

RELIGIOUS AND MORAL EDUCATION

For Basic Schools

TEACHER'S GUIDE BOOK 3

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PREFACE

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

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

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

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

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

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

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INTRODUCTION

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

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

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

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

TEACHING PHILOSOPHY

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

LEARNING PHILOSOPHY

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

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

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

GENERAL AIMS

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

SPECIFIC AIMS

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

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

learners to cope with the different moral choices they have to make in life.

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

INSTRUCTIONAL MEDIUM OR GUIDELINES

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

The teacher is also expected to;

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

COMPONENTS OF THE TEACHER’S GUIDE.

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

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

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

In this book, each strand consists of;

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

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

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

Teaching and Learning Resources

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

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

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

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

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

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

These exercises are meant to serve as a question bank for the teacher.

The diagnostic assessment is also useful to regularly check on your learners' progress of

understanding the various themes, so that you can be sure that they are ready for future work. If your learners are unable to answer these questions confidently, it may be necessary for you to repeat the activities on which the questions are based.

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

Instructional Guidelines

The teacher is expected to:

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

THE ROLE OF THE TEACHER IN ENSURING LEARNER-CENTERED CLASSROOM

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

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

- Help learners manipulate and interact with different sources of information in different ways;
- Make learners feel safe and accepted in the learning environment.

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

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

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

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

LEARNERS WITH SPECIAL NEEDS

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

USE OF APPROPRIATE TEACHING LEARNING MATERIALS (TLM'S)

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

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

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

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

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

HOW TO USE THE LEARNERS' BOOK

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

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

CONCLUSION

The Religious and Moral Education for Basic Schools Books 1 – 6 and their accompanying Teacher’s Guides (TG) have been carefully written and designed to meet the needs of the Standard Based Curriculum of the National Council for Curriculum Assessment (NaCCA) of Ghana Education Service for Basic Schools (September, 2019).

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

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



STRAND 1: GOD, HIS CREATION AND ATTRIBUTES:

Learner's Book3 (L.B.3) Pages 1 -24.

SUB-STRAND 1: GOD THE CREATOR: Learner's Book 3, Pages 2 - 8.

CONTENT STANDARDS: Identify ways of ensuring environmental safety.

PERFORMANCE INDICATORS;

The learner can;

- demonstrate ways to care for the environment.
- explain the purposes of God's creation of humankind .
- give reasons for protecting God's creation .
- explain the need for good relationships among people of different ethnic groups.

Core-Competencies: Communication and Collaboration, Critical Thinking, Problem Solving, and Leadership.

Subject-Specific Practices: Caring, Sustainability, Maintenance, Responsibility, Obedience, Respect for right to life and Cleanliness.

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 various ways to care for the environment** and use the text in Learner's Book3 to do detailed discussion on the theme with learners. You (the facilitator) must ensure that every learner participates in the activities and the projects.

Strategies And Methods to be used: You are **expected** to use brainstorming, demonstrations, illustrations, discussions and simple examples given in Learner’s Book3 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 different ways to care for the environment, the reasons for protecting God’s creation and the need for good relationships among people of different ethnic groups.

Teaching & Learning Resources (TLRs): R. M. E. Learner’s Book3, Pages 1 - 19, R. M. E. Curriculum for Basic Schools (Basic 1 – 6) September, 2019 Pages 15 – 17, Wall hangs of Adam and Eve in the garden of Eden, the Holy Bible, the Holy Qur’an, a large sketch map of Ghana on a manila card and pictures showing different ways of waste disposal.

Key Words: legal, distil, safety, relationship, discrimination.

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

Use the words in simple but meaningful sentences for learners to listen to you.

Help learners to make sentences with the words.

‘legal’:

Drill learners in pronouncing the word. Say ‘legal ’ a number of times and guide learners to say the word after you.

Explain the word to learners.

‘legal’ means lawful.

- Ask learners to pronounce the word.
- Write the word on the board.
- Point to it and say ‘legal’
- Use the word in simple sentences again.
- Guide learners also to form sentences on their own.

‘distil’:

drill the word with learners.

Teach the meaning of the word.

‘distil’ means to purify, refine or clean.

Write the word on the board.

Point to it and say, ‘distil’ three times and ask learners to pronounce the word after you .

Use the word in meaningful sentences and ask learners to use it in simple but meaningful sentences.

Guide learners to use it in simple but meaningful sentences.

‘safety’:

Follow the procedure for teaching key words. Explain the meaning of the remaining key words to learners.

‘safety’ means the condition of being protected from danger.

‘relationship’ the state of being connected by blood or marriage.

‘discrimination’ the understanding of differences between one thing and another. A display or feeling of bias or favouritism.

<p>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.</p>
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KEY CONCEPT: Learner’s Book 3, Page 2.

Brainstorm to let learners explain the key concept. Lead learners to explain that God created all the natural things such as plants, animals, the sea, sky, the moon, the sun, land and human beings.

Discuss the text on **Pages 2-4 of Learner’s Book** with learners.

SUB-STRAND 2: WAYS TO CARE FOR THE ENVIRONMENT

L.B.3, Pages 9 - 14.

B3.1.2.1: WAYS TO CARE FOR THE ENVIRONMENT. Learner's Book 3, Pages 9 - 14

			
<i>Recycling</i>	<i>Recycling</i>	<i>Recycling</i>	<i>For manure/compost</i>

Use questions and answers for learners to explain the environment.

Guide learners to read and discuss the text in Learner's Book 3, Pages 4 -9 for further discussion.

Activity 1

Learner's Book 3, Page 9.

The purpose of this activity is to help learners talk about the ways of caring for the environment. Let learners be in pairs and discuss some of the activities that people engage in to care for the environment. Guide learners to present their views for class discussion. Create the opportunity for each learner to express himself or herself in class. This will help learners improve upon their communication, critical thinking and leadership skills. Creating the awareness in learners about taking care of the environment will make them responsible citizens.

Learners' responses may include;

Tree-planting, proper disposal of waste, use of legal methods of mining, regular clean-up exercises, avoidance of bush burning, water and air pollution.

Let learners read and discuss the text in **Learner's Book3, Pages 9 - 14** for further explanation on ways of caring for the environment. Lead learners to also explain that we can also care for the environment by sweeping and putting rubbish into bins for proper disposal ,making way for dirty water to flow through gutters, weeding the bushes around our environment, using yam and cassava peels as manure for plants, and collecting plastics into separate containers for recycling.

Activity 2: Clean-up Exercise

Learner's Book 3, Pages 12 -13.

Lead learners through the activity and organise a clean-up exercise for them on the school compound. Brainstorm to let learners explain the need for regular clean-up exercises in our environment. Encourage every learner to participate actively in the discussion. Guide learners to take part in the clean-up exercise. Let learners tell their friends in class why they will like to take part in the next clean-up exercise.

Project

L.B.3, Page 13.

Lead learners to organise a clean-up exercise at home with their siblings.

Guide learners to tell their friends in class about how they organised the clean-up exercise at home. Encourage learners to regularly organise and participate in clean-up exercises at home, school and the community.

Group Project

L.B.3 Pages 14.

This activity is to be organised in a way that will make learners have keen interest in taking part in clean-up exercises. Put learners in groups and guide them to select leaders for each group. Let group leaders toss for the clean-up activities. Guide every member of the various groups to participate in the activities as indicated in **Learner's Book3, Page 9**.

After the project, ask individual learners to share their experiences during the project with their mates in class. Lead a discussion using questions and answers with learners to explain the importance of the different activities in the environment.

ADDITIONAL INFORMATION TO THE TEACHER.

