patriotism and national unity</li> <li>Patriotism and nationalism</li> <li>Patriotism: challenges in Sierra Leone</li> <li>Promoting patriotic culture</li> </ul>



	<ul style="list-style-type: none"> <li>Types and characteristics of nationalism</li> <li>Territorial nationalism</li> <li>Negative nationalism</li> <li>Nationalism in modern times</li> </ul>		
<b>Term 2</b>	<p><b>The Role and Importance of Rules and Laws</b></p> <ul style="list-style-type: none"> <li>Rules vs laws</li> <li>The purposes of law and its functions in society</li> <li>The rule of law</li> <li>Indiscipline and lawlessness and society</li> <li>Law enforcement</li> </ul> <p><b>Social Contract Theory</b></p> <ul style="list-style-type: none"> <li>Historical origins of social contract</li> <li>Importance of social contract</li> <li>Explicit and implicit social contract</li> <li>Problems with social contract theory</li> </ul> <p><b>Forms of Socialisation</b></p> <ul style="list-style-type: none"> <li>What is socialisation?</li> <li>Primary socialisation</li> <li>Anticipatory socialisation</li> <li>Secondary socialisation (schools, peer groups, media, etc)</li> <li>Total socialisation (e.g., the military)</li> </ul>	<p><b>Theories of Justice</b></p> <ul style="list-style-type: none"> <li>What is justice?</li> <li>What is a just society?</li> <li>Justice and equality</li> <li>Need-based justice</li> <li>Merit-based justice</li> <li>Basic rights as justice</li> </ul> <p><b>The State and the Citizen</b></p> <ul style="list-style-type: none"> <li>Citizen-state relations</li> <li>Responsibilities of government toward citizens</li> <li>Public goods and services</li> <li>Public goods and duty of citizens</li> <li>Civil disobedience</li> </ul> <p><b>Social Institutions</b></p> <ul style="list-style-type: none"> <li>Institutions and their importance</li> <li>Main social institutions (family, economic, religious, educational and government)</li> <li>Functions of social institutions</li> <li>The family as an important social institution</li> </ul>	<p><b>Forms of Punishment</b></p> <ul style="list-style-type: none"> <li>Crime and punishment</li> <li>Different approaches to punishment</li> <li>Retributive justice</li> <li>Welfare maximisation (Rehabilitation)</li> <li>Deterrence</li> <li>Restorative justice</li> </ul> <p><b>Fundamental Rights and Freedoms</b></p> <ul style="list-style-type: none"> <li>Evolution of human rights</li> <li>Are "human rights" a western concept?</li> <li>Fundamental rights and freedoms in the Sierra Leone Constitution</li> <li>Obligations of citizens</li> <li>Human rights in emergency situations</li> </ul> <p><b>Social Change and Development</b></p> <ul style="list-style-type: none"> <li>Meaning of social change</li> <li>Causes of social change</li> <li>Social movements and types</li> <li>Social change and human development</li> </ul>



<p><b>Term 3</b></p>	<p><b>Social Systems</b></p> <ul style="list-style-type: none"> <li>▪ Meaning of social system and examples</li> <li>▪ Social systems and social actors (agents)</li> <li>▪ Characteristics of social systems</li> <li>▪ Social systems and social structures</li> </ul> <p><b>Armed Conflict in Fragile States</b></p> <ul style="list-style-type: none"> <li>▪ Armed conflict within and between states</li> <li>▪ Drivers of armed conflicts: greed or grievance?</li> <li>▪ Characteristics of armed conflicts</li> <li>▪ Preventing violent conflicts</li> <li>▪ Conflict, civil war, and underdevelopment</li> </ul> <p><b>Altering Our Environment</b></p> <ul style="list-style-type: none"> <li>▪ Human adaptation and environmental modification</li> <li>▪ Ways in which humans adapt to the environment</li> <li>▪ Modifying the environment (urbanisation, deforestation, mining, logging, dams, road construction, etc.)</li> <li>▪ Impact of environmental modification</li> </ul>	<p><b>Power Relations</b></p> <ul style="list-style-type: none"> <li>▪ Definitions of patriarchy</li> <li>▪ Historical origins of patriarchy</li> <li>▪ Characteristics of modern patriarchy</li> <li>▪ Patriarchy and everyday life</li> </ul> <p><b>Peace, Justice and Accountability</b></p> <ul style="list-style-type: none"> <li>▪ Peace agreements</li> <li>▪ Truth Commissions and restorative justice</li> <li>▪ Tribunals and retributive justice</li> <li>▪ Alternative justice mechanisms</li> <li>▪ Amnesty and reparations</li> <li>▪ Role of citizens</li> </ul> <p><b>Environmental Degradation</b></p> <ul style="list-style-type: none"> <li>▪ What is environmental degradation?</li> <li>▪ Causes of environmental degradation</li> <li>▪ Impacts of environmental degradation</li> <li>▪ Mitigation measures</li> </ul>	<p><b>Women in Patriarchal Societies</b></p> <ul style="list-style-type: none"> <li>▪ Gender inequality in societies</li> <li>▪ Gender-based violence</li> <li>▪ Feminism (challenging patriarchy)</li> <li>▪ Sierra Leone gender laws</li> </ul> <p><b>Post-Conflict Reconstruction</b></p> <ul style="list-style-type: none"> <li>▪ Rebuilding post-conflict societies: challenges and opportunities</li> <li>▪ Security sector reforms</li> <li>▪ Political and legal reforms</li> <li>▪ Reforming and revitalising economic and social structures</li> <li>▪ Promoting reconciliation</li> </ul> <p><b>Saving Our Planet</b></p> <ul style="list-style-type: none"> <li>▪ Why we must protect our planet</li> <li>▪ Individual and community actions</li> <li>▪ Role of national governments</li> <li>▪ Role of the international community</li> </ul>
----------------------	---	--	--



## Teaching Syllabus

Topic/ Theme/ Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
<b>Identity and Cultural Diversity</b> <ul style="list-style-type: none"> <li>▪ Defining culture, identity, and diversity</li> <li>▪ Foundations of culture and diversity</li> <li>▪ Personal, social, and cultural identities</li> <li>▪ Diverse identities</li> <li>▪ Diversity in our environment (home, school, community, etc)</li> </ul>	<p>After completing this topic, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ List words associated with culture, identity, and diversity.</li> <li>▪ Construct a personal definition of culture.</li> <li>▪ Explain the characteristics of culture</li> <li>▪ Determine the relevance of culture to individuals and society.</li> <li>▪ Summarise the definition of identity in their own words.</li> <li>▪ List and explain four types of identity.</li> <li>▪ Show the relevance of an identity card.</li> <li>▪ Debate/discuss: “Is there a Sierra Leonean identity?”</li> <li>▪ Construct their own meaning of diversity.</li> <li>▪ State the value of diversity in homes, schools, and communities.</li> <li>▪ Analyse the advantages of cultural diversity.</li> <li>▪ Examine the problems of cultural diversity.</li> </ul>	<ol style="list-style-type: none"> <li>a) Lead a class discussion on the term culture.</li> <li>b) Students to name some words associated with culture, for discussion.</li> <li>c) Classify the words as follows: (i) words with positive meaning; (ii) words with negative meaning</li> <li>d) Explain why the words with negative meanings do not truly reflect what culture is.</li> <li>e) Display a poster with the characteristics of culture for class discussion</li> </ol>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Posters showing characteristics of culture, diversity, etc.</li> <li>▪ The Culture Wheel</li> </ul>	<ol style="list-style-type: none"> <li>a) Multiple-choice questions (MCQs), true/ false statements, and completion items on culture, identity, and diversity.</li> <li>b) Short answer questions, e.g., what is the importance of culture to (i) the individual; (ii) society?</li> <li>c) Homework: Is identity the same as personality?</li> <li>d) Name three types of identity</li> <li>e) State three benefits of a student identity card</li> </ol>
<b>Customs and Traditions</b>	<p>After completing this unit, the students will be able to:</p>	<ol style="list-style-type: none"> <li>a) Give the lesson outlines to students in advance for reading,</li> </ol>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> </ul>	<ol style="list-style-type: none"> <li>a) MCQs, true/ false statements, and</li> </ol>



