

# RELIGIOUS AND MORAL EDUCATION

*For Basic Schools*

## TEACHER'S GUIDE BOOK 4

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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 teacher with the appropriate methods, strategies, planning and procedures for teaching. It has additional information to the teacher, 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 (L.B) Pages 1-28.*

### SUB-STRAND 1: GOD THE CREATOR

*Learner's Book (L.B) Pages 2-14.*

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**Content Standards:** Explore The Nature of God as the Creator.

**Performance Indicators:** The Learner can;

- i. explain the nature of God as the creator.
- ii. identify the uniqueness of humankind from other creatures.
- iii. discuss the effects of human activities on the environment.

**Core-Competencies:** Communication and Collaboration, Cultural Identity and Global Citizenship

**Subject Specific Practices:** Respect, Caring, Responsibility, Stewardship and Love

### Planning to Teach Strand 1:

**Strand 1** of Learner's Book 4 should be taught as indicated in the Teacher's Guide. The teacher has to prepare adequately by reading the Holy Scriptures (i. e. the Bible and the Qur'an) on The Nature of God as the creator, The Creation Story and The Uniqueness of Humankind from Other Creatures. The teacher is also required to research on **the human activities that destroy the environment and the importance of the environment to humans**. Learners have discussed extensively the various ways of caring for the environment in Basic 3. Use the text in Learner's Book to do detailed discussion on the theme. The teacher must involve every learner in the

activities, debates and the projects as these will help to enhance learners' understanding.

### **Strategies for Teaching Strand I Effectively**

The teacher is expected to use brainstorming, demonstrations, illustrations, discussions and simple examples given in Learner's Book to teach this strand . Lead learners to observe God's creations in their immediate environment. Create conducive learning environment for learners to express their views on the various activities humans engage in to destroy the environment, the reasons for protecting God's creation and the importance of the environment to humans.

**Teaching and Learning Resources (TLRs):** R. M. E. Learner's Book 4 Pages 1 - 28, R. M. E. Curriculum for Basic Schools 1 – 6 September, 2019 Pages 24 and 25. Pictures and wall hangs on God's creations ,the Holy Bible and the Holy Qur'an.

**Key Words:** humankind, community, livestock, creatures

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.

“humankind”

Drill learners in pronunciation of the key word. Say “humankind” a number of times and lead learners to also say the word after you.

Explain the word to learners and guide them to also form sentences on their own.

“**humankind**” includes all human beings; boys and girls, men and women

Ask learners to pronounce the word.

Write the word on the board; point to it and say “humankind”. Help learners to form sentences again.

Introduce the second word “**community**”



“**community**” – drill the word with learners and teach the meaning .

“community” is where people live.

Write the word on the board, Point to it and say community

Use the word in meaningful sentences.

Guide learners to use it in simple but meaningful sentences.

“**livestock**”: means animals of different kinds; goat, sheep, cow, pig etc.

“**creatures**” are all living things that have life, but not including plants.

**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.

### B 4.1.1.1: THE NATURE OF GOD AS THE CREATOR

*Learner’s Book (L.B.) Pages 2-12.*

#### **Key Concept: Learner’s Book (L.B.), Page 2.**

Discuss the key concept with learners on the nature of God as the creator.

Discuss with learners that God is the creator of all natural things on earth.

Ask Learners to mention some of the things created by God.

Learners expected responses: god created humankind, animals, the sky, rivers and seas, mountains and all other natural things so He is the creator of all natural things on earth.



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

The aim of this activity is to help learners identify the things created by God in the environment. Put learners in groups to discuss who created them and all other natural things around them. Learners may respond by saying “ God or Allah”.

Take learners out of the classroom on a nature walk in the school environment.

Guide them to mention all the things they see in the environment

Expected responses from learners may include;

human beings, animals, moon, the sky, mountains, the Ghana flag, plants, buildings and many others.

Lead learners to identify the things created by God.

Learners responses may include; human beings, plants, animals, the moon, the sun, the sky, the sea and rivers.

Let learners present their findings for further class discussion.

Involve every learner in the discussion by calling individual learners by their names to express their views. Use the TLRs and the text in Learner’s Book pages 2 – 12. Have learners to read and discuss the text.

**Activity 2 : Learner’s Book (L.B.) , Page 8.**

This activity is designed to assist learners discuss the nature of God.

Put learners in groups and guide them to discuss the nature of God in their various groups. Have learners make presentation to the class for further discussion.

Learners responses may include ;

- |                           |                         |
|---------------------------|-------------------------|
| i. God is powerful        | iv. God is eternal      |
| ii. God is the originator | v. God is dependable    |
| iii. God is everywhere    | vi. God is all- knowing |

Explain to learners that all these special names describe the nature of God. He controls everything around us and He is all- knowing . He sees everything we do in secret .

Home Learning/ Parent Help: Learner’s Book 3, Page 8

Task learners to let their parents assist them to watch videos or pictures on the creation story. Discuss the feedback from learners during the next lesson.

#### **B4.1.1.2.1: THE UNIQUENESS OF HUMANKIND FROM OTHER CREATURES :**

*Learner’s Book, Pages 9 -14.*

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Let learners study the pictures on page 9.

Call individual learners to describe each picture.

#### **Activity 3: Learner’s Book ( L.B.) Page 10.**

This activity is to help learners state how different humankind is from other creatures.

Lead learners to revise the things God created.

Suggested responses from learners; human beings, plants, animals, mountains, the sea, rivers and sky.

Guide learners to mention how different humankind is from other creatures. Expected responses ; humankind can speak, reason or think, love, breath, reproduce and die.

Put learners in groups and guide them to state the characteristics of humankind:

Suggested responses from learners may include;

Humankind can walk, talk, think and love but other creatures of God cannot do all these.

Ask group leaders to present answers for further class discussion.

Guide learners to read and discuss the text in Learner’s Book , Pages 9 -12 and take them through “Activity 4” as a form of further discussion and explanation.

**Activity 4: Learner’s Book (L.B.) Page 11.**

This activity is aimed at helping the individual learner to explain what makes him or her a human and also to assist the learner discuss with his or her friends in class the uniqueness of humankind from other creatures.

Discuss with learners what makes an individual a human. Call the individual learner to tell the friends in class what makes him or her a human. Create the necessary environment for all learners to express themselves. Have learners explain individually the uniqueness of humankind from other creatures.

Learners responses may include: human beings are unique and made differently from other creatures of God because among God’s creations, only human beings have the following characteristics; ability to speak, ability to think, ability to reason , engage in industry and account for one’s stewardship.

**ADDITIONAL INFORMATION TO THE TEACHER .**

God made humankind in His image but all human beings are not the same. Humankind have different physical features and these make us special and different.

A person’s head, height, mouth, legs, eyes, neck, arms, cheeks and stomach are some of the physical features of a person.

Some people are dark, others are fair in complexion. Some are fat and tall while others are slim and short.

Humankind does not have the same shape of size and nose, arms, mouth, head or leg.

## **Likes and dislikes**

All humankind is created in the image of God but all humankind does not like the same things. What one individual likes, the other person may not like. This is because we are made differently and every individual is special and unique. For example, an individual in a family may like fufu with light soup as his or her best meal and other person may dislike.

## **The Nature of Humankind**

God created humankind in His image and so has given some of His character or qualities to humankind. The nature of humankind is the character or the behaviour of humankind.

## **Positive Aspects of Humankind**

The positive aspects of humankind are the good behaviours or the good qualities that the Scriptures taught us to show to our neighbours. These qualities are generally accepted in our homes, schools and communities. Some of these positive aspects are;

- 1. LOVE:** The Scriptures taught us to Love our neighbours as ourselves. God or Allah is love and as individuals, we must love each other too. We must be concerned and care for others. We must not hate and fight others. It is not enough to love those who only love you or those who come from your family or speak the same language with you. But in all situations show love to everyone (“Love for all, hatred for none”)
- 2. HONESTY:** To be **honest** simply means **telling the truth**. To be trusted, not likely to lie, cheat or steal. As a learner, you must learn to be honest and speak the truth always.
- 3. KINDNESS:** To be kind means to show that you care about other people and ready to help them. As a learner, when you are kind, you share what you have with others who do not have.