THE ENVIRONMENT

We can see, feel and touch the things around us. God made most of the things around us, which make up the **environment**. The things made by God are **natural things**. Examples of natural things around us are rivers, streams, lakes, the sky, air, mountains, plants and animals. All these natural things are gifts of nature (gifts from God).

There are other things around us made by human beings.

The things around us made by man are called **artificial things** or **man made things**.

Some examples of artificial or man made things around us are buildings, books, aeroplanes, cars and trains.

The things that make up the environment are the land, the sky, the moon, the sun, the stars, clouds, mountains, streams, rivers, seas, animals and plants.

Other things that make up the environment are roads, buildings, books, cars and aeroplanes.

THE IMPORTANCE OF THE ENVIRONMENT

Natural things like land, rivers, seas, mountains, the moon, the sun and many others are to help us live a better life on earth.

The environment is important to us because it;

1. Provides land for farming. Land is the solid part of the earth's surface that is not covered by water. We farm on the land for most of the food and meat we eat.

We also get rich minerals and other natural resources like gold, diamond, crude oil (petrol) and iron from the land. We use gold and diamond to make wrist watches, necklaces, rings and others. We also build houses, hospitals, schools and factories on the land.

2. Provides rivers and the seas. Rivers and seas provide drinking water, fish, waterways for transportation, and water for our domestic and industrial uses.

We use water for washing our clothes, bathing and cooking. We also drink water and use it for many other purposes.

3. Provides the atmosphere for air, rain and sunshine for human use.

Air is very important to all living things. Human beings breathe in air. We also fill our balls, bicycle and car tyres with air.

There are differences among the people (humankind) who live in our neighbourhood (community). Your neighbour is a person who lives in the same area or community with you. A neighbourhood is the area in which we live. A neighbourhood is also called a community. Every neighbourhood has people from different ethnic groups. There are those who live in the neighbourhood where they were born. Other people have left their neighbourhood or their own places of birth to live in different neighbourhoods.

Those who are living in their own neighbourhood are mostly more than those who have come from different neighbourhoods. Those who are living in their own neighbourhood are the **Majority** ethnic group. Those who have left their own neighbourhood to live in other people's neighbourhood are the **Minority** ethnic group.

Most of the minority ethnic groups in a neighbourhood are workers like Businessmen and women, Accountants, Teachers, Lawyers, Farmers and Police officers.

Both the minority and majority members of an ethnic group help to make the neighbourhood a happy place and their various activities bring development.

The language they use, the way they dress, the food they eat and others identify the differences among people. Can you identify people who do not use your language and dress the way you dress in your class and neighbourhood?

In Ghana, we have differences in the languages we speak depending on where we come from. These include; the Ga, the Ewes, the Dagombas, the Frafras, the Nzemas, the Gonjas, the Akans and others. For example, the Ga eat Kenkey with shitor and speak Ga, the Ewes speak Ewe and eat Akple with okro soup, the Dagombas speak Dagbani and eat Tuo Zaafi (TZ) and the Akans speak Twi or Akan and eat Fufu.

In Ghana, even though the people come from different places and speak different languages, there are certain things they do in common. These common things make us one as Ghanaians. We learn others languages, we learn to eat other people's staple foods, we inter-marry, we use the same public transport, we attend the same health centres, we attend the same schools and work in the same organisations.

These different people respect one another because God created all of us and we are all one.

GOOD RELATIONSHIP AMONG DIFFERENT ETHNIC GROUPS

An **ethnic group** is a group of people with the **same language, culture and custom**. Culture and custom are the way the people live, their **dos** and **don'ts**. These include the way they dress, the food they eat and the language they speak.

In Ghana, each ethnic group has something in common with the other.

God made us into different families. People in your class and community belong to different families. Some families belong to bigger groups called a **tribe**. A tribe is a group of people of the same language, the same way of dressing, a common staple food, religion and a chief. A tribe is made up of related families. There are many tribes in Ghana.

Some examples of tribes in Ghana are; Asantes, Ewes, Ga, Fantis, Dagombas and many others. Every tribe lives at one place. Ewes live in the Volta Region, Asantes live in the Ashanti Region, Ga Adangbes live in the Greater Accra Region, Dagombas, and Gonjas live in the Northern Region. No tribe is better than the other. God created us all equal. Even if we do not speak the same language, we are all equal. We must not fight among ourselves because of our different tribes. We must respect each other's tribe and this will bring peace and harmony in our communities.

HOMEWORK

Learner's Book3 (L.B.3) Page 14.

Copy the Homework on the board and explain the questions to learners.

Ask learners to copy the questions and answer them at home and submit the following day for marking.

ANSWERS TO HOMEWORK

L.B.3, Page 14.

1. Learners may draw and colour;
 - a. People planting trees.
 - b. People doing clean-up exercises.
 - c. People weeding the bushes in their surroundings.

2.
 - a. to make the environment clean and safe.
 - b. to prevent snake bites.
 - c. to avoid environmental pollution.
 - d. to make our water bodies clean and safe.

Diagnostic Assessment Questions.

1. Rivers, mountains and animals were all created by
 - a. man
 - b. God
2. The sea, lakes and mountains are NOT part of the environment.
 - a. False
 - b. True
3. Our wastes must be put in
 - a. anywhere
 - b. litter bins

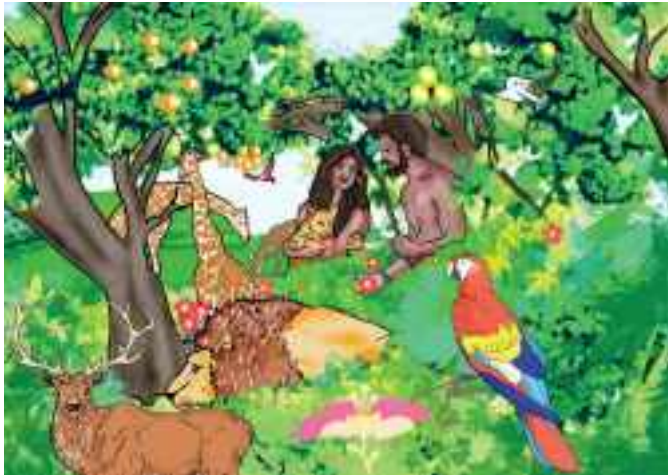
Answers to Diagnostic Assessment Questions.

1. (b) God
2. (a) False
3. (b) litter bins

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

L.B.3, Pages 15 -24.

B 3.1.3.1.1; THE PURPOSE OF GOD’S CREATION OF HUMANKIND



Adam and Eve in the Garden of Eden

Guide learners to explain the key concept on **Page 15 of Learner’s Book**.

Let learners know that God created humankind to worship Him and to take care of all other creations.

Lead learners to read and discuss the text in **L.B.3, Pages 15 -16**.

Content Standards: Explain the purpose of God’s creation.

Core-Competencies: Problem Solving, Personal Development and Leadership.

B3.1.3.1.2: REASONS FOR PROTECTING GOD’S CREATION: Learner’s Book Page 17Activity 3

Learner’s Book, Page 17.

The aim of this activity is to guide learners to recall and name some of the things God created. Lead learners to read and discuss the text in L.B. Page 12 for further discussion.

B 3.1.3.1.3: THE NEED FOR GOOD RELATIONSHIPS AMONG PEOPLE OF DIFFERENT ETHNIC GROUPS.

Pages 18 -22

Activity 4: Class Discussion

Learner’s Book 3, Page 18.

This activity is to help learners recall and mention the reasons for good relationships among people of different ethnic groups.

Put learners in pairs and guide them to “think and share” the reasons why we should protect God’s creation. Discuss with learners that we protect God’s creations for the following reasons;

- to preserve creation for generations .
- it is a command from God .
- it is service to God and humankind .
- humankind’s survival depends on other creations. Examples include food, shelter, air and medicine.