<ul style="list-style-type: none"> <li>▪ Meaning and importance of customs and traditions</li> <li>▪ Culture and diet</li> <li>▪ Oral literature, art, and craft</li> <li>▪ Music and dance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Define customs and traditions.</li> <li>▪ Show the relationship between the two.</li> <li>▪ Explain the importance of customs and traditions in society.</li> <li>▪ Give examples of cultural traits.</li> <li>▪ Narrate the significance of oral literature, art, craft, music, and dance in the sustenance of culture.</li> <li>▪ Discuss the special place of rice in Sierra Leonean culture.</li> <li>▪ Determine the impact of foreign influences on the preservation of our culture.</li> </ul>	<p>so they come prepared to participate fully in the lessons.</p> <p>b) Class discussion on the meanings of customs and traditions and their relevance to society.</p> <p>c) Explain what culture traits are. Let students give examples of culture traits and their significance.</p> <p>d) Encourage students to define and give examples of oral literature in our country.</p> <p>e) In small groups, let students discuss the importance of oral literature, music, and dance to culture preservation.</p> <p>f) General discussion on the ways foreign influences have impacted our culture and what can be done to reverse the trend.</p> <p>g) Write the word “rice” on the board and ask students to give its local names in their ethnic languages.</p> <p>h) Start a discussion on why rice is the most popular food item in the country.</p>	<ul style="list-style-type: none"> <li>▪ Documentaries and videos on cultures around the world (e.g., YouTube – Cultural Traditions; Khan Academy – Overview of Culture <a href="https://www.youtube.com/watch?v=Vo6W4kDv0cA">https://www.youtube.com/watch?v=Vo6W4kDv0cA</a> 10 Interesting Traditions Around the World That Are Still Practiced Today - YouTube <a href="https://www.youtube.com/watch?v=j5da1f7NT4Q">https://www.youtube.com/watch?v=j5da1f7NT4Q</a></li> <li>▪ Resource persons (storyteller, musician, craftsman, etc)</li> <li>▪ Diagrams of crafts, musical instruments</li> </ul>	<p>completion items on customs, traditions, cultural traits.</p> <p>b) Essay: “The socio-cultural importance of rice in Sierra Leone”.</p>
<p><b>Racial Prejudice and Racism</b></p>	<p>After completing this unit, the students will be able to:</p>	<p>a) Introduce the unit/ lesson by writing the words Stereotype,</p>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Documentaries and videos on</li> </ul>	<p>a) MCQs, true /false statements, matching items</p>





<ul style="list-style-type: none"> <li>▪ Stereotypes, prejudice, and discrimination</li> <li>▪ Institutional racism</li> <li>▪ Racial tensions</li> <li>▪ Effects of racism on societies</li> <li>▪ Reducing racial prejudice and racism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain the meanings of the words stereotype, prejudice, and discrimination.</li> <li>▪ Give global examples of stereotype, prejudice, and discrimination.</li> <li>▪ Tell the meaning of positive discrimination and give examples of positive discrimination.</li> <li>▪ Debate whether positive discrimination is fair.</li> <li>▪ Explain various ways racial tension can affect the development of a country.</li> <li>▪ State what institutional racism is. Give examples and determine the effects of institutional racism.</li> <li>▪ Suggest practical ways of reducing racism in society.</li> </ul>	<p>Prejudice and Discrimination on the board.</p> <ol style="list-style-type: none"> <li>b) Ask students to define these words.</li> <li>c) Give examples of stereotypical beliefs and encourage students to give more examples.</li> <li>d) Discuss how stereotyping can affect relations between people.</li> <li>e) Talk about some of the dangers of prejudice in society.</li> <li>f) Discuss how prejudice can lead to discrimination.</li> <li>g) Debate: argue for or against positive discrimination.</li> <li>h) Explain what institutional racism is and give examples.”</li> <li>i) Tell students to find out about the “Black Lives Matter” movement as a reaction to institutional racism, for class discussion.</li> <li>j) Describe the concept of “Rainbow Nation”.</li> <li>k) Debate whether South Africa is really a Rainbow Nation.</li> </ol>	<p>racial prejudice and racism across the world</p> <ul style="list-style-type: none"> <li>▪ Paper cuttings of Black Lives Matter protests</li> <li>▪ Pictures of Rainbow Nation</li> </ul>	<p>on racial prejudice and racism.</p> <ol style="list-style-type: none"> <li>b) Assignment on the causes and effects of racism in society.</li> <li>c) Students write an essay on the advantages and disadvantages of positive discrimination (affirmative action).</li> </ol>
<p><b>Nationalism as a Movement</b></p> <ul style="list-style-type: none"> <li>▪ Nationalism in historical perspective</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Grasp and describe the concept of nations, nationalism, and self-determination.</li> </ul>	<ol style="list-style-type: none"> <li>a) Precede the lesson with a discussion of nationalism in the context of African decolonisation.</li> <li>b) Stimulate students to understand that nationalism is a</li> </ol>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Nationalism resources on the internet YouTube), e.g., “Freedom, Freedom Sierra</li> </ul>	<p>a) MCQs, true/ false statements, Matching items on nationalism as a movement.</p>



<ul style="list-style-type: none"> <li>▪ Types and characteristics of nationalism</li> <li>▪ Territorial nationalism</li> <li>▪ Negative nationalism</li> <li>▪ Nationalism in modern times</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain the historical origins of nationalism.</li> <li>▪ Examine the types and characteristics of nationalism.</li> <li>▪ Distinguish between a) ethnic nationalism, b) cultural nationalism, and c) liberation nationalism.</li> <li>▪ Summarise the concept of territorial nationalism.</li> <li>▪ Describe what negative nationalism is.</li> <li>▪ Give examples and effects of negative nationalism in the contemporary world.</li> <li>▪ Examine the factors for the resurgence of nationalism and its international implications.</li> <li>▪ Determine the connection between nationalism and secession and give examples of secessionist movements across the world.</li> </ul>	<p>complex concept that is open to many interpretations.</p> <ul style="list-style-type: none"> <li>c) Ask the students formulate their own definitions of the word "nation" and the different ways they think about a nation.</li> <li>d) Give them handouts (notes on the sub-units) or students read portions of the relevant sections in the coursebook for discussion.</li> <li>e) Students summarise their own definition of nation and nationalism from the readings.</li> <li>f) Explain what negative nationalism means and encourage students to find examples of negative nationalism.</li> <li>g) State the factors responsible for secessionist movements.</li> <li>h) Arrange a debate among students on the topic: "Is Nationalism a Force for Good or Evil?"</li> </ul>	<p>Leone" by Ali Ganda <a href="https://www.youtube.com/watch?v=e2F0r1-clTk">https://www.youtube.com/watch?v=e2F0r1-clTk</a>, and "Sierra Leone Independence (1961), British Pathé <a href="https://www.youtube.com/watch?v=VYR4QO5NLIg">https://www.youtube.com/watch?v=VYR4QO5NLIg</a></p> <ul style="list-style-type: none"> <li>▪ Symbols of nationhood (Independence)</li> <li>▪ Clips of nationalist agitations across the world</li> </ul>	<p>b) Define secession and, with examples, state the circumstances when secession is justified.</p>
<p><b>The Role and Importance of Rules and Laws</b></p> <ul style="list-style-type: none"> <li>▪ Rules vs laws</li> <li>▪ The purposes of law and its</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Show the difference between rules and laws.</li> <li>▪ Demonstrate an understanding of the importance of laws in society.</li> </ul>	<ul style="list-style-type: none"> <li>a) Brainstorming session: Imagine living in a country without rules and laws. How will that affect you?</li> <li>b) Help the students to formulate a few basic rules for their</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Posters discouraging young people from acts of lawlessness and indiscipline.</li> </ul>	<ul style="list-style-type: none"> <li>a) True/ false questions on rules and laws.</li> <li>b) Assessment of group work on rules formulated</li> </ul>