4. **PATIENCE:** This means to wait in responding to things happening to you. When you do not respond quickly to issues. Example, when you do not get angry quickly when people wrong you.
5. **RESPECT:** To respect means to treat someone with care and in a proper way. As a learner, you must respect your older siblings, parents, teachers and elders always. The Bible also teaches in **Genesis 20:12** that, “Honour your father and mother that your days may be long”. This is a promise from God and when you obey, God will bless you.

### **Negative Aspects of Humankind**

The negative aspects of humankind are the **bad behaviours** (character) that human kind (show). Some of these negative aspects of humankind are;

1. **DISHONESTY:** This is the act of telling lies, cheating, deceiving or staling. A person is dishonest if he/she is not truthful and cannot be trusted.
2. **HATRED:** To hate someone means to have a strong feeling of dislike towards the person. God is love. He does not hate anyone. What God hates is sin. It is not good to hate people.
3. **JEALOUSY:** The unhappy or angry feeling of wanting to have what someone else has. As learner, you should not be jealous about the things your friends have.
4. **IMPATIENCE:** You are impatient when you want something to happen as soon as possible. It is not good to be impatient in life, because if you have patience, you can move mountains. Meaning if you have patience, you can do everything.
5. **DECEIT:** Deceit is the act of not being truthful. When you make people believe what is not true to be true, then you are deceitful. Learn to be truthful and sincere in all the things you do in life.

### **Why we must Practice the Positive Aspects of Humankind**

The positive aspects of humankind are all the good things that we do in life. It is good to always show our positive aspects of life because;

1. It brings peace and unity among the people in a community.
2. God commands us to show positive aspects of life.
3. God will bless us in all things that we do.
4. It will help us to have long life.
5. It builds good relationship among people.
6. People will respect us.

As learners, we must show the positive aspects of our lives all the time. You must show good character;

**(1) At Home:** We must show good character in the home by running errands for our parents, obeying the rules and regulations given to us by them. We must do all these for our siblings to copy from us.

**(2) At School:** You must also show the positive aspects of your character in school. You must be patient, respectful, caring and follow all the instructions given to you by your teachers, seniors and respect the views of your age mates (colleagues).

**(3) In the Community:** You must show these positive aspects in the community you live. Do not steal, lie or fight people in the community. Behave in a way for the people in the community know you as a good girl or boy.

**Exercise 1: Learner’s Book 4 (L.B.) Page 13.**

Read and discuss all the questions with learners.

Ask learners to answer one of the questions orally in class.

Let learners answer the rest of the questions into their exercise books for marking.

**Answers to Exercise 1 : Learner’s Book, Page 13**

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

Discuss the answers with learners and ask them to do correction for marking. Check and mark learners’ correction.

**Exercise 2: Learner’s Book ( L.B.), Pages 12 and 13.**

Read and discuss all the questions with learners.

Let learners answer the questions into their exercise books.

- |                                   |          |
|-----------------------------------|----------|
| 1. “Let there be”                 | 4. dust  |
| 2. rested                         | 5. Allah |
| 3. take care of all His creations |          |

Discuss the answers with learners.

Ask learners to do correction into their books.

Check learners’ correction into their books and mark them.



**Homework: Learner’s Book, Page 14.**

Explain the questions to learners and ask learners to answer them at home.

Expected answers from learners

1. i. A drawing of a goat, sheep, cow or a monkey (Any of the animals).
- ii. Drawing of a human being

Comparing the characteristics of human beings and animals

**Human beings**

- |                     |              |
|---------------------|--------------|
| 1. Ability to speak | 3. Can speak |
| 2. Can reason       |              |

**Animals**

Cannot think

Cannot reason

Cannot speak

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

Check learners’ answers and mark.

**Diagnostic Assessment Questions**

1. Let learners mention 2 things created by God on the school compound
2. Ask learners to explain the uniqueness of humankind.
3. Let learners state three attributes of God.

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

1. Two things on the school compound that were created by God include;  
Plants, the sky, rocks, animals and human beings.
2. The uniqueness of humankind means God created humankind special and differently from all other creations. Humankind can speak and reason. But the other creations of God cannot think, speak and reason.
3. God is everywhere  
God is powerful  
God is all-knowing

### **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.

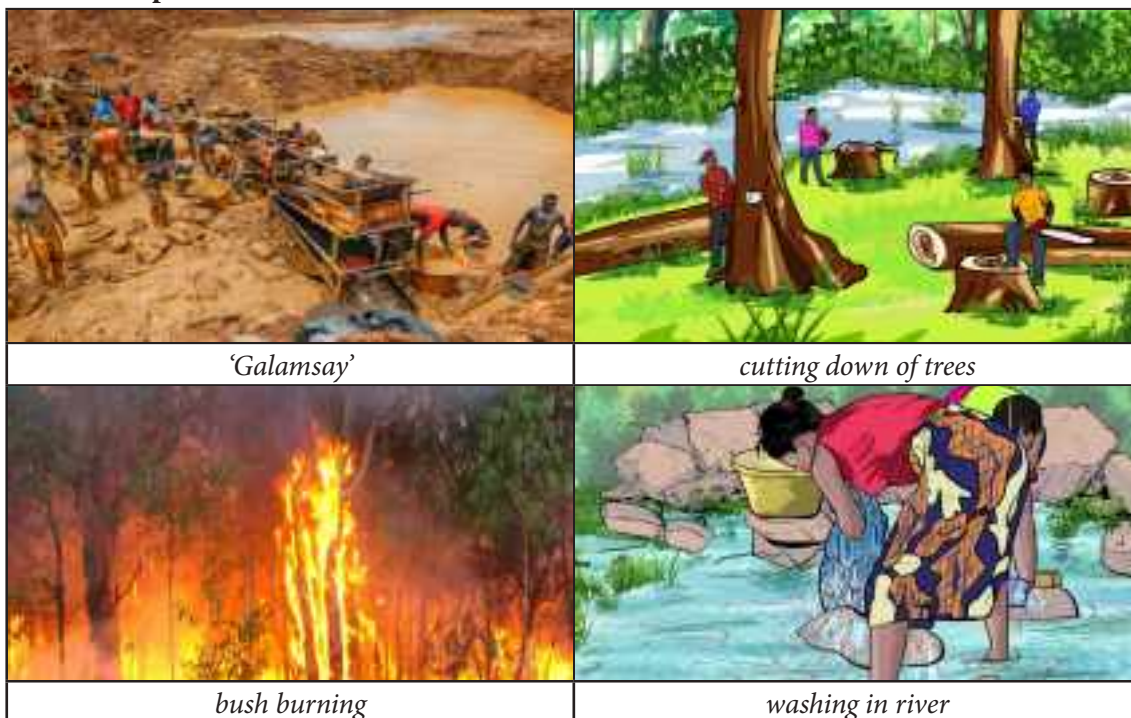
It is very important that extra care and attention is given to learners with disabilities. Employ the appropriate methods that will help them learn comfortably and understand the necessary indicators.

## SUB-STRAND 2: THE ENVIRONMENT

Learner's Book (L.B.) Pages 15 - 28.

### B4.1.2.1.1: SOME HUMAN ACTIVITIES THAT DESTROY THE ENVIRONMENT

Discuss the pictures below with learners.



#### Activity 5: Learner's Book (L.B.) Page 15.

This activity is to help learners explain the environment and also mention some human activities in the environment.

Lead learners with questions and answers to explain the environment.

Guide learners to mention some human activities in the environment.

Organise and show video clips or pictures on some human activities that destroy the environment.

Lead learners to read and discuss the text in Learner's Book pages 15 – 26 for further explanation on the theme.

