

# RELIGIOUS AND MORAL EDUCATION

*For Basic Schools*

## TEACHER'S GUIDE BOOK 1

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## **PREFACE**

The Religious and Moral Education for Basic Schools Series have been carefully written and designed in conformity with the current approved curriculum of the National Council for Curriculum and Assessment (NaCCA) of Ghana Education Service for Basic Schools (September, 2019).

Each Strand has key concepts to give learners an idea about the general knowledge they are to acquire. There are enough practical activities to involve learners and test their Relevant Previous Knowledge about the subject matter which puts them at the centre of the teaching and learning process.

These activities also help learners to develop their core competencies such as Critical Thinking, Communication and Collaboration, Creativity and Innovation and Team Work.

The series also provide enough Class Exercises, Class Discussions, Class Debates, Project Work, Remedial lessons and “Revision Exercises” that could be useful for School Based Assessment (S.B.A).

Each book comes with an accompanying Teacher’s Handbook that guides the teacher with the current methods and strategies for teaching with the Standard Based Curriculum for Religious and Moral Education.

The Teacher’s Guide is the main material that guides the facilitator (teacher) with the appropriate methods, strategies, planning and procedures for teaching. It has additional information to the facilitator, Diagnostic Assessment Questions with answers for each strand in the Teacher’s Guide. The Teacher’s Guide also contains answers to all Exercises, Homework/Home Learning, Revision Exercises and guidelines for all Activities, Debates and Projects.

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## INTRODUCTION

### RATIONALE FOR R. M. E. AS A SUBJECT OF STUDY IN SCHOOLS

- R.M.E. is an indispensable part of human growth and development as far as character formation and moral education are concerned.
- It complements what is acquired at home and the immediate community of a child.
- It helps to solve major moral issues that threaten the stability of society today (of corruption, lackadaisical attitude towards work and poor attitude towards the environment).

The Teacher’s Guide for the Religious and Moral Education for Basic Schools series has been carefully developed and designed to guide and support the facilitator (teacher) of Religious and Moral Education to employ the appropriate methodologies and strategies in imparting knowledge to learners and also make learners love and enjoy the learning of Religious and Moral Education in schools.

Religious and Moral Education is an important part of human growth and development in the Ghanaian society. The series (Books 1 to 6) have been written to reinforce the informal religious and moral training young people acquire from their homes and communities. They are also to help learners think critically, analyse issues, collaborate, communicate effectively and develop team spirit in solving major social and moral issues such as bribery and corruption, negative attitude towards work and poor attitude towards the environment, among others.

### TEACHING PHILOSOPHY

The teaching of Religious and Moral Education should be **learner – centred** rather than teacher-centered. Remember the Chinese child Educational proverb that states, **“I hear, I forget, I see, I remember; and I do, I understand”**. This simply means when learners are fully involved in different activities in the teaching and learning processes, they tend to develop keen interest through the various activities they perform and subsequently contribute actively to the success of lessons.

## **LEARNING PHILOSOPHY**

The most appropriate way of learning Religious and Moral Education is through practical activities such as; group work, games, recitals, dramatisation, role-play, demonstration and visiting important religious and historic sites and resource persons in the community.

This approach enables the children to discover concepts themselves rather than the teacher turning lessons into preaching sessions.z

Children understand lessons better. They store facts in their memory and are able to put into practice when they take active part in lessons that involve practical activities. Therefore, the role of the teacher is to carefully guide and direct learners to discover concepts using the appropriate strategies and methodologies in the teaching and learning process. The teacher must as much as possible pay attention to individual needs.

## **GENERAL AIMS**

The **Standard Based Curriculum** for teaching and learning Religious and Moral Education is aimed at training and developing individuals who are literate, good problem solvers, have both the competence and confidence to actively participate in the Ghanaian society as responsible local and global citizens.

## **SPECIFIC AIMS**

The specific aim of teaching and learning Religious and Moral Education is to encourage and give opportunity to learners to;

- Develop the spirit of teamwork, collaboration and integration in nation building.
- Develop an understanding and tolerance of other people's faith and cultures.
- Draw the difference between acceptable and unacceptable behaviours so as to make the right decisions in all situations, thereby becoming useful and responsible citizens.
- Acquire the socio-cultural values in the three major religions in Ghana.  
That is, Christianity, Islam and African Traditional religion, which will, in the end, help learners to cope with the different moral choices they have to make in life.

- Develop the ability to respond to religious beliefs and practices in an informed, rational and responsible way.
- Develop an awareness of their creator and the purpose of their very existence on earth.

## **INSTRUCTIONAL MEDIUM OR GUIDELINES**

The medium of instruction is mainly English language. As such, the writers have carefully used simple and user–friendly words and expressions. That notwithstanding, when the need arises the teacher can use the appropriate Ghanaian language in some compelling situations to explain some concepts during the teaching and learning process.

### *The teacher is also expected to;*

- Help learners to make sense of problems and persevere in solving them, including using higher order reasoning and problem –solving skills.
- Provide opportunities for learners to realise that it is necessary to be precise using facts when sharing ideas with people.
- Encourage learners to present their own ideas in ways that make sense to others and critique one another’s reasoning.
- Support learners to use appropriate technologies to solve problems inherent in their culture and the larger society.
- Get learners to think critically about problems and suggest solutions in solving them.

## **COMPONENTS OF THE TEACHER’S GUIDE.**

The Teacher’s Guide for teaching and learning Religious and Moral Education of the Basic Schools includes the **Strands, Sub-Strands, Content-Standards, Indicators** and **Exemplars**.

- The **strands** are the broad areas of the Religious and Moral Education content to be studied.
- **Sub- Strands** are the topics within each strand.
- **Content standards** are the pre-determined level of knowledge, skills or attitudes that a

learner attains by a set stage of education.

- **Indicators** are the clear outcomes or milestones that learners have to show or exhibit each year. The indicators represent the minimum expected standard in a year.
- **Exemplars** include the support and guidelines, which clearly explain the expected outcomes of an indicator and suggest what teaching and learning activities should be used to support the teacher in the delivery of the aims of the curriculum in a year.

*In this book, each strand consists of;*

- Sub-strands
- Key concepts
- Activities
- Content standards
- Indicators
- Teaching and Learning Resources (TLRS)
- Additional Information to the teacher
- Project/group work
- References to Learner's Book Page
- Class and Revision Exercises
- Answers and guidelines to exercises, revision exercises, project/group works and debates.
- Diagnostic Assessment Questions
- Answers to Diagnostic Assessment Questions
- The **key concepts** are the broad or the general knowledge, skills and awareness learners are to acquire through the various class activities under each strand.
- **Activities:** These are practical methods and strategies carefully designed to help learners recall their views and opinions on some themes and also to investigate and test



Learners' Relevant Previous Knowledge (RPK) about the theme(s) under discussion.

Learners understand concepts better when they learn from the **known to the unknown, simple to complex and concrete to abstract.**

- Always create room for learners to see, feel, touch and observe things for themselves.
- Arrange special visits to resource persons and historical sites in the community.
- This is because when children see things in their concrete state, they are able to recall and remember and when they do, they understand.
- Create the opportunity and the environment for them to think creatively and be problem solvers.

### **Teaching and Learning Resources**

The Teaching and Learning Resources are the concrete materials or real objects and items the facilitator and learners prepare and use during the teaching and learning processes. In this guide, there are enough suggestions for the use of low cost or no cost materials.

**Class discussions, projects, group work and debates:** These activities are designed to give opportunities to each learner to actively participate in the teaching and learning processes. They also help to develop skills and competencies such as; **leadership, communication, personal development, collaboration, problem solving, team spirit and critical thinking.**

**Class Exercises:** At the end of every sub-strand are evaluation exercises to assess learners' understanding of the themes treated.