<p>functions in society</p> <ul style="list-style-type: none"> <li>▪ The rule of law</li> <li>▪ Indiscipline and lawlessness and society</li> <li>▪ Law enforcement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain the concept of the rule of law and why it is important for the sustenance of democracy</li> <li>▪ Give manifestations of indiscipline and lawlessness in Sierra Leone society, and their effects.</li> <li>▪ Define the term 'law enforcement'.</li> <li>▪ Assess the work of the law enforcement agencies in the country.</li> </ul>	<p>classroom and discuss why it is necessary to have these rules.</p> <ol style="list-style-type: none"> <li>c) If possible, arrange a visit to a local court to observe its proceedings.</li> <li>d) Arrange for a law enforcement officer to talk to the class.</li> <li>e) Encourage students to talk about the causes of indiscipline and lawlessness in the country, and what can be done about these problems.</li> <li>f) Motivate students to form a movement against lawlessness and indiscipline in our community. Let them suggest practical steps they can take to achieve their goal.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Resource persons</li> </ul>	<p>for their classroom.</p> <ol style="list-style-type: none"> <li>c) Question and answer session on information provided by resource persons.</li> <li>d) Homework: Causes and consequences of lawlessness and indiscipline in Sierra Leone.</li> </ol>
<p><b>Social Contract Theory</b></p> <ul style="list-style-type: none"> <li>▪ Historical origins of social contract</li> <li>▪ Importance of social contract</li> <li>▪ Explicit and implicit social contracts</li> <li>▪ Problems with social contract theory</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Relate social contract theory to governance in traditional and modern societies.</li> <li>▪ Show why a social contract is necessary in a modern state.</li> <li>▪ Give examples of implicit and explicit social contracts.</li> <li>▪ Examine some of the problems of social contract theory.</li> </ul>	<ol style="list-style-type: none"> <li>a) Explain the meaning and concept of social contract.</li> <li>b) Encourage students to give an example of social contract in traditional (precolonial) societies in Sierra Leone.</li> <li>c) Discuss with them the significance of social contract to societal growth and progress.</li> <li>d) Explain the difference between implicit and explicit social contracts and their importance.</li> <li>e) Encourage students to list and discuss some of the</li> </ol>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ A large diagram illustrating social contract theory.</li> <li>▪ Sierra Leone Constitution (Chapter on Fundamental Principles of State Policy)</li> </ul>	<ol style="list-style-type: none"> <li>a) MCQs, quiz and matching questions on social contract theory.</li> <li>b) Students list differences between social contract in traditional and modern societies for assessment.</li> <li>c) Grading of debate: "Can a</li> </ol>



		disadvantages of social contract theory, and how these can be minimised in a State. f) Debate: "Can a modern society function effectively without social contract?"		modern society function effectively without social contract?"
<b>Forms of Socialisation</b> <ul style="list-style-type: none"> <li>What is socialisation?</li> <li>Primary socialisation</li> <li>Anticipatory socialisation</li> <li>Secondary socialisation (schools, peer groups, media, etc)</li> <li>Total socialisation (e.g., the military)</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>Explain what socialisation means.</li> <li>Discuss the features of socialisation</li> <li>Give examples of socialisation.</li> <li>Distinguish between the various types of socialisation and why each type is important.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming session (Draw on the students' previous knowledge of socialisation).</li> <li>Let students write their own working definition of socialisation.</li> <li>State what primary socialisation is and ask students to show its importance to the growth and development of the individual.</li> <li>Discuss how anticipatory socialisation can influence one's behaviour positively and negatively.</li> <li>With examples, explain the importance of total socialisation and why it is necessary for some institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Course Guidebook</li> <li>Large diagrams of forms of socialisation</li> </ul>	<ul style="list-style-type: none"> <li>Quiz, MCQs, true/false questions on forms of socialisation.</li> <li>Essay questions: <ul style="list-style-type: none"> <li>How important is primary socialisation in the life of an individual?</li> <li>Why do you think total socialisation is necessary for institutions like the military?</li> </ul> </li> </ul>
<b>Social Systems</b> <ul style="list-style-type: none"> <li>Meaning of social system and examples</li> <li>Social systems and social actors (agents)</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>Give the meaning, examples, and function of social systems.</li> <li>Name the main actors in a social system.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming session: Help students define social system.</li> <li>Summarise the main elements of a social system.</li> <li>Emphasize the characteristics of a social system (e.g., pattern, order, balance), so students</li> </ul>	<ul style="list-style-type: none"> <li>Course Guidebook</li> <li>Social system video: Social Systems, Definition and Theory (study.com)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz, MCQs, matching items on social system and social structure</li> <li>Essay: name six elements of a</li> </ul>



<ul style="list-style-type: none"> <li>▪ Characteristics of social systems</li> <li>▪ Social systems and social structures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the characteristics of social systems.</li> <li>▪ Differentiate between social systems and social structures</li> </ul>	<p>realise that social systems are built randomly or in a haphazard manner.</p> <p>d) Show the connection between social systems and social structures.</p> <p>e) Debate: "Is social structure the same as class structure?"</p>	<p><a href="https://study.com/learn/lesson/social-system-theory-examples.html">https://study.com/learn/lesson/social-system-theory-examples.html</a></p> <ul style="list-style-type: none"> <li>▪ Large diagram: Types of Social Systems</li> </ul>	<p>social system and show the importance of each element.</p> <p>c) Draw a diagram showing the types of social systems.</p>
<p><b>Armed Conflict in Fragile States</b></p> <ul style="list-style-type: none"> <li>▪ Armed conflict within and between states</li> <li>▪ Drivers of armed conflicts: greed or grievance?</li> <li>▪ Characteristics of armed conflicts</li> <li>▪ Preventing violent conflicts</li> <li>▪ Conflict, civil war, and underdevelopment</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define the term 'fragile state' and name the characteristics of a fragile state.</li> <li>▪ Give examples of contemporary armed conflicts around the world.</li> <li>▪ Name the disturbing features of armed conflicts.</li> <li>▪ Debate whether armed conflicts are caused by greed or grievance.</li> <li>▪ Define the concept of early warning systems.</li> <li>▪ Show practical ways violent conflicts can be prevented in Sierra Leone.</li> <li>▪ State the nexus (connection) between conflict, civil war, and underdevelopment in Sierra Leone.</li> </ul>	<p>a) Start with a brainstorming session to draw on the students' knowledge of contemporary armed conflicts in Africa.</p> <p>b) Give the meaning and characteristics of a fragile state and ask students to find examples of some fragile states in West Africa.</p> <p>c) Ask the question: "Is Sierra Leone a fragile state?" Let students give reasons for their answer.</p> <p>d) Discuss the roots of the Sierra Leone conflict and ask the question, "Could the war have been avoided"?</p> <p>e) Talk about the disturbing characteristics of the Sierra Leone conflict.</p> <p>f) Discuss the concept of early warning systems and why they</p>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Supplementary readings materials</li> <li>▪ Documentaries (e.g., Blood Diamonds – History Channel, also the Hollywood movie) <ul style="list-style-type: none"> <li>▪ YouTube videos on the rebel war in Sierra Leone, e.g.,</li> <li>▪ Sierra Leone: Thousands Displaced Due to Civil War</li> <li>▪ <a href="https://www.youtube.com/watch?v=lbU2fV1ltuQ">https://www.youtube.com/watch?v=lbU2fV1ltuQ</a> ;</li> </ul> </li> </ul>	<p>a) Quiz, MCQs, matching items on armed conflicts.</p> <p>b) Assessment of debate on causes of conflict.</p> <p>c) Essay questions:</p> <ol style="list-style-type: none"> <li>1. Examine the causes of the Sierra Leone conflict (1991-2002).</li> <li>2. How did the Sierra Leone civil conflict affect the overall development of the country?</li> </ol>



		<p>are important in the prevention of conflicts.</p> <p>g) Have an animated discussion on how violent conflicts led to underdevelopment, using Sierra Leone as an example.</p>	<ul style="list-style-type: none"> <li>▪ The Rebels Fighting for Sierra Leone (1998)</li> <li>▪ <a href="https://www.youtube.com/watch?v=9lrNKyBI7zc">https://www.youtube.com/watch?v=9lrNKyBI7zc</a></li> <li>▪ Former child soldiers remember Sierra Leone's brutal civil war 20 years on <a href="https://www.youtube.com/watch?v=rA7QhZZE7cs">https://www.youtube.com/watch?v=rA7QhZZE7cs</a></li> </ul>	
<p><b>Altering Our Environment</b></p> <ul style="list-style-type: none"> <li>▪ Human adaptation and environmental modification</li> <li>▪ Ways in which humans adapt to the environment</li> <li>▪ Modifying the environment (urbanisation, deforestation,</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define the concept of human adaptation to the environment.</li> <li>▪ Name various types of human adaptation to the environment.</li> <li>▪ Discuss the meaning of environmental modification and state the difference between adaptation and modification.</li> <li>▪ Describe how human actions modify the physical environment.</li> </ul>	<p>a) Begin the lesson with a brainstorming session on the meaning and significance of the environment.</p> <p>b) Point out the difference between adaptation and modification.</p> <p>c) Give a few examples of how humans adapt to their environment and encourage students to name additional examples.</p>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ YouTube (Human adaptation and environmental modification <a href="https://www.youtube.com/watch?v=gAjF1mWdhKk">https://www.youtube.com/watch?v=gAjF1mWdhKk</a>)</li> <li>▪ Humans and their environment e.g. <a href="https://www.youtube.com/watch?v=RolpCJwX7-M">https://www.youtube.com/watch?v=RolpCJwX7-M</a>)</li> </ul>	<p>a) Quiz, MCQs, matching items, true/ false statements on how humans adapt to and modify their environment.</p> <p>b) Short answer questions on environmental modification in Sierra Leone.</p>