**Activity 6: Learner’s Book ( L.B. ) Page 21.**

This activity is aimed at helping learners discuss the effects of human activities in our environment. Let learners observe and mention some activities in their immediate environment.

Learners responses after the observation may include;

- (a) cutting down of trees
- (b) burning of rubbish
- (c) mining sites
- (d) washing in water bodies

Organise and show learners video clips or pictures on some human activities that destroy the environment.

Guide learners to discuss the effects of human activities on the environment.

**Exercise 3: Learner’s Book, Pages 26 and 27.**

Discuss all the questions with learners.

Ask learners to answer question 1 orally.

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

**Answers to Exercise 3: Learner’s Book, Pages 26 and 27.**

1. environment
2. environmental pollution
3. urinate or wash
4. cancer
5. farmlands
6. (a) human activities that destroy the environment  
(b) bush burning, cutting down of trees.

**Exercise 4 : Learner’s Book, Page 27.**

Revise the themes treated with learners and discuss the questions with them .

Let them answer the questions into their exercise books for marking.

Supervise learners to do independent work to enable you the teacher identify individual learners peculiar problems and assign appropriate remedies.

**Answers to Exercise 4: L.B. Page 27.**

Discuss the answers with learners and write them on the board. Ask learners to do correction in their exercise books for marking. Check and mark learner’ correction.

1. The four human activities that destroy the environment are;
  - a. Bush burning
  - b. Cutting down of trees
  - c. Washing and urinating into water bodies
  - d. Defecating in water bodies
  - e. Illegal methods of mining
  - f. Improper disposal of waste
2. Three importance of the natural environment to humans include;
  - i. Humans get water and fish from water bodies
  - ii. Human-beings build houses, schools, hospitals and markets on the land for use.
  - iii. Human beings farm on the land for food.
3. Two negative effects of human activities on the environment.
  - i. Fishes and other living organisms in water bodies may die as a result of water pollution.
  - ii. It makes water not safe for drinking by humans and animals.
  - iii. Outbreak of water-borne diseases such as cholera and bilharzia.
  - iv. When the air is polluted;  
It makes the environment impure and unhealthy for humans. (Any two )

**Group project: Learner’s Book 4, page 27.**

This group project is to help learners practice environmental cleanliness.

Put learners in groups in class and guide each group to use manila cards, pencil and colors to design posters on clean environment.

Discuss the various posters with learners and ask them to paste the posters on the walls of the classroom.

**Home Learning/ Parent Help: Learning Book 4, Page 28.**

Explain the topic to learners and task them to let their parents guide them browse the Internet on the human activities that destroy the environment. Discuss learners feedback with the whole class during the next lesson.

**Revision Exercise: Learner’s Book page 28.**

Discuss the revision exercise with learners.

Ask them to answer the questions in their exercise books. Let them do independent work .

**Answer to Revision Exercise: Learner’s Book page 28.**

1. Humankind is created special and unique. This means; humankind is created differently and is the only one of his or her kind.
2. humankind
3. God is not a human being means God is a spirit and cannot be seen or touched.
4. The of God are the special names and qualities that God has.
5. Two ways in which the environment benefits human beings are;
  - Plants in the environment prevent floods, drought and erosion.
  - Human beings build houses, schools and hospitals and markets on the land for use.
  - We get water and fish from water bodies
  - We farm on the land in our environment ( **Accept any two**)

## STRAND 2:

### RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS:

*Learner's Book ( L.B.) Pages 29 - 99.*

#### **SUB-STRAND 1: RELIGIOUS WORSHIP, PRAYER AND OTHER RELIGIOUS PRACTICES:**

*Learner's Book, Pages 30 - 78.*

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**Content Standards:** Appreciate the importance of prayer, worship and other acts of worship

#### **Performance Indicators :**

The learner can;

- i. name the various forms of worship.
- ii. state the purposes of worship in the three major religions.
- iii. differentiate between religious and non- religious songs.

#### **Core Competencies:**

Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Global Citizenship and Digital Literacy

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

Faithfulness, Obedience, Humility. Unity, Cultural Identity and Gratitude

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

**Strand 2** of the Learner's Book should be taught as indicated in the Teacher's Guide. The teacher has to prepare adequately by researching on "**Religious worship, prayer and other religious**

**practices in the three major religions in Ghana”.** The teacher is also required to read the R. M. E. Curriculum for Basic Schools ( Books 1 -6 ) September, 2019 Pages 26 and 27 and also use the text in Learner’s Book 4 Pages 29 – 99.

**Strategies and Methods to be Used:**

The teacher is expected to use questions and answers, brainstorming, demonstrations, illustrations, discussions, class activities, debates, projects and simple examples given in Learner’s Book 4 to teach this strand . Engage learners in the practical activities in Learner’s Book for them to discover the concepts themselves. Guide learners to watch video clips on religious worship, prayer and other religious practices in the three major religions in Ghana, the purpose of worship, the differences between religious and non-religious songs and festivals in the three major religions in Ghana . Before the lesson on Festivals, ask learners to make enquiries at home about some of the activities that take place during the celebration of traditional religious festivals .This will enable learners to make meaningful contributions during the teaching and learning process thereby enhancing their understanding of the themes. Create conducive learning environment for learners to discuss the video clips and also express their views on the themes.

**Teaching Learning Resources (TLRs) :**

R. M. E. Learner’s Book 4, *Pages 29 – 99*, *R. M. E. Curriculum for Basic Schools ( Books 1 – 6) September, 2019 Pages 26 and 27*, the calabash, drinking glass, water, mat, “buta” the Holy Qur’an, the Holy Bible and pictures of scenes of traditional religious festivals .Use computers or video player and show learners some of the religious practices in 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 various themes.



**Key words:** evangelism, congregational, rival, compassion

Teach the pronunciation of the key words 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.

**“evangelism”**

Drill learners in pronouncing the word.

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

evangelism: spreading the Christian gospel by public preaching or personal witness.

Introduce the second word “congregational”.

Drill the word with learners.

Teach the meaning of the word.

“congregational” is in the form of gathering or a mass

- Write the word on the board.
- Use the word in meaningful sentences.
- Guide learners to use it in simple but meaningful sentences.

Compassion – means concern, feeling of kindness, love, mercy and sympathy.

**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.

### B4.2.1.1.1: FORMS OF WORSHIP

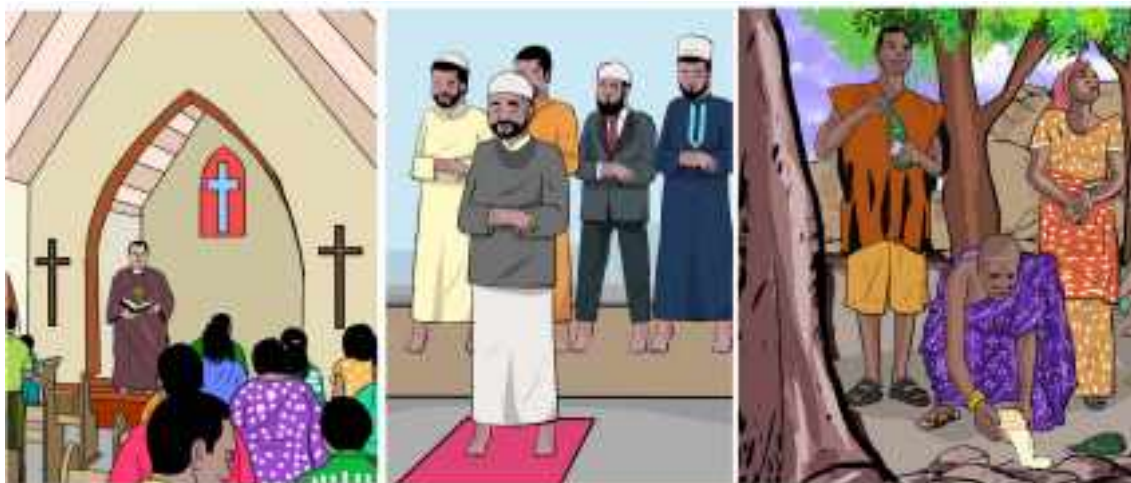
*Learner's Book , Page 30.*

**Key Concept:** Learner's Book 4, page 30.

Discuss the key concept thoroughly with learners.