Answers to all the class exercises have been provided in the guide as a reference for assessing or marking learners' answers to questions.

**Revision Exercises:** At the end of every strand, there are Revision Exercises to evaluate learners' understanding of the various themes.

**Diagnostic Assessment Exercises:** In order to help in testing the learners' understanding of theme(s), there are additional exercises for the teacher at the end of each strand or sub-strand. These exercises are meant to serve as a question bank for the teacher.

The diagnostic assessment is also useful to regularly check on your learners' progress of understanding the various themes, so that you can be sure that they are ready for future work. If your learners are unable to answer these questions confidently, it may be necessary for you to repeat the activities on which the questions are based.

**Additional Information:** There is additional information for you in the guide to give you more information on various themes under each strand.

### **Instructional Guidelines**

#### *The teacher is expected to:*

- aid learners to make sense of problems and persevere in solving them, including using higher order reasoning and problem-solving skills.
- get learners to think critically about tasks and their solutions by asking questions and challenging each other's views until a consensus is reached.
- encourage learners to present their own ideas in ways that make sense to others and critique each other's reasoning.
- enable learners to work together to represent real life situations and in multiple ways (e.g. oral, text, pictures, diagrams, videos, role plays, sketches, etc.).
- support learners to use appropriate technologies to solve problems embedded in their culture and the larger society.
- provide opportunities for learners to realise that it is necessary to be precise - using facts - when sharing ideas.

### **THE ROLE OF THE TEACHER IN ENSURING LEARNER-CENTERED CLASSROOM**

Engage learners in meaningful "hands on" activities that bring home to the learner what they are learning in school and what they know from outside the school environment.

You, the teacher as a guide and a facilitator, need to create the learning environment to;

- Help learners manipulate and interact with different sources of information in different ways;

- Make learners feel safe and accepted in the learning environment.
- Help learners to identify problems in their immediate environment and suggest solutions to the problems.
- Make learners organise the subject matter around the problem.
- Give learners the responsibility for defining their learning experiences and planning to solve the problems.

Help learners to identify a problem suitable for investigation through field trips and project work.

### **KEY STRATEGIES TO BE ADOPTED IN ACHIEVING THE AIMS OF THE STANDARD BASED CURRICULUM**

- Invitation of resource persons from the community and professionals to make presentations to learners.
- Organizing visits/field trips and nature walks for learners to observe things in nature
- Use of educational games, songs and rhymes during lessons
- Implementation of Reward Systems

### **LEARNERS WITH SPECIAL NEEDS**

Learners who suffer from one form of disability or another deserve your special attention and you need to introduce measures that will minimise the negative impact of their disability on their learning with their friends. For example, learners who are short sighted must be made to sit close to the white/ chalkboard.

### **USE OF APPROPRIATE TEACHING LEARNING MATERIALS (TLM'S)**

One of the prominent features of the series is the use of Teaching and Learning Resources. For every strand and sub- strand in this Teacher's Guide, you are required to use one material or another. These materials range from real objects, pictures, sketches and wall-hangs to electrical gadgets.

You may have to produce most of these using manila cards, brown paper, markers, felt pens, color and glue.

Some of these items cannot easily be procured by many schools. In such a circumstance, these items can be **improvised** by the use of available **local resources**.

Also, learners who are hard of hearing must not be made to sit far from you. Pay attention to each individual learner, taking into consideration his or her abilities.

Some may be slow learners and must not be rushed but must be made to learn and move on at their own pace while others who are fast learners must be provided for. That means, creating ability groups in your class in order to attend to each learner. During field trips and visits, special arrangements must be made for learners who have walking disability in consultation with their parents or guardian prior to the visit.

### **HOW TO USE THE LEARNERS' BOOK**

Read the Learners' Book and the Teacher's Guide thoroughly to understand all the themes or the subject matter very well before you start to teach. This, when done properly, will enable you know and master the various themes to be taught in the year. Plan and prepare detailed lesson plans for all your lessons using the appropriate Teaching and Learning Resources. Discuss freely with your fellow teachers and opinion leaders, themes that you are not familiar with in the Learners' Book. Do further reading and research to help you take control during the teaching and learning processes.

Engage learners in useful and practised activities; remember that a teacher does well when learners are made to think for themselves. For that matter, guide your learners and organise them into groups to discover learning concepts and ideas by themselves. Allow them enough time to brainstorm and think for themselves. As you help learners to work in groups, they will think and find answers on their own and you will be helping them to discover and learn proper ways of solving moral and social problems in our societies.

### **CONCLUSION**

The Religious and Moral Education for Basic Schools Books 1 – 6 and their accompanying Teacher's Guides (TG) have been carefully written and designed to meet the needs of the Standard Based Curriculum of the National Council for Curriculum Assessment (NaCCA) of

Ghana Education Service for Basic Schools (September, 2019).

The Teacher's Guides are detailed and offer systematic notes to guide the facilitator to successfully teach all the strands in the Learner's Books.

The teacher must however, note that teaching is an art, and classroom situations are not the same but vary. Do well to complement the notes and guidelines in the Teacher's Guides with other resources that are appropriate and suit your environment and circumstance.





# STRAND 1: GOD, HIS CREATION AND ATTRIBUTES:

*Learner's Book 1( PB) Pages 1 - 15.*

**Sub – Strand 1: *God the Creator: Learner's Book 1(L.B.1) Pages 2 - 15.***

**Content-Standards:** Learners should demonstrate the understanding of religious worship.

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### **Performance Indicators:**

#### *The learner can:*

Explore God's creation.

Mention the name of the creator of Heaven and Earth.

Mention some of the things created by God.

Examine some attributes of God.

**Core-Competencies:** Communication and Collaboration, Critical Thinking, Creativity and Innovation and Digital Literacy.

**Subject Specific Practices:** Appreciation, Truthfulness, Faith, Caring and Love

**Planning to Teach Strand 1:** This strand should be taught as indicated in the Teacher's Guide. The teacher has to prepare adequately by reading the Holy Scriptures (i.e. the Bible and the Qur'an) on the creation story.

**Strategies And Methods to be used:** You are **expected** to use brainstorming, demonstrations, illustrations, discussions and simple examples given in Learner's Book 1 to teach this strand. Create a conducive learning environment for learners to express their views as they might have heard the creation story in their places of worship.

**Teaching and Learning Resources:** the school environment, a drawing showing things created by God.

**Key words:** creator, environment, mountain, natural things, supreme –being, worship

Teach the pronunciation of the key words first followed by the meaning.

Use the word in simple but meaningful sentences. Help learners to make sentences with the word.

Example;

**creator**

Drill learners in pronouncing the word:

Say, “creator” a number of times and guide learners to say the word after you. Explain the word to learners.

**creator:** A person who brings something into existence (being). A creator is one who makes something new.

- Ask the learners to pronounce the word.
- Write the word on the chalk/white board; point to it and say “creator”.
- Use the word in sentences.
- Guide learners to use the word in sentences. Introduce the second word;
- **environment; Drill** the word with learners.
- Teach the meaning of the word.

The environment is made up of the natural and artificial (man-made) things around us.

Write the word on the black/white board and point to it and say ‘**environment**’.

Use the word in sentences and guide learners also to use it in simple sentences.

Call individual learners to pronounce the word. Ask learners to repeat the word about three times.



**mountain;**

Follow the same procedure to teach the meaning of the word ‘mountain’. **A mountain is a landform that rises high above the surrounding area.**

“**natural things**” - these are things by nature. Things created by God. Examples; plants, animals, mountains and human beings.

“**Supreme Being**”: the object of worship or the name for God

“**worship**”: a religious activity or ceremony done to express devotion to a spirit (God/god).