Guide learners to state the reasons for good relationships among them and their friends.

Learners may state;

- | | |
|--------------------------------------|----------------------|
| a. for peace and security | d. for companionship |
| b. to care for one another | e. for teamwork |
| c. to protect and defend one another | f. for development |

Using a sketch map of Ghana, let learners read and discuss the text on **Pages 18 -22**. Ensure that every learner takes active part in the discussion.

Activity 5

Learner’s Book 3, Page 21.

The purpose of this activity is to assist learners to identify the ethnic groups of Ghana. Also, for learners to indicate or show the ethnic groups they come from on the map of Ghana. Guide learners to study the sketch map of Ghana carefully and ask them questions based on the map.

Guide learners to show the ethnic groups they come from on the map using a pointer. Ask learners to read and discuss the text once again in **Learner’s Book3, Pages 13-17** for further discussion and explanation.



A map showing the ethnic groups of Ghana.

Activity 6

Learner’s Book 3 (L.B.3) Page 22.

The facilitator is required to plan with learners and organise an **“Ethnic Day”** for learners. Put learners in different Ethnic groups and guide them to dress according to the Ethnic group they belong. Lead a discussion on things the different Ethnic groups can do to live in peace and harmony with one another. Guide learners to explain that different Ethnic groups can live peacefully by appreciating other Ethnic groups ways of life, caring for one another, showing love and kindness to others, protecting life and properties of others, avoiding gossip, tolerating one another and avoiding discrimination. Create the opportunity for learners to express their views. Involve every learner in the discussion for learners to improve on their communication, analysing, critical thinking, and leadership and public speaking skills. Let learners be in their groups and guide them to rehearse and dramatise behaviours that show good relationships among different Ethnic groups in Ghana. Observe and award marks to the various groups based on their performances.

EXERCISE 1

Learner’s Book 3 (L.B.3) Page 23.

Read and discuss all the questions with learners and ask them to answer some of the questions orally in class and the rest of the questions in to their exercise books for marking.

Supervise learners to do independent work.

ANSWERS TO EXERCISE 1

1: Learner’s Book 3 (L.B.3) Page 23.

1. humankind
2. Adam and Eve
3. families
4. dust
5. trust
6. culture

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

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

REVISION EXERCISE

Learner's Book 3 (L.B.3) Page 24.

Revise the themes (in Learner's Book3, Pages 1 – 17) treated with learners and discuss the Revision Exercise with them.

Ask learners to answer the Revision Exercise in their exercise books for marking. Supervise learners to do independent work.

ANSWERS TO REVISION EXERCISE

Learner's Book 3 (L.B.3) Page 24.

1. humankind
2. a. plants
b. animals
c. rivers
d. the sky
e. humankind
3. An ethnic group
4. a. showing love and kindness
b. helping other people.
c. avoiding gossip.
d. appreciating other people's way of life.
e. avoiding discrimination
f. Protecting life and properties of others.
5. The two reasons why God created human beings include;
 - a. To worship Him.
 - b. To take care of His creations.
 - c. To give birth to young ones.

6. a. Asantes
- b. Dagombas
- c. Ewes
- d. Fantes

DIAGNOSTIC ASSESSMENT QUESTIONS.

1. Let learners point to the region of their best friends on the sketch map of Ghana.
2. Let learners explain what an ethnic group is.
3. List 3 ways by which a person can take care of the environment.

ANSWERS TO DIAGNOSTIC ASSESSMENT QUESTIONS.



A map showing the regions of Ghana.

1. Use a large map of Ghana drawn on a manila card and call learners to point the region their best friends come from.

2. An ethnic group is a group of people with the same language, culture and customs. An ethnic group may also be explained as a group of people with the same language, with the same way of dressing, who eat the same staple food, and practice the same religion. They also have the same chief.
3. We can take care of the environment by:
 - A. weeding the bushes around our houses.
 - B. sweeping and disposing off our waste materials properly.
 - C. making way for dirty water to flow.
 - D. desilting our choked gutters.
 - E. avoiding 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.

STRAND 2: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS

Learner's Book3 (L.B.3) Pages 25 - 72.

SUB-STRAND 1: RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA: L.B.3 Pages 26 - 54.



Content-Standards: Appreciate the importance of religious worship

Core-Competencies: Communication and Collaboration, Personal Development, Creativity and Innovation, Global Citizenship and Leadership.

Subject Specific Practices: Obedience, Respect, Humility, Unity, Gratitude and Faithfulness.

PLANNING TO TEACH THIS STRAND (STRAND 2): This strand should be taught as indicated in the Teacher’s Guide. The facilitator 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 Basic Schools (Basic 1 -6) September, 2019 Pages 18 and 19 and also use the text in Learner’s Book 3 Pages 26 – 72.

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 3 to teach this strand. Engage learners in the practical activities in Learner’s Book3 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 (TLRs) : R. M. E. Learner’s Book 3, *R. M. E. Curriculum for Basic 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 and 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.

Key words: recite, rewards, myth, quotations, scriptures, revealed.

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

Follow the procedure for teaching key words.

‘**recite**’: means to say or to repeat words from memory.

‘**rewards**’: things given in recognition of effort or achievement.

‘**myth**’: is a traditional story to explain a natural situation.

‘**quotations**’: a group of words taken from a text or speech.

‘**scriptures**’: the sacred writings of a religion.

‘**revealed**’: to make known to others.

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 : Learner’s Book3 (L.B.3) Page 26.

Guide learners to explain the key concept. Lead them to read and discuss the text on Pages 21-27 for further explanation.

Activity 7

Learner’s Book3 (L.B.3) Page 26.

This activity is to help learners recall the three major religions we have in Ghana.

Also, learners should name the scriptures of the three major religions.

Recite simple texts from the Bible and the Qur’an for learners to listen, and write these texts on the board.

Revise Learners’ previous knowledge on the three main religions in Ghana.

Guide learners to name and discuss the scripture used by each religion.

Learners may mention;

- a. Christianity- the Holy Bible
- b. Islam- the Holy Qur’an
- c. Traditional- oral tradition (word of mouth)

Lead learners to write and recite simple texts from the scriptures.

EXERCISE 2

Learner’s Book 3 (L.B.3) Pages 33 and 34.

Discuss the questions with learners and ask them to answer two of the questions orally in class, and answer the rest of the questions in their exercise books for marking. Supervise learners to do independent work.

ANSWERS TO EXERCISE 2

Pages 33 and 34.

- | | |
|-----------------|----------------------|
| 1. Jesus Christ | 7. the Supreme Being |
| 2. False | 8. Allah |
| 3. True | 9. 5 |
| 4. shrine | 10. Jum'mah |
| 5. water | 11. Imam |
| 6. animals | 12. Mosque |

Discuss the answers with learners and ask learners to do correction in their exercise books.

Check and mark learners' correction.

B3.2.1.1.1: THE SACRED SCRIPTURES AND ORAL TRADITIONS OF THE THREE MAJOR RELIGIONS

L.B.3, Pages 34 - 46.

Key Concept: Learner's Book 3 (B.P.3) Page 34.

Discuss the key concept with learners. Help them to express their opinions on the need to obey the teachings of the Holy Scriptures and oral traditions.

Guide learners to read and discuss the text in **L.B.3, Pages 34 -46.**

EXERCISE 3

L.B.3 Page 39.

Discuss the questions under this exercise with learners.

Ask them to answer some of the questions orally.

Let them answer the rest of the questions individually in their exercise books for marking.

CAUTION / WARNING: Supervise learners to prevent them copying from one another.
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ANSWERS TO EXERCISE 3

L.B.3 Page 40.