Let learners express their opinions on the different ways of worshipping God in the three major religious groups in Ghana.

The pictures below show worship in the 3 main religions in Ghana.



#### **Activity 7: Learner's Book Page 31.**

This activity is to assist learners state the activities that go on during worship in the three major religious groups in Ghana.

Put learners in three groups in class.

Christians, Muslims, Traditionalists

Let learners select leaders for their groups.

By use of computer, arrange and show learners videos or pictures of various forms of worship.

Ask each group to write down the activities that go on during worship.

*Refer to Learners Book pages 30 - 67.*

Lets group leaders present their group work for further discussion .

Guide learners to rehearse and dramatise the modes of worship in their religious groups.

Guide learners to state 2 differences in the modes of worship in the three major religious groups in Ghana.

Lead learners to read the text in pages 30 - 67 of Leaner’s Book for further discussion.

**Exercise 5: Learner’s Book page 43.**

Discuss the questions with learners and give more explanation to learners who do not understand some aspects of the exercise.

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

**Answers to Exercise 5: Learner’s Book, page 43.**

- |                                  |                                |
|----------------------------------|--------------------------------|
| 1. (a) gossip                    | 4. (a) prayer of petition      |
| 2. (b) Private or congregational | 5. (c) Jesus Christ            |
| 3. (b) Jesus Christ              | 6. (a) Let all these come true |

Discuss the answers with learners.

Ask learners to answer the questions and do correction in their exercise books for marking. Check and mark learners’ correction.

**Exercises 6 and 7: Learner’s Book, Pages 55 and 56.**

Read and discuss all the questions (Exercises 6 and 7) with learners on pages 54 - 56 of Learner’ Book. Ask learners to answer the questions into their exercise books for marking.

Supervise learners to do independent work. This will enable you identify learners who do not fully understand some of the themes in order to assign appropriate remedial lessons.

**Answers to Exercise 6 page 55.**

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

**Answers to Exercise 7: Learner's Book, Pages 56 - 57.**

- |              |                         |
|--------------|-------------------------|
| 1. (A) Salat | 5. (C) Ablution         |
| 2. (B) Fajr  | 6. (B) Allah is great   |
| 3. (B) Isha  | 7. (A) Imam             |
| 4. (C) Azan  | 8. (C) Let all be true. |

**Exercise 8: Learner's Book Pages 63 and 64.**

Discuss the questions with learners.

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

**Answers to Exercise 8: Pages 63 and 64.**

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

**Exercise 9 and 10: Learner's Book 4, Pages 64 and 65.**

Follow the steps for doing exercises and correction and ask learners to answer exercises 9 and 10 in their exercise book.

**Answers to Exercise 9: Learner’s Book, Pages 64 and 65.**

1. sacrifice
2. pouring libation
3. the smaller gods
4. a child is born
5. taboo

Discuss all the answers to the questions and ask learners to do correction. Check and mark learners correction.

**Answers to Exercise 10: Learner’s Book, Page 65.**

1. Allah is great
2. Private and congregational worship
3. the shrine
4. i. Fajr  
Zuhur  
Asr  
Maghib  
Isha
5. i. when naming a new born baby  
ii. during puberty rites  
iii. during festivals  
iv. during funeral ceremonies

**Diagnostic Assessment Questions**

1. Let learners state two reasons why people worship God.
2. Identify and the state the following scenes.
  - a. A picture of native doctor praying for couple.
  - b. A picture of Muslims performing ablution.

- c. A picture of Christians at congregational worship.

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

1. The two reasons why people worship God include;
  - a. Worship promotes holiness
  - b. Worship makes one dependent on God.
  - c. It helps people to be humble and obedient.

**Refer to Learner's Book page 63.**

**Refer to the pictures at pages 40, 50 and 58 of Learner's Book.**

2. The pictures at 58 is a native doctor praying for a couple.
  - i. a native doctor praying for a couple.
  - ii. a native doctor sitting at his shrine.
3. The picture on page 50 is Muslims performing ablution.
4. The picture at page 40 is Christians at congregational worship

### **B4.2.1.1.2: THE PURPOSE OF WORSHIP IN THE THREE MAIN RELIGIONS**

*Learner's Book 4, Pages 65 - 78.*

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#### **Activity 8: Learners' Book, Page 66.**

The purpose of this activity is to help learners express their opinions on why we worship God.

Using questions and answers, let learners say why people worship God.

Guide learners to sit in pairs.

Let them discuss why people worship God.

Lead learners to read and discuss the text in Learner's Book 4, Pages 66 -68.

Use questions and answers method to involve each learner in the discussion.

Instruct learners to use plain sheet of paper, pencil, colours to draw and colour a worship scene of their choice.

**Activity 9: Learners' Book, Page 69.**

This activity is to help learners improve upon their three main domains of; **psychomotor**, **cognitive** and **affective** and also to assist them better understand the purpose of worship in the three major religions in Ghana. Help learners to use plane sheets of paper , pencil, coloursetc to draw and colour a worship scene of their choice.

**B4.2.1.1.3: DIFFERENCES BETWEEN RELIGIOUS AND NON- RELIGIOUS SONGS.**

*Learners Book Pages 69 - 78.*



**Activity 10: Learner's Book, Page 69.**

This activity is to help learners differentiate between religious and non-religious songs.

Put learners in groups in class.

Guide learner to discuss the differences between religious and non-religious songs.

Lead them also to sing religious and non- religious songs in their groups.

Let learners write the titles of some religious and non-religious.

Use questions and answers method to lead learners read and discuss the text in Learner's Book 4 pages 66 -77. Ensure that every learner takes active part in this discussion.

## **ADDITIONAL INFORMATION TO THE TEACHER**

### **Recitations**

A Religious recitation is a piece of writing that one learns and says aloud from memory like a song. Aside songs, some religions have writings that are said from memory (recite) in church , mosque or at the shrine. These recitations include quotations from the Holy Bible and the Qur'an . Traditionalists also have certain words that they recite at times depending on what they are doing . Recitations are equally important as songs during worship.

In Islamic worship, songs are not sung as the Christians and the Traditionalists do. During Islamic worship, Muslims recite words in Arabic.

Christians all over the world read and study the holy Bible. Muslims also read and study the holy Qur'an. The Bible contains Allah's messages for Muslims. These messages are called scriptures. The messages for traditionalists are not written in any book unlike the Christians and Muslims. They are told to people by words of mouth. These messages may be myths, proverbs, songs or folktales. All these are oral traditions.

The holy Bible, holy Qur'an and oral traditions are all important.

They contain important messages from God (Allah) for humankind.

## **RELIGIOUS SONGS / RECITATIONS AND THEIR MORAL SIGNIFICANCE**

Songs are vocal music made by people with voice. Recitation is a writing that a person learns and says aloud like a song. Songs and recitations are very important acts of worship. Songs and



recitations are words which have meanings. They are sung during worship. Songs and recitations tell us what we believe. Christians, Muslims and Traditionalists sing songs or recite passages at worship. Some of the songs and recitations contain moral lessons, talk about the nature of God and also the history of a particular religion.

We sing songs during marriage ceremony, birthday, naming ceremony, games, story-telling, installation of a chief and at funerals. During church service and at traditional worship, songs are sung as part of worship. Most people enjoy singing when working at the farm or at fishing. Others also sing when they are nursing a child. People sing traditional songs to put a crying baby at sleep.