**CAUTION / WARNING:** Do not face the writing board when pronouncing the key words to learners. Face the whole class for learners to listen and watch your lips so they can also pronounce the words correctly.

**Key concepts:** Lead learners through the key concepts in Learner’s Book 1 (L.B. 1) page 2. Use these concepts and guide learners to explain who the creator is. Let learners know that the creator is God. He created the sky, the moon, the sun, the seas, rivers, mountains, plants and animals.

**Activity 1: Learner’s Book 1 (L.B.1) Page 2.**

This activity is to help learners understand that God is the creator of all natural things, including humans, on earth.

It is also to help learners identify some of God’s creations in their immediate environment.



Lead learners to do the Activities in Learner’s Book 1, Page 2.

Put learners in groups of four and guide the groups to select their leaders.

Visit each group and guide them in their discussions.

Let each group leader make a presentation on the theme under discussion.

Discuss the various presentations from all the groups with the class.

Guide learners to draw and colour things like; trees, animals, and human beings.

Guide them also to use clay to mold a man and a woman, a mango tree and Some animals.

Let learners recite rhymes and sing songs about some of the things God created;

### **A song about creation**

*1. God made the mountain side God made the trees*

*God made the fishes that swim God made the sea*

*God made the birds that fly God made the beasts*

*But, the best of it all and the trick of it all is, God made me.*

*2. Everything about nature is beautiful*

*The sky, the moon, the sun, rivers trees and mountains Were all created by God*

*The most important of all His creations is me*

*God, you are so good and wonderful.*

### **Additional Information**

Christians believe that one of the foundational truths of the Bible is that God is the creator of all.

**Isiah 40:28** is one of the many Bible quotations to proclaim God as the creator. It starts “ do you not know? Have you not heard? The Lord is everlasting God, the creator of the ends of the earth. He will not grow tired or weary, and His understanding no one can fathom”.

All three persons of the trinity were involved in the creation of the universe. (Genesis 1:2; Acts 17:24; Hebrews 1:2)

A creator is one who makes something new.

**Genesis 1:1** says that “in the beginning, God created the heavens and the earth”. That means that, before *Genesis 1:1*, there existed no Heavens and Earth.

God spoke them into being (**Genesis 1:3, 6, 9**). “In six days, the Lord created the heavens and the earth, the sea, and all that is in them”. He is God; He is not limited by human understanding, nor by time, space, or matter. As the creator, God is the all-wise originator of all things.

When God created heavens and the earth, He did so by speaking them into existence. God is the designer and craftsman of everything in the universe, and He created human beings a step above all creations. By breathing His own life into man, He created him and the woman “in His own image”. That means human beings are more like God than any other created thing on earth. Humans have eternal spirit, just as God has. We can reason, choose good or evil, and love. We have emotions, intellect, and the power and desire to create things ourselves.

### **Activity 2: Learners’ Book 1(L.B.1) Page 7.**

This activity is to assist learners to explore things created by God in their immediate environment.

It is also to help learners develop their critical thinking and observation competencies.

Lead learners to observe things in nature outside the classroom. Examples; the sky. The moon, the sun, the seas, rivers, plants, animals and humankind.

Let them comment on the various things they have seen outside the classroom and guide them to identify the things created by God.

Put them in groups of two and lead them to sing songs about the things God created.

Lead learners to identify and name the drawings on pages 7 to 9.

An example of a song about God’s creation.

*My God is so big*

*So strong and so mighty*

*There is nothing my God cannot do.*

*The mountains are His,*

*The rivers are His,*

*The stars are His handiwork too.*

*My God is so big, so strong and so mighty,*

*There is nothing my God cannot do.*

Take learners through the words in the song.

Sing the song as learners listen.

Lead learners to sing the song.

Let learners sing the song in rows.

Ask individual learners to sing the song.

**Exercise 1: (L.B.1. Page 10.)**

Read and discuss all the questions with learners.

Let learners answer some of the questions orally in class.

Ask learners to answer the rest of the questions in their exercise books for marking.

Supervise learners to do individual work.

**Answers to Exercise 1: (P.B 1.) Page10.**

1. God
- 2.heaven
- 3.God
- 4.Akans
5. environment

Discuss the answers to all the questions with learners and mark their work.

Ask learners to do correction in their exercise books for marking.

Check and mark learners' correction.

**Guidelines to Home Learning:**

***Learner's Book 1(L.B.1) Page 10.***

Explain the questions to learners and ask them to instruct their parents to help them watch the video on God's creations and also draw and colour two things created by God, as homework. Learners may draw and colour things like; the sun, the moon, the sky, animals, plants or humankind. Accept any two things drawn by learners that are created by God.

**Exercise 2. (L.B.1 Page 11.)**

Read and discuss all the questions with learners and guide learners to answer some of the questions orally in class.

Let learners answer the questions in their exercise books for marking. Check learners to do individual work.

**Answers to Exercise 2: (L.B. 1.) Page 11.**

1. Allah
2. all the natural things
3. Onyankopon
4. Supreme Being
5. human

Write the answers on the board for learners.

Discuss the answers with learners and mark their work.

Ask learners to do correction in their exercise books for marking.

Check and mark learners' correction.

### **Diagnostic Assessment Questions.**

Let learners answer the questions orally or in writing.

1. God is greater than human beings ( True or False).
2. Who created father and Mother? (Joseph, God).
3. The Dagombas call God .... (Mawu, Naawuni).
4. You can see Allah. (True or False).
5. Humankind created plants and animals. ( True or False).
6. Adam created the world. (True or False).

### **Answers to Diagnostic Assessment Questions**

1. True
2. God
3. Naawuni
4. False
5. False
6. False

### **B1.1.1.3: (A) Some Attributes of God: L.B.1 Pages 11 – 13.**

Using questions and answers method, read and discuss the attributes of God listed in Learner's Book 1 (L.B. 1) Pages 11 to 13.

### **Class Discussion: Learners Book 1, page 14.**

Have learners say some of the things that they will do for people to like them.

Learners may discuss or mention the following:

- You should be of good behaviour always.
- You should care for other people.
- You should obey your parents and teachers.

**Activity 3: (L.B.1 Page 14.)**

This activity is to help learners demonstrate practically the attributes of God.

Put learners in groups and guide them to role-play how family members care for one another.

Let learners role-play how teachers and learners show love for one another.

Organise a field trip to a hospital or an orphanage in the community, for learners to observe people who are in need. Discuss with learners how to care for them.

**Note:** In organising a field trip, you (the teacher) should make special preparation for the physically challenged learners. Every learner's parents should be well informed about two weeks earlier to the trip.

**Moral Lessons Learnt from the Attributes of God: Learner's Book 1 Page 15.**

Discuss the moral lessons learnt from the Attributes of God with learners.

**Remedial Lessons / Activities:**

After assessing learners on the various indicators, identify those who have not mastered some of the indicators and organise remedial lessons or activities for them. In doing this, vary your teaching strategies and methods in order to achieve a positive result. Use simple language and pay attention to individual learner and help solve their peculiar problems.

It is very important that extra care and attention is given to learners with disabilities. Employ the appropriate methods that will help them learn comfortably and understand the necessary indicators.



## **STRAND 2: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS:**

*Learner's Book 1 pages 16 - 58.*

### **SUB-STRAND 1: RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA. (L.B.1 Pages 17 - 58.)**

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#### **B1.2.1.1 CONTENT STANDARDS: DEMONSTRATING THE UNDERSTANDING OF RELIGIOUS WORSHIP.**

**CORE-COMPETENCIES:** Communication and Collaboration, Critical Thinking and Creativity and Innovation.

**Subject specific practices:** Commitment, Dedication, Cultural Identity, Sharing, Reconciliation, and Unity.

#### **Performance indicator;**

The learner can:

- Name the three major types of worship in Ghana.
- Recite religious passages and sing religious songs.
- Describe religious festivals in Ghana.
- Talk about worship in the three major religions in Ghana.

