

RELIGIOUS AND MORAL EDUCATION

For Basic Schools

TEACHER'S GUIDE BOOK 2

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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.

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 2 (L.B.2) Pages 1 - 50.

Sub-Strand 1: *God the Creator* : Learner's Book 2 (L.B.2) Pages 2 - 10.

Content Standards: B2.1.1.1: Demonstrate an appreciation of God's creation.

Performance Indicators:

The learner can;

- i. mention the attributes of God.
- ii. explain the attributes of God relevant to their daily lives.

Core-Competencies:

Communication and Collaboration, Team Leadership, Critical Thinking and Problem Solving.

Subject-Specific Practices: Truthfulness, Appreciation, Caring, Faith 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 things created by God. The facilitator is also required to research on **the attributes of God as the sustainer of life** and use the text in Learner's Book2.

Strategies And Methods to be used: You are **expected** to use brainstorming, demonstrations, illustrations, discussions and simple examples given in Learner's Book 2 (L.B.2) to teach this strand. Lead learners to observe natural and man- made things in their immediate environment. Create a conducive learning environment for learners to express their views on the theme.

Teaching Learning Resources (TLRs): R. M. E. Learner’s Book 2, R. M. E. Curriculum for Primary Schools (Basic 1 – 6) September, 2019, Pages 7 and 8. Let learners observe natural and man-made things on the school compound. Guide them to observe things such as the sky, the moon, the sun, trees, animals and human beings. Use drawings of natural and man-made things to explain some of the concepts. You can also use real objects such as television, cutlass, hoe, table, bag, hammer and saw to teach about man-made things in the environment.

Key words: attributes, humankind, school compound, furniture

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

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

attributes:

Drill learners in pronouncing the word. Say “attributes” a number of times and guide learners to say the words after you.

Explain the word to learners.

attributes: a person’s attributes are the qualities that describe him or her.

- Ask learners to pronounce the word.
- Point to the word and say “attributes”.
- Use the word in sentences.
- Guide learners to use the word in sentences.

Introduce the other key words to learners, “**humankind**” and “**school compound**”.

Follow the procedure of teaching new words to explain the meaning of humankind to learners.

“**humankind**” means all human beings.

“**school compound**” a building and its premises within which young people learn.

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: Take learners through the key concepts in Learner’s Book2 (L.B.2) Page 2.

Guide them to recall their views on the theme ‘God the creator’.

‘**God the creator**’. Lead learners to explain that God creates everything by nature. The many attributes of God make Him the sustainer of life.

Activity 1: Learner’s Book2 (L.B.2) Pages 2 and 3.

Guide learners to perform activity 1.

Take learners out of the classroom to observe things on the school compound and lead them to discuss with their friends the things they see on the school compound.

Put learners in groups of **A** and **B** and guide them to list the things they see on the school compound into natural and man-made things.

Guide the group leaders to present the group work for further discussion.

Learners’ responses may include;

Natural things	Man-made things
The sun	The Ghana flag
Mountains	football
Animals	drums
The sky	bell
Plants/trees	table

Arrange for the leaders to make their presentations. This will enable them to develop their team leadership and communication or public speaking skills.

Discuss the answers from the presentations with learners. Help learners to explain natural and man-made things.

ADDITIONAL INFORMATION TO THE TEACHER

Natural things are the things created by God. Examples include rivers, mountains, the sky, the sun, the moon, animals, plants and humans.

Man-made things are the things made by man. Examples include car, mobile phone, dresses, shoes and furniture.

EXERCISE 1

Learner's Book 2 (L.B.2) Pages 4 and 5.

Read and discuss the questions with learners and let them answer some of the questions orally and the rest of the questions into their exercise books for marking. Ensure that learners do independent work to enable you identify those who do not understand some of the themes treated and offer remedial classes for them.

ANSWERS TO EXERCISE 1: Learner's BOOK2 (L.B.2) PAGES 4 AND 5.

1. earth
2. created
3. God
4. things
5. God

Discuss the answers with learners ensuring that each child understands the theme treated and answers the questions correctly.

Give special attention to learners whose performances are below average and those with special need, for them also to get along with the lessons. Check and mark learners' answers.

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

DIAGNOSTIC ASSESSMENT QUESTIONS.

1. Let learners tell who created them. Their father and mother.
2. Ask learners to mention two things created by God.
3. Let learners list three things made by man in the environment.

ANSWERS TO DIAGNOSTIC ASSESSMENT QUESTIONS.

1. God created all humankind including your mother and father.
2. Two things created by God include;
 - a. human beings.
 - b. plants
 - c. animals
 - d. rivers/seas.
3. Some of the things made by man in the environment include;
cars, mobile phones, furniture, buildings and television (Accept any three).

Activity 2: Group Work

Learner's Book 2 (L.B.2) Page 5.

This group work is to assist learners to express their views or ideas about who God is.

It is also for learners to tell the creation story of the three major religions in Ghana.

Put learners in groups and guide them to discuss who God is.

Given the opportunity to each child to express his or her views about who God is in their groups.

Go round and listen to learners' discussions.

Note: God is a spirit and cannot be seen or touched.

God is not human

God is only one. He created the world and all the natural things on earth.

Guide learners to discuss the creation story in their groups.

Let learners present the groups' work for further class discussion and guide them to express their views.

Home Learning

Discuss the importance of home learning with learners. Task them to ask their parents to guide them to watch videos or pictures on the creation story. Let learners discuss the videos or pictures they have watched at home.

ADDITIONAL INFORMATION TO THE TEACHER

THE CREATION STORY

DAY 1: God created heaven and earth; day and night, darkness and light

Day 2: God created the sky.

Day 3: God created the lands, sea, plants and trees.

Day 4: God created the sun, the moon and the stars.

DAY 5: God created the birds in the skies, the fishes and all other creatures in the sea.

Day 6: God created animals and humans.

Day 7: God did not create anything; he rested.

B 2.1.1.1.1: ATTRIBUTES OF GOD THAT REVEAL HIS NATURE AS A SUSTAINER OF LIFE.

L.B.2 Page 6-10.

Activity 3: Group Work

Learner's Book2 (L.B.2) Page 6.

This activity is to help learners discuss and mention the qualities of God as His attributes.

Put learners in ‘**mixed ability**’ groups and guide them to discuss the attributes of God as the sustainer of life.

Let each group discuss the qualities that make God the sustainer of life.

Guide learners to appoint two members from each group to present the group work for further class discussion.

CLASS DISCUSSION 1

L.B.2 Page 6.

Use brainstorming and discussion methods to let learners list the qualities that can describe an individual. Ask learners to state some of the qualities that their parents use to describe them. Learners’ responses may include; kind, faithful, loving, truthful, hardworking and caring.

Explain to learners that God also has many qualities (attributes).

Use the text in **R.M.E. Learner's Book 2 Pages 6- 10** to discuss the attributes of God with learners and give the individual learner the opportunity to express his or her views on the subject matter. Allow learners to do more of the talking while you guide them since this will help them to improve on their critical thinking, communication and public speaking skills.

CLASS DISCUSSION 2

Learner's Book2 (L.B.2) Page 9.

Use the text in **L.B.2 Page 9 and 10** to do “**Class Discussion 2**” with learners.

Create the opportunity for them to express their views.

Refer to **L.B.2 Pages 9 and 10** for the qualities of a boy or girl.

Guide learners to say some of the things that can make them obedient, lazy or gentle.

CLASS DISCUSSION 3

L.B.2 Pages 9 and 10.

Using questions and answers, let learners say or mention the things that show that God loves them.

Learners' responses may include;

- The gift of life.
- Protection of life.
- Provision of needs.
- Deliverance from evil things.

Note: Accept other similar answers.

EXERCISE 2

L.B.2 Page 10.

Read and discuss all the questions with learners and ask learners to answer the questions in their exercise books for marking.