<p>mining, logging, dams, road construction, etc.)</p> <ul style="list-style-type: none"> <li>Impact of environmental modification</li> </ul>	<ul style="list-style-type: none"> <li>Choose one example of a human modified environment in Sierra Leone and write a few sentences on it.</li> <li>Debate the consequences of human modifications of the physical environment.</li> </ul>	<p>d) Discuss how these adaptations may contribute to the wellbeing of humans.</p> <p>e) Talk about some the ways people modify the environment in Sierra Leone.</p> <p>f) Allow students to talk about ways the environment has been (is being) modified in their region and the effects of these modifications.</p> <p>g) In small groups, let students discuss one type of environmental modification (e.g., mining, logging) in their region and suggest ways of significantly minimising the modification.</p> <p>h) Summarise the main points in the unit/ lesson on the board for students to copy.</p>	<ul style="list-style-type: none"> <li>Short documentary on the 14 August 2017 landslide in Freetown. e.g. <a href="https://www.youtube.com/watch?v=bU_lvR7rHzY">https://www.youtube.com/watch?v=bU_lvR7rHzY</a> <a href="https://www.facebook.com/saloneapp/videos/the-august-14th-2017-natural-disaster-in-freetown-sierra-leone/1448253025550908/">https://www.facebook.com/saloneapp/videos/the-august-14th-2017-natural-disaster-in-freetown-sierra-leone/1448253025550908/</a></li> <li>Documentaries on the effects of mining and logging in Sierra Leone.</li> </ul>	<p>c) Essay question:</p> <ol style="list-style-type: none"> <li>Discuss four ways in which mining or logging has affected the environment in Sierra Leone.</li> <li>How does the building of settlements on hillslopes lead to landslides?</li> </ol>
<p><b>Diversity and Privileges in Society</b></p> <ul style="list-style-type: none"> <li>Power and privilege (race privilege, social class privilege, gender privilege, sexual orientation privilege)</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>Define the terms power and privilege and state the connection between them.</li> <li>List the various types/ levels of power and their importance.</li> <li>Name the types of privileges that exist in Sierra Leone society and how they affect certain individuals.</li> </ul>	<p>a) Brainstorming session: In small groups, let students define power and privilege.</p> <p>b) Write some of the definitions on the board for further discussion.</p> <p>c) Let them name some words that are associated with power and privilege.</p> <p>d) Discuss with students some types of privileges that exist in Sierra Leone and other</p>	<ul style="list-style-type: none"> <li>Course Guidebook</li> <li>Posters on power and privilege, and cultural diversity</li> <li>Videos on cultural diversity (e.g., from UNESCO)</li> </ul>	<p>a) MCQs and matching items on diversity and privileges in society.</p> <p>b) True/ false statements to distinguish between power and authority.</p>



<ul style="list-style-type: none"> <li>▪ Cultural diversity</li> <li>▪ Diversity and multiculturalism</li> <li>▪ Diversity, inclusion, and equal opportunity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show the meaning of cultural diversity and why cultural diversity is important for the development of society.</li> <li>▪ State the relationship between diversity and multiculturalism.</li> <li>▪ Use Sierra Leone as an example to analyse the beauty and problems of multiculturalism.</li> <li>▪ Give examples of inclusivity and equal opportunity in the Sierra Leone education system.</li> </ul>	<p>societies and discuss how these privileges affect certain individuals.</p> <ul style="list-style-type: none"> <li>e) Debate in class how privileges in society negate the notion of social justice.</li> <li>f) Talk about the meaning and significance of ethnicity and ethnocentrism.</li> <li>g) Project: Divide the students according to their ethnic groups and let them research on aspects of their culture under certain headings, e.g. Naming of children, attitudes towards elders, music and dance, food. A group leader should read these aspects in class for students to note the commonalities among the ethnic groups.</li> <li>h) Discuss the concept of inclusivity and point out some ways the education system caters for inclusivity.</li> </ul>		<ul style="list-style-type: none"> <li>c) Short answer questions, e.g., on certain privileges in Sierra Leone society.</li> <li>d) Essay questions on diversity, multiculturalism, and inclusion.</li> </ul>
<p><b>Cultural Power</b></p> <ul style="list-style-type: none"> <li>▪ Culture and traditional rulership</li> <li>▪ Secret societies and community mobilisation</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Name forms of traditional rulership in Sierra Leone and state their importance.</li> <li>▪ Examine the ways culture influences traditional rulership.</li> </ul>	<ul style="list-style-type: none"> <li>a) Begin the unit/ lesson with a recap of the meaning of culture and how culture affects traditional rulership in Sierra Leone.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Some cultural symbols in Sierra Leone</li> <li>▪ Resource persons</li> </ul>	<ul style="list-style-type: none"> <li>a) MCQs and matching items on culture and forms of traditional rulership in Sierra Leone.</li> </ul>





<ul style="list-style-type: none"> <li>▪ Culture and human rights issues</li> <li>▪ Gender and culture</li> <li>▪ Culture and national development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyse the role of secret societies in community mobilisation in Sierra Leone.</li> <li>▪ Assess the connection between culture, human rights, and gender relations in Sierra Leone.</li> <li>▪ Argue for or against the motion: “Culture is a hindrance to national development.”</li> </ul>	<ul style="list-style-type: none"> <li>b) Outline the main features of traditional rulership for class discussion.</li> <li>c) Talk about the importance or relevance of secret societies in rural communities.</li> <li>d) Have a general discussion on how certain aspects of culture may violate the human rights of individuals.</li> <li>e) Have an animated discussion on how culture affects gender relations in Sierra Leone.</li> <li>f) Debate: “Is culture a hindrance to national development?”</li> </ul>		<ul style="list-style-type: none"> <li>b) True/ false statements on the role of secret societies in community mobilisation.</li> <li>c) Short answer questions on gender and culture.</li> <li>d) Essay question: “Is culture a hindrance to national development in Sierra Leone?”</li> </ul>
<p><b>Why Racism Persists</b></p> <ul style="list-style-type: none"> <li>▪ Theories of prejudice</li> <li>▪ Scapegoat theory</li> <li>▪ Authoritarian personality theory</li> <li>▪ Social distance theory</li> <li>▪ Race conflict theory</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define the term prejudice.</li> <li>▪ Give examples of manifestations of prejudice in society.</li> <li>▪ State the meaning of scapegoat theory and give examples in contemporary African countries.</li> <li>▪ Show how scapegoat theory affects human relations.</li> <li>▪ List the characteristics of an authoritarian personality and their consequences.</li> <li>▪ Explain what social distance theory means and how it relates to diversity.</li> </ul>	<ul style="list-style-type: none"> <li>a) Begin unit/lesson with a definition of racism and prejudice.</li> <li>b) Ask students to name words associated with racism and prejudice.</li> <li>c) Further ask why racism and prejudice have become such potent forces in human interactions.</li> <li>d) Discuss and give examples of the different theories of prejudice and challenges students to find more examples in contemporary societies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Videos (Prejudice: Theories and Ideas on Origin [Syudy.com], Prejudice and Discrimination; Explanations of Prejudice; What is Scapegoating?</li> <li>▪ Videos on race disturbances in South Africa or the USA</li> </ul>	<ul style="list-style-type: none"> <li>a) MCQs and matching items on theories of prejudice, scapegoat theory, and so on.</li> <li>b) True/false statements on the qualities of an authoritarian personality.</li> <li>c) Short answer questions on social distance and race conflict theories.</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Apply race conflict theory to relations among certain groups in some countries, e.g., South Africa or the USA.</li> </ul>	<ul style="list-style-type: none"> <li>e) Talk about the attributes of an authoritarian personality and encourage students to give examples of an authoritarian personality.</li> <li>f) Talk about how social distance theory may positively or negatively affect diversity.</li> <li>g) Have a general discussion on race relations in South Africa and the USA.</li> </ul>		<ul style="list-style-type: none"> <li>d) Essay question: Examine the factors for worsening relations between blacks and whites in either South Africa or the USA.</li> </ul>
<p><b>Symbols and National Identity</b></p> <ul style="list-style-type: none"> <li>▪ Symbols of nationhood</li> <li>▪ National symbols and their importance</li> <li>▪ National symbols as sign of unity and division</li> <li>▪ Sierra Leone's national symbols</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the symbols of nationhood in Sierra Leone and elsewhere and examine the significance of each symbol.</li> <li>▪ Explain how national symbols can be used to unite a country.</li> <li>▪ Show how a national symbol can divide a nation.</li> </ul>	<ul style="list-style-type: none"> <li>a) Begin unit/ lesson with a recap of national symbols in Sierra Leone.</li> <li>b) Let students give the meaning and significance of these symbols.</li> <li>c) Discussion on how national symbols promote unity, and how they can also be a source of division in a country.</li> <li>d) Use the motto of the Liberian Coat of Arms ("The Love of Liberty Brought Us Here") to demonstrate how a national symbol can be a source of division in a country.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Pictures of national symbols</li> </ul>	<ul style="list-style-type: none"> <li>a) MCQs, matching items, true/ false statements on symbols and national identity.</li> <li>b) Short answer questions: <ul style="list-style-type: none"> <li>1) How does our country's motto "Unity, Freedom, Justice" help to foster national cohesion?</li> <li>2) Is the Liberian motto "The Love of Liberty Brought Us Here" an accurate reflection of that country's history?</li> </ul> </li> </ul>