#### **Teaching and Learning Resources**

Drawings of scenes of religious festivals in Ghana on manila cards, video clips, and resource persons.

**Key words:** obedience, traditionalist, role-play, submission, worshippers, quotations.

Teach the pronunciation of the key words.



Teach the meaning of the words.

Say “obedience” a number of times.

Guide learners also to say the word after you.

Explain the word “obedience” to learners .

**CAUTION / WARNING:** Do not face the writing board when pronouncing the key words to learners. Face the whole class for learners to listen and watch your lips so they can also pronounce the words correctly.

**Obedience is the act of doing what one has been asked to do.**

Drill the word ‘obedience’ with learners.

Ask learners to pronounce the word.

Write the word on the black or white board; point to it and say ‘‘obedience’’. Face learners while pronouncing the word.

Use the word in simple sentences and ask learners to repeat the word three times after you and guide learners also to use the word in sentences.

**traditionalist;** drill the word with learners.

Teach the meaning of the word.

“Traditionalist” is a person who believes in the customs of his or her community.

Write the word on the board.

Point to it and say ‘traditionalist’ a number of times.

**NB:** While pronouncing the word, do not talk to the board but face learners and pronounce the word several times.

Use the word in meaningful sentences.

Guide learners to use it in simple sentences.

**role-play:**

Follow the same procedure and teach the meaning of the word ‘**role-play**’.

To **role-play** is to act out something from imagination.

**Activity 4: L.B.1 Page 17.**

This activity is to help learners demonstrate practical understanding of the concept of Religion.

Ensure every child participates actively in all the activities.

In pairs, let the learners discuss and explain religion.

**religion;** is a belief in God by a group of people.

Arrange learners in the classroom.

Show them video clips on different ways of worship in the three major religions in Ghana.

Discuss the video step by step with learners as they watch the video clip.

Where there is no light or videos, use drawings on manila cards to explain the different ways of worship in the three major religions in Ghana.

Put learners in groups to role-play **the act of worship in the three major religions in Ghana.**

Let learners give comments on the video they watched and the role-play.

**ADDITIONAL INFORMATION TO THE TEACHER**

CHRISTIANITY is the largest and the most popular religion in Ghana.

Islam is the second most popular religion in Ghana followed by African Traditional religion.

Worship is an act of religious devotion usually directed towards a deity.

**Exercise 3:** Learner’s Book ( PB) Page 21.

**Read and discuss all the questions with learners.** Ask learners to answer some of the questions

orally in class. Let learners answer all the questions in their exercise books for marking. Supervise learners to do individual work.

**Answers to Exercise 3: LB. Page 21.**

Guide learners to answer the questions in their exercise books.

**Answers to Exercise 3: Learner's Book L.B.1 Page 21.**

1. Religion
2. 3
3. Supreme being
4. Allah
5. Christians

Discuss the answers with learners and ask them to do correction. Supervise learners to do independent work. Check and mark learners' answers.

**Revision Exercise (A and B): Learner's Book 1 Pages 22 and 23.**

Revise the text in Learner's Book Pages 1 – 20 with learners and ask them to answer Revision Exercises A and B in their exercise books for marking. Supervise learners to do independent work.

**Answers to Revision Exercise (A): L.B.1 Page 22.**

1. Adam and eve
2. Mawu
3. True
4. Allah
5. Christians

Discuss the answers with the learners and ask them to do correction in their exercise books for marking. Check and mark learners' correction.

**Answers to Revision Exercise (B): L.B.1 Page 23.**

- 1. True
- 2. shrine
- 3. environment
- 4. sing
- 5. attributes

Discuss all the answers with learners and ask them to do correction in their exercise books for marking. Check and mark learners' correction.

**DIAGNOSTIC ASSESSMENT QUESTIONS**

- 1. The three major religions in Ghana worship in the same way. (True or false)
- 2. Match the following religions with their place of worship

<b>Religion</b>	<b>Place of worship</b>
Islamic	church
Christianity	Shrine
Traditionalist	mosque

**ANSWERS TO DIAGNOSTIC ASSESSMENT QUESTIONS**

- 1. False
- 2.

<b>Religion</b>	<b>Place of worship</b>
Islamic	church
Christianity	shrine
Traditional religion	mosque

### B1.2.1.1. THE THREE MAIN TYPES OF WORSHIP IN GHANA.

L.B.1 Pages 24-33.

**Teaching and Learning Resources:** R.M.E. Learner’s Book 1 Pages 24 - 33, the Holy Bible, the Holy Qur’an, mat and drawings on manila cards.



#### Activity 5: Learner’s Book 1 Page 24.

This activity is to help learners identify the three main types of worship in Ghana.

Guide learners to mention some of the things they do at their places of worship. The responses may include;

**Christians:** singing, drumming, clapping of hands, studying the Bible, praying and giving offerings.

**Islam:** kneeling on mats, facing the sun or the east, and studying the holy Qur’an.

**Traditionalists:** pouring libation, making sacrifices, singing, drumming and dancing.

**NB:** Discuss and accept other responses from learners.

Let learners form groups in class, taking into consideration gender balance.

Guide learners to discuss what worship is in their groups.

Go round and listen to each group’s discussion.

**Note:** Worship includes the activities performed by religious groups to show honour to God or a god.

The activities performed during worship differ from one religion to another.

- Discuss and let individual learners explain worship to their friends in class.
- Put learners in religious groups in class and guide them to do group presentation on how the three main religious groups worship.
- Let individual learners tell the class how he/she worships.

Use the text in R.M.E. Learner's Book 1 pages 24-29 and the other TLMs to explain how the items are used to worship in the three main religions in Ghana.

**CAUTION / WARNING:** Do not discriminate against any religion in discussing this theme.

**Exercise 4: Learner's Book 1. Page 30.**

Discuss the questions with learners and ask them to provide answers in their exercise books for marking.

**Answers to Exercise 4: L.B.1 Page 30.**

1. (a) Allah
2. (b) 5
3. (b) Fridays
4. (b) Imam
5. (a) Mosque

Discuss the answers with learners and mark their work.

Ask learners to do correction.

Mark the corrections for learners.

**AFRICAN TRADITIONAL WAY OF WORSHIP: L.B.1 Pages 31 and 32.**

Read and discuss the text in L.B.1 Pages 31-32 with learners.

Use the questions and answers method to do the discussion with learners. Involve every learner in the discussion.

**ADDITIONAL INFORMATION TO THE TEACHER.**

Traditionalists do not go to church or the mosque to worship.

They worship at any place.

The traditionalists worship God through the smaller gods and idols.

Traditionalists do not have any special book like the Holy Bible (for Christians) or the Holy Qur'an (for Muslims).

They pass their information by word of mouth, that is, from generation to generation.

**Exercise 5: Learner's Book 1 Page 33.**

Read and discuss all the questions with learners.

Ask learners to answer the questions individually into their exercise books for marking. Supervise learners to do independent work.

**Answers to Exercise 5: Learner's Book 1 Page 33.**

- 1. True
- 2. shrine
- 3. water
- 4. sacrifice
- 5. the supreme being

Discuss the answers with learners. Ask them to do corrections in their exercise books for marking. Check learners' corrections and mark them.

**Home Learning / Parents Help LB. Page 33**

Explain the task to learners and have them ask their parent to use the Internet or pictures to show them videos on different types of worship. Guide learners to share with their friends the videos they have watched at home.