Supervise learners to do independent work to enable you identify their problems in order to resolve them.

ANSWERS TO EXERCISE 2

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

Check and mark learners' work.

L.B.2 Page10.

- | | |
|---------------|---------|
| 1. attributes | 4. True |
| 2. caring | 5. good |
| 3. holy | |

Discuss the answers with learners and write them on the board.

Pay attention to every child, making sure they all understand the theme under discussion.

Assist slow learners and those who do not understand some aspects of the lesson.

Mark learners' answers and ask them to do correction. Check and mark learners' correction.

PROJECT

L.B.2 Page 10.

The purpose of this project is to help learners improve upon their psychomotor, cognitive and affective domains of learning.

Explain the project to learners and ask them to use pencils and crayons to draw and colour two things created by God. Learners may draw and colour things such as; plants, animals and a human being.

Learners may also name any two creatures they like best. Discuss the different responses from learners with the class.

DIAGNOSTIC ASSESSMENT QUESTIONS.

1. List 4 attributes of God as the sustainer of life.
2. Let learners say why they like the things God created.

ANSWERS TO DIAGNOSTIC ASSESSMENT QUESTIONS.

1. God is:
 - The giver of life.
 - Holy.
 - Powerful.
 - The creator.
2. Learners responses may include:
 - God's creation beautifies the environment.

- We get food from God’s creation.
- We get shelter from God’s creation.
- We get light and sunshine from God’s creation. Discuss all the answers with learners, identify learners with difficulties, and organise remedial lessons for them in order for them to get along with the rest of the class.

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 learners 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.

SUB-STRAND 2: THE ENVIRONMENT *L.B.2 Pages 11-38.*

Introduce this sub-strand to learners by taking them through **Activity 4 in Learner's Book2 (L.B.2) Page 12.**

Activity 4

L.B.2 Page 11

This activity is to enable learners explain what the environment is made up of.











Let learners discuss with their friends all the things they see outside the classroom.

Ask learners to list all the things they see on the school compound.

Guide learners to group all the things they see in the environment into natural and man-made things.

- Things created by God (natural things)
- Things made by humankind (man-made things)

Learners' responses may include the following:

				
<i>cat</i>	<i>tree</i>	<i>goat</i>	<i>lion</i>	<i>rock</i>
				
<i>fridge</i>	<i>clothes</i>	<i>shoes</i>	<i>bottle</i>	<i>ball</i>

Natural things	Man made things
plants	buildings
animals	cars
birds	mobile phones
the sky	hoes
stars	television sets
rivers	footballs

Guide learners to present their findings for further discussions.

Guide learners to use the findings of the activity to explain what the environment is in their own words.

The environment includes the all natural and man - made things around us.

Read the text in **L.B.2 Pages 12-16** to do further discussion with learners. Ensure that every learner participates in the discussion.

Activity 5: Group Work

Learner's Book 2, Pages 16 and 17.

TLRs: Pencil, book, eraser cutlass, television set and drawings of man-made things on wall-hangs.

The aim of this activity is to help learners identify some man-made objects and materials that were used to make them.

Follow the procedure for the activity and use the table in **Learner's Book 2 Page 17** to discuss this theme thoroughly with learners.

Use the objects one after the other and discuss the material(s) used in making each object. Guide learners to explain why a particular object is man-made and not natural.

B2.1.2.1.1: THE IMPORTANCE OF THE ENVIRONMENT.

CLASS DISCUSSION 4

Learner’s Book 2, Page 18.

Lead learners to express their views on “ how the environment help human beings to stay alive”. Guide learners to explain that human beings depend on God’s creation (the environment) to survive. Explain to them that plants from the environment provide food for humankind; trees from the environment are used for furniture and shelter; land serves as the home for plants and animals; plants from the environment give off oxygen, and rocks are used for buildings. All these and many other things created by God help humankind to survive (stay alive).

Activity 6











L.B.2, PAGES 18 -20.

TLRS:

Pictures of crops (yam, cocoyam, plantain, mango, orange, banana etc.)

Pictures of different types of fish.

Pictures of vegetables (carrot, cucumber, onion, furniture)

				
<i>yam</i>	<i>plantain</i>	<i>cocoyam</i>	<i>banana</i>	<i>mango</i>
				
<i>oranges</i>	<i>goat</i>	<i>pig</i>	<i>furniture</i>	<i>birds</i>

Let learners identify and name all the objects in **Learner’s Book2, Pages 18 – 28.**

Use the objects and the text in **Learner’s Book2, Pages 19-29** to explain the importance of the environment with learners.

Allow learners to express their views and ensure that each learner gets along with the discussion.

EXERCISE 3

Learners’ Book2 (L.B.2) Pages 20 and 21.

Read and discuss the questions with learners and ask them to answer the questions in their exercise books. Supervise learners to do independent work to enable you identify learners’ problems and assign the appropriate remedies.

ANSWERS TO EXERCISE 3

L.B.2 Pages 20 and 21.

- God
- Adam and Eve
- True
- environment
- True

Write the answers on the board for learners and lead a discussion to explain each answer to the whole class.

Ask learners to do corrections in their exercise books for marking. Check learners’ corrections and mark their work.

DIAGNOSTIC ASSESSMENT QUESTIONS.

1. Let learners state 2 examples each of natural and artificial things in the environment.
2. Match the objects with the materials used in making them.

Name of object	Material used
football	metals
pencil	plastic

television	rubber
car	wood

State 3 reasons why the environment is important to humankind.

ANSWERS TO DIAGNOSTIC ASSESSMENT QUESTIONS.

1. Natural things

- plants
- animals
- sea
- mountain

(Accept any two)

2. Artificial things

- cars
- football
- buildings
- television
- mobile phone

(Accept any two)

Table

<u>Name of object</u>	<u>Material used</u>
football	metals
pencil	plastic
television	rubber
car	wood

3. Reasons why the environment is important to humankind include:

- Plants in the environment give off the oxygen we humans breathe.
- Plants also give us food.
- We get fish from rivers.
- We use some trees for furniture.
- Land serves as the home for plants and animals.

Note: Discuss and accept other correct answers from learners.

CLASS DISCUSSION 5

Learner's Book 2 Page 21.

Guide learners to identify the various uses of plants in our daily lives. Help learners to appreciate that God created plants and animals to serve as food, clothing, shelter, medicine etc. for humankind. Guide learners to read and discuss the text in **L.B.2 Pages 21 -29.**

CLASS DISCUSSION 6

Learner's Book 2, Page 23.

Lead learners to mention some uses of plants in the environment. Examples include;

Plants serve as:

- food for humans and animals
- medicine
- shelter
- source of oxygen

(Accept any other relevant contributions by learners)

Ensure that each learner takes active part in the discussion.

HOMEWORK

L.B.2 Page 29.

Read and explain the question to learners and guide them to draw and colour the animal they like best as homework.

Note: Learners may draw any animal of their choice. Examples; a parrot, a cat, a goat, a sheep, a cow and a dog.

B2.1.2.1.2: HUMAN ACTIVITIES THAT DESTROY GOD’S CREATION OR THE ENVIRONMENT.

L.B.2 PAGE 30 -37.

Activity 7 (a): Class Discussion

Learner’s Book2 (L.B.2) Pages 30-32.

This activity is to guide learners to recall some of the activities people engage in to destroy the environment. Lead learners to read and discuss the text in **L.B.2 Pages 31-33**. Guide learners to discuss some of the human activities that destroy the environment.

Activity 7 (b)

Learner’s Book2 (L.B.2) Page 32.

Guide learners to study the pictures again in **Learner’s Book2 Pages 30-32** and mention some human activities that destroy the natural environment.

Learners’ responses may include:

- Cutting down trees without planting new ones to replace them.
- Urinating and washing clothes in rivers.
- Illegal mining.
- Defecating in the open.
- Bush burning
- Over-filled refuse containers

Let learners explain how a particular human activity can destroy the environment.