<p><b>Theories of Justice</b></p> <ul style="list-style-type: none"> <li>▪ What is justice?</li> <li>▪ What is a just society?</li> <li>▪ Justice and equality</li> <li>▪ Need-based justice</li> <li>▪ Merit-based justice</li> <li>▪ Basic rights as justice</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define justice, state the various types of justice and the importance of each type.</li> <li>▪ Examine the features of a just society.</li> <li>▪ Argue whether there is a just society anywhere on the globe.</li> <li>▪ State the connection between equal rights and justice.</li> <li>▪ Narrate what Sierra Leoneans can do to make their country a more just society.</li> </ul>	<ul style="list-style-type: none"> <li>a) Introduce the lesson with an icebreaker, e.g., Peter Tosh's track "Equal Rights and Justice", or Jimmy Cliff's "Remake the World".</li> <li>b) Encourage students to think of local artists that sing about justice or equal rights.</li> <li>c) Talk about justice and the types of justice in society.</li> <li>d) Motivate students to debate the question: "Is a just society possible"?</li> <li>e) Start a lively discussion on what Sierra Leoneans can do to make their country a more just society.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Musical tracks on equal rights and justice</li> <li>▪ Posters on various types of justice</li> </ul>	<ul style="list-style-type: none"> <li>a) MCQs, Fill in the blanks, matching questions, quizzes on the theories of justice, and features of a just society.</li> <li>b) Short answer questions. <ul style="list-style-type: none"> <li>1. List four features of a just society.</li> <li>2. Briefly state the connection between equal rights and justice.</li> </ul> </li> </ul>
<p><b>The State and the Citizen</b></p> <ul style="list-style-type: none"> <li>▪ Citizen-state relations</li> <li>▪ Responsibilities of government toward citizens</li> <li>▪ Public goods and services</li> <li>▪ Public goods and duty of citizens</li> <li>▪ Civil disobedience</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define the terms state and citizen</li> <li>▪ Show the importance of the relationship between the state and the citizen.</li> <li>▪ Examine the responsibilities of the state to the citizens and the duties of the citizen towards the state.</li> <li>▪ Analyse the concept of public goods and how citizens relate with them.</li> </ul>	<ul style="list-style-type: none"> <li>a) Brainstorming session: State by discussing the terms state and citizen and ask whether one can exist without the other.</li> <li>b) Emphasise on the connection between the two, stressing on why they should support and complement each other for the general good.</li> <li>c) Introduce the concept of public goods and services and their importance.</li> <li>d) Have a discussion on the role of citizens in maintaining or</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ The Constitution of Sierra Leone</li> <li>▪ Other relevant texts</li> </ul>	<ul style="list-style-type: none"> <li>a) MCQs, true/ false statements, matching questions on state and citizen relations, and public goods and services.</li> <li>b) Short answer questions. <ul style="list-style-type: none"> <li>1. Mention three responsibilities of the state to the citizens, and three obligations</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>▪ Define civil disobedience and give examples in the contemporary world.</li> <li>▪ Argue for or against the use of civil disobedience.</li> </ul>	<p>preserving public goods and services.</p> <p>e) Question the notion of “Government property” in relation to public goods and services.</p> <p>f) Discuss the idea of civil disobedience, give forms of civil disobedience, and suggest instances when civil disobedience may be necessary.</p> <p>g) Site examples from Sierra Leone and elsewhere.</p>		<p>of the citizens to the state.</p> <p>2. Briefly discuss the concept of public goods and services and mention the role of the citizens in maintaining public goods and services.</p> <p>c) Define civil disobedience. Using Sierra Leone as a case study or any other country, cite instances when civil disobedience may be justified.</p>
<p><b>Social Institutions</b></p> <ul style="list-style-type: none"> <li>▪ Institutions and their importance</li> <li>▪ Main social institutions (family, economic, religious, educational and government)</li> <li>▪ Functions of social institutions</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define the term institution and give examples of institutions in a modern state.</li> <li>▪ Describe the functions of social institutions.</li> <li>▪ Explain why the family has been described as the primary social institution in society.</li> <li>▪ Examine the main functions of the family as a social institution.</li> </ul>	<p>a) Probe the students’ knowledge and understanding of the term institutions and let them give examples of institutions they are familiar with.</p> <p>b) Concentrate on the five main social institutions (family, economic, religious, educational and government)</p> <p>c) Discuss their main functions</p> <p>d) Talk about the special place of social institutions (family,</p>	<p>a) Course Guidebook</p> <p>b) Other relevant works</p> <p>c) Resource persons (e.g., someone from a government ministry)</p>	<p>a) MCQs, true/false statements, matching questions on social institutions)</p> <p>b) Short answer questions.</p> <p>1. Write brief notes on each of the following social institutions a) The</p>



<ul style="list-style-type: none"> <li>The family as an important social institution</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of economic and governmental institutions in the overall development of a country.</li> </ul>	<p>educational and religious) in the lives of individuals.</p> <p>e) General discussion on the role of economic and governmental institutions in national development.</p>		<p>family, b) educational institutions, and c) religious institutions.</p> <p>2. Name one economic institution and state its importance to the development of a country.</p> <p>c). Discuss four ways in which religious institutions can influence the conduct of their adherents.</p>
<p><b>Power Relations</b></p> <ul style="list-style-type: none"> <li>Definitions of patriarchy</li> <li>Historical origins of patriarchy</li> <li>Characteristics of modern patriarchy</li> <li>Patriarchy and everyday life</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>Explain the meaning and importance of power relations.</li> <li>Give different meanings and examples of patriarchy.</li> <li>Trace the origins of patriarchy in ancient and modern societies.</li> <li>Examine the characteristics of modern patriarchy.</li> <li>Explain how patriarchy affects everyday life.</li> </ul>	<p>a) Introduce the unit/ lesson with a definition of terms: patriarchy, and power relations.</p> <p>b) Encourage students to give examples of patriarchy in the home, community, and the nation.</p> <p>c) Give a brief historical background of patriarchy in ancient and modern societies.</p> <p>d) Outline the characteristics of modern patriarchy.</p>	<ul style="list-style-type: none"> <li>Course Guidebook</li> <li>Documentaries/ short videos on Gender justice, Gender equality, etc.</li> </ul>	<p>a) MCQs, true/ false statements, matching questions on patriarchy and how it affects women in the home, community, and the nation.</p> <p>b) Completion items on the characteristics of</p>





		<p>e) Discuss the negative effects of patriarchy on women in the home, community, and nation.</p> <p>f) In small groups, let students discuss the steps that can be taken to reduce patriarchy in the homes, community, and nation.</p> <p>g) A group leader should read their suggestions aloud in class for more discussion.</p>		<p>modern patriarchy.</p> <p>c) Grading of group work on reducing patriarchy</p> <p>a) MCQs, true/false statements, matching questions on patriarchy and how it affects everyday life.</p> <p>b) Short answer questions.</p> <ol style="list-style-type: none"> <li>1. Define the term patriarchy and show three ways patriarchy in manifested in the home.</li> <li>2. Briefly trace the origins of patriarchy in ancient communities.</li> <li>3. List four characteristics of modern patriarchy.</li> </ol> <p>c) Essay question: How far do you agree with the view that</p>
--	--	--	--	--