1. Sacred scriptures
2. Holy Bible.
3. Jesus Christ
4. Christians
5. 66
6. True

EXERCISE 4

Learner's Book 3 (L.B.3) Page 40.

Follow the procedure for administering class exercises and doing correction. Ensure that learners do independent work.

ANSWERS TO EXERCISE 4

Learner's Book 3, Page 35.

1. (b) Qur'an
2. (b) Muslims
3. ((a) Allah
4. (b) Gabriel
5. (a) Ayat
6. (b) 114

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

Lead learners to read and discuss the text in **Learner's Book 3, Pages 36 – 40** and guide them to answer **Exercise 5 on Page 46 of Learner's Book 3.**

EXERCISE 5

Learner's Book 3, Pages 45 and 46.

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

ANSWERS TO EXERCISE 5

L.B.3, Pages 45 and 46.

1. word of mouth
2. ancestors
3. True
4. True
5. wise sayings
6. proverbs

ADDITIONAL INFORMATION TO THE TEACHER.

THE IMPORTANCE OF THE SCRIPTURES AND ORAL TRADITIONS.

(A) THE IMPORTANCE OF THE HOLY BIBLE TO CHRISTIANS

Christians consider the Holy Bible as the most important book in the world. Simply because it is God’s word. Christians believe that when you read the Bible, you read a message from God Himself. When the Bible speaks, God speaks.

The importance of the Bible can be found in **2 Timothy 3:16** (King James Version).

“All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness.”

Some of the importance of the Holy Bible include;

1. Helping people to know good from bad.
2. Encouraging people when they have a problem.
3. Making people righteous.
4. Encouraging us to worship God.
5. Correcting people from evil deeds.
6. Teaching people to respect, obey, love, be kind, and be honest and truthful to others.
7. Teaching salvation through Jesus Christ.

(B) THE IMPORTANCE OF THE QUR'AN TO MUSLIMS

The Qur'an is a very important book to Muslims. It teaches Muslims who Allah is and how He created the world and man. The Holy Qur'an contains the revelations of Allah to Muhammad. It also contains the WILLS of Allah to Muslims.

Muslims study the Holy Qur'an to:

1. Understand Allah.
2. Know how to serve Allah well.
3. Know what is good and what is bad.
4. Help them to obey Allah and do what is right.
5. Receive all the blessings from Allah.
6. Worship Allah well.

(C) THE IMPORTANCE OF ORAL TRADITIONAL TEACHINGS

Oral traditions are the messages of traditionalists. It teaches about God (Onyankopon) and the lesser gods.

Oral traditions help traditionalists to learn about what had happened in the past in order not to repeat past mistakes.

Oral traditional teachings help to:

1. Tell the truth always.
2. Be obedient, love and help others.
3. Give wisdom to the younger generation (children).
4. Teach the good things from the bad things.
5. Know taboos and obey them.

THE MORAL LESSONS OF THE SACRED SCRIPTURES AND ORAL TRADITIONS

The Sacred scriptures and oral traditions teach a lot of moral lesson about happenings and how to solve problems about our daily activities. Some of these moral lessons include:

1. The Holy Bible teaches children to be humble and obedient.
2. It also teaches children about what is good and what is bad.

3. The Holy Qur'an also teaches children to be obedient.
4. The Qur'an teaches the younger generation (children) to be truthful.
5. In oral tradition, children are taught to obey and respect the elderly.
6. Oral tradition teaches children how to keep things in mind since it has no written records.

B3.2.1.1.2: REASONS FOR STUDYING THE SACRED SCRIPTURES AND ORAL TRADITIONS OF THE THREE MAJOR RELIGIONS

Learner's Book 3, Pages 46 - 51.

Activity 8

L.B.3, Page 46.

This Activity is to assist learners to recall and name some Scriptures of their religion. Using the Bible and the Qur'an, let learners mention some Scriptures from the Bible and the Qur'an in turns

- Study these Sacred Scriptures (the Holy Bible and the Qur'an) and select the appropriate ones to be discussed in class.
- From the Scriptures, let learners express their views on the moral lessons learnt from them.
- As much as possible, involve every child in the discussion.

Guide learners to read and discuss the text in L.B.3 Pages 41- 46 for further explanation on the theme.

REVISION EXERCISES

Parts A, B and C: L.B.3, Pages 51 - 54.

Follow the steps of administering Revision Exercises for learners to revise **Strand 2** and answer Revision Exercises A, B and C.

ANSWERS TO REVISION EXERCISES

Part A: L.B.3, Pages 51 and 52 .

- | | | | |
|----------|----------|----------|---------|
| 1. True | 2. False | 3. False | 4. True |
| 5. False | 6. True | 7. False | 8. True |

ANSWERS TO REVISION EXERCISE

Part B: L.B.3, Page 52 .

- | | |
|------------------------|--|
| 1. (b) The Holy Bible | 5. (c) New Testament and Old Testament |
| 2. (c) 23 years | 6. (a) 27 books |
| 3. (b) oral traditions | 7. (b) proverb |
| 4. (a) proverbs | 8. (c) Muhammad |

ANSWERS TO REVISION EXERCISE

Part C: L.B.3, Page 54.

1. Sacred Scriptures are the Holy Books of religions.
2. Myths are past stories that are told to young people. They are always not true stories.
3. The worshippers of Jesus Christ are called Christians.
4. The Holy Bible is made up of 66 books (Old and New Testaments).
5. The worshippers of Allah are called Muslims.
6. The Holy Qur'an is made up of 114 Chapters / Surrahs.
7. Oral traditions are information passed on through our ancestors by word of mouth.

DIAGNOSTIC ASSESSMENT QUESTIONS

1. Let learners explain oral tradition.
2. (i) Into how many parts is the Bible divided?
(ii) Name them.
3. The Qur'an is made up of how many chapters (Surrahs)?

ANSWERS TO DIAGNOSTIC ASSESSMENT QUESTIONS.

1. Oral traditions are information passed on through our ancestors by word of mouth.
2. (i) The Bible is divided into two (2) parts.
(ii) The Old Testament and the New Testament.
4. The Qur'an is made up of 114 Chapters (Surrabs).

SUB-STRAND 2: FESTIVALS IN THE THREE MAJOR RELIGIONS

L.B.3, Pages 55 - 72.

Content Standards: Explain the importance of religious festivals.

Core Competencies: Communication and Collaboration, Patriotism, Sharing, Sacrifice, Reconciliation and Cultural Identity.

Subject Specific Practices: Faithfulness, Obedience, Respect, Commitment, Humility and Togetherness.

Key Words: festivals, communities, celebration, beautiful, sprinkle, culture.

Follow the procedure for introducing and teaching key words.

‘festivals’: celebration to mark special days or events.

‘communities’: places where people live.

‘celebration’: to make merry.

‘beautiful’: attractive and pleasing to the eyes.

‘sprinkle’: to spread or cover a thing with fine drops of another substance.

‘culture’: the way of life of a group of people.

TLRs: Wall hangs, drawings on manila cards, video clips.

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 (LBK 3, Page 55): Brainstorm the key concept with learners. Let learners express their opinions on celebration of festivals.

B3.2.2.1.1: HOW FESTIVALS ARE CELEBRATED

L.B.3, Page 55.

Discuss the key concept with learners using questions and answers. Involve every learner in the discussion.

Activity 10

L.B.3, Page 55.

The purpose of this activity is to guide learners to recall and describe how festivals are celebrated. Using questions and answers, let learners mention and discuss some religious festivals.

Put learners in groups and guide each group to describe how a particular festival is celebrated.

Ask learners to listen to their friends as they also describe how other festivals are celebrated.

Let learners dramatise in their groups some of the activities that take place during the celebration of a named festival.