Learners' responses may include:

- Cutting down trees destroys the natural vegetation.
- Urinating and washing dirty clothes in rivers pollute water bodies.
- Illegal mining destroys the land and water sources.

Activity 8

Learner's Book 2, Page 33.

This activity is to help learners watch video clips on some of the human activities that destroy the environment for better understanding of the theme.

- Organise and show video clips or drawings to learners on some of the human activities that destroy the environment.
- Ask questions for learners to express their opinions on the theme.
- Lead learners to discuss with their friends the various human activities they have watched in the video or in the drawings.
- Guide learners to express their views on why it is not good to engage in activities that destroy the environment.

Learners' responses may include:

- climate change
- flood
- rainstorms
- diseases
- death
- famine
- drought

(Accept other relevant answers).

CLASS DISCUSSION 7: L.B.2 Page 34

Guide learners to express their opinions on what happens when people engage in activities that destroy the environment.

Refer to **L.B.2 Pages 30 – 32** for some of the human activities that destroy the environment.

ADDITIONAL INFORMATION.

All the human activities that destroy the environment lead to climate change.

Climate change occurs when changes in the earth's climate result in new weather conditions that last for a long time.

These include the human activities that lead to;

- floods
- heat
- rainstorms
- less rainfall
- drought
- famine

The following human activities destroy the environment:

1. Indiscriminate cutting down of trees: These human activities destroy animals' habitat. This causes animals to move from one place to another. Some animals are also exposed to hunters. When this continues, it destroys many animals, birds and fishes that we see today. Cutting down trees also destroys the beauty of the environment and the soil nutrients.

2. Pollution of water bodies: Some people bath in water bodies. Others use chemicals to fish. All these human activities pollute water bodies for human use. Other human activities that pollute water bodies include washing and defecating in rivers, lakes and ponds.

3. Illegal mining: This is the improper method of mining. This activity destroys farmlands and pollute water bodies.

4. Bush burning: Bush burning is a very bad human activity, especially in the dry season. It destroys many farmlands (plants and animals) and this leads to hunger.

5. Sand winning: This human activity destroys the environment. People collect sand at the seashore. This makes it easy for the sea to destroy communities along the coasts.

6. Improper refuse disposal: Improper disposal of waste and littering result in choked gutters and this leads to floods, especially in our cities.

How to Protect the Environment

L.B.2, Page 34.

Activity 9:

Learner's Book2, Page 34.

This activity is to guide learners to mention some of the things people do to protect the environment.

Lead learners to revise some of the things people do to destroy the environment.

Through questions and answers, guide learners to say in their own words some of the things people do to protect the environment.

Learners' responses may include;

- a. Planting of trees to replace those cut.
- b. Proper disposal of waste.
- c. Avoidance of bush burning.
- d. Not bathing, washing dirty clothes, urinating or defecating in water bodies.

(Accept other similar answers from learners).

Lead learners to read and discuss the text and pictures in **Learner's Book2, Pages 35 – 37.**



people planting trees



Proper disposal of waste.

Activity 10: Group Work

L.B.2 Page 36.

Guide learners to form groups of 4 with a leader in each group.

Follow the procedure and take learners through the activities to explain further how we can protect the environment.

Classwork

L.B.2 Page 36.

Read and discuss the classwork with learners.

Ask learners to answer the questions in their exercise books.

Supervise learners to do independent work.

Answers to Classwork

L.B.2 Page 36.

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

The three things a person can do to protect his or her home environment include;

- Planting of trees.
- Proper disposal of waste.

- Avoidance of bush burning.
- Stop polluting our water bodies.

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

EXERCISE 4

L.B.2, Page 37.

Read and explain the exercise to learners and ask them to answer the questions in their exercise books. Supervise learners to do private work without copying from their friends to enable you identify peculiar problems with learners.

ANSWERS TO EXERCISE 4

L.B.2, Page 37.

1. environment
2. man-made things
3. 'galamsey'
4. climate change
5. natural
6. Tree planting

Discuss and write the answers on the board for learners.

Ask learners to do correction. Check and mark learners' correction.

EXERCISE 5

L.B.2 Pages 37 and 38.

Read and explain the exercise to learners and ask them to answer the questions in their exercise books. Supervise learners to do private work without copying from their friends to enable you identify peculiar problems with learners.

ANSWERS TO EXERCISE 5

L.B.2 Pages 37 and 38.

1. True
2. (b) living things
3. True
4. (b) pets
5. True

Discuss the answers with learners, mark their work, and let them do correction. Check and mark learners' correction.

Diagnostic Assessment Questions

1. State two examples of natural things in the environment.
2. List three things made by man.
3. State two importance of plants to human beings.
4. Mention two human activities that destroy the environment.

Answers to Diagnostic Assessment Questions

1. rivers, trees, the moon, the sky, animals etc.
2. television, mobile phone, cars, hoes etc
3. a. plants give us food. b. we use plants for medicines c. we use trees for furniture.
4. a. cutting down of trees b. illegal mining c. bush burning

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 learners 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.

SUB-STRAND 3: THE PURPOSE OF GOD’S CREATION

Learner’s Book 2 Pages 39-50.

B2.1.3.1.1 THE PURPOSE FOR CREATING LIVING THINGS.

Activity 11

Learner’s Book2 Page 39.

This activity is to help learners to mention the importance of plants, animals, and humans in the environment.

TLRs: Farm produce such as cucumber, okra, tomatoes, yam, plantain, cocoyam, orange, apple, banana and pineapple.

Wall hangs

Lead learners to perform **Activity 11** systematically, in Learner’s Book2, Page 39.

Ensure that every child takes active part in the activities.

Use brainstorming, questions, and answers methods to discuss the text.

Assist slow and below average learners to get along with the discussion with their friends.

EXERCISE 6

Learner’s Book2 Page 44.

Copy the exercise on the board and discuss all the questions with learners. Ask learners to answer the questions into their exercise books for marking.

ANSWERS TO EXERCISE 6

Learner’s Book2 Page 44.

1. False
2. True
3. True
4. True
5. False

Write the answers on the board and discuss them with learners.

Ask learners to do correction.

Check and mark learners' correction.

HOMEWORK.

Learner's Book 2 Page 49.

Read and explain the homework for learners.

Ask them to copy the questions and answer them at home.

ANSWERS TO HOMEWORK.

Learner's Book 2 Page 49.

1. Learners may draw animals like sheep, cow, dog, goat, cat, parrot, etc.
2. Uses of animals drawn;
 - a. Dog- for security
 - b. Parrot- as a pet
 - c. Horse-for racing

Mark learners' answers the following day.

Ask learners to do correction. Check and mark learners' correction.

REVISION EXERCISE (PART A).

Learner's Book 2 Page 49.

Revise the whole of **Strand 1 of Learner's Book 2 Pages 2 – 49** and guide learners to answer some of the questions orally in class. Let them answer the rest of the questions in their exercise books. Supervise learners to answer the questions independently. Mark learners' work.

ANSWERS TO REVISION EXERCISE (PART A).

Learners Book2 Page 50.

1. True
2. True
3. False
4. False
5. True

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

REVISION EXERCISE PART (B).

Learner's Book 2 Page 50.

Follow the procedure for administering Revision Exercises for learners to answer the questions into their exercise books for marking. Ensure that learners do independent work. Mark learners' answers.

ANSWERS TO REVISION EXERCISE (PART B).

Learner's Book 2 Page 50.

- | | |
|---------------|------------|
| 1. attributes | 4. leather |
| 2. man-made | 5. natural |
| 3. pets | |

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

DIAGNOSTIC ASSESSMENT QUESTIONS

1. Let learners name 3 animal products.
2. List 3 things created by God.
3. Mention 2 animals that can be used for both work and transport.

ANSWERS TO DIAGNOSTIC ASSESSMENT QUESTIONS.