**B1.2.1.1.2: RELIGIOUS RECITATIONS AND SONGS: L.B.1 Pages 34-40.**

**TLRs:** Learner's Book1, video clips, the Bible and the Qur'an.

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**Activity 6 : Learner's Book Page 34.**

This activity is to help learners listen to songs and recitations from the three major religions.

It is also to assist learners sing songs and recite verses from the three major religions in Ghana.

Arrange and show video of songs and recitations from the three major religions in Ghana for the learners to watch.

You can also use Resource Persons where there is no electricity or electronic gadgets to show the video clips.

Guide learners to sing songs and recite verses different from those they watched from the video clips or those given to them by the Resource Person.

Read and discuss the text in the R.M.E. L.B.1 Pages 34 – 40.

Read out the questions to learners and ask them to answer the questions in their exercise books for marking. Ensure that each learner does independent work.



**Answers to Exercise 6: Learner's Book 1 Pages 40-41.**

- |          |          |
|----------|----------|
| 1. false | 4. false |
| 2. false | 5. true  |
| 3. false |          |

Discuss the answers with learners and ask them to do correction.

**Activity 7: Learner's Book 1 Page 38.**

Ask learners to tell you some of the things they do at church.

Let learners sing some Christian songs that they know.

An example of a Christian song;

**Trust and obey.**

*Trust and obey*

*For there's no other way*

*To be happy in Jesus But to trust and obey*

Accept other Christian songs from learners.

**Note:** Teach learners some songs in Christian and traditional worship.

Guide learners to learn simple verses from the Bible and the Qur'an.

Point out the moral values in the songs and guide learners to discuss them.



*Christians singing in church*

## **ADDITIONAL INFORMATION TO THE TEACHER**

Songs have words that we mention when we sing.

We sing when we are happy or sad.

The songs that Christians sing to worship God are called Christian songs.

The songs that traditionalists sing to worship the gods are called traditional songs.

Not all the three major religions in Ghana sing songs during worship.

Muslims recite words about Allah to worship him.

### **Diagnostic Assessment Questions**

1. Muslims sing and dance during worship. (True or false).
2. The Holy book of Islam is ... a. The Holy Bible      b. the Holy Qur'an
3. Traditionalists sing Christian songs during worship. (True or false).
4. Christians recite the Al-fatihah during worship. (True or false).
5. Say why people sing songs during worship.

### **Answers to Diagnostic Assessment Questions**

Discuss all the Diagnostic Assessment Questions with learners.

Ensure that each learner understands the theme you have treated and is able to answer the questions before you proceed with other themes.

### **Answers**

1. False
2. The Holy Qur'an
3. False
4. False
5. People sing songs during worship to praise and worship God.

### **Remedial Lesson**

Use the class exercises, revision exercises and the Diagnostic Assessment Questions to assess learners' understanding on the various indicators and also identify learners who do not master the necessary indicators and organise remedial lessons for them as follows:

1. Use the following resources: The Bible, The Qur'an, pictures of people at worship in the three major religions.
2. Assign learners to follow their parents to their places of worship.
3. Task them to observe the activities that go on during worship.
4. Show them videos on the Internet using mobile phone or computer. Use pictures of people at worship.
5. Guide learners to discuss some of the activities that go on at worship.
6. Have them demonstrate some of the activities that go on during worship in the three major religions in Ghana.

**SUB-STRAND 2: RELIGIOUS FESTIVALS IN THE THREE MAJOR RELIGIONS IN GHANA (Learner's Book1 Pages 42-58.)**

**B1.2.2.1.1: RELIGIOUS FESTIVALS IN GHANA. Learner's Book1 Pages 42-58.**

**Content standards:** Describe religious festivals in Ghana.

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**Performance Indicator:**

The learner can;

- Mention some religious festivals in Ghana.
- Talk about religious festivals in their communities.

**Core - Competencies:**

Communication and Collaboration, Critical Thinking, Creativity and Innovation

**Subject Specific Practices:** Dedication, Cultural Identity, Commitment, Reconciliation and Unity.

**Key words:** festival, birthday, resurrection, celebrate, sacrifice

**Resources:** Wall charts and posters on festivals.

**Activity 8: Learner's Book1 Page 42.**

This activity is to help learners:

Mention some religious festivals in Ghana

Say some of the things that are done during the celebration of religious festivals in Ghana.

Let learners be in pairs –a boy and a girl.

Guide learners to say their dates of birth to each other.

Lead each learner to tell the class his or her date of birth.

Assist learners to tell the class some of the things they did on their last birthday.

***Learners responses may include;***

- Going to their places of worship.
- attending birthday parties.
- receiving birthday gifts from parents and other family members and friends.

Read and discuss the text on L.B.1. Pages 42-55 with learners.

Use the questions and answers method to discuss the text with learners.

Use the wall charts, posters and the pictures in Learner's Book1 Pages 43- 54 to explain the various themes to learners.

Pay attention to individual learners.

Organise and show them videos or pictures on different religious festivals in Ghana.

Discuss the scenes of the videos shown with learners in class.

Ensure that every learner understands and participates in the discussions of the various themes.

**Activity 9: L.B.1 Page 48.**

This activity is to assist learners identify and name some traditional festivals in their communities.

It is also to help learners say some of the things that are done during the celebration of these festivals.

Learners should mention the festival that is celebrated in their hometowns. Discuss with learners the various traditional festivals.

Let learners know that traditional festivals are celebrated to remember special events in communities. Traditional festivals differ from one ethnic group to the other.

Guide learners to say some of the things that are done during the celebration of these festivals;

- A. Offering of prayer to the gods.
- B. Pouring libation.
- C. Making sacrifices
- D. Organizing durbars
- E. Raising funds to undertake developmental projects.

**NOTE:** Accept other responses from learners and guide them to mention their hometowns and the festivals that are celebrated.

### **ADDITIONAL INFORMATION TO THE TEACHER.**

Some religious festivals are celebrated to remember some things that happened in the lives of religious leaders.

#### **Importance of religious festivals includes:**

##### **(a) Christmas**

- It is time to thank God.
- It unites Christians all over the world.
- It reminds Christians of the birth of Jesus Christ.

##### **(b) Easter:** It reminds Christians of the death and resurrection of Jesus Christ.

- It is time to thank God for giving Jesus to save humankind.
- It tells Christians that Jesus is alive to help them.

##### **(c) Eid-ul-Adha**

- It shows Muslims that faith matters to Allah.
- It is time for Muslims to share with the poor and the needy.

- It shows that obedience is important to Allah.

**(d) Eid-ul-Fitr**

- It is a period for Muslims to thank God.
- It helps Muslims to renew their faith in Allah.

**(e) Traditional Festivals**

- It reminds societies of their past.
- It brings about unity among people.
- It is time to give thanks to God.
- It brings about development.

**EXERCISE 7: L.B.1 Pages 55 and 56.**

Read out and discuss the questions with learners.

Let learners answer the questions in their exercise books for marking.

**Answers to Exercise 7: L.B.1 Pages 55 and 56.**

1. (b) God
- 2.(a) Christmas
3. (b) Resurrection
4. (b) 25<sup>th</sup> December
5. (a)Eid-ul-Fitr
6. (b) Homowo

Discuss all the answers with learners and ask them to do correction in their exercise books. Check learners' corrections and mark their work.

**Exercise 8: L.B.1 Page 56.**

Read and discuss the questions with learners.

Ask learners to answer the questions in their exercise books.

**Answers to Exercise 8 : L.B.1 Page 56.**

1. (b) Kpokpoi
2. (b) November
3. (b) Nzema
4. (b) death
5. (b) Allah is Great

Discuss the answers with learners and ask them to do corrections.

Ensure that each child understands the various themes.

Give assistance to learners whose performance is below average, and arrange for remedial lessons for them. Ensure that no individual learner is left behind.