Brainstorm with learners to mention some reasons why festivals are celebrated.

Learners' responses may include;

- a. to plan for developmental projects in a community.
- b. to remind people of their culture and past.
- c. to remember the birth of religious leaders.
- d. to unite families.
- e. a time to help the poor and needy.
- f. to give thanks to God or Allah.

With the help and appropriate use of the TLRs, lead learners to read and discuss the text in

Learner's Book3, Pages 55 - 72 and guide them to answer **Exercises 6, 7 and 8 in L.B.3, Pages 60, 64 and 69 - 70.**

Additional Information for the Teacher

Moral Values

Christian festivals are celebrated not only to enjoy. There are important lessons learnt as well.

Easter and Christmas help Christians to learn about:

1. **Faithfulness:** God promised to send His son to save us. He was faithful to His words and Jesus Christ was born and came to die on the cross for our sins. As a Christian, you must also learn to be honest and faithful. You must try as much as possible to fulfill your promises.
2. **Encouragement:** As Christians celebrate, they are also encouraged to worship God because He will surely bless them.

Social Values

As Christians celebrate Christmas and Easter;

1. people travel from different places so they have the opportunity to make new friends.
2. they give to the poor and the needy. During Christmas and Easter celebrations, people share gifts such as clothes and food items. This makes the poor also happy.
3. they make peace with people and disputes among individuals and families are settled.
4. people travel from different places to witness the celebrations and also learn from others.

Economic

1. During Christmas and Easter, people buy a lot of items. This enables traders increase their sales and get more money.
2. As people travel far and near during the celebration, commercial transport owners make more money.
3. Our country Ghana also makes money when people buy, as taxes are paid on items that are bought.

Significance of Islamic Festivals

Moral Values

1. Holiness: Muslims learn to maintain holiness during and after fasting.
2. Sympathy: they learn to sympathise with the sick, the poor and the needy.
3. Generosity: they also learn to give to the poor and the needy.
4. Gratitude: they learn to thank Allah for all He did for them. They also learn to thank anybody who has ever helped them. You must also learn to be grateful for all your parents do for you.
5. Faith: Muslims also learn from Abraham's (Ibrahim's) faith. They learn to have faith in Allah at all times.
6. Obedience: Abraham (Ibrahim) obeyed Allah when He asked him to sacrifice his son. As Muslims, they learn to always obey Allah. You must also obey your parents.

Economic Values

1. During Islamic festivals, the Muslim communities travel from one place to other for the celebrations. This enables commercial transport operators make more money.
2. Traders make more sales during Islamic festivals.
3. The government also makes more money when people pay taxes by buying a lot of items.

Social Values

1. During Islamic festivals, disputes are settled among individuals and families.
2. People also get their partners.
3. During the celebrations people make friends.

Significance of Traditional Festivals

Moral Values

1. Peace: People learn to live in peace and harmony with others in their community.
2. Generosity: People share things like food, drinks and clothes with friends.
3. Gratitude: Individuals express thanks to God and people who do good to them.

Economic Values

1. Traditional festivals serve as tourist attraction. People from different places come to witness the festival. This helps our country to make money.
2. Traders also make a lot of sales during festivals.
3. The government also generates much revenue from the taxes people pay.

Social Values

1. People make new friends when they go for the celebrations.
2. People also get their partners at festivals.
3. Differences among individuals and families are settled.
4. Celebration of traditional festivals lead to development.

EXERCISE 6, 7 and 8

L.B.3 Pages 60, 64 and 69 - 70.

Follow the procedure for doing exercises and corrections. Ask learners to answer the exercises in their exercise books. Supervise learners to do independent work.

ANSWERS TO EXERCISE 6:

L.B.3, Page 60.

- | | |
|------------------------------|----------------|
| 1. Festivals | 4. the birth |
| 2. False | 5. Good Friday |
| 3. 25 th December | 6. Easter |

ANSWERS TO EXERCISE 7

L.B.3, Page 64.

1. Eid-ul-Fitr
2. festivity
3. True
4. sacrifice
5. Ibrahim

ANSWERS TO EXERCISE 8:

L.B.3, Pages 69 - 70.

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

PROJECT

Learner's Book 3, Page 63.

Put learners in groups and guide them to make large posters on some festivals to be pasted on the walls of the classroom.

Discuss the posters made by the various groups in class and select some learners to paste them on the walls of the classroom.

REVISION EXERCISE

Learner's Book 3, Page 66.

Revise the Strand 2 with learners with questions and answers.

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

Ask them to answer the questions into their exercise books for marking. Ensure that each individual learner presents independent work.

ANSWERS TO REVISION EXERCISE

Learner's Book 3, Page 66.

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

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

CAUTION / WARNING: Supervise learners to prevent them copying from one another.

DIAGNOSTIC ASSESSMENT QUESTIONS

Let learners;

1. mention 3 types of religious festivals celebrated in Ghana.
2. mention 3 importance of festivals in Ghana.

ANSWERS TO DIAGNOSTIC ASSESSMENT QUESTIONS

1. Easter, Christmas, Eid-UI-Fitr, Eid-UI-Adha, Homowo, Damba, Fetu
2.
 - a. Festivals bring about development in communities.
 - b. It unites people.
 - c. It helps to thank God.
 - d. It is a time for merry-making.

Remedial Lessons / Activities:

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

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



STRAND 3: RELIGIOUS LEADERS:

Learner's Book 3 (L.B.3) Pages 73 -98.

SUB-STRAND1: EARLY LIFE OF THE LEADERS OF THE THREE MAJOR RELIGIONS.

B3.3.1.1.1: THE YOUTHFUL LIVES OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA.

L.B.3, Pages 74 - 93.

CONTENT STANDARDS:

Narrate the youthful life stories of the leaders of the three major religions.

Core - Competencies: Personal Development and Leadership, Communication and Collaboration, Creativity and Innovation, Cultural Identity and Global Citizenship

Subject Specific Practices: Respect, Trust, Obedience, Commitment, Responsibility.

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 research on The Youthful Lives 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 3 to teach this strand. Create a conducive learning environment for learners to express their views as they might have heard the story about the Youthful lives of the leaders of the three major religions at their places of worship.

Teaching & Learning Resources (TLRs): R. M. E. Learner's Book 3, R. M. E. Curriculum for Basic Schools (Basic 1 – 6) September, 2019 Page 20, the Holy Qur'an and the Holy Bible .Use a computer or video player and show learners stories about the Youthful lives of the leaders of the three major religions in Ghana . Where electricity and electronic gadgets are unavailable, use pictures and resource persons for learners to grasp the concepts under the theme.

Key words: communicate, ancestors, paramount, Bethlehem, neighbours.

- Teach the pronunciation and meaning of the key words.
- Follow the procedure for teaching key words to teach learners the key words.

'communicate: exchange of information by word of mouth or through any other effective medium.

'ancestors': a respectable person who lived and died a long time ago.

'paramount': having the head or highest traditional power and authority. The supreme power.

'neighbours': a person living next door or very near to you.

Key concept: It is good to follow the teachings and examples of our religious leaders.

Learner's Book3, Page 74.

Discuss the key concept with learners.

Guide learners to talk extensively on the importance of following; the teachings and examples of our religious leaders.

Using the TLMS and the pictures in Learner's Book3, guide learners to read and discuss the text on **pages 74 - 93.**

ADDITIONAL INFORMATION TO THE TEACHER

THE BAPTISM OF JESUS CHRIST (Matthew 3:13-17)

John baptizing Jesus in River Jordan.

The Bible teaches in **Matthew 3:13-17** that one day, when John the Baptist was baptizing people in the River Jordan, Jesus came to him to be baptised.

“Then Jesus came from Galilee to John at the Jordan to be baptised by him”.