1. The three animal products include;

a. milk	d. belt
b. egg	e. shoe
c. meat	f. drum
2. Three things created by God include;

a. plant	b. animals
----------	------------

C. humans

f. the moon

d. the sky

g. the sun

e. mountains

2 Two animals that can be used for both work and transport include;

a. donkeys

b. horses

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

Home Learning

Task learners to ask their parents to help them watch videos of horses carrying people and load and bulls working on a farm.

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 learners 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:

STRAND 2: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS:

Learner's Book2 Pages 51- 90.

SUB-STRAND 1: RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA. L.B.2 Page 52 - 68.

CONTENT STANDARDS: B2.2.1.1.1: Explain the importance of religious worship.

PERFORMANCE INDICATORS:

The learner can;

- Explain the importance of worship.
- Sing and recite simple texts from the three main religions in Ghana.

CORE COMPETENCIES: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation and Global Citizenship.

SUBJECT SPECIFIC PRACTICES: Faithfulness, Obedience, Respect, Commitment, Humility, Togetherness, Cultural Identity and Gratitude.

PLANNING TO TEACH THIS STRAND (STRAND 2): This strand should be taught as indicated in the Teacher's Guide. The teacher has to prepare adequately by researching on "Religious worship in the three major religions in Ghana". The facilitator is also required to read the **R. M. E. Curriculum for Primary Schools (Basic 1 -6) September, 2019 Pages 8- 10,** and also use the text in **Learner's Book 2 Pages 52 – 91.**

STRATEGIES AND METHODS TO BE USED: You are expected to use questions and answers, brainstorming, demonstrations, illustrations, discussions and simple examples given in **Learner’s Book 2** to teach this strand. Engage learners in the practical activities in **Learner’s Book2** for them to discover the concepts themselves. Guide learners to watch video clips on religious worship in the three major religions in Ghana. Create a conducive learning environment for learners to discuss the video clips and express their views on the theme.

Teaching Learning Resources: **R.M.E. Learner’s Book 2, Pages 51-90 R. M. E. Curriculum for Primary Schools (Basic 1 – 6) September, 2019 Pages 8 – 10**, a calabash, drinking glass, water, mat, “buta” the Holy Qur’an and the Holy Bible .Use a computer or video player to show learners some of the religious practices in the three major religions in Ghana . Where electricity and electronic gadgets are not available, use pictures and resource persons for learners to grasp the concepts under the theme.

Activity 12: Learner’s Book 2, Page 52.

This activity is to help learners recall how people worship in the three major religions in Ghana. Guide learners to study the pictures in **Pages 53 and 54** and let them describe each picture. Arrange and show the video clips or the pictures on worship in the three major religions to learners. Discuss the video clips or the pictures with learners. You can also use resource persons to take learners through the religious practices that you are not familiar with. Lead learners to read the text in **Learner’s Book Pages 52 – 88** for further class discussion.

Activity 13.

Learner’s Book 2, Page 53.

This activity is to help learners recall how people worship in the three major religions in Ghana. Organise learners to visit a church, mosque or shrine to observe how the worship is done in each of the three major religions. Discuss with learners the similarities and differences in the mode of worship in all the three religions. You may also lead the class to read the text in **Learners’ Book2, pages 52-88** for further class discussions.

EXERCISE 7.

Learner's Book 2, Pages 55 and 56.

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

CAUTION / WARNING: Supervise learners to do independent work and guard against copying.

ANSWERS TO EXERCISE 7.

Learner's Book 2 Pages 55 and 56.

1. True
2. gods
3. amen
4. offerings
5. False

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

EXERCISE 8.

Learner's Book 2, Pages 58 and 59.

Read and copy the questions on the board for learners.

Explain the questions to learners.

Follow the steps for administering exercises.

ANSWERS TO EXERCISE 8

L.B.2 Pages 58-59.

1. False
2. created
3. mosque
4. True

5. Jesus Christ
6. False
7. east

Activity 14.

L.B.2 Pages 60 - 63.

Guide learners to perform the activities systematically on **Page 61**.

Let learners read and discuss the text on Pages **61-68 of Learner's Book 2**.

EXERCISE 9.

Learner's Book 2 Page 68.

Ask learners to answer the questions in their exercise books for marking. Supervise learners to do independent work. Mark learners' answers.

ANSWERS TO EXERCISE 9.

Learner's Book 2, Page 69.

1. True
2. Muslims
3. Bible
4. Native Priest
5. Naawuni

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

ADDITIONAL INFORMATION TO THE TEACHER

Recitation is a writing one learns and says aloud like a song. Songs and recitations are very important in worship. Songs and recitations are words that have meanings.

They are sung during worship. Songs and recitations tell us what we believe.

It is not in all religions that worshippers sing and dance during worship. Christians and traditionalists sing and dance during worship. They recite some special words about God to worship Him.

DIAGNOSTIC ASSESSMENT QUESTIONS.

1. Let learners say what is included in worship.
2. Mention one common thing that is done in all the three major religions during worship.
3. Which religious group pours libation during worship?
4. Mention the religious group that performs ablution before worship.

ANSWERS TO DIAGNOSTIC ASSESSMENT QUESTIONS.

1. Worship includes the activities that are performed by religious groups to show honour to God.
2. One common thing that is done in the three major religions during worship is prayer. In all the three main religions in Ghana, prayer is said during worship.
3. The traditional religious group pours libation during worship.
4. The Islamic religious group performs ablution before worship.

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 learners 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.

SUB-STRAND 2: FESTIVALS IN THE THREE MAJOR RELIGIONS IN GHANA.

L.B.2 Pages 70-88.

B2..2.2.1.1: ACTIVITIES THAT TAKE PLACE DURING THE CELEBRATION OF FESTIVALS.



Activity 15.

L.B.2 Pages 69 -70.

This activity is to help learners express their views on how and why festivals are celebrated, and to describe some activities that take place during the celebration of festivals.

Brainstorm with learners to tell their friends what their parents did for them on their last birthday.

Learners' responses may include;

- Presentation of new attire (clothes).
- Presentation of gifts.
- Organisation of birthday parties.

Ask learners to name some festivals in the three major religions in Ghana.

Learners may name the following;

a. Christian festivals

- Easter

- Christmas
- Pentecost day

b. Islamic Festivals

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

c. Traditional Festivals

- Homowo
- Damba
- Odwira
- Fetu

Organise learners in groups.

Ask each group to describe some activities that normally take place during the celebration of any festival.

Discuss the activities with learners.

Read and discuss the text in Learner's Book **Pages 70-88** for some of these activities with learners.

Accept other similar answers that may not be found in **Pages 70-88**.

Put learners in their groups. Guide them to role-play in class the celebrations that go on during some of the festivals.

Guide learners to talk extensively on some of the activities that go on during the celebration of the festivals role-played by learners.

Guide learners to read and discuss the text in pages 70-87

Additional Information for the Teacher

A. Importance Of Christian Festivals

(i) Christmas

- Christmas is celebrated to remember the birth of Jesus Christ.
- Christmas is celebrated to thank God for giving His Son to the world.
- Christmas unites families and friends all over the world.

- It is a time to help the poor and show love to people.
- It is a time for merry making.

(ii) Easter

- Easter reminds Christians of the death and resurrection of Jesus Christ.
- That is the time to thank God for sending His Son to die on the cross for the forgiveness of sins of the world.
- That is the time for families to come together.
- It brings families together.
- Easter makes the faith of Christians strong.

B. Importance Of Islamic Festivals.

(i) Eid-ul-Fitr

- Eid-ul-Fitr is a time to thank Allah for a successful Ramadan.
- It is a time to share and help the poor.
- Eid-ul-Fitr unites families.
- It makes Muslims happy.

(ii) Eid-ul-Adha

- It is a time for Muslims to share.
- Eid-ul-Adha is celebrated to thank Allah.
- It makes families happy and joyful.
- It brings families together.