**REVISION EXERCISE (A): L.BK.1 PAGE 57**

Revise strand 1 with learners and ask them to answer Revision Exercises A and B in their exercise books for marking.

Discuss the revision questions with learners and guide them to answer questions 1 and 2 in class orally.

Ask learners to answer the rest of the questions in their exercise books. Ensure that learners answer the questions independently to enable you identify learners with difficulties and organise remedial lessons for them.



**Answers to Revision Exercise (A): L.BK. Page 57.**

- |                     |               |
|---------------------|---------------|
| 1. (b) Jesus Christ | 4. (a) True   |
| 2. (a) 5            | 5. (b) Qur'an |
| 3. (b) libation     | 6. (a) Church |

**Discuss the answers with learners and ask them to do corrections.**

**REVISION EXERCISE (B): Learner's Book 1 Page 58.**

Discuss the questions with learners and ask them to do corrections.

Ask learners to answer the questions into their exercise books.

**Answers to Revision Exercise B: Learner's Book 1 Page 58.**

1. True
2. True
- 3.

<b>Festival</b>	<b>Traditional Area</b>
Odwira	Ga
Damba	Elmina/Edina
Bakatue	Winneba/Simpa
Aboakyir	Akropong
Homowo	Dagomba

Mark learners' answers.

Discuss the answers with learners and ask them to do correction.

**Home Learning: Learner's Book 1, Page 58.**

Task learners to ask their parents to show them videos on the birth of Jesus Christ. Take the feedback from learners during the next lesson and discuss with the whole class.

**Diagnostic Assessment Questions.**

1. Let learners mention 3 religious festivals celebrated in Ghana.
2. Ask learners to state 2 things that are done during the celebration of festivals.

**Answers to Diagnostic Assessment Questions.**

Learners' expected responses may include;

**Christian Religious Festivals**

- Christmas
- Easter

**Islamic Religious Festivals**

- Eid- ul- Fitr
- Eid- ul- Adha

**Traditional Festivals**

- Homowo
- Aboakyir
- Damba

Learners may respond to question 2 by mentioning any of the following activities are performed;

- Christians sing, drum and dance to make merry during the celebration of Christmas and Easter.
- Christians offer prayers and thank God.
- Muslims pray to thank Allah.
- Muslims also give alms to the poor and the needy in society.
- African Traditional believers pour libation.
- They also make special sacrifices to God and the smaller gods.

**Remedial Lessons / Activities:**

After assessing learners on the various indicators, identify those who have not mastered some of the indicators and organise remedial lessons or activities for them. In doing this, vary your teaching strategies and methods in order to achieve a positive result. Use simple language and pay attention to individual learner and help solve their peculiar problems.

It is very important that extra care and attention is given to learners with disabilities. Employ the appropriate methods that will help them learn comfortably and understand the necessary indicators.

## STRAND 3:

### RELIGIOUS LEADERS:

*Learner's Book 1 Pages 59 -74.*

#### **Sub-Strand 1: THE BIRTH OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA: Learner's Book 1 pages 60-74**

**Content Standard:** Narrating the birth stories of the leaders of the three main religions.

**Core - Competencies:** Cultural Identity and Global Citizenship, Creativity and Innovation.

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#### **Subject Specific Practices:**

Commitment, Chastity, Patience, Responsibility, Caring, Personal Development, and Leadership.

#### **Planning to Teach Strand 2:**

This strand should be taught as indicated in the Teacher's Guide. The teacher has to prepare adequately by reading the Holy Scriptures, i. e. the Bible and the Qur'an on the birth of the leaders in the two (Christianity and Islam) and invite a Resource Person to give a talk on the birth of an African Traditional Religious Leader (Okomfo Anokye or Togbe Tsali).

**Strategies And Methods to be Used:** You are expected to use brainstorming, demonstrations, illustrations, discussions and simple examples given in Learner's Book1(L.B.1) to teach this strand. Create conducive learning environment for learners to express their views as they might have heard the story on the birth of the religious leaders in their places of worship.

Use brainstorming method with learners to talk about the birth of the religious leaders.

Use discussions, and questions and answers methods to explain the various themes to learners.

Read and discuss thoroughly the text in R.M.E. Learners Book 1, Pages 59 - 74. Treat the themes lesson by lesson and involve learners in all activities.

**Teaching and Learning Resources (TLRs):** Electrical gadgets (video clips), wall hangs showing Baby Jesus with Joseph and Mary, the wise men, the Holy Bible, the Holy Qur'an, R.M.E. Learner's Book 1, Pages 59 – 74 and a picture of Okomfo- Anokye commanding the Golden stool from the sky.

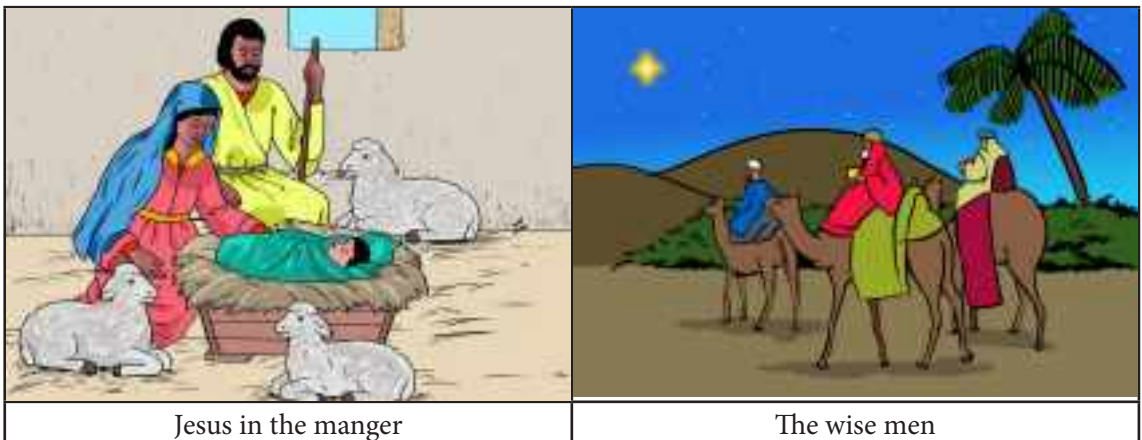
**Key words:** manger, unite, tribe, cowries, amulet, anointed.

Follow the procedure in strand 1 and teach the meanings of the key words.

**CAUTION / WARNING:** Do not face the writing board when pronouncing the key words to learners. Face the whole class for learners to listen and watch your lips so they can also pronounce the words correctly.

**Key concepts:** Discuss the key concepts with learners. Guide learners to explain that every individual has a date of birth and most people mark their date of birth with celebrations.

**Activity 10: Learner's Book1 Page 60.**



This Activity is to help learners tell the birth story of the leaders of the three major religions from their previous knowledge.

Brainstorm to let learners mention the three major religions in Ghana.

With questions and answers method, guide learners to mention the leaders of the three major religions in Ghana.

Call learners by name to tell members of the class the religion they belong to.

Discuss into details learners' answers with the rest of the members of the class.

Guide learners to tell the birth story of their religious leaders.

Put learners in groups to dramatise the birth of religious leaders.

### **Activity 11: Learner's Book1 Page 61.**

This activity is to help the teacher assess learners' understanding on the three major religions in Ghana.

Use questions and answers method to discuss the activities with learners.

Guide learners to express their views on the religious leaders to the class to improve upon their communication and leadership competencies.

### **Additional information:**

Virtues of the religious leaders.

- The good lessons people learn from others are virtues.
- We learn virtues from our religious leaders.
- Virtues help children to grow into great and responsible citizens.