				“patriarchal culture is one of the biggest barriers in ending violence against women?”
<p><b>Environmental Degradation</b></p> <ul style="list-style-type: none"> <li>▪ What is environmental degradation?</li> <li>▪ Causes of environmental degradation</li> <li>▪ Impacts of environmental degradation</li> <li>▪ Mitigation measures</li> </ul>	<p>After completing this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain what environmental degradation is.</li> <li>▪ Give examples of environmental degradation in Sierra Leone or in their community.</li> <li>▪ Examine the causes and impact of environmental degradation.</li> <li>▪ Choose one human activity in Sierra Leone and state how such activity leads to environmental degradation.</li> <li>▪ Suggest practical steps for mitigation of environmental degradation in Sierra Leone.</li> </ul>	<ol style="list-style-type: none"> <li>a) Introduce the unit/ lesson with a brainstormer: “What is environmental degradation?”</li> <li>b) List some of the main causes of environmental degradation in Sierra Leone. Encourage students to add to the list.</li> <li>c) In small groups, let students take a particular type of environmental degradation and write down its impact. Let them also suggest possible mitigation measures.</li> <li>d) Summarise the main points in the unit/ lesson on the board for students to copy.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Large photographs on environmental degradation in Sierra Leone (Logging, mining, etc.)</li> <li>▪ YouTube (Is Sierra Leone on the verge of an environmental disaster <a href="https://www.youtube.com/watch?v=l6_9qWcrJuY?Sierra+Leone+mudslide+survivors+live+in+fear+of+fresh+disaster">https://www.youtube.com/watch?v=l6_9qWcrJuY?Sierra Leone mudslide survivors live in fear of fresh disaster</a> <a href="https://www.facebook.com/Stylishentsl/videos/sierra-leone-mudslide-survivors-live-in-">https://www.facebook.com/Stylishentsl/videos/sierra-leone-mudslide-survivors-live-in-</a></li> </ul>	<ol style="list-style-type: none"> <li>a) MCQs, true/false statements, completion, and matching items, fill in the blanks questions on environmental degradation in Sierra Leone and mitigation measures.</li> <li>b) Project: Choose an economic activity that contributes to environmental degradation in Sierra Leone. Find out more about this activity and write a few sentences on how the activity leads to environmental degradation and</li> </ol>



			<p>fear-of-fresh-disaster/1865393463483610/.)</p> <ul style="list-style-type: none"> <li>Resource persons</li> </ul>	<p>suggest possible mitigation measures.</p>
<p><b>National Integration</b></p> <ul style="list-style-type: none"> <li>Meaning and importance of national integration</li> <li>British rule and national integration in Sierra Leone</li> <li>Sierra Leone Constitution and national integration</li> <li>Challenges to national integration</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>Explain what national integration means.</li> <li>Show why national integration is necessary in a country.</li> <li>Determine how British colonial policy in Sierra Leone fostered or hindered national integration.</li> <li>Demonstrate an understanding of how the Constitution of Sierra Leone attempts to promote national integration.</li> <li>Examine some of the major challenges to national integration in the country and how they can be overcome.</li> </ul>	<ol style="list-style-type: none"> <li>Introduce the unit/ lesson by writing these two words on the board: a) National and b) Integration. Ask the students to define these words.</li> <li>Relate the two words to Sierra Leone and explain what national integration means.</li> <li>Ask students to give reasons why national integration is necessary.</li> <li>Further ask them how national integration can be achieved.</li> <li>General discussion: "What are some of the barriers to national integration in Sierra Leone?"</li> <li>Explain how British colonial rule fostered or hindered national integration in our country.</li> <li>Read sections of the Sierra Leone Constitution that address the issue of national integration, for discussion.</li> </ol>	<ul style="list-style-type: none"> <li>Course Guidebook</li> <li>Sierra Leone Constitution</li> <li>The Independent Commission for Peace and National Cohesion Act, 2021.</li> </ul>	<ol style="list-style-type: none"> <li>MCQs, true/ false statements, completion, and matching items, fill in the blank questions on the meaning and importance of national cohesion.</li> <li>Short answer questions. <ol style="list-style-type: none"> <li>Give your own definition of national integration and suggest three ways of achieving national integration in the country.</li> <li>List three benefits of national integration.</li> <li>Suggest three possible reasons why national integration is</li> </ol> </li> </ol>







				<p>difficult to achieve in Sierra Leone.</p> <p>c) Project: Read “The Independent Commission for Peace and National Cohesion Act, 2021”. One of the principal functions of the Commission is to “promote peace, reconciliation, and unity in Sierra Leone.” Suggest three strategies the Commission can use to achieve this mandate.</p>
<p><b>Culture Preservation</b></p> <ul style="list-style-type: none"> <li>▪ Belief systems in Sierra Leone</li> <li>▪ Cultural festivals</li> <li>▪ Cultural impact of British colonial rule</li> <li>▪ Ministry of Tourism and Culture</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define culture and culture preservation.</li> <li>▪ Name some belief systems in Sierra Leone and their influence on people’s way of life.</li> <li>▪ Show the significance of cultural festivals.</li> <li>▪ Examine the cultural impact of British colonial rule in Sierra</li> </ul>	<ul style="list-style-type: none"> <li>a) Brainstorming session to probe students’ prior knowledge on culture.</li> <li>b) Talk on what a belief system is, citing examples from Sierra Leone.</li> <li>c) Discussion on the significance of these belief systems.</li> <li>d) Students to discuss the main cultural festivals in their region/</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Diagrams of artefacts in Sierra Leone</li> <li>▪ Videos on cultural preservation</li> <li>▪ Field visit to a cultural centre/ museum</li> <li>▪ Resource person, e.g., from Ministry</li> </ul>	<ul style="list-style-type: none"> <li>a) MCQs, true/ false statements, matching questions on belief systems, cultural festivals, and culture preservation.</li> <li>b) Short answer questions.</li> </ul>