C. Importance of Traditional Festivals

- Traditional festivals are celebrated to thank God and the smaller gods for their protection.
- They remind societies of their past.
- They help to plan for the development of communities.
- Traditional festivals help to unite the people.
- They help to maintain the culture of a community.

EXERCISE 10:

L.B.2, Page 74.

Write the questions on the board. Discuss the questions with learners.

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

ANSWERS TO EXERCISE 10

L.B.2, Page 74.

1. Birthdays
2. festivals
3. 25th December
4. the birth
5. Good Friday

Write the answers on the board and discuss them with learners.

Ask learners to do correction. Check and mark the correction for learners.

EXERCISE 11

L.B.2, Page 79

Follow the steps for administering exercises and correction for learners to answer the questions into their exercise books for marking.

ANSWERS TO EXERCISE 11

L.B.2, Page 79.

1. Eid-ul-Fitr
2. Festivity
3. True
4. Sacrifice
5. Ibrahim

Activity 16: L.B.2 pages 79 and 80.

This activity is to help learners mention the traditional festivals of their communities and describe the activities (scenes) of the celebration of the festivals. Take learners through the activities.

EXERCISE 12

L.B.2, Pages 84 and 85.

Follow the steps for administering exercises and correction.

ANSWERS TO EXERCISES 12

L.B.2, Pages 84 and 85.

1. Ga
2. August
3. hooting at hunger
4. Anloga
5. True

HOMEWORK

L.B.2, Page 85.

Write the question on the board.

Explain the question to learners and ask them to take it home as homework.

ANSWER TO HOMEWORK

L.B.2, Page 85.

Learners at this stage may not be able to draw exact scenes of festival celebrations.

Learners' drawings may vary depending on the festival scene.

Accept the attempt they make.

EXERCISE 13

L.B.2, Page 88

Write the questions on the board and follow the procedure for administering exercises and doing correction.

ANSWERS TO EXERCISE 13

L.B.2, Page 89.

1. Ramadan
2. Resurrection Day
3. Aboakyir
4. Eid-ul-Adha
5. events

DIAGNOSTIC ASSESSMENT QUESTIONS.

1. Let learners state one importance of celebrating each festival.
2. Explain Ramadan in Islam.
3. Identify the people that celebrate the following festivals;
 - a. Bakatue
 - b. Damba
 - c. Hogbetsotso
 - d. Aboakyir

Discuss and ask learners to answer the questions orally or into their books.

Let every learner understand every question.

Ensure that each learner understands the themes and is able to answer the questions. This will enable you (the teacher) to proceed to the next theme.

Arrange for remedial lessons for learners who do not understand some aspects of the lesson.

ANSWERS TO DIAGNOSTIC ASSESSMENT QUESTIONS.

1. The importance of celebrating festivals;

a. Christian festival

- Christmas is celebrated to remember the birth of Jesus Christ.
- Christmas unites families and friends all over the world.
- Easter reminds Christians of the death and resurrection of Jesus Christ.

b. Islamic festivals

- Eid-ul-Fitr is a time to thank Allah for a successful Ramadan.
- It is a time to share and help the poor.
- Eid-ul-Adha makes families happy.

c. Traditional festivals

- Traditional festivals are celebrated to thank God and the smaller gods for their protection.
- They help to remind societies of their past.
- They help to maintain the culture of a community.
- They help to unite the people.

2. Ramadan in Islam is the 9th month of the Islamic calendar. In this month, Muslims fast for 30 days.

3. **Festival.**

The people who celebrate it.

- | | |
|----------------|-------------------------|
| a. Bakatue | Elmina/Edina |
| b. Damba | Dagomba, Gonja, Nanumba |
| c. Hogbetsotso | Anlo |
| d. Aboakyir | Winneba/Simpa |

REVISION EXERCISES (PART A AND B).

L.B.2, Pages 89 and 90.

Lead learners to revise the various themes under Strand 2.

Follow the guidelines for administering Revision Exercises and correction for learners to answer Revision Exercises A and B.

ANSWERS TO REVISION EXERCISE (PART A)

L.B.2, Page 89

- | | |
|----------|------------------------|
| 1. True | 4. (c) Church |
| 2. False | 5. (c) Traditionalists |
| 3. False | 6. Muslims |

ANSWERS TO REVISION EXERCISE (PART B)

L.B.2, Pages 89 and 90.

- | | |
|-----------------|--------------------|
| 1. Church | 4. east |
| 2. Muhammad | 5. Traditionalists |
| 3. smaller gods | 6. sacrifice |
| | 7. Winneba |

Home Learning: Learner's Book 2, Page 90.

Discuss the importance of home learning with learners. Ask learners to let their parents show them videos of scenes or pictures of festivals celebrated in their community.

Their parents should also discuss the importance of the named festival with them. Take learners' answers during the next period and review their answers with the whole class.

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 learners 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:

L.B.2, Pages 92 – 104.

SUB-STRAND 1: EARLY LIFE OF THE LEADERS OF THE THREE MAJOR RELIGIONS:

L.B.2, Pages 92 – 104.

B2.3.1.1.1: THE STORY OF THE EARLY LIFE OF THE THREE MAJOR RELIGIONS.

L.B.2, Pages 92– 104

Content Standards:

Narrate the early life stories of the leaders of the three main religions.

Performance Indicators:

The learner can;

- i. Narrate the story of the early life of the religious leaders in the three major religions in Ghana.
- ii. Outline the moral lessons in the early lives of the religious leaders.

Core-Competencies:

Communication and Collaboration, Critical Thinking, Personal Development, Humility, Decision Making and Leadership.

Subject Specific Practices

Respect, Obedience, Honesty, Cooperation, Commitment and Dedication.

Planning to Teach Strand 3: This strand should be taught as indicated in the Teacher’s Guide. The facilitator has to prepare adequately by reading the Holy Scriptures (i.e. the Bible and the

Qur'an) and researching into The Early Life of the Leaders of the Three Major Religions and the moral lessons that can be learnt from their lives.

Strategies And Methods to be used: You are **expected** to use brainstorming, demonstrations, illustrations, discussions and simple examples given in Learner's Book 2 (L.B.2) to teach this strand. Create a conducive learning environment for learners to express their views as they might have heard the story of the early life of the leaders of the three major religions in their places of worship.

Teaching & Learning Resources : R. M. E. Learner's Book 2, R. M. E. Curriculum for Primary Schools (Basic 1 – 6) September, 2019 Page 11, the Holy Qur'an and the Holy Bible .Use computers or video clips to show learners stories on the early life of the leaders of the three major religions in Ghana . Where light and electrical gadgets are not available, use pictures and resource persons for learners to grasp the concepts under the theme.

Key words: selfless, virtues, endurance, committed, courageous.

Teach pronunciation and the meanings of key words.

Use the words in simple but meaningful sentences.

Help learners to make sentences with the words.

selfless.

Drill learners in pronouncing the word. Say, "selfless" a number of times and guide learners to say the word after you. Explain the word to learners.

"selfless" – to have concern for the needs and wishes of others more than with one's own.

Ask learners to pronounce the words.

Write the word on the chalk or white board.

Point to the word and say, "selfless".

Use the word in sentences.

Guide the learners to use the word in sentences.

Introduce the second word, “**virtues**”. Follow the same procedure as given earlier and explain the meaning of “virtue” and the other words to learners.

“**virtues**” is a behavior showing high moral standards.

“**endurance**”, the ability of something to last for a long time.

“**committed**” to be dedicated to something

“**courageous**” to show bravery or boldness in any situation.

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 Concept:

L.B. 2, Page 92

Discuss the key concept with learners and help them to identify that it is good to follow the examples of our religious leaders.

Activity 17

L.B.2, Page 92.

This activity is to assist learners say who leaders are. Also, it is for learners to name the leaders of their religions.