And John tried to prevent Him saying, “I need to be baptised by you, and are you coming to me?” But Jesus answered and said to him, “Permit it to be so now, and for thus it is fitting for us to fulfill all righteousness”. Then he allowed Him.

When He had been baptised, Jesus came up immediately from the water; and behold, the heavens were opened to Him, and He saw the Spirit of God descending like a dove and alighting upon Him.

And suddenly a voice came from heaven saying, “This is My beloved son in whom I am well pleased”.

THE TEMPTATION OF JESUS CHRIST (Matthew 4:1-11)

Temptation in the Bible simply means “to try” or “to put to test”. That is the trial a man faces when it comes to making a free choice of being faithful or unfaithful to God.

Jesus Christ was tempted after He had been baptised by John in River Jordan.

The Holy Spirit took Him to the desert and He fasted (did not eat) for 40 days and nights.

After the 40 days, the devil (Satan) appeared to Jesus Christ and tempted Him with the following;

(A). Turn stones into bread

The devil appeared to Him and said, “If you are the son of God, tell this stone to become bread”. Jesus answered, “It is written, man does not live by bread alone, but by every word that comes from the mouth of God”.

(B). Throw yourself down from the highest point of the temple.

Then the devil took Him to the holy city and had Him stand on the highest point of the temple and said to Him, “If you are the son of God, throw yourself down”. Jesus answered, “It is written: Do not put the Lord your God to test”.

(C). Bow down and worship me.

Again, the devil took Jesus to a very high mountain and showed Him all the Kingdoms of the world and said, “All these I will give you, if you bow down and worship me”. Jesus said to him, “Away from me Satan! For it is written, “Worship the Lord your God and serve Him only”.

After these, the devil left Jesus alone, and the angels came and honoured Him.

These showed that Jesus Christ remained faithful and truthful in times of all difficulties.

THE HEALING MINISTRY OF JESUS CHRIST: - THE HEALING OF THE TEN LEPERS

In **Matthew 4:23**, “And Jesus went about all Galilee, teaching and preaching the gospel of the kingdom and healing all kinds of sicknesses and diseases among the people”.

Jesus did more than teaching and preaching in His ministry. Healing was a very important part of His ministry because He had the power to perform wonders and miracles.

He lay hands on the blind and healed their sight. **Luke 18:35-42**

He made the cripple to walk. (**Luke 13:10-13**)

He also raised people from the dead.

According to **Luke 17:11-16**, Jesus was travelling along the borders between Samaria and Galilee to Jerusalem. As He was going into a village, ten men who had leprosy met Him. They stood at a distance and called out in a loud voice,” Jesus, Master, have pity on us!” When He saw them, He said,” Go, show yourselves to the priests”. And as they went, they were cleansed.

One of them, when he saw he was healed, came back, praising God in a loud voice. He threw himself at Jesus' feet and thanked Him. He was a Samaritan.

Learners should learn to be thankful to people who do good to them all the time.

THE FEEDING OF THE FIVE THOUSAND (5,000) PEOPLE (Luke 9:10-17)

Jesus performed many wonders and miracles in His ministry.

Wonders and **miracles** here mean things that happen that do not normally happen and are regarded as impossible to happen.

Jesus made the blind to see. He made the cripple to walk. He healed the ten lepers and raised people from the dead.

Jesus Christ also fed five thousand (5,000) people with only five (5) loaves of bread and two fishes.



When Jesus sent His disciples out to heal the sick and to tell them about the Kingdom of God, they returned and met many people with Him. Jesus taught the large crowd many things. Late in the

afternoon, the people were hungry so the disciples came to Jesus and said, “Send the crowd away so they can go to the surrounding villages and find food and lodging, because we are in a remote place here”. Jesus replied, “You give them something to eat”.

The disciples answered, “We have only five loaves of bread and two fishes-unless we go to buy for this entire crowd (about five thousand men). But Jesus answered His disciples and said, “Have them sit down in groups of about fifty each”. The disciples did so and everybody sat down. Taking the loaves and the two fishes and looking up to heaven, He gave thanks and broke them. Then, He gave them to the disciples to set or share for the people. All the five thousand people ate and were satisfied, and the disciples picked up twelve (12) basketfuls of broken pieces that were left over. This shows that Jesus is powerful and nothing is impossible for Him to do.

THE MINISTRY OF HOLY PROPHET MUHAMMAD

We learnt that Prophet Muhammad is the founder of **Islam**. His mother was **Amina** and his father was **Abdullah**. He was born on **20th April AD 511** in **Mecca**. Mecca is a city in Saudi Arabia. Muhammad’s father died before he was born. His grandfather, **Abdul Mutalib**, named him and took care of him. Muhammad’s mother also died when he was six (6) years old. His grandfather too died when Muhammad was eight (8) years old.

A woman named **Naana Halima** took care of Muhammad when his mother died. Muhammad was a shepherd. At age 12, he went to Syria with his uncle. He became known (popular) at the age of 25. Muhammad means “the highly praised one”.

Muhammad was an honest trader. He got married to **Khadija** when he was twenty-five (25) years and Khadija was forty (40) years. Khadija too was a trader. Muhammad was blessed with six (6) children, two sons and four daughters.

Before Muhammad started his ministry, he had been visiting a cave in mount **Hira** on the outskirts of Mecca. When Muhammad was forty years old, Allah sent Angel **Gabriel (Jibril)** to him that Allah wanted him to be a prophet and messenger.

His wife Khadija supported the message and the visit of the angel. He started his ministry at age 40.

The angel continued to reveal scriptures to Muhammad for **23 years**. All the angelic revelations put together is known as the HOLY QUR'AN. He became Allah's Prophet of Islam after receiving the Angelic Revelations.

Muhammad preached against idol worship. Because of his messages, people hated him. The first message Muhammad got was, "Arise and warn" – No God but Allah and Muhammad is his messenger. The oneness of Allah that Prophet Muhammad preached all over is called **Tawheed**. He preached against the worship of **smaller gods** and **idols**.

The people tried to do many bad things to Muhammad for preaching against their bad activities. They wanted to stop him from preaching. The bad treatment continued for a very long time in Mecca. For Muhammad to protect himself and his people, he and his followers decided to leave Mecca and go to Medina.

Not long when his followers had left Mecca, the people planned to kill Muhammad. He also planned to run away from Mecca to Medina. The running of Muhammad from Mecca to Medina is known as **Hegira**.

THE TEACHINGS AND PREACHING OF PROPHET MUHAMMAD

Prophet Muhammad started to recite the Qur'an and preached the truth from Allah to the people at age 40. **Khadija**, his wife was the first person to believe in **Islam**. Muhammad preached against the worship of smaller gods and idols. He also preached about **oneness of Allah**, which is **Tawheed** meaning, "No other god is to be worshipped except the only one, Allah".

MUHAMMAD’S FAREWELL PILGRIMAGE (HAJJATUL WADA)

Pilgrimage in religion means, ” A visit to a holy place for religious reasons”. In Islam, every Muslim must visit **Ka’aba** at Mecca once in his or her lifetime. The pilgrimage to Ka’aba in Mecca is called the **Hajj**. It is the **fifth** pillar of Islam.

Some pagans had about **360 idols** in Ka’aba, but Prophet Muhammad preached and worked against idol worship and even smashed some idols.

PROPHET MUHAMMAD’S JOURNEY TO TAI’F

A few years after Muhammad’s wife (Khadija) died, his uncle Abu Talib also died. Prophet Muhammad became troubled and said that was the saddest time in Islamic history. Even though he was sad, the people would not listen to his teachings and preaching in Mecca. Because of this, Muhammad decided to move to a small town called **Tai’f** near **Mecca**. At Tai’f, he preached his message but people did not listen to him. They stoned and sent him away.