### **(a) DIFFERENCES BETWEEN RELIGIOUS AND NON RELIGIOUS SONGS**

There is a difference between religious and non-religious songs and recitations. Religious songs are songs sung by a particular religion that help them to worship God. The religious songs include the hymns and choruses of the three main religions. Those hymns and choruses help to build individuals, encourage, give hope, motivate and develop people's faith in the object of worship. Some examples of religious recitations are: psalms of David (Psalm 23), "The Apostles' Creed" and "Benediction". Examples of religious songs are; "There shall be showers of blessing", "When we walk with the Lord" and many others.

These songs and recitations help to build people morally and spiritually.

The non-religious songs, on the other hand, are not sung during worship. People sing these songs for enjoyment. These songs do not play any part in a person's faith in God.

### **(b) RELIGIOUS SONGS/RECITATIONS**

We learnt earlier that religious songs and recitations help us to worship God. Religious songs do not promote evil, fornication, theft, murder, drunkenness, waywardness, drug abuse and prostitution. Religious songs and recitations help to bring people closer to God. Examples of religious songs include;

1. The Christian Hymns
2. The Christian Choruses
3. Islamic songs and recitations
4. Traditional songs

The Hymns and Choruses are songs sung by Christians during worship. A chorus is the part of a song that is repeated after each verse.

### **(c) NON RELIGIOUS SONGS/RECITATIONS**

Non-religious songs and recitations are not sung to help people build their faith in God. Their choruses are usually about the society and the lives of people. Some of these songs talk about **the values** and common problems in the community. These are the “Hip-life” songs, profane, “Hip-pop”, “highlife”, “RnB”, “UB40” and “azonto” songs are composed of profane words. Profane words are words that do not show respect to God or Allah. We must always learn to show respect and honour God our Maker.

### **RECITATIONS**

A religious recitation is a writing that one learns and says aloud from memory like a song. Aside songs, some religions have writings that are said from memory (recite) in **Church, Mosque** or at the **shrine**. These recitations include quotations from the Holy Bible and the Holy Qur’an. Traditionalists also have certain words that they recite at times depending on what they are doing. Recitations are equally important as songs during worship. In Islamic worship, songs are not as used as the Christians and the Traditionalists do. During Islamic worship, they recite words in Arabic.

**(a) SOME CHRISTIAN RELIGIOUS SONGS / RECITATIONS**

Christians worship and praise God through songs and recitations. Most of the Christian songs are found in the Hymn books and the recitations are also found in the Holy Bible.

Some examples are;

(1) Onward Christian soldiers

Marching as to war

With the cross of Jesus

Going on before

Christ the Royal Master

Leads against the foe

Forward into battle

See his banner go

Onward Christian soldiers

Marching as to war

With the cross of Jesus

Going on before.

(2) Open the flood gates of heaven

Let it rain (2x)

Open the flood gates of heaven

Let it reign (5x)

NB: Composed by Michael W. Smith

(3) Unto the Lord Be the Glory

Great Things He has done

Unto the Lord Be the Glory

Great Things He has done

(4) There shall be showers of Blessing

There is the promise of God

There shall be seasons refreshing

Sent from the Saviour above

Showers of blessings

Showers of blessings we need

Mercy drops around are falling

But for the showers we plead

Some Examples of Recitations

**(1) THE LORD'S PRAYER**

Our Father who art in Heaven

Hallowed be thy name

Thy Kingdom come

Thy will be done on earth

As it is in heaven

Give us this day our daily bread

And forgive us our trespasses

As we forgive those who trespass against us

And lead us not into temptation

But deliver us from evil

For thou is the Kingdom

The power and the glory

Forever and ever

## **(2) THE BENEDICTION**

May the Grace of our Lord Jesus Christ,  
The love of God  
And the fellowship of the Holy Spirit  
Be with us now and forever more.

### **(b) SOME ISLAMIC RELIGIOUS SONGS/RECITATIONS**

In Islamic religion, they do not worship with songs, dancing and clapping as in Christianity and the Traditional religions. They worship with recitations from the Holy Qur'an. They have songs and most of these songs are sung in Arabic. These songs are often sung in the form of recitations. That is, they recite these words from memory in the Qur'an and the **Hadith**. These words are normally recited depending on the occasion. Examples; during marriage, naming and burial ceremonies. Some of the Islamic songs and recitations are used to remember of the Holy Prophet Muhammad. Also during Eid festivals. Examples; Maulid ceremonies. They normally recite, "**Laailaha illa Llahu, Muhammadur rasuululah**", "**Ahhahu Akbar**" and the **Fatima** from the Holy Qur'an.

### **(c) SOME AFRICAN TRADITIONAL RELIGIOUS SONGS**

The African religious traditionalists use different types of songs during worship. During worship they pray, they sing, clap and dance and sometimes recite words to invoke the powers of the ancestors and gods.

The occasions during which traditional believers sing songs, clap, dance and recite words include;

1. Marriage ceremony
2. Outdooring of a new baby.
3. During farming and fishing season
4. During funerals

Example of an African Traditional song;

**Tutu Gbõvi**

Tutu Gbõvi

Tutu Gbõvi,

Dada mele afea me o,

Papa mele afea me o,

Ameka nafa avi na?

Ao vidzĩ vinye

Bõnu, bõnu kpoo.

**MORAL SIGNIFICANCE OF RELIGIOUS SONGS AND RECITATIONS**

It is important to worship our maker with good songs and recitations. Some of the moral lessons of religious songs and recitations include the following;

1. Religious songs tell us about the attributes of God.
2. Religious songs (recitations) warn the individual against evil.
3. The words in religious songs and recitations promote peace and unity in our societies.
4. Songs and recitations encourage people.
5. Songs and recitations also bring fulfilment to individuals.
6. Religious songs and recitations bring positive results in people's lives.
7. Religious songs and recitations during worship make us to appreciate the works of God.
8. Religious songs and recitations talk about the nature of God.
9. Religious songs give hope to the hopeless.
10. Religious songs and recitations bring people closer to God.

**Exercise 11: Learner’s Book, Pages 77 and 78.**

- Lead learners to read the questions and help each individual learner to understand all the questions.
- Ask learners to answer the questions into their exercise books for marking.

***Answers to Exercise 11: Learner’s Book, Pages 77 and 78.***

1.
  - i. marriage ceremony
  - ii. Funeral rites
  - iii. naming ceremony
2. Al-Fatiha is an example of Islamic recitations.
3. Religious songs are songs sung by a particular religion that help them to worship GOD.
4. ... the society and the life of people.
5. The “Apostles creed” is an example of Christian recitations.

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

**Exercise 12: Learner’s Book 4, page 78.**

Read and discuss the questions with learners.

Read and discuss the questions with learners.

Ensure that every learner understands and is able to answer the questions.

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

**Answers to Exercise 12: Learner’s Book, Page 78.**

**Refer to learners book pages 66 -77 to read the text again and answer** exercise 12, questions 1-5. Discuss the answers with learners and ask them to do correction .

Check learner’s correction and mark.

**Group Work: Learner’s Book Page 78.**

Read and explain the Group Work to learners . Explain to learners that the three major religious groups in Ghana worship differently but we are all one people.

Put learners in groups of mixed abilities (**above average, average and below average learners**).

Guide the different groups in class to write an essay on the topic, “Different ways of worship in the three main religions but we are one people”.

Learners expected answers my include;

God created all humankind

The three main religions in Ghana worship the same God in different ways.

We are all the creation of God.

Discuss the answers with learners and award marks to the various groups.

**Diagnostic Assessment Questions**

1. Let learners explain worship.
2. Ask learners to mention two ways of worship in the three major religions in Ghana.
3. Learners should state three things that are done during worship in the three main religions.
4. Let learners sing any non-religious song in class.

These questions will assist you identify learners who need remedial lessons. Provide appropriate remedial lessons for learners with difficulties.

**Answers to Diagnostic Assessment Questions**

1. Worship is the reverence shown to one’s deity. Or worship is the act of expressing respect, love and appreciation to God.
2. Two ways of worship in the three major religions are; prayer, songs, or recitations, evangelism, libation, and sacrifice, singing, clapping, dancing, offerings, recitations.