Guide learners to discuss and name their leaders in the school.

Let learners name their religious leaders.

Learners may mention;

- | | | |
|--------------------------|---|---------------|
| (a) Christianity | - | Jesus Christ |
| (b) Islam | - | Muhammad |
| (c) Traditional religion | - | Okomfo Anokye |

Guide learners to read and discuss the text in **L.B.2, Pages 92 – 98.**

Activity 18

L.B.2, Page 98.

This activity is to help learners demonstrate their understanding about the early lives of religious leaders.

Put learners in groups and guide them to role-play aspects of the early life of religious leaders.

Lead a discussion on the role-play.

EXERCISE 14

L.B.2, Page 98.

Explain the questions for learners.

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

ANSWERS FOR EXERCISE 14

L.B.2 Page 98.

1. Jesus Christ
2. Muhammad's
3. Okomfo Anokye's
4. Muhammad
5. Jesus

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 learners 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.

B2.3.1.1.2: THE MORAL LESSONS (VIRTUES) IN THE EARLY LIVES OF THE LEADERS OF THE THREE MAJOR RELIGIONS.

L.B.2, Pages 99 – 104.

Guide learners to read and discuss the text in **R.M.E L.B.2, Pages 99 – 104.**

Let learners do more of the talking while you guide them.

Ensure that every child expresses his or her views on the theme under discussion.

GROUP WORK: Dramatisation

L.B.2, Page 102.

This Group Work is to help learners display their understanding of the virtues of the religious leaders through dramatisation.

Put learners in groups and guide each group to dramatise an aspect of the moral life of the religious leaders.

Let learners identify the moral values in their drama and discuss these moral values in class.

Additional Information for the Teacher

The Baptism of Jesus

John the Baptist preached in the wilderness from Judea calling on people to repent from their sins and be baptised. This was because He said, “the Kingdom of heaven was near.”

Many people heard His call for baptism and went to be baptised. John baptised them in River Jordan. John immersed them in the River Jordan, drowning out their old ways, so that they might emerge as new persons.

John said, “*I baptise with water for repentance. But after me will come the one who is more powerful than I, whose sandals I am not fit to carry. He will baptise you with the Holy Spirit and with fire*” **Matthew 3:11.**

Jesus arrived from Galilee and walked down to River Jordan to be baptised by John the Baptist. John knew Jesus was greater than Him. But John tried to refuse Him, saying, “I need to be

baptised by you, and do you come to me? Jesus replied “Let it be so now, it is proper for us to do this to fulfill all righteousness, then John consented” **Matthew 3:13-15.**



As soon as Jesus was baptised, He came up out of the water praying and John saw the Heaven opened up and the Holy Spirit came down like a **dove** to rest on His head. Then a voice was heard from heaven saying, “**This is my beloved Son, with whom I am well pleased**”.

This marks the beginning of Jesus’ ministry at age 30.

Jesus chose twelve (12) disciples whom He taught and also worked with. Jesus chose these disciples because He wanted His work to continue when He was gone. He later called them the **Apostles**. Among the twelve Apostles, Jesus worked closely with Peter, James and John.

The Holy Prophet Muhammad

On Monday, the 12th day of Rabi al-Awal of the year 570AD Muhammad was born. **Amina** was his mother and **Abdullah** was his father. His father died before he was born. His grandfather named him Muhammad. He gave him that name because he dreamt and was told to give the baby the name Muhammad, just as His mother Amina had dreamt. He was called Muhammad (pbuh) which means “**the Praised one.**” Amina decided to send her son away to the desert. At that time, women used to go to Mecca to collect newborn babies and take care of them until they were grown (they were paid by their parents). Amina decided to give Muhammad to Halima. When he was about three years old He returned to his mother. Muhammad returned to Mecca at the age of six when his mother died. He was adopted by his grandfather Abdul Muttalib.

Two years later, Abdul Mutallib became ill and told his son Abu Talib to adopt Muhammad. When Muhammad was **twelve years**, he became the shepherd of His uncle's flock.

The Call of Muhammad

When Muhammad was forty (40) years old, He left Mecca to spend Ramadan in the Cave of Hira. As he was busy praying one night, he heard someone commanding him to recite. He replied, he did not know what to recite, the person insisted Muhammad should recite the verse.

Recite "In the name of the Lord who created man from a clot of blood. Recite! And the Lord is the Most Beneficent, who taught man by pen, taught man what he knew not (Surah ab 2:6).

These verses were revealed by Angel Gabriel (Jibril). Angel Gabriel (Jibril) made sure Muhammad recited the verse until he was used to it, after that he went away.

When Muhammad received the revelation he was afraid. He ran home and told his wife. He said "weak man that I am, how can I carry the responsibility which God proposes to put on my shoulders."

Khadijah, Muhammad's wife took him to her cousin, Waraqua bin Naufal, who was a Christian. When he heard Muhammad's story, he encouraged Muhammad saying. "The Angel who descended on Moses, I am sure, has descended on you."

From that day Angel Gabriel (Jibril) revealed himself to Muhammad again and again. He understood what he had to do and prepared himself for it. All that was revealed to Muhammad are now written in the Qur'an. Khadija was the first person to believe in Prophet Muhammad. Khadijah helped Prophet Muhammad to spread his message.

Okomfo Anokye

Okomfo Anokye was born on Saturday in the 1660s at Awukugua, Akwapem in the Eastern Region of Ghana. His father was Opanyin Ano and Maame Yaa Anubea, his mother. He was named Kwame Frimpong Anokye.

Before Okomfo Anokye was born, news about him had spread. He was born with great possessions of magical powers.

He was said to have been born with a number of teeth in his mouth, a small beard and with cowry shells around his wrists and ankles. He held a whisk in his palm (hand) and no one could open his palms. Before one week, he could disappear and reappear. He could jump and stand on a flower of a tall tree at age five.

When he grew up, he was given the title **Okomfo** meaning a “Native doctor”.

Okomfo Anokye by his powers brought down the “**Golden Stool**” to unite the people of Asante. By his powers, he planted a copper sword in 1697 at Bantama that even machines could not pull down. The “Golden Stool” is called, “Sika Dwa Kofi” because it came on a Friday.



According to oral tradition, on a festive Friday, “Fofie”, the people were told by Okomfo Anokye to fast and also pour libation to their ancestors and the gods until the chosen day.

On the agreed day, the people and the chiefs met, each waiting to be the paramount chief or king of the Asante states. The whole atmosphere was very quiet. Okomfo Anokye appeared at where the chiefs had gathered with drumming and dancing going on. Anokye was on his feet, he performed some magical dances, he paused, jumped here and there, called out some words, he repeated the words and looked straight into the skies. The sky became cloudy and there was a loud noise with lightning and thunderstorm all over.

Then Okomfo Anokye recited some words and looking into the sky again, the stool which was beautifully made of gold fell from the sky onto the lap of **Osei Tutu I**.

This meant that Osei Tutu 1 had been chosen by the ancestors and the gods as the unquestionable king of kings of the Asante States.

EXERCISE 15

L.B.2, Pages 102-103.

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

Surprise learners to do independent work.

ANSWERS TO EXERCISE 15: L.B.2, Pages 102-103.

1. virtues
2. Muhammad
3. Okomfo Anokye
4. Jesus
5. True

- Write the answers on the board and discuss them with learners.
- Guide learners to read the questions out and answer them orally in class.
- Ask learners to do corrections.
- Check and mark learners' corrections.

REVISION EXERCISE: B.P.2, Pages 103 -104.

Revise the themes under Strand 3 with learners.

Ensure that every learner understands the themes.

Discuss the Revision Exercise with learners.

Let learners answer the questions in their exercise books for marking. Ensure that learners do independent work.

ANSWERS TO REVISION EXERCISE: Learner's Book 2 Pages 103-104.