EXERCISE 9

Learner’s Book3, Pages 81- 82.

Follow the procedure for administering class exercises and doing corrections for learners to answer **Exercise 9** in their exercise books for marking. Ensure that learners do independent work.

ANSWERS TO EXERCISE 9

L.B.3, Pages 81 - 82.

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

EXERCISE 10

L.B.3 Pages 82 - 83.

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

ANSWERS TO EXERCISE 10

L.B.3, Pages 82 -83.

1. Hajj
2. Angel Gabriel
3. Pilgrimage
4. 40
5. Oneness

EXERCISE 11

Learner's Book 3, Page 93.

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

ANSWERS TO EXERCISE 11

L.B.3, PAGE 93.

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

EXERCISE 12

L.B.3, Page 94.

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

ANSWERS TO EXERCISE 12

L.B.3, Page 94.

1. farmers
2. Kwame Agyei Frimpong Manso
3. Bantama
4. Sikadwa Kofi
5. Anokye
6. under the kum tree

REVISION EXERCISES (A, B and C)

Learner's Book 3, Pages 96 - 98.

Lead learners to revise **Strand 3** (Pages 73-98) of Learner's Book 3 and ask them to answer Revision Exercises A, B and C in their exercise books for marking. Supervise learners to do independent work to enable you identify learners with challenges in order to organise remedial lessons for them.

ANSWERS TO REVISION EXERCISE (A)

Learner's Book 3, Page 96.

1. Bethlehem
2. Jesus Christ
3. John the Baptist
4. Age 30
5. 5,000 people

ANSWERS TO REVISION EXERCISE (B)

Learner's Book 3, Page 97.

1. 40.
2. Hajj.
3. Prophet Muhammad.

4. No other god is to be worshipped.
5. Fifth.

ANSWERS TO REVISION EXERCISE (C)

Learner's Book 3, Page 98.

1. The names of any two religious leaders;
 - a. Jesus Christ
 - b. Muhammad
 - c. Okomfo Anokye
2. The leader of Christian religion is Jesus Christ
3. Jesus Christ was conceived of the Holy Spirit.
4. Pilgrimage in Islam means a visit to a holy place for religious reasons.
5. The golden stool is called Sikadwa Kofi.
6. He commanded the golden stool from the sky.
 - a. He commanded rain to stop during a festival.
 - b. He drained water out of a stream.
 - c. He walked through rain without getting wet.

DIAGNOSTIC ASSESSMENT QUESTIONS

1. Let learners mention the town where Jesus Christ was born.
2. Who baptised Jesus Christ?
3. What is the name of Muhammad's wife?
4. Name the fifth pillar of Islam.
5. State one reason why Okomfo Anokye brought down the golden stool.

ANSWERS TO THE DIAGNOSTIC ASSESSMENT QUESTIONS.

1. JESUS CHRIST was born in Bethlehem.
2. John the Baptist baptised Jesus.
3. Khadija was Muhammad's wife.

4. The fifth pillar of Islam is hajj.
5. To unite all the Asante states under one chief.



STRAND 4: THE FAMILY AND THE COMMUNITY:

L.B.3, Pages 99-129

SUB-STRAND1: ROLES AND RELATIONSHIPS

Learner's Book 3, Pages 100 -118.

Content-Standards: Appreciate the role of the family and the community in your relationship with God.

Core-Competencies: Personal Development and Leadership, Communication and Collaboration, Cultural Identity and Global Citizenship.

Subject Specific Practices: Trust, Commitment, Loyalty, Respect, Obedience, Humility, Unity and Responsibility.

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, the promises of God to humankind 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 and simple language and examples in **Learner's Book3** to teach this strand. Involve learners and give them the opportunity to express their views because learners have heard stories about

God's promises to humankind and observed people play their roles in the community. Learners themselves perform many roles at home, school and in the community.

TLRs: R.M.E. Learner's Book 3, Pages 93-122, Religious and Moral Education *Curriculum for Basic Schools (Basic 1 -6)*, September,2019 Page 21, wall hangs on roles and responsibilities of members of the family, a picture of **Abraham** about to sacrifice **Isaac**, items used to promote personal hygiene (nail cutter, comb, tooth brush and paste, soap, sponge and towel), Holy Qur'an, and the Holy Bible.

Key-Words: promise, commitment, household, descendants, sacrifice, fulfilled

Follow the steps for teaching learners.

'promise': The declaration or assurance to do something.

'commitment': to do what needs to be done no matter the difficulty or challenge.

'household': collectively all the persons who live in a house either as one family or as a collection of families.

'descendants': People who proceed from a particular grandparent from the past.

'sacrifice': something offered to a deity to show appreciation or as a gift.

'fulfilled': carry out or bring to completion a promise, an obligation or a requirement.

Key Concepts

Learner's Book 3, Page 100.

Discuss the key concepts with learners. Help learners to appreciate the fact that every individual belongs to a family and that it pays to obey rules and regulations and always do what is right. Engage learners to express their views on the concept of family.

Activity 12

Learner's Book 3, Pages 100.

This activity is to assist learners with the aid of the Holy Bible and the Holy Qur'an to identify

and discuss some promises of God to humankind. Guide learners to use the Bible and the Qur'an to identify some promises of God to humankind (Abraham and Moses). Ask learners to form groups and select leaders. Guide each group to use the Bible or the Qur'an to discuss the Call of Abraham (Ibrahim) and Moses (Musa). Let each group leader present their findings or the outcome of their discussion to the class for further discussion. Guide learners in their groups to role-play the call of Abraham (Ibrahim) and Moses (Musa) in class.

Guide learners to use the Bible and the Qur'an to identify some promises of God to humankind. Put learners in groups and guide the groups to use the Bible and Qur'an to discuss the call of Abraham (Ibrahim) and Moses (Musa) in class.

Lead learners to read and discuss the text in Learner's Book3, Pages 100 -108.

CLASS ACTIVITY 13

L.B.3, Page 102.

Using the Bible or the Qur'an and the text in **Learner's Book Pages 100 - 103**, guide learners to read and recite at least three verses from the Bible or the Qur'an. Create the opportunity for each learner to express his or her views in class.

EXERCISE 13

L.B.3, Pages 103 - 104.

Read and discuss the questions with learners.

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

ANSWERS TO EXERCISE 13

Learner's Book 3, Pages 103 and 104.

1. Commitment
2. Isaac
3. Committed

4. True
5. Promise
6. Matthew 7:7

EXERCISE 14

L.B.3, Pages 108 and 109.

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

ANSWERS TO EXERCISE 14

Learner's Book3, Pages 108 and 109.

1. True.
2. obedient
3. 99 years
4. Sarah
5. Isaac
6. True
7. True

ADDITIONAL INFORMATION TO THE TEACHER.

Commitment means doing what needs to be done regardless of the difficulty or challenge of the situation.

Whether sad, happy or in pain, one should do the will of God all the time.

A promise is the commitment to do or not to do something. Promises help individuals to do what they say.