### **The virtues of Jesus Christ.**

- Jesus was humble
- Jesus was caring
- Jesus was loving
- Jesus was obedient

### **The virtues of Prophet Muhammad**

- Muhammad was hardworking

- Muhammad was compassionate
- He was caring
- He was loving.

### **The Virtues of Okomfo Anokye**

- Okomfo Anokye was powerful
- He was caring
- He was courageous
- He was hardworking

### **Exercise 9: L.B.1 Page 66 and 67.**

Discuss the questions with learners and ask them to answer all the questions in their exercise books.

### **Answers to Exercise 9: Learner’s Book1 Pages 66 and 67.**

1. Joseph
2. Bethlehem
3. mother
4. Angel Gabriel
5. King Herod
6. True

Write the answers on the board and discuss them with learners ensuring that each child understands all the themes and the answers.

Give special attention to “below average” learners, and those with special needs. Ask learners to do correction in their exercise books check and mark learners’ correction.

### **Exercise 10 : PB Pages 68 and 69.**

Read and discuss all the questions with learners and ask them to answer the questions in their exercise books for marking. Check learners to do individual work.

**Answers to Exercise 10: L.B.1 Pages 68 and 69.**

1( a) Muhammad

2.(b) mother

3. (b) 6

4.True

(a) honest

Discuss all the answers with learners and ask them to do correction. Check learners' correction and mark .

**Activity 12: L.B.1 page 72**

Organise and show learners videos on the birth of the religious leaders in the three major religions in Ghana.

Brainstorm to let learners discuss the birth story of the leaders of the three major religions.

Ensure that every learners participates actively in the discussion.

Put the learners in groups and guide the groups to dramatise the birth of the religious leaders.

**Exercise 11: Learner's Book, Pages72 and73.**

Discuss the questions with learners.

Ask them to answer the questions in their exercise books.

**Answers to Exercise 11: L.B.1 Pages 72 and 73**

1. (b) Awukugua

2. (a) Native priest

3. (b) father

4. (a) farmers

5. (b) Maame Yaa Anubea

6. (b) Kwame Adjei Frimpong



**Revision Exercise (A): Learner's Book 1 Pages 73 and 74.**

Briefly revise all the themes treated in Strand 2 (Learner's Book 1 Pages 59- 72) with learners. Discuss and ask learners to answer some of the revision exercises orally and let them answer the rest of the questions in their exercise books for marking. Supervise learners to do independent work to enable you identify learners who do not fully understand some of the themes treated. Organise remedial lessons for such learners.

Discuss the answers with learners in class.

**Answers to Revision Exercise (A): L.B.1 Pages 73 and 74.**

1. (a) holy
2. (b) Okomfo Anokye
3. (b) Abu Talib
4. (b) Christianity
5. (b) gifts

Discuss the answers with learners and ask them to do corrections in their books for marking. Check and mark learners' correction.

**Revision Exercise (B): Learner's Book 1 Page 74.**

Discuss the questions with learners.

Let them answer the questions orally and also in their exercise books.

**Answers to Revision Exercise (B): Learner's Book 1 Page 74.**

1. Abdullah
2. amulet
3. Bethlehem
4. died
5. manger

Discuss the answers with learners and ask them to do corrections in their exercise books for marking. Check and mark learners' corrections.

**Home Learning: Learner’s Book 1, Page 74.**

Ask learners to let their parents show them video on Okomfo Anokye commanding the golden stool.

**Diagnostic Assessment Questions.**

1. Let learners say why Jesus Christ was born in a manger.
2. Learners should state the three things the wise men presented to baby Jesus.
3. Let learners state where Prophet Muhammad was born.
4. Learners should state who took care of Muhammad when his grandfather died.
5. Let learners say one thing about Okomfo Anokye.

**Answers to Diagnostic Assessment Questions.**

Discuss all the questions with learners.

Pay particular attention to every child ensuring that each child understands the themes and is able to answer all the questions.

Remedial lessons should be organised for learners who do not understand some of the themes and, therefore, are not able to answer fully some of the questions.

**Note:** Ensure that each learner understands and is able to answer all the questions before you proceed with the next theme.

**Answers.**

1. Jesus Christ was born in a manger because every place in the house they visited was filled with visitors and there was no room.
2. The three items that the three wise men presented to baby Jesus included, gold, frankincense and myrrh.
3. Prophet Muhammad was born in Arabia.
4. Muhammad’s uncle Abu Talib took care of him when his grandfather died.
5. i. Okomfo Anokye was a Native doctor

- ii. Okomfo Anokye helped Asantes in their wars.

**NOTE:** Accept similar responses from learners.

### **Remedial Lesson**

Use the class exercises, revision exercises and the Diagnostic Assessment Questions to assess learners' understanding on the various indicators and also identify learners who do not master the necessary indicators and organise remedial lessons for them as follows:

### **Teaching and Learning Resources:**

1. Pictures of Joseph, Mary, Baby Jesus in a manger and the Wise Men.
2. Computers / Mobile Phone
3. A short story on the birth of Prophet Muhammad
4. A short story on the birth of Okomfo Anokye

### **Strategies**

- a. Discuss all the pictures with learners and do picture reading with them using simple language. Have them identify Joseph, Mary, Baby Jesus and the Wise Men. Discuss and explain to learners why Jesus was born in a manger. Have them discuss in details how the wise men visited Baby Jesus.
- b. Lead learners to discuss the story of the birth of Prophet Muhammad. Use questions and answers method for learners to mention **Abdullah** as Prophet Muhammad's father and **Amina** as the mother.
- c. Use the story on the birth of Okomfo Anokye to discuss his birth with learners. Brainstorm and encourage every learner to take active part in the discussion. Organise and show learners videos on the birth of the religious leaders in the three major religions in Ghana. Discuss the videos scene by scene with learners.
- d. Ask learners to re-tell the story of the birth of the religious leaders in the three major religions in Ghana.

## STRAND 4:

### THE FAMILY AND THE COMMUNITY:

*(Learner's Book1 Pages75-91.)*

**Sub-Strand1: ROLES AND RELATIONSHIPS: Learner's Book 1, Pages 76 - 91.**

**Content Standards:** Showing appreciation for the roles of the family and community in our daily lives.

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**Performance indicators:**

*The learner can;*

1. Identify the role of the individual members of the family
2. Explain the role of the community in the upbringing of its members.

**Core-Competencies:** Cooperation, Commitment, Respect, Obedience, Honesty, Kindness, Reliability, Discipline and Cultural Identity.

**Subject- Specific:** Responsibility, Caring, Love, Sharing and Unity.

**Planning to Teach Strand 3:** This strand should be taught as indicated in the Teacher's Guide. The teacher has to prepare adequately by finding out about the roles and relationships in the family and the community. Engage learners in detailed discussions to enable them express their views about the theme.

**Strategies And Methods to be Used:** You are expected to use brainstorming, demonstrations, illustrations, discussions and simple examples given in Learner's Book1 (L.B.1) to teach this strand . Create conducive learning environment for learners to express their views on the themes. Use brainstorming method with learners to talk about the roles and relationships in the family and the community.

Use discussions, and questions and answers methods to explain the various themes with learners.

Read and discuss thoroughly the text in **R.M.E. Learner's Book 1 Pages 76 - 91**. Involve learners in all activities in the **Learner's Book1**.

**Teaching and Learning Resources (TLRs):** Pictures showing members of a family playing different roles, a picture showing members of a community, **R.M.E. Learner's Book1 Pages 76- 91 and R.ME. curriculum for Basic schools (Basic 1- 6) September, 2019 pages 4 and 5..**

**Key words:** community, marriage, occupation.

Teach the pronunciation of the key words first, followed by the meanings.

Use the words in simple but meaningful sentences. Help learners to make sentences with the words.

### **Community - drill learners in pronouncing the words.**

Say “community” a number of times and guide learners to say the word after you.