1. mother
2. Traditional
3. Native Priest

- 4. Bethlehem
- 5. carpenter
- 6. Gabriel
- 7. True

Diagnostic Assessment Questions

- 1. Joseph was a
- 2. Emmanuel means
- 3. Prophet Muhammad was born in
- 4. Okomfo Anokye was a

Answers to Diagnostic Assessment Questions

- 1. carpenter
- 2. God is with us
- 3. Mecca
- 4. native priest

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 learners 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 4: THE FAMILY AND THE COMMUNITY :

Learner's Book2 (L.B.2) Pages 106 - 136.

SUB-STRAND 1: ROLES AND RELATIONSHIPS

L.B.2, Pages 106 - 124.

Content Standards:

B2.1.4.1.1: DESCRIBE THE ROLES OF THE FAMILY AND COMMUNITY IN YOUR DAILY LIFE.

Performance Indicators:

The learner can;

- i. identify things that families do to show their commitment to God.
- ii. explain the need for commitment to God.
- iii. describe factors that promote good relationships between children and their parents.

Core - Competencies: Communication and Collaboration, Critical Thinking, Cultural Identity and Global Citizenship.

Subject Specific Practices: Responsibility, Sharing, Obedience, Commitment, Love, Respect, Trust and Honesty.

PLANNING TO TEACH THIS STRAND (STRAND 4)

This strand should be taught as indicated in the Teacher's Guide. The facilitator has to prepare adequately by finding out about the roles and relationships in the family and the community,

things religious families do to show commitment to God, factors that promote good relationships between children and their parents and personal safety in the community. Engage learners in detailed discussions to enable them express their views on the theme.

STRATEGIES AND METHODS TO BE USED

The facilitator is required to use questions and answers, brainstorming, illustrations, discussions, simple language and examples in Learner’s Book2 to teach this strand. Engage learners and give them the opportunity to express their views because learners observe people play their roles at home and in the community. Learners themselves perform many roles at home, at school and in the community.

TLR: R.M.E. (Learner’s Book2) L.B.2, Pages 106-136, Religious and Moral Education Curriculum for Primary Schools (Basic 1 -6) ,September,2019 Pages 12 and 13, Wall hangs on roles and responsibilities of members of the family, Drawings on manila cards of things people do to show commitment to God, Personal safety materials (nail cutter , comb ,tooth brush and paste, soap, sponge and towel), buta, Qur’an, mat, tashbeeh, and the Holy Bible.

Key words: indicate, relations, neighbourhood.

Follow the procedure for teaching keywords and explain the words to learners using questions and answers method. Involve learners in the lesson.

“**indicate**” – to show

“**relations**” – your relatives

“**neighbourhood**” – People living in the same area.

Key concepts: Take learners through the key concepts on **L.B.2, Page 107** for them to understand the concept of the family and the community.

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.

Class Activity 19

L.B.2, Page 106.

The aim of this activity is to assist learners identify and name members of their family and names of the communities in which they live. Also, they should be able to remember their various places of worship.

- Ask learners to mention the people they live with at home. Learners may mention father, mother, aunts, uncles, sisters and brothers, grandparents and others.
- Let learners also name people in their neighbourhood.
Learners may mention people they know in their communities.

Discuss with learners the different things people in the community do. Also, let them identify and name their places of worship.

- Learners may mention the places of worship in the community such as;

Mosque

Church

Shrine

Activity 20

Learner's Book 2, Page 107.

The purpose of this **Activity** is to guide learners to explain what a family is, identify and name members of their nuclear and extended families. Learners are familiar with their family members. Create the opportunity for them to express their views.

Guide learners to explain **family**.

Learners' responses may include; a family is a group of people related by blood, marriage and adoption.

Guide learners to identify members of the nuclear family. Learners may mention;

- a. Father
- b. Mother
- c. Brothers and sisters (siblings)

Help them again to identify and name members of the extended family.

- | | |
|------------------------------------|-------------|
| a. Father and mother | e. Aunties |
| b. Siblings (brothers and sisters) | f. Nephews |
| c. Grandparents | g. Cousins. |
| d. Uncles | |

Using the appropriate Teaching and Learning Resource (TLR)(TLMs), let learners read and discuss the text in **L.B.2, Pages 106-110**.

B 2.4.1.1.1: THINGS FAMILIES DO TO SHOW COMMITMENT TO GOD.

L.B.2, Pages 110 -121.

Activity 21

L.B.2, Page 110.

This activity is to help learners mention the religious activities their families perform to show commitment to God such as morning devotion, going to church, mosque or the shrine.

Also, learners should indicate those religious activities they do daily, weekly or occasionally.

Put learners in groups and guide them to do the activities

EXERCISE 16

L.B.2, Pages 112 -113.

Follow the procedure for administering exercises and corrections.

ANSWERS TO EXERCISE 16

L.B.2, Pages 113 and 114.

- | | |
|---------------------------------|-----------------|
| 1. family | 4. Jesus Christ |
| 2. 3 | 5. True |
| 3. a Christian religious family | |

Activity 22

L.B.2, Page 114.

The purpose of this activity is to help learners study the objects, describe them and state their uses. Arrange and bring the real objects of these items to class for learners to see, and guide learners to do the activities.

EXERCISE 17

L.B.2, Pages 116 and 117.

Follow the procedure for administering exercises and corrections.

ANSWERS TO EXERCISE 17

L.B.2, Pages 116 and 117.

1. Allah
2. Muhammad
3. Qur'an
4. True
5. alms

Activity 23

L.B.2, Page 119.

This activity is to help learners discuss the things traditional families do to show commitment to God.

Guide learners to study and describe the pictures on pages 118 and 119.

EXERCISE 18

L.B.2, Pages 120 and 120.

Discuss the questions with learners.

Follow the steps for doing exercises and corrections.

ANSWERS TO EXERCISE 18:

L.B.2, Pages 119 and 120.

1. Smaller gods
2. True
3. True
4. Sacred days
5. Traditionalists

B 2.4.1.1.2: THE NEED FOR COMMITMENT TO GOD

L.B.2, Pages 120 -121.



A Christian family studying the Bible



A Muslim family studying the Qur'an



Traditionalist at the shrine

Activity 24

L.B.2, Pages 120 and 121

The purpose of this activity is to guide learners to talk extensively about the need for religious families to be committed to God.

Also, it is for learners to share their personal experiences on commitment to God.

Guide learners to explain **commitment**.

Lead learners to talk about the things they do in their families to show commitment to God.

Put learners in pairs and ask them to share their personal experiences on commitment to God with their partners (friends).

Guide all learners to share with their friends in class their experiences of commitment at home, school, community, church or mosque or at the shrine.

B2.4.1.1.3 FACTORS THAT PROMOTE GOOD RELATIONSHIPS BETWEEN CHILDREN AND THEIR PARENTS.

L.B.2, Pages 122-134.

Lead learners to describe the pictures in L.B.2, **Pages 122 and 123.**

Activity 25

L.B.2, Page 123.

Take learners through **activity 25** systematically.

Lead learners to read and discuss the text in **PB pages 123-124.**

ADDITIONAL INFORMATION

The roles of parents and children at home.

In our individual homes, we all have something to do every day. The things we do or have to do at home are our duties or roles.

A. The roles or duties of a father in Ghanaian societies.

A father has many things to do to keep his family safe and happy.

- The father is the head of the family
- The father gives directions and advice to every member of the household
- He pays the children's school fees.
- He pays medical and utility bills
- He gives out money for food
- The father provides shelter

B. The roles or duties of a mother.

The role of a mother in every house is very important.

- The mother takes care of the family
- She prepares food for the family
- The mother trains the children on good moral behaviour
- She helps to pay the bills of the family
- She provides basic needs for the children.

The role of parents in character formation of children.

Every parent wishes his or her child to become successful and responsible in life (future).

Parents should train, teach and guide their children about how to behave well at home and in public.