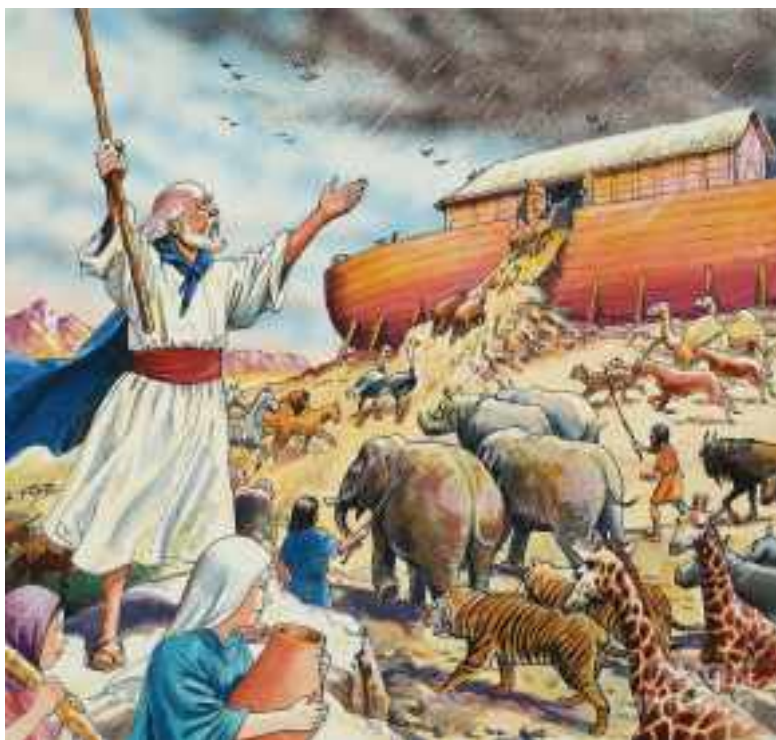
GOD'S PROMISES TO NOAH (NUH)

The messengers of God are the people who are committed to him. These people love and obey Him at all times.

God calls his messengers and gives them promises. He made a promise to Noah. The story of Noah is told both in the Bible and in the Qur'an.

When God created the world and everything in it, and the people on earth became many, people were doing bad things and were very wicked.

God decided to destroy all the earth, including the people, with a flood because of their sins. However, there was one man, called Noah, who loved and obeyed God. God asked Noah to build an ark to save himself and his family from the flood.



In Genesis 6:13, God said to Noah, ‘‘I am going to put an end to all people, for the earth is filled with violence because of them. I am surely going to destroy both of them and of the earth’’.

In GENESIS 6:17, GOD said to Noah, “I am going to bring floodwaters on the earth to destroy all life under the heavens, everything on earth will perish”.

In GENESIS 6:18, GOD promised Noah that, ‘but I will establish my covenant with you and you will enter the ark. Your sons, your wife, and your sons’ wives will enter with you.

REVISION EXERCISES A and B.

Review **Strand 4, Pages 109 -110 of Learner’s Book3** with learners and ask them to answer the **Revision Exercises** in their books for marking. Supervise learners to do independent work to enable you identify learners with problems and organise remedial lessons for them.

ANSWERS TO REVISION EXERCISE (PART A)

Learner’s Book 3, Page 109.

1. committed
2. humankind
3. 2 Timothy 3:16
4. Philippians 4:119
5. Qur’an
6. Surah 40:60

ANSWERS TO REVISION EXERCISE (PART B)

Learner’s BOOK3, Page 110.

1. God made promises to Abraham and Moses.
2. Surah 46:17 says the promises of Allah are true.
3. The two messages God gave Abraham were;
 - a. In Genesis 12:1-3 and in Qur’an 2:124, GOD says to Abraham “leave your country, your people and your father’s household and go to the land I will show you”.
 - b. I will make you a great nation and I will bless you. I will make your name great, and you will be a blessing.

- c. I will bless those who bless you and curse whoever curses you, and all people will be blessed through you”.

DIAGNOSTIC ASSESSMENT QUESTIONS

1. Let learners mention the names of two individuals God promised in the Bible or in the Qur’an.
2. What is the name of Abraham’s son?
3. Say one reason why Abraham agreed to sacrifice his son Isaac.

ANSWERS TO DIAGNOSTIC ASSESSMENT QUESTIONS.

1. Abraham and Moses were two individuals God promised.
2. Isaac was the name of Abraham’s son.
3. One reason why Abraham agreed to sacrifice his son was that he was committed to God.

B3.4.1.1.2: THE BENEFITS OF RESPONDING TO GOD’S CALL: L.B. Pages 111 - 113

KEY CONCEPTS:

Lead learners through the key concepts for them to appreciate that it is good to be obedient to their teachers, elders and parents and to obey God’s commandments.

ACTIVITY 14

L.B.3, Page 111.

Learners are to perform this activity in order to state the benefits of responding to God’s call.

Let learners brainstorm on some of the instructions given to them at home and in school.

Learners’ responses may include the following:

- a. Not to fight and insult others.
- b. No to steal.
- c. Not to report to school late etc.

Lead learners to state the benefits of obeying instructions at home and in school.

Learners' responses may include:

- a. To get blessings from God.
- b. To be a good learner.

KEY WORDS

'service': the action of helping or doing work for someone.

'legal': allowed by law.

'scripture': the sacred/holy writings of a religion.

'tolerant': showing willingness to allow the existence of opinions or behaviour that one does not necessarily agree with.

Lead learners to read and discuss the text in Learner's Book3.

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.

ACTIVITY 15

L.B.3, Page 118.

The purpose of this activity is to help learners revise the theme discussed and the facilitator also to assess learners' understanding on the theme "God's promises to humankind".

Lead learners to perform the activity.

SUB-STRAND 2: PERSONAL SAFETY IN THE COMMUNITY

L.B.3, Pages 119 - 129.

KEY-CONCEPT: Use questions and answers to discuss the key concept with learners for them to develop the concept on the theme under discussion.

ACTIVITY 16

Learner's Book3, Page 119.

- Use questions and answers to discuss **Activity 16** with learners for them to develop the concept on the theme under discussion.
- Ask learners to mention the place they live.
- Guide learners to say what they do when they meet people they do not know.

Learners' responses may include;

- a. Where one lives is called a community.
- Guide learners to name the people who live in their communities.

Learners may mention;

Farmers, traders, footballers, teachers, nurses, doctors, lawyers, businessmen and women.

- Guide learners to read and discuss the text in **Learner's Book3, Pages 119 -122.**

EXERCISES 15 and 16

Learner's Book 3, Pages 123 and 124.

Follow the steps for administering exercises and corrections for learners to answer **exercises 15 and 16** in their exercise books for marking.

ANSWERS TO EXERCISE 15

L.B.3, Page 123.

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

ANSWERS TO EXERCISE 16

L.B.3, Page 124.

1. True
2. loves
3. obey
4. happily
5. True

Lead learners to read and discuss the text in Learner's Book3, Pages 125-128.

EXERCISE 17

Learner's Book3, Pages 128 and 129.

Follow the steps of administering exercises and corrections.

ANSWERS TO EXERCISE 17

Learner's Book 3, Pages 128 and 129.

1. stranger
2. True
3. gifts
4. harm
5. rooms

6. True
7. body

REVISION EXERCISE

Learner's Book 3, Page 129.

Lead learners to revise **Learner's Book3, Pages 119 -128** for learners to answer the **Revision Exercise on Page 122 of Learner's Book3**. Supervise learners to do independent work.

ANSWERS TO REVISION EXERCISE

Learner's BOOK3, Page 129.

1. (a) father
2. (b) children
3. True
4. (c) sisters
5. family
6. False

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

Remedial Lessons / Activities:

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

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

GLOSSARY

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

amulet: an object that is believed to provide spiritual protection

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

chieftaincy: the position and power of a chief

chore: any duty performed at home

Creator: a person who makes something

dramatise: to perform an act as a play

humankind: all human beings

incantations: strange words spoken to create magical results

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

make merry: enjoy, filled with joy

manger: a container for animal food

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

offertory: money that worshippers give during church service

orphanage: a place where children without parents eat and live

proverbs: a short statement that contains a basic truth.

recite: to say something over and over

role play: to act out something from imagination

sacrifice: to offer something as a gift to a spirit

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

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