3. Singing, clapping, dancing, offerings and recitations.
4. Any non-religious songs .

**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:**

*Learner’s Book ( L.b.) Pages 79 -99.*

### **B4.2.2.1.1: FESTIVALS IN YOUR NEIGHBOURHOOD,**

*Learner’s Book ( L.b.) Pages 79 -96.*

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#### **Activity 11: Learner’s Book, Page 79.**

The purpose of this activity is to assist learners identify some religious festivals and state the activities that go on during the celebration of the festivals.

Lead learners to mention the festivals that are celebrated in their communities. Learners may mention; Homowo, Lukusi, Hogbetsotso, Odwira, Damba, Aboakyir and Kundum.

- Arrange and show video –clips or pictures of how some religious festivals are celebrated.
- Put learners in groups.
- Ask each group to choose a particular festival they watched in the video clip or in the pictures
- Let each group write down the activities that take place during the celebration of a selected festival.



*Traditional festivals*

**Activity 12: Learner’s Book, Page 84.**

This activity is to assist learners mention or state the moral, social and economic values of celebrating festivals.

- Guide learners to form groups in class.
- Lead a discussion with learners using questions and answers method for them to state or express their views on the moral, social and economic values of celebrating festivals.
- Ask group leaders to present their group findings to the class for further discussion.
- Lead learners to read and discuss the text in Learner’s Book Pages 79-96 for further discussions on the theme.

**Exercise 13: Learner’s Book 4, Page 96.**

Read and discuss the questions with learners.

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

**Answers to Exercise 13: Learner’s Book 4, Page 96.**

1. Religious festivals are celebrated to remember the historical events of religions.
2. Easter is an example of Christian festival.
3. Ramadan is a period of 30 days fasting of Muslims.
4. Palm Sunday is also called the Triumphant entry into Jerusalem
5. Lukusi festival is celebrated by the people of Ve - traditional area.
6. Easter is celebrated by Christians to remember the day Jesus was raised from the dead or to remember the resurrection of Jesus Christ from the dead.

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

**Exercise 14: Learner's Book page 97.**

Discuss and explain the questions for learners.

Ask them to answer the questions in their exercise books for marking. Refer learners to read L.B. pages 79 - 96 again and answer Exercise 14, questions 1 and 2.

- Discuss the answers with learners
- Mark learner's answers.
- Ask them to do correction for marking.
- Check learners' correction and mark.

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

**Revision Exercise (Part A, B and C ) Learner's Book, Pages 97 -99.**

Lead learners to read and revise the whole of **Strand 2** (pages 30 - 96) to answer the revision exercises (Parts A,B and C ) into their exercise books.

**Answers to Revision Exercises (parts A, B and C)**

**Part A**

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

**Part B**

1. Kalimatu Shahada, Salat, Zakat, Sawn Ramamdan and Hajj
2. a. naming of a new born baby  
b. during puberty rites

c. when embarking on a journey

d. during festivals

3.

<b>Festival</b>	<b>Tribe ( Group of people)</b>
Lukusi	Ve
Adae	Asante
Odwira	Akwapem
Aboakyir	Winneba/Simpa
Homowo	Ga

- Discuss the answers with learners
- Mark learners work
- Ask them to do correction
- Check and mark learners correction.

**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:

*Learner's Book Pages 100- 119.*

### SUB – STRAND 1: THE CALL OF THE LEADERS OF THE THREE MAJOR RELIGIONS:

*Learner's Book Pages 101 - 117.*

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**Content Standards:** Explain the significance of the call of the main Religious Leaders

**Performance indicators;**

**The leader can;**

- i. discuss the leaders of the three major religions in Ghana.
- ii. dramatize or role-play the call of the religious personalities.
- iii. write on the call of the religious personalities.

**Core - Competencies:**

Personal Development and Leadership, Communication and Collaboration, Creativity and Innovation Digital Literacy, Cultural Identity and Global Citizenship.

**Subject Specific Practices:**

Respect, Trust, Obedience, Commitment and Responsibility

**Planning to Teach Strand 3:**

**Strand 3** of Learner's Book 4 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) and researching on The Call of the Religious Leaders of the Three Major Religions.

**Tecniquess, Strategies and Methods to be Used:**

The teacher is **expected** to use brainstorming, demonstrations, illustrations, discussions and simple examples given in *Learner’s Book 4* to teach this strand. Create a conducive learning environment for learners to express their views as they might have heard the story on The Call of the Religious leaders of the three major religions at their places of worship.

**Teaching and Learning Resources (TIRs)**

R. M. E. Learner’s Book 4 Pages 100 - 119, *R. M. E. Curriculum for Basic Schools ( Book 1 – 6) September, 2019 Page 28*, the Holy Qur’an and the Holy Bible. Use computers or video player and show learners stories on the Call of the Leaders of the three major religions in Ghana. Where light and electrical gadgets are unavailable, use pictures and resource persons for learners to grasp the concepts under the themes.

**Key Words:** miracles, allegiance, repentance

Follow the procedure for introducing and teaching key words.

“miracles” – very surprising and fortunate, an event that is believed to be caused by God.

“allegiance” – a person’s support for another person

“repentance” – to show or feel sorry for something wrong you have done.

**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.

### **B4.3.1.1.1: THE CALL OF THE RELIGIOUS LEADERS**

*Learner's Book Pages 101 - 117*

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#### **Activity 13: Learner's Book, Page 101.**

The purpose of this activity is to assist learners name and discuss the founders of the three major religions in Ghana and also to dramatise and write about the call of the religious leaders.

***Before you treat this theme in class;***

- a) make a prior preparation by inviting resource persons from the three major religions in the community
- b) inform learners about the time and the purpose of the visit by the resource persons
- c) advise learners to conduct themselves very well during the lesson
  - Put learners in groups.
  - Guide the groups to name and discuss the founders of the three major religions in Ghana.
  - Let the resource persons, one after the other talk to learners about the call of Jesus Christ, Prophet Muhammad and Okomfo Anokye or TogbeTsala.
  - Ask each group to do a presentation on what they have heard from the resource persons.
  - Learners in their groups, let them dramatise the call of the religious leaders.
  - Let every individual learner write about the call of the religious leaders and present answers for further class discussion.

#### **Activity 14: Learner's Book, Page 102.**

This activity is to help learners revise the birth story of Jesus Christ.

- Take learners through the activities.
- Lead learners to read and discuss the text in Learner's Book pages 101-117 for further class discussion.



- Create the opportunity for every learner to express his or her opinion on the theme under discussion.

**Exercise 15: Learner’s Book, pages 117 and 118.**

Lead learners to discuss the questions.

Ask learners to answer the questions in their exercise books for marking. Supervise learners to do independent work for you to identify individual learners’ problems and assign appropriate remedies .

**Answers to Exercise 15: Learner’s Book, pages 117 and 118.**

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

**Exercise 16: Learner’s Book, Pages 118 and 119.**

Follow the steps for administering class exercises during correction.

**Answers to Exercise 16: Learner’s Book Page 118 - 119.**

1. Jesus means **savior** and Christ means the **anointed** one.
2. to unite the people of Asante.
3. Muhammad became a shepherd at the age of 12.

4. Bantama
5. River Volta
6. Age 12
7. Native doctor
8. The praised one
9. River Jordan
10. Akplormada

**Home Learning/ Parent Help: Learner’s Book 4. page 119.**

Task learners to let their parents help them watch videos or pictures on the life of Okomfo Anokye. Discuss feedback from learners with the whole class during the next lesson.

**ADDITIONAL INFORMATIONAL TO THE TEACHER**

***The temptation of Jesus.***

While Jesus was preparing for His great commission, He lived for many weeks in the wilderness without food. He prayed and fasted for 40 days and nights. The devil came to tempt Jesus for three times. The devil first tempted Jesus by saying ‘‘if you are the son of God, tell this stone to become bread.’’ But Jesus answered, it is written, man doesn’t live on bread alone.