To become a successful and responsible person in life, the child needs to be respectful and live a good life.

Parents should teach their children to be kind, truthful and honest all the time.

Parents should teach their children not to make bad friends.

Parents should reward good behaviour of their children and punish bad behaviour.

THINGS TO DO TO PROMOTE HARMONY WITH OTHER FAMILY MEMBERS

It is very important to live well with our parents as well as other members of the extended family.

To live in harmony simply means **to live in peace with all people**.

If we do not live in harmony or in peace with people, we shall not develop as people. As children, it is very important that we learn to respect other members of the extended family. They are our grandparents, aunts, uncles, cousins, nieces and nephews. They help our parents to train us to form or mould a good character.

To promote peace or harmony with other family members, we must be:

1. Humble. We must listen and take good advice from the older members of the extended family.
2. Respectful. We need to respect others and not be lawless.
3. Caring all the time. We must be concerned and show care to other people by sharing what we have with others.
4. Tolerant. As children, we must accept and be ready to learn and play with other people from other parents.
5. Helpful. We must learn to help others all the time.
6. Selfless. As children, we should not think about ourselves only. We should be concerned with the problems of others and if possible help them.
7. Obedient to rules and regulations at all times.
8. Kind to all people. Share things in common such as food, toffees and others with other members of the family.

As children, we must do all these, and our parents and other members of the extended family shall also play their role by advising us, teaching us good morals, and how to do our household chores. Our household chores may include cooking, sweeping, weeding and helping our parents in times of difficulty. When all these are done, there will be peace and harmony among all the members of the family.

3.1.3. THE NEED TO LIVE IN HARMONY WITH OTHER FAMILY MEMBERS

For unity and development, there is the need for people to live in peace and harmony with other family members:

1. When there is peace or harmony among all family members, it brings development of families and communities. Family members come together and provide the basic needs for the children at home. Examples of these needs are: shelter, food, school fees, books and clothing.
2. It brings about good character formation. When there is peace or harmony among members of the family, everyone helps the children to form or mould a good character. Members of the family help to correct the children and teach them to be truthful all the time.
3. It brings about family progress. When there is peace in the family, it helps the children to concentrate and do well in school.

MORAL LESSONS

1. As a child, you must live well with your family.
2. You are part of your large family.
3. Live in peace or harmony with others members of the family.
4. It is good to share what we have with members of our family.
5. Children must learn to say, **“Thank you”, “Please” and “I am Sorry”**.
6. Older people in the family are not witches and wizards.

DIAGNOSTIC ASSESSMENT QUESTIONS

1. Let learners explain **family**
2. Ask learners to mention two (2) things that religious families do to show their commitment to God.
3. Mention two (2) things that promote good relationship between children and parents.

ANSWERS TO DIAGNOSTIC QUESTIONS.

1. A family is a group of people related by blood, marriage or adoption.
2.
 - i. Worshipping God.
 - ii. Offering regular prayers.
3.
 - i. Children should respect their parents.
 - ii. Parents should show love to their children.
 - iii. Children should be obedient.
 - iv. Parents should be caring.

SUB-STRAND 2: PERSONAL SAFETY IN THE COMMUNITY

L.B.2, Pages 125 -130.

B2.4.2.1.1: WAYS OF PROMOTING PERSONAL HYGIENE AND SAFETY IN THE COMMUNITY

L.B.2, Pages 125 -130.



Key Concepts:

P.B Page 125.

Discuss the key concepts with learners. Engage every child in the discussion

Activity 26:

L.B.2, Page 126.

The purpose of this activity is to help learners name and state the uses of the items in **Learner's Book 2, Page 125.**

Also, for learners to recall the items that they use for maintaining personal hygiene.

Take learners through **Activity 26.**

Guide learners to read and discuss the text in **L.B.2, Pages 125-130.**

CLASS DISCUSSION 9

L.B.2, Page 128

Using questions and answers, engage learners in class discussions, for them to express their views on personal hygiene.

Activity 27

L.B.2, Page 128.

This activity is to help learners to study and describe the pictures in **L.B.2, Pages 128 and 129** with their friends.

		
<i>A boy taking his bath.</i>	<i>A boy and a girl brushing their teeth.</i>	<i>A boy combing his hair.</i>
		
<i>A woman washing clothes.</i>	<i>A girl washing her hands.</i>	<i>A girl washing plates.</i>



A child washing her hands with water and soap.

Homework

L.B.2, 130.

Follow the procedure for doing **Homework**, and ask learners to answer the questions at home.

SAFETY IN THE COMMUNITY.

L.B.2, Pages 131-136.

Activity 28

L.B.2, Page 132

This activity is to guide learners to study and describe the pictures in **L.B.2, Page 131**.

Also it is for learners to mention the category of people who live in their communities with them. Learners should also be in groups and role-play things that people should do to maintain a clean environment..

The activity is also to help learners identify and name some of the things people do to make our community dirty.

Guide learners to study, name and state the uses of items in the pictures on **Page 131**.

Let learners also describe the pictures on **Page 131 of Learner's Book**.

Learners' responses may include:

- a. A picture showing a community of people engaged in different activities.
- b. Rake, brooms, a hoe, brush and cutlass.

Guide learners to mention the category of people who live in their communities.

Learners' response may include; farmers, teachers, nurses, doctors, carpenters, mechanics, police officers, pastors, drivers, fishermen and traders.

Guide learners to be in groups and role-play actions that result in a clean environment.

Discuss the actions role-played by learners, and let them point out important things that can result in maintaining a clean environment.

Guide learners to mention things that people do to make the environment dirty.

Learners' responses may include:

- a. defecating in the open.
- b. littering our surroundings with unwanted materials.
- c. refusal to empty our waste bins.
- d. throwing waste materials into gutters.

Guide learners to read and discuss the text in **L.B.2, Pages 131-134** for further discussion.

EXERCISE 19

L.B.2, Pages 134-135.

Follow the procedure for administering exercises and corrections.

ANSWERS TO EXERCISE 19

L.B.2, Pages 134-135.

1. germs
2. True
3. image
4. clean
5. A community

Project: Clean-up Exercise

L.B.2, Page 135.

- Organise working tools such as brooms, hoes, cutlasses and others.
- Lead learners to do a clean-up exercise on the school compound.
- Let learners wash their hands with running water and soap.
- Ask them to get into the classroom.
- Discuss with learners the importance of the clean-up exercise.

The importance of the clean-up exercise may include:

- a. To clear the weeds on the school compound.
- b. To desilt choked gutters.
- c. To dispose of waste properly.
- d. To keep the school compound clean.

Homework

L.B.2, Page 135.

Explain to learners to draw and colour three items that can be used in keeping our communities clean. They should do it as homework.

Learners may draw and colour the following tools:

brooms, hoe, cutlass, rake, floor brush and others.

Note: Learners at this stage cannot draw the exact items.

Accept their effort.

REVISION EXERCISE:

L.B.2, Pages 135- 136.

Revise the whole of Strand 4 with learners.

Follow the procedure for administering revision exercises and correction for learners to answer the questions.

ANSWERS TO REVISION EXERCISE:

L.B.2, Pages 135 -136.

1. True
2. True
3. False
4. False
5. True
6. healthy

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 learners 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
- celebration:** a special social event
- chieftaincy:** the position and power of a chief
- chores:** duties performed at home
- creator:** a person who makes something
- dramatise:** to perform an act as a play
- elsewhere:** some other place or other places
- encourage:** to give hope or support to someone
- humankind:** all human beings
- idol:** an object made by someone to represent a spirit. it is often worshipped
- illegal:** not allowed by law; against the law
- 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

resurrection: the act of rising from the dead

role play: to act out something from imagination

sacrifice: to offer something as a gift to a spirit

selflessness: to have concern more with the needs and wishes of others than with one's own

sibling: a person's brother or sister

sustainer: a person who provides the needs of another person

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

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