Explain the words to learners.

Call individual learners to pronounce the word.

Community is a group of people living in a place.

- Ask learners to pronounce the word again.
- Write the word on the chalk or white board; point to it and say community.
- Guide learners to use the word in sentences.

### **marriage.**

Follow the procedure for teaching new words.

Marriage is the union between a man and a woman as partners in a personal relationship.

**CAUTION / WARNING:** Do not face the writing board when pronouncing the key words to learners. Face the whole class for learners to listen and watch your lips so they can also pronounce the words correctly.

**Key concepts:** Brainstorm with learners about the key concepts.

Allow learners to express their ideas about the themes.

Guide learners to understand the key concepts.

Brainstorm to let learners know that every individual belongs to a family and that every family lives in a community.

**Activity 13: Learner's Book1 Page 76.**

This activity is to help learners talk about the roles of the various family members.

Ask learners to mention some of the things they do at home.

Learners' responses may include;

- Running errands.
- Sweeping the compound.
- Helping to cook.
- Helping to wash clothes. Etc.

**Ask learners to mention things their parents do at home.**

Learners' responses may include;

- Pay school fees.
- Pay medical/hospital bills.
- Buy clothes for the members of the family.
- Give money for food.

**Mother.**

- Cares for the house.
- Cooks for the family.
- Washes clothes when they are dirty.
- Baths children at home.

**NOTE:** Discuss with learners what their brothers and sisters also do at home.

Using discussions, questions and answers methods, read the text in **L.B.1 Pages 76-87.**

Ensure that every child participates actively in the discussion.

Give opportunities to individual learners to contribute to the class discussion. This will enable them to develop their leadership and communication skills.

**Activity 14: L.B.1 Page 83.**

This activity is to assist you (the teacher) to assess learners' understanding of the themes treated. Take learners through the activities and assist those who do not understand some aspects of the lessons discussed.

**The community: L.B.1 Pages 83-87.**

Discuss the pictures in **L.B.1 Pages 83-85** with learners. Let learners describe each picture.

**Activity 15: L.B.1 Page 85.**

This activity is to help learners talk about the things or the work people in their communities do.

Put learners in groups.

In their various groups, guide them to discuss the various work that people do in their communities.

***Learners' responses may include:***

Carpentry, Teaching, Nursing, Medical Practice, Pastoral work, Farming, Police, Fishing, Sports, and Trading.

**Note:** Accept other similar answers from learners.

**ADDITIONAL INFORMATION.**

**People who are likely to harm children in the community.**

Discuss with learners to be careful about some people in the community. Let them know that some people may be very nice but others may be very bad.

The bad people may give them toffees or biscuits. Sometimes, they may give them money but they intend to kidnap or harm them.

Discuss with them how to avoid accepting gifts from strangers.

Let them know that somebody they do not know is a stranger.

Those strangers may carry them away from their parents.

They may harm them.

They may sell them to people.

Tell learners that they should not accept gifts from strangers.

Not even toffees or money.

When a stranger holds them or ask them to join their car, they should shout for help.

They can say “this is not my daddy” or “this is not my mummy”.

Tell learners not to allow people they do not know to pick them from school. They should not believe them when they tell them mummy or daddy sent them.

Let them know that when a stranger in a car calls them, they should not go. They should run away.

Tell learners to be careful with friends of their parents.

They should not be alone with adults who are not their parents, not even when they are asked to.

They should always be with their siblings at home.

They should not accept help from anyone who wants to help them urinate.

They should say “no” and shout for help.



**Exercise 12 : L.B.1 PAGE 87.**

- Discuss the questions with learners and ask them to answer the questions in their exercise books.

**Answers to Exercise 12: L.B. PAGE 87.**

1. you live
2. roles
3. True
4. True
5. community

Discuss the answers with learners and help below average learners and others who do not understand aspects of the lessons.

Ask learners to do correction.

Check and mark learners' correction in their exercise books.

**DIAGNOSTIC ASSESMENT QUESTIONS.**

1. State 4 occupations of the people in your community.
2. State 2 things members of the community do to help one another.

**ANSWERS TO DIAGNOSTIC ASSESMENT QUESTIONS.**

1. The following workers may be found in a community:  
Teachers, Nurses, Pastors, Farmers, Traders, Footballers and Doctors.
2. Learners responses may include;
  - Providing health education

*Strand 4: The Family and the Community*

- Teaching vocational skills
- Protecting other people
- Educating others.
- Providing moral upbringing of children

**Note:** Accept other similar answers from learners.

**B1.4.1.1.2: THE ROLE OF A COMMUNITY IN THE UPBRINGING OF ITS MEMBERS. L.B.1 Page 88-90.**

Read and discuss the text in **L.B.1. Page 88-90** with learners.

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*Some workers in the community.*

**Activity 16: B.P.1 PAGE 90.**

This activity is to guide learners identify the roles their parents and other people play to help others in the community.

Ask learners to mention some of the things their parents do in the community.

**Learners' responses may include:**

- Taking part in communal labour.
- Paying taxes.
- Providing food for others.
- Teaching vocational skills.
- Helping in moral upbringing of children.

**REVISION EXERCISE: L.B.1 Pages 90 and 91.**

Revise the theme under this Strand 4 with learners and guide learners to answer some of the questions orally in class.

- Ask learners to answer the questions in their exercise books for marking.

**ANSWERS TO REVISION EXERCISE: L.B.1 Pages 90-91**

1. worship
2. respect
3. groups
4. poor
5. role
6. nuclear
7. extended

Discuss all the answers with learners. Check and mark learners' correction.

### **Remedial Lesson**

Use the class exercises, revision exercises and the Diagnostic Assessment Questions to assess learners' understanding on the various indicators and also identify learners who do not master the necessary indicators and organise remedial lessons for them as follows:

### **Teaching and Learning Resources**

Pictures of a nuclear family, the extended family, different workers in the community, children playing different roles at home, parents performing different roles at home.

### **Teaching Strategies**

Put learners in groups of three

Have the three different groups play the following roles:

**Group A:** children performing their house chores.

**Group B:** parents performing different roles at home.

**Group C:** different workers engaged in their profession.

Lead learners to do systematic discussion on the role-play by the three groups.

Ask learners to mention some of the roles the following people play;

- a. children
- b. parents
- c. the police and doctors

### **Remedial Lessons / Activities:**

After assessing learners on the various indicators, identify those who have not mastered some of the indicators and organise remedial lessons or activities for them. In doing this, vary your teaching strategies and methods in order to achieve a positive result. Use simple language and pay attention to individual learner and help solve their peculiar problems.

It is very important that extra care and attention is given to learners with disabilities. Employ the appropriate methods that will help them learn comfortably and understand the necessary indicators.

## Glossary

**adoption:** the process of accepting a child of other parents as one's child

**amulet:** an object that is believed to provide spiritual protection

**ancestor:** a respectable elderly person who died a long time ago but is still respected by his people

**chieftaincy:** the position and power of a chief

**chore:** any duty performed at the home

**congregational:** when people gather together to worship

**compulsory:** something that must be done

**creator:** a person who makes something

**dramatise:** to perform an act as a play

**humankind:** all human beings

**incantations:** strange words spoken to create magical results

**libation:** the act of pouring a liquid most often wine, onto the ground

**make merry:** enjoy, filled with joy

**manger:** a container for animal food

**obedience:** the act of doing what one has been asked to do

**offertory:** money that worshippers give during church service

**orphanage:** a place where children without parents eat and live

**proverbs:** a short statement that contains a basic truth

**recite:** to say something over and over

**role play:** to act out something from imagination

**sacrifice:** to offer something as a gift to a spirit

**traditionalist:** a person who believes in the customs of his or her community

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