
RELIGIOUS AND MORAL EDUCATION

For Basic Schools

TEACHER'S GUIDE BOOK 5

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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.

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- **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, Pages 1 -33.

SUB-STRAND 1: GOD THE CREATOR:

Learner's Book , Pages 2 – 15.

Content Standards: Learners should appreciate the nature of God as the creator.

Performance Indicators

The learner can;

- i. explain how each person is unique and different from one another.
- ii. state the qualities of God that humankind should demonstrate .
- iii. mention why individuals should maintain their God –given gifts of form and colour.

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 5 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 "God the creator", "How special Each Individual is", "Some Qualities of God That Humankind Should Demonstrate". The teacher is also required to research by reading other materials on "Why Individuals Should Maintain Their God – Given Gifts of Form and Colour", "The Negative Effects of Human Activities in the Environment" and "Ways to care for the environment and "The Importance of Caring for the Environment". Learners have discussed

extensively the various human activities that destroy the environment in Basic 4 and 5 . Use the text in Learner’s Book, Pages 1- 33 to do detailed discussion on the themes. You (the teacher) must involve every learner in the activities, debates and the projects as this will enhance learners’ understanding.

Strategies for Teaching Strand I Effectively

The teacher is expected to use brainstorming, demonstrations, illustrations, discussions and simple examples given in the Learner’s Book to teach this strand. Create the conducive learning environment for learners to express their views on the various themes.

Teaching and Learning Resources (TLRs): R. M. E. Learner’s Book 5, Pages 1 - 33, R. M. E. Curriculum for Basic Schools (Basic 1 – 6) September, 2019 Pages 34 - 37. Pictures and wall hangs on deformed bodies, the Holy Bible and the Holy Qur’an.

Key words: unique, reproduce, behaviour.

Teach the pronunciation of keywords first followed by their meanings. Use the word in simple but meaningful sentences. Help learners to form sentences with the word.

Drill learners in pronouncing the word. “say” “unique” a number of times whilst learners listen.

Let learners pronounce the word after you.

Explain the word “**unique**” to learners .

‘unique’

Something that is unlike anything else. Ask learners to pronounce the word.

Write the word on the chalk or white board, point to it and say *unique*.

Use the word in sentences and guide learners to use the word in sentences

Introduce the second word, *reproduce*. Drill the word with learners.

Teach the meaning of the word

When living things reproduce, it means they give birth to their young ones.

Write the word on the chalk or white board.

Point to the word and say 'reproduce'.

Use the word in sentences and guide learners to use the word in sentences too
"behaviour"

Follow the same procedure to teach the meaning of the word: *behaviour*". "Behaviour" is the way in which one acts or conducts him or herself.

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

Key Concepts: Lead learners through the key concepts in Learner's Book (L.B.) Page 2. Use these concepts and guide learners to explain how unique each individual is. Discuss and explain to learners that *no one can be like them and that God created every individual special and different (unique)*.

Activity 1: Learner's Book (L.B.), Page 2. This activity is to help learners understand that each individual is special (unique).

It is also to help learners identify how different each individual is.

Lead learners through the activities.



Put learners into different groups in class and guide them to select leaders.

Visit each group and guide them in their discussion.

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

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

Let learners look at the picture very well at page 3 of Learner's Book.

Let learners discuss the picture with their friends.

Activity 2: Learner's Book, page 6.

This activity is to assist learners identify the characteristics or behaviours of their best friends that make them different.

- Physical features (head, hand, ears, legs, arms etc.)
- Likes and dislikes (games, food etc)
- Strengths and weaknesses (sports, academic, art, singing and drumming etc)
- Behaviour

Class Debate 1: Learner's Book, Page 6.

The class debate is to help learners develop their critical thinking ability, communication, analytical and leadership skills.

Discuss and explain the topic for debate with learners. Let learners be in groups and give them guidelines on how to debate on the topic. Create the friendly environment for learners to express their views on the topic.

Conclude on this topic by making the points that God created all humankind different and not the same. All humankind do not have the same physical features (height, colour and structure), likes and dislikes, strengths and weaknesses. Award marks to the various groups and declare the winner.