	<p>Leone and why this impact has persisted to this day.</p> <ul style="list-style-type: none"> <li>▪ Discuss the role of the Ministry of Tourism and Culture in the preservation of the country's cultural heritage.</li> </ul>	<p>community and the relevance of these festivals.</p> <ul style="list-style-type: none"> <li>e) Talk on the effects of British colonial rule in Sierra Leone with emphasis on the cultural effects.</li> <li>f) Show the efforts made by the Ministry of Tourism and Culture to preserve the country's cultural heritage.</li> <li>g) Have a discussion on why it is important to preserve our cultural heritage.</li> </ul>	<p>of Tourism and Culture.</p>	<ul style="list-style-type: none"> <li>1. Mention three reasons why it is important to preserve our culture.</li> <li>2. Choose one cultural festival and write a few sentences on the significance of the festival to the community.</li> <li>c) Essay question: List and discuss four problems associated with culture preservation in Sierra Leone.</li> </ul>
<p><b>Interaction of Racial Groups</b></p> <ul style="list-style-type: none"> <li>▪ Pluralism (colour blindness)</li> <li>▪ Assimilation</li> <li>▪ Segregation</li> <li>▪ Genocide</li> <li>▪ Individuals and racially inclusive society</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define the term pluralism and state its significance.</li> <li>▪ Show how and why cultural assimilation is taking place in Sierra Leone, and the significance of this assimilation.</li> <li>▪ Explain what segregation means and indicate, with examples, how segregation affects race relations.</li> </ul>	<ul style="list-style-type: none"> <li>a) Brainstorming session on the term race. Don't we all belong to one race – the human race?</li> <li>b) Talk about the problem with racial classifications.</li> <li>c) Define pluralism and encourage students to talk about the benefits of pluralism in multicultural societies.</li> <li>d) Discuss the concept of assimilation among ethnic groups in Sierra Leone.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Other relevant texts</li> <li>▪ Musical albums on race relations</li> <li>▪ Videos on race relations</li> <li>▪ Resources from the Kigali Genocide Memorial (<a href="https://kgm.rw/">https://kgm.rw/</a>)</li> </ul>	<ul style="list-style-type: none"> <li>a) MCQs, true/false statements, matching questions on pluralism, assimilation, segregation, and genocide.</li> <li>b) Short answer questions:             <ul style="list-style-type: none"> <li>1. What are the advantages and</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>▪ Define genocide and give examples of genocide in contemporary terms.</li> <li>▪ Determine why genocide is a crime against humanity.</li> <li>▪ Examine the role of individuals in creating a racially inclusive society.</li> </ul>	<p>e) Pose the question: “Is assimilation a good or bad thing?”</p> <p>f) Talk about segregation and the problems of segregation in certain countries.</p> <p>g) Do a case study of one country that actively practices segregation and how segregation has affected race relations in that country.</p> <p>h) Define the term genocide and give contemporary examples.</p> <p>i) Have a discussion on the effects of genocide, using e.g., Rwanda as a case study.</p> <p>j) General discussion on way of building a racially inclusive society.</p>	<ul style="list-style-type: none"> <li>▪ Videos on Rwanda genocide, e.g., <ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=SVnOGsJY5RQ">https://www.youtube.com/watch?v=SVnOGsJY5RQ</a></li> <li>○ <a href="https://www.youtube.com/watch?v=RphYwV91MN4">https://www.youtube.com/watch?v=RphYwV91MN4</a></li> </ul> </li> </ul>	<p>disadvantages of assimilation?</p> <p>2. Define segregation and give three negative effects of segregation in a country of your choice.</p> <p>c) Project: “What is genocide? Why is genocide considered as a crime against humanity?”</p>
<p><b>Patriotism and the Citizen</b></p> <ul style="list-style-type: none"> <li>▪ Citizenship and patriotism</li> <li>▪ Patriotism and national unity</li> <li>▪ Patriotism and nationalism</li> <li>▪ Patriotism: challenges in Sierra Leone</li> <li>▪ Promoting patriotic culture</li> </ul>	<p>After completing this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Analyse the relationship between citizenship and patriotism</li> <li>▪ Demonstrate an understanding of how patriotism can promote national unity.</li> <li>▪ Understand the similarities and differences between patriotism and nationalism.</li> <li>▪ Identify some of the major challenges to promoting patriotism in Sierra Leone.</li> </ul>	<p>a) Start the unit/ lesson with a review of the students’ prior knowledge of patriotism.</p> <p>b) Build on this knowledge to talk about the relationship between citizenship and patriotism.</p> <p>c) Talk about ways patriotism can promote national unity and cohesion.</p> <p>d) Consider the similarities and differences between patriotism and nationalism</p>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Other relevant texts on patriotism.</li> <li>▪ Videos on patriotism.</li> <li>▪ <a href="https://byjus.com/free-ias-prep/difference-between-nationalism-and-patriotism/">https://byjus.com/free-ias-prep/difference-between-nationalism-and-patriotism/</a></li> </ul>	<p>a) MCQs, true/ false statements, matching questions citizenship, patriotism, and national unity.</p> <p>b) Short answer questions:</p> <p>1. Define patriotism and suggest three practical ways of</p>



	<ul style="list-style-type: none"> <li>▪ Suggest some ways of developing a patriotic culture in Sierra Leone.</li> </ul>	<p>e) Have a lively discussion why some Sierra Leoneans are considered less patriotic than others (is this always fair?).</p> <p>f) Suggest ways of promoting a patriotic culture in Sierra Leone.</p>		<p>demonstrating patriotism.</p> <ol style="list-style-type: none"> <li>2. List three ways in which patriotism can promote national unity.</li> <li>3. Identify three reasons why some Sierra Leoneans are considered unpatriotic.</li> </ol> <p>c) Essay question: What is patriotic culture? Suggest three ways of building a patriotic culture in Sierra Leone.</p>
<p><b>Forms of Punishment</b></p> <ul style="list-style-type: none"> <li>▪ Crime and punishment</li> <li>▪ Different approaches to punishment</li> <li>▪ Retributive justice</li> <li>▪ Welfare maximisation (rehabilitation)</li> <li>▪ Deterrence</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define crime and punishment.</li> <li>▪ Name at least four approaches to punishment.</li> <li>▪ Examine the purpose and shortcomings of retributive justice.</li> <li>▪ Analyse the benefits of rehabilitation to individuals and society.</li> </ul>	<p>a) Brainstorming session on how students generally view punishment.</p> <p>b) Ask the questions: i) "Is punishment a good or bad thing"? ii) What is the purpose of punishment'?</p> <p>c) Probe the students understanding of the word "crime" and let them show the connection between crime and punishment.</p>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Videos on crime and punishment</li> <li>▪ Prisoners in a rehabilitation centre</li> <li>▪ Resource persons (e.g., Prison Officer, Law enforcement officer, social worker)</li> </ul>	<p>a) MCQs, true/ false statements, matching questions on crime, and the different approaches to punishment.</p> <p>b) Short answer questions.</p> <ol style="list-style-type: none"> <li>1. What is the purpose of punishment?</li> </ol>



<ul style="list-style-type: none"> <li>▪ Restorative justice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show, with examples, the relevance of deterrence in criminal justice.</li> <li>▪ Demonstrate an understanding of why the Prisons Department has been renamed Sierra Leone Correctional Centre.</li> <li>▪ Investigate the foundational principles of restorative justice.</li> </ul>	<ul style="list-style-type: none"> <li>d) Talk about the different approaches to punishment and the relevance of each approach.</li> <li>e) [Discuss any of the above with reference to the school community].</li> <li>f) Discussion: “Why has the Prisons Department been renamed Sierra Leone Correctional Centre?”</li> <li>g) Pay particular emphasis to retributive and restorative justice and their relevance.</li> <li>h) Summarise the main facts in the unit/ lesson for students to copy.</li> </ul>		<ul style="list-style-type: none"> <li>2. Define retributive justice and give two examples of retributive justice.</li> <li>3. Define restorative justice and briefly state its purpose.</li> <li>c) Assess the discussion on the change of name from Prisons Department to Sierra Leone Correctional Centre.</li> </ul>
<p><b>Fundamental Rights and Freedoms</b></p> <ul style="list-style-type: none"> <li>▪ Evolution of human rights</li> <li>▪ Are “human rights” a western concept?</li> <li>▪ Fundamental rights and freedoms in the Sierra Leone Constitution</li> <li>▪ Obligations of citizens</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain how the concept of human rights evolved in modern societies.</li> <li>▪ Critique the notion that human rights express Western values and interests.</li> <li>▪ Demonstrate an understanding of how the Sierra Leone Constitution safeguards the fundamental rights and freedoms of the individual.</li> <li>▪ Examine the obligations of citizens in Sierra Leone.</li> </ul>	<ul style="list-style-type: none"> <li>a) Introduce the unit/ lesson with a recap of the students’ prior knowledge of rights and responsibilities.</li> <li>b) Emphasise that each right has a corresponding responsibility and give an example.</li> <li>c) Encourage students to give more examples of rights and responsibilities.</li> <li>d) Talk about the evolution of human rights as a universal concept.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ The Constitution of Sierra Leone</li> <li>▪ Resource persons (e.g., a human rights activist)</li> </ul>	<ul style="list-style-type: none"> <li>a) MCQs, true/ false statements, matching questions on fundamental rights and freedoms.</li> <li>b) Short answer questions on i) whether human rights express Western values and interests, ii) Obligations of the citizen to the</li> </ul>



<ul style="list-style-type: none"> <li>▪ Human rights in emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show instances when the rights of citizens can be suspended.</li> </ul>	<ul style="list-style-type: none"> <li>e) Have a lively discussion on whether human rights express Western values and interests.</li> <li>f) Read certain relevant sections of the Sierra Leone Constitution that deal with fundamental rights and freedoms, and the obligations of citizens to the state.</li> <li>g) Explain the shortcomings of some of these provisions.</li> <li>h) Discuss an instance when the freedoms of individuals may be suspended.</li> <li>i) Let students give additional examples from Sierra Leone.</li> </ul>		<p>state as enshrined in the Sierra Leone Constitution.</p> <ul style="list-style-type: none"> <li>c) Group work: Critique the provisions relating to the fundamental rights and freedoms of the individual in the Sierra Leone Constitution.</li> </ul>
<p><b>Social Change and Development</b></p> <ul style="list-style-type: none"> <li>▪ Meaning of social change</li> <li>▪ Causes of social change</li> <li>▪ Social movements and types</li> <li>▪ Social change and human development</li> </ul>	<p>After completing this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define social change and summarise the causes of social change.</li> <li>▪ Examine the effects of social change.</li> <li>▪ Assess the purpose of social movements in modern states.</li> <li>▪ Name some social movements in Sierra Leone and determine their relevance to the functioning of the state</li> </ul>	<ul style="list-style-type: none"> <li>a) Probe students' understanding of the meaning of social change.</li> <li>b) Talk about the causes of social change and why social change may be necessary for societal development.</li> <li>c) Discuss some of the effects of social change.</li> <li>d) Define social movement and encourage students to give examples of social movements in Sierra Leone.</li> <li>e) Explain the role/ functions of some of these social movements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Other relevant literature</li> <li>▪ Videos (e.g., Social Movements and Social Change – Self Study Guide [ABC News] <a href="https://students.wustl.edu/social-movements-social-change-self-study-guide/">https://students.wustl.edu/social-movements-social-change-self-study-guide/</a>; Types and Stages of Social</li> </ul>	<ul style="list-style-type: none"> <li>a) MCQs, true/ false statements, matching questions on the meaning, causes and types of social change.</li> <li>b) Short answer questions on the activities or influences of some social movements in Sierra Leone.</li> <li>c) Project: Identify one social</li> </ul>