The devil again led him up to a high place and showed him all the kingdoms of the world. He said, I will give you all authority and splendor if you worship me.

Then Jesus answered, it is written, worship the lord you’re God and serve him only.

The devil again led Jesus to Jerusalem to stand on the highest point of the temple.

He said, if you are the son of God, throw yourself from down here. For it is written, he will command his angels concerning you to guard you carefully, they will lift you in their hands so that you will not strike your foot against a stone. ‘‘Jesus answered, do not put the lord your God to the test.

Jesus did not listen to the devil and left him. Jesus then returned to Galilee in the power of the Holy Spirit.

### **Muhammad’s Marriage**

Muhammad grew up into an honest, handsome, quiet , respected and intelligent man. He was known as “trustworthy” (al-amin) also “ The Truthful” (al – sadiq) . He entered into trading with a rich widow called Khadijah. They got married when He was twenty- five years old and Khadijah was also forty years old. He lived happily with His wife. God blessed them with six children (two boys and four girls).

### **Class Debate: Learner’s Book, page 119.**

Discuss the topic for debate with learners.

Put them in groups to speak **for** or **against** the topic.

### **Revision Exercise: L. B. Page 119.**

Revise the whole of Strand 3 with learners and ask them to answer the questions into their exercise books. Check learners to do independent work

### **Answers to Revision Exercise: L.B. 119.**

Refer to L.B. pages102 – 118.

Refer learners to Learner’s Book pages 101 - 117 for answers (questions 1 - 8)

### **DIAGNOSTIC ASSESSMENT QUESTIONS**

1. Let learners name the founders of the three major religions in Ghana.
2. Who baptised Jesus Christ?
3. Name Prophet Muhammad’s parents.

4. Tsala and Tsali were twin brothers. True or False?

**Answers to Diagnostic Assessment Questions**

1. a. Christianity – Jesus Christ  
b. Islam – Prophet Muhammad  
c. African Traditional Religion – OkomfoAnokye/TogbeTsali
2. John the Baptist baptised Jesus Christ.
3. Amina was the mother.  
Abdullah was the father.
4. True

# STRAND 4:

## THE FAMILY AND COMMUNITY:

*Learner's Book, Pages 120 - 134.*

### SUB – STRAND 1: ROLES AND RELATIONSHIPS

*Learner's Book , Pages 121 – 134.*

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**Content Standards:** Exhibit the need to be committed to God.

**Performance Standards:**

Learner's can;

- i. explain the need to be committed to God.
- ii. identify deeds that attract rewards.
- iii. give reasons for rewarding good deeds.

**Core – Competencies:**

Personal Development and Leadership, Communication and Collaboration, Cultural Identity and Global Citizenship

**Subject Specific Practices:**

Truth, Commitment, Respect, Obedience, Humility, Unity, Responsibility and Togetherness

**Planning to Teach Strand 4**

**Strand 4** of the Learner's Book 4 should be taught as indicated in the Teacher's Guide. The teacher has to prepare adequately by finding out about the Roles and Relationships in the family,

The Need to be committed to God and the deeds that attract rewards. Engage learners in detailed discussions to enable them express their views on the theme.

### **Techniques, Strategies and Methods to be Used**

The teacher is required to use questions and answers ,brainstorming, illustrations, discussion and simple language and examples in Learner’s Book 4 to teach this strand. Involve learners and give them the opportunity to express their views because learners have been performing different roles in the family.

**Teaching and Learning Resources:** R.M.E. Learner’s Book 4 Pages 120 - 134, Religious and Moral Education *Curriculum for Basic Schools (Books 1 -6)*, September, 2019 Pages 29-31, wall hangs on roles and responsibilities of members of the family.

**Key Words:** committed, rewards, authorities , encourage

Follow the procedure for teaching key words and guide learners to find and use the key words in simple but meaningful sentences. Have learners to practice the words .

“ **reward**” : to give something to a person as a result of an effort or achievement

“**committed**” : a pledge to do something

“**authorities**”: the right to give orders

“**encourage**” : to give support or hope to someone

**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.

**B 4.4.1.1.1: THE NEED TO BE COMMITTED TO COMMUNITY.**

*Learner's Book , Pages 121 -127.*

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**Key concepts: Learner's Book page 121.**

Lead learners to explain the key concept. Explain to learners that when an individual is committed to God, it makes that individual to be responsible.

**Activity 16: Learner's Book, page 121.**

This activity is aimed at helping learners say some of the things a person can do to be committed to God and state the benefits of being committed to God.

- Guide learners to mention the ways by which people can be committed to God.
- Lead learners to discuss with their friends the need to be committed to God.
- Let learners be in pairs and discuss the benefits of being committed to God.
- Ask individuals to say why they are committed to God for further discussion.

Using questions and answer method, lead learners to read and discuss the text in pages 121-127 for further class discussion.

**B4.4.1.1.2: DEEDS THAT ATTRACT REWARDS:**

*Learner's Book Pages 127 -131.*

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**Activity 17: Learner's Book, Page 127.**

- Put learners in groups of mixed abilities.
- Guide each group to mention and discuss some deeds that attract rewards.
- Let each group leader presents the group's findings for peer review and discussion.
- Learners in their groups, state the texts from the scriptures that talk about good deeds.

- Guide learners to dramatise good deeds from the sacred scriptures.  
Using discussion method, lead learners to read and discuss the text in Learner’s Book pages 126-133 for further discussion.

**B4.4.1.1.3: REASONS FOR REWARDING GOOD DEEDS:**

*Learner’s Book , Pages 132 and 133.*

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**Activity 18: Learner’s Book Pages 132.**

The purpose of this activity is to assist learners express their opinions on good deeds at home and at schools.

Guide learners in class to mention some good deeds at home and in school.

Let learners brainstorm and state some types of rewards for good deeds and discuss the importance of good deeds.

Let learners be in pairs and write an essay on the topic: “Why I will always do good”.

Ask learners to read out their points to the whole class for further discussion.

Lead learners to read and discuss the text in Learner’s Book pages 132 and 133 for further discussion.

**Class Debate: Learner’s Book 4, page 133.**

Read and explain the topic of debate for learners.

Put learners in groups of mixed abilities.

Let the groups debate on the topic.



Award marks for the points made by the groups.

Discuss the topic with the whole class.

### **ADDITIONAL INFORMATION TO THE Teacher**

The good effects or importance of rewards.

Rewards encourage weaker people to buck up.

Rewards attracts god's blessing upon a person.

It encourages the youth to be morally upright.

It makes people feel happy and fulfilled.

It makes others to behave well.

### **Negative effects or disadvantages of Rewards**

1. Rewards make people to engage in bribery and corruption.
2. Rewards sometimes lead to hatred.
3. It makes people become complacent in the long run.

### **Some Actions Considered As Bad Deeds.**

Murder

Stealing and cheating

Fighting and quarrelling

Indecent dressing and behaviour

Destruction of school or public property

Sexual immorality.

Drug addiction and alcoholism.

Examination malpractices

Abortion

### **Effects of Bad Deeds**

Injury

Death

Diseases and sickness

Negative recommendation

Demotion

Imprisonment

Suspension

Curse

### **Exercise 17: Learner’s Book, Page 133.**

Discuss the questions with learners and ask them to answer True or False into their exercise books for marking .

### **Answers to Exercise 17: Learner’s Book, Page 133.**

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

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

### **Exercise 18: Learner’s Book, Page 134.**

Guide learners to read and discuss the questions. Ask them to answer the questions in their exercise books for marking.

### **Answers to Exercise 18.**

#### **Learner’s Book 4, Page 134.**

1. Refer to pages 128 and 129 of Learner’s Book 4.
2. Refer to pages 129 - 130 of Learner’s Book 4.
3. Refer to pages 132 - 133 of Learner’s Book 4.

Discuss the answers with learners for them to understand the themes under which they have difficulties.

Ask learners to do correction in their exercise books. Mark learner's correction.