Exercise 1: Learner's Book, Pages 6 and 7.

Read and discuss all the questions with learners.

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

Answers to Exercise 1: Learner’s Book Pages 6 and 7.

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

Answers to Exercise 2: Learner’s Book Page 7.

Guide learners to answer the following questions into their exercise books for marking.

1. humankind
2. unique
3. humankind
4. humankind is made special and is the only one of his or her kind.
5. Physical features. (height, colour, nose, head etc)
Likes and dislikes (games, food etc)
Strengths and weaknesses (sports, music and dance etc)
Behaviour. (good or bad)

B5.1.1.1.2: SOME QUALITIES OF GOD THAT HUMANKIND SHOULD DEMONSTRATE:

Learner’s Book Pages 7-11.

Activity 3: Learner’s Book, Pages 7 and 8.

This activity is to help learners identify some qualities of God that humankind should demonstrate. Lead learners through Activities 3 on pages 7 and 8 for learners to discuss and mention some of the qualities of God that humankind should demonstrate.

- Put learners in groups of four.
- Let learners select leaders for their groups

- Visit each group and guide them in their discussion.
 - Let each group leader present their views on the topic being discussed.
- Guide learners to read and discuss the text in L.B. Pages 7-11 for further class discussion.
Engage every Learner in the discussion.

Exercise 3: Learner’s Book, Page 11.

Read and discuss the questions with learners.

Let learners answer some of the questions orally in class.

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

Answers to Exercise 3: L.B. Page 11.

1. The uniqueness of humankind means humankind is made special and is the only one of his or her kind.
2. Three (3) qualities of God that humankind need to demonstrate include;
 - a. holiness
 - b. mercifulness
 - c. forgiveness
 - d. graciousness
 - e. love
 - f. patience
3. Refer to L.B. Pages 8 - 10 for the answers.

Group Work: L.B. Page 11.

- Let learners be in groups in class. Ask them to select group leaders.
- Guide the groups to discuss the uniqueness of humankind. (Refer to L.B. Pages 3 and 4)
- Give learners guidelines to write an essay on the topic, “why humankind is special among all God’s creations”.

Discuss the group work (essay) with learners and award marks to the groups.

Discuss with learners that humankind is created special among God's creation because humankind is created in the image of God.

Humankind was created by God with body, soul and spirit. Humankind is the highest form of all God's creations.

God gives the ability to humankind to speak, reason or think and love which other creations of God like the sun, moon, plants cannot.

Home Learning/ Parent Help: Learner's Book 5, Page 11.

Task learner's to discuss with their parents how human beings were created special.

B5 1.1.1.3: WHY INDIVIDUALS SHOULD MAINTAIN THEIR GOD-GIVEN GIFTS OF FORM AND COLOUR:

Learner's Book, Pages 12 - 15.

Activity 4: L.B. Page 12.

The purpose of this activity is to help learners understand why all individuals have to maintain their God-given form and colour and state the reasons for which God created the individual special and unique.

Guide learners to discuss with their friends why they should maintain their God-given form and colour.

Lead learners to discuss the reasons why each person is created in a special and unique form.

Arrange learners in a special form and show video clips or pictures of negative effects of defacing our bodies.

Put learners in groups in class and guide them to discuss how to maintain their God-given form and colour.

Call learners by name to tell their friends in class why they will never do anything to deface or deform their body.

Using questions and answers method, let learners read and discuss the text in L.B. Pages 12-15.

ADDITIONAL INFORMATION TO THE TEACHER

The nature of humankind:Humankind was created in the image of God. God instills some of His qualities in humans called character. Character is the nature of humankind.

Some positive aspects of humankind include; love, kindness, honesty, patience and respect.

The negative aspects of humankind include; dishonesty, hatred, deceit, impatience and jealousy.

How children can exhibit good characters.

At home, children must exhibit good character for their parents and siblings to see and also the young ones to follow.

At school, children must show their positive aspects of life. They must be patient and respect their teachers and friends and show care and love.

In the community, children must always show good character.

Debate 2: L.B. Page 15.

Explain the topic for debate to learners.