		f) Discuss how social movements can often create tensions in a state.	<p>Movements [VOA News]  <a href="https://courses.lumenlearning.com/wm-introductiontosociology/chapter/types-and-stages-of-social-movements/">https://courses.lumenlearning.com/wm-introductiontosociology/chapter/types-and-stages-of-social-movements/</a> [embedded in text]; Social Movements – Introduction to Sociology [TEDx Talks] e.g. <a href="https://www.youtube.com/watch?v=Yw13pS7qB7w">https://www.youtube.com/watch?v=Yw13pS7qB7w</a>.</p> <ul style="list-style-type: none"> <li>Resource persons</li> </ul>	<p>movement in Sierra Leone and briefly discuss its contribution to national development.</p>
<p><b>Women in Patriarchal Societies</b></p> <ul style="list-style-type: none"> <li>Gender inequality in societies</li> <li>Gender-based violence</li> <li>Feminism (challenging patriarchy)</li> <li>Sierra Leone gender laws</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>Distinguish between sex and gender.</li> <li>Identify forms of gender inequality in countries.</li> <li>Define and give examples of gender-based violence.</li> <li>Examine the effects of gender-based violence on societal development.</li> </ul>	<p>a) Brainstorming session: How do people generally view women in our society? Are these views correct or not?</p> <p>b) Have a discussion on patriarchy and how it is practised in homes, communities, etc.</p> <p>c) Show the difference between gender and sex and emphasize that gender is a social construct.</p>	<ul style="list-style-type: none"> <li>Course Guidebook</li> <li>Sierra Leone Gender Laws (The Domestic Violence Act, The Devolution of Estates Act and The Registration of Customary Marriage and Divorce Act)</li> </ul>	<p>a) MCQs, true/ false statements, matching questions on the position of women in patriarchal societies.</p> <p>b) Short answer questions on forms and effects of gender</p>





	<ul style="list-style-type: none"> <li>▪ Describe what feminism is and trace its growth and development.</li> <li>▪ Show how feminism has contributed to creating a more just world.</li> <li>▪ Examine the background and relevance of the Sierra Leone Gender Laws.</li> </ul>	<p>d) Emphasize that patriarchy is not limited to developing countries. Many countries practise some form of patriarchy.</p> <p>e) Point out instances of gender inequality in Sierra Leone and other societies and the consequences of such inequality.</p> <p>f) Discuss the consequences of gender-based violence and steps being taken nationally and globally to address gender-based violence.</p> <p>g) Trace the development of the feminist movement and its impact on addressing gender inequality.</p> <p>h) Talk about the gender laws in Sierra Leone and their relevance in addressing inequality and discrimination in Sierra Leone society.</p> <p>i) Discussion: “The advantages of giving women and men equal opportunities and privileges in a country”.</p>	<ul style="list-style-type: none"> <li>▪ Videos: YouTube (What is Feminism? [various under this title]; What it Means to be a Feminist <a href="https://www.youtube.com/watch?v=SbFhOXapQBk">https://www.youtube.com/watch?v=SbFhOXapQBk</a>; What is Feminism and why do we need it? <a href="https://www.youtube.com/watch?v=hHrbQ71-Gyk">https://www.youtube.com/watch?v=hHrbQ71-Gyk</a>)</li> <li>▪ Resource persons</li> </ul>	<p>inequality and gender-based violence in Sierra Leone and elsewhere.</p> <p>c) Essay question: “Do the provisions of the Domestic Violence Act adequately protect women in Sierra Leone?”</p>
<p><b>Post-Conflict Reconstruction</b></p> <ul style="list-style-type: none"> <li>▪ Rebuilding post-conflict societies:</li> </ul>	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Analyse the characteristics of a post-conflict country.</li> </ul>	<p>a) Brainstorming session: “What is an armed conflict and how do armed conflicts affect nations, using Sierra Leone or Liberia as an example?”</p>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Other relevant reading materials on reconstruction</li> </ul>	<p>a) MCQs, true/ false statements, matching questions on</p>







<p>challenges and opportunities</p> <ul style="list-style-type: none"> <li>▪ Security sector reforms</li> <li>▪ Political and legal reforms</li> <li>▪ Reforming and revitalising economic and social structures</li> <li>▪ Promoting reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examine the challenges and opportunities in rebuilding a post-conflict country, using Sierra Leone as an example.</li> <li>▪ Demonstrate an understanding of why reforms may be needed in certain key areas of governance including the security sector, politics, law, economy, and so on.</li> <li>▪ Assess the impact of such reforms for improving governance.</li> <li>▪ Define the term reconciliation and state why reconciliation is necessary in a post-conflict country.</li> <li>▪ Examine the challenges to reconciliation in a post-conflict country.</li> </ul>	<p>b) Explain the concepts: Rebuilding, Post-conflict and ask the question – “Why rebuild”?</p> <p>c) Encourage some discussion on the opportunities and practical challenges of rebuilding a post-conflict country.</p> <p>d) Talk about reforms in certain key sectors, e.g., security, legal, financial, and economic, political, etc.</p> <p>e) Discuss the special place of reconciliation in post-conflict reconstruction, pointing out the practical difficulties of reconciliation.</p>	<p>in post-conflict countries.</p> <ul style="list-style-type: none"> <li>▪ Documentaries on reconstruction in post-conflict countries.</li> <li>▪ Resource persons</li> </ul>	<p>rebuilding post-conflict societies.</p> <p>b) Short answer questions on the meaning of reconstruction in the context of post-conflict countries.</p> <p>c) Essay questions:</p> <ol style="list-style-type: none"> <li>1. Why are reforms necessary in the governance structures in a post-conflict country?</li> <li>2. What is reconciliation and why is reconciliation necessary after a violent conflict?</li> <li>3. Why are security sector reforms important in a post-conflict country?</li> </ol>
<p><b>Saving Our Planet</b></p> <ul style="list-style-type: none"> <li>▪ Why we must protect our planet</li> </ul>	<p>After completing this unit, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define the term climate change and state some of the causes of climate change.</li> </ul>	<p>a) Brainstorming session: “What is climate change and how is it affecting us in Sierra Leone?”</p> <p>b) Let students talk about the various ways we are harming</p>	<ul style="list-style-type: none"> <li>▪ Course Guidebook</li> <li>▪ Videos and documentaries on climate change</li> <li>▪ Resource persons</li> </ul>	<p>a) MCQs, true/false statements, matching questions on climate change.</p>



<ul style="list-style-type: none"> <li>▪ Individual and community actions</li> <li>▪ Role of national governments</li> <li>▪ Role of the international community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the impact of climate change globally and nationally.</li> <li>▪ Show why it is necessary to save our planet.</li> <li>▪ Discuss the actions of individuals, communities, and national governments to protect our planet.</li> <li>▪ Assess the role of the international community in addressing climate change.</li> </ul>	<p>planet Earth and the consequences of our actions.</p> <p>c) Discuss with students some practical steps that can be taken at community and national levels to stop/ slow down climate change.</p> <p>d) Point out why highly industrialised countries are unenthusiastic despite their public pronouncements, to comprehensively address the issue of climate change. (Consider the extent of commitments to climate compensation and an international 'loss and damage' fund ref COP27)</p>	<ul style="list-style-type: none"> <li>▪ <a href="https://www.unep.org/news-and-stories/story/what-you-need-know-about-cop27-loss-and-damage-fund-etc">https://www.unep.org/news-and-stories/story/what-you-need-know-about-cop27-loss-and-damage-fund-etc</a></li> </ul>	<p>b) Short answer questions on how climate change is affecting food security, water scarcity, flooding, extreme heat, and economic losses in Sierra Leone.</p> <p>c) Essay question: Discuss four practical ways of reducing climate change.</p>
---	---	--	---	---