**Homework: Learner's Book, Page 134.**

Discuss the question with learners for them to understand the topic.

Ask learners to answer the questions at home and bring it to school the following day for marking.

**Revision Exercises: Learner's Book 4, page 134.**

Read and discuss all the questions (Revision Exercise) with learners. Ask learners to answer the questions independently into their exercise books.

**Answers to Revision Exercise: Learner's Book 4, page 134.**

1. Refer to Learner's Book 4, page 128.
2. (a) By offering prayers (b) By studying the word of God.
3. (a) Presentation of certificate (b) presentation of trophies etc
4. (a) to ensure obedience of rules and regulations.  
(b) to help people develop good moral lives.  
(Refer to Learner's Book 4, page 13)
5. Refer to page 130 of Learner's Book 4.
6. Learners may give varied answers.

Example; (i) I like to engage in good deeds all the time to enable me receive rewards from my parents and teachers.

(ii) ..... to enable me put up good academic performance.

Discuss all the answers with learner's and organise remedial lessons for those who have not fully mastered some of the indicators.

**DIAGNOSTIC ASSESSMENT QUESTIONS**

This test will assist you to identify learners who still need help in order to provide the appropriate remedial lessons for them.

1. Let learners state 2 reasons why an individual needs to be committed to God.
2. Ask learners to mention 2 deeds that can be rewarded at school.
3. Let learners say why good deeds are rewarded.

**ANSWERS TO DIAGNOSTIC ASSESSMENT QUESTIONS.**

1. A. to experience the blessings of God.
  - to bring the individual closer to God.
  - for God's protection.
2. Two deeds that can be rewarded at school;
  - Showing respect to school authorities.
  - Good academic performance
  - Good performance in sports and games.
3. Why good deeds are rewarded
  - To encourage hard work.
  - To ensure obedience of rules and regulations.
  - To help people develop good moral lives.
  - To enhance good performance.

**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 5:

## THE FAMILY, AUTHORITY AND OBEDIENCE:

*Learner Book Pages 135 - 147.*

### **SUB- STRAND 1: AUTHORITY AND OBEDIENCE**

*Learner Book 4, Pages 136 - 146.*

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#### **Content Standards:**

Explain the need to obey and submit to authority

#### **Performance Indicators :**

##### **The learner can;**

- i. explain authority at homes ,school and the community .
- ii. discuss the importance of being a committed member of the family.

#### **Core -Competencies:**

Personal Development and Leadership ,Communication and Collaboration ,Cultural Identity and Global Citizenship

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

Trust, Commitment, Loyalty, Respect, Obedience, Humility, unity, Responsibility and Togetherness.

#### **Planning to Teach Strand 5**

**Strand 5** of Learner’s Book 4 should be taught as indicated in the Teacher’s Guide. The teacher has to prepare adequately by finding out about the family, authority and obedience and the

importance of being a committed member of the family. Engage learners in detailed discussions to enable them express their views on the theme.

### **Techniques, Strategies and Methods to be Used**

The teacher is required to use questions and answers, brainstorming, illustrations, discussion and simple language and examples in Learner's Book to teach this strand. Where possible, films can be used to guide learners to identify different people in authority in their immediate communities. Also, the teacher should carefully guide learners to identify those in authority at home, school and in their communities. Involve learners and give them the opportunity to express their views because learners obey people in authority at home, school and in the community. Learners themselves perform many roles at home, school and in the community.

**TLRs:** R.M.E. Learner's Book 4 Pages 134 - 146, Religious and Moral Education *Curriculum for Basic Schools (Books 1 -6)*, September, 2019 Pages 31 and 32, wall hangs on people in authority at home, school and the community.

**Key- words:** judiciary, executive, responsibility

Follow the steps of introducing and teaching key words and discuss the words with learners.

“**authority**” – the right to give orders.

“**Judiciary**” – the people who interpret and apply laws.

“**executive**” – the body of people who enforce or implement the laws of a country.

“**responsibility**” – the duty to deal with something.

**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 19: Learner’s Book page 136.**

This activity is to assist learners, identify people in authority at home, school, the community, place of worship and country.

Guide learners to mention members of their family.

Let learners identify people in authority at home, school, or the community.

**At home** – father, mother and other elderly people in the family .

**At school** – head teachers, teachers, seniors, prefects.

**Place of worship** – pastors, traditional leaders, Imams

## **SUB – STRAND 2: ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION**

*Learner’s Book ( L.B.) Pages 139 - 147.*

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### **Content Standards:**

Explain the importance of being a loyal member of the family.

### **Performance Indicators :**

#### **The learner can;**

- i. explain who a committed person is.
- ii. describe a committed family member.
- iii. discuss the importance of being a committed family member.
- iv. role-play the roles of committed family members.

### **Core -Competencies:**

Personal Development and Leadership, Communication and Collaboration ,Cultural Identity and Global Citizenship

### **Subject Specific Practices:**

Commitment, Loyalty, Respect, Obedience, Humility, Unity, Responsibility, Togetherness and Tolerance.

### **Activity 20: Learner’s Book, Page 139.**

This activity is aimed at assisting learners to explain who a committed person is and to help learners to state some behaviours that describe a committed family member .

Lead learners through questions and answers for them to explain who a committed person is.



Guide learners to state behaviours that describe a committed family member.

Discuss and call individual learners by name to state the importance of being a committed member of the family .

Have learners form groups in class and role- play some of the roles of a committed family member .

**Activity 21: Learner’s Book, Page 143.**

This activity is to assist learners state 2 duties of a mother and father in the family.

Guide learners to mention the roles of each of the members of the extended family.

**Exercise 19: Learner’s Book, page 144**

Read and discuss the questions with learners.

Follow the procedure for administering class exercises and guide learners to answer exercise 19 into their exercise books.

**Answers to Exercise 19 : Learner’s Book, page 144**

- |              |                      |          |
|--------------|----------------------|----------|
| 1. nuclear   | 4. father and mother | 7. uncle |
| 2. extended  | 5. aunt              |          |
| 3. character | 6. nephew            |          |

**Group work: Learner’s Book, page 146**

Guide learners to explain the theme under which they are to role-play. Put learners in groups to role-play some of the roles of a committed family member.

Guide learners as they role-play the rules of a committed family member.

**Answers to Exercise 20: Learner’s Book, page 146**

- |                 |            |             |
|-----------------|------------|-------------|
| 1. Grandparents | 2. nuclear | 3. extended |
|-----------------|------------|-------------|

- |          |                |
|----------|----------------|
| 4. aunt  | 6. grandfather |
| 5. uncle | 7. cousins     |

**Answers to Exercise 21: Learner’s Book, pages 146 and 147**

Refer to learners book pages 144 - 146 for the answers.

Discuss the answers with learners.

Mark learner’s answers and asks them to do corrections.

**Revision exercise: Lerner’s Book, page 147.**

Lead learners to revise the whole of **strand 5** of Learner’s Book 4 (pages 135 -147)

Let them answer the revision exercise into their exercise books for marking.

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

Let them do correction for marking.

**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

**appreciation:** a feeling of being grateful for something

**centipedes:** a small, long, thin animal with many legs

**characteristics:** a quality belonging typically to a person

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

**chore:** any duty performed at home

**creator:** a person who makes something

**descended:** to move downwards

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

**emerge:** to appear by coming out of something

**exhale:** breathe out air

**famine:** shortage of food

**fortify:** to make something stronger in order to protect it.

**humankind:** all human beings

**humble:** not proud and showing less importance

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

**inhale:** breathe in air

**invoke:** to call on a deity or spirit in prayer

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

**loyalty:** to be faithful and devoted to something.

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

**manger:** a container for animal food

**millipedes:** a small creature with a long body consisting of many parts, each part having two pairs of legs

**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

**recommend:** suggested as being good

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

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

**significance:** the importance of something

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

**tyrannical:** exercising power in unfair way

**unique:** being the only one of its kind; unlike anything else

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