Put learners in groups to debate “for” or “against” the topic.

Let learners (the groups) debate on this topic for marks.

Home Learning/ Parent Help: Learner’s Book 5, Page 15

Let learners ask their parents to guide them browse the Internet on different ways by which people destroy their bodies. Discuss feedback from learners with the whole class.

Revision Exercise (Part A): L. B. Page 15.

Guide learners to read the questions carefully and discuss the questions with learners and let them answer these questions in their exercise books.

Answers to Revision Exercise (Part A): L.B. Page 15.

1. humankind
2. unique
3. human beings did nothing to bring them into being.
4. The things we can see and touch on a person.
5. To have sympathy for someone who is suffering.
6. he or she does not love the person.
7. do things to destroy or change our God-given body.
8. making holes in our body parts such as the nose and ears.

Revision Exercise (Part B): L. B. Page 16.

- These are essay type questions
Discuss all the questions with learners for them to understand all questions.
- Let them answer the questions in their exercise books for marking.

Answers to Revision Exercise (Part B) L.B. Page 16.

1. Humankind is made special and is the only one of his or her kind.
2. Physical features (big head, long nose, wide mouth, etc.)
Likes and dislikes (e.g. I like 'kokonte' my siblings do not like it)
Strengths and weaknesses (the ability to do something very well and cannot do well in the other fields)
3. Kindness
Faithfulness
Loving
Merciful etc.
4. A person's head, height, mouth, legs, eyes, neck, etc.

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-STANDARD 2:THE ENVIRONMENT

Learner's Book, Pages 17 -33.

Content Standard: Explain How to Care for the Environment.

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

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

Performance indicators:

The learner can:

- discuss the effects of human activities on the environment.
- demonstrate ways to care for the environment.

TLRs: Drawings on manila cards, R.M.E. Learner's Book 5, video clips

Key Words: famine, drought, pollution

Teach the pronunciation of keywords.

Teach the meaning of the word. Say '*famine*' a number of times for learners to listen.

Guide learners to say the word after you.

Explain the word '*famine*' to learners 'famine' It is a serious shortage of food.

Drill the word '*famine*' with learners .

Ask learners to pronounce the word.

Write the word on the board and say '*famine*'.

Use the word in simple but meaningful sentences.

Guide learners to also use the word in simple sentences.

'**drought**' drill the word with learners .

Ask learners to pronounce the word.

Write the word on the white/chalk board, point to the word and say 'drought' a number of times.

Use the word in meaningful sentences.

Guide learners to use the word in simple sentences.

'Pollution'

Follow the same procedure and teach the meaning of the word 'pollution'

Pollution is the process of making the air, water and soil dirty or impure.

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.



(i). A man cutting down a tree in the forest.



(ii). A dirty environment.



(iii). A boy urinating into a river.



(iv). Children defecating in the open.



(v). A mining site with people mining.



(vi). A woman burning rubbish in the open.

Activity 5: Group Work: Learner’s Book, page 17.

- This activity is to help learners identify the effects of human activities on the environment. Put learners into groups of four and let them select leaders for their groups. Guide learners to discuss in their groups some human activities that take place in their environments. Lead learners in a discussion on the pictures or video clips on some activities that destroy the environment. Let leaders of each group present their group work to the class for further discussion . Lead the class in discussing each group’s presentation. Using questions and answers, let learners read and discuss the text in L.B. Pages 17- 21

Activity 6: Class Discussion, Learner’s Book, Page 19.

Let learners discuss with their group members in class what happens when they engage in activities that destroy the environment. This discussion is to help learners develop and improve upon their analytical, critical thinking and communication skills. Give the opportunity to all learners to express their views on the theme .

B5 .1.2.1.1: EFFECTS OF HUMAN ACTIVITIES ON THE ENVIRONMENT

Learner’s Book, pages 19 -25.



Activity 7: L.B. Page 21.

- Put learners into three groups (groups A, B and C) and assign each group a type of pollution.
- Take a walk with learners through your community
- Let them observe various forms of pollution in the environment.
- Show learners some pictures and video clips on causes of pollution.
- Guide learners to identify and discuss the human activities that cause the type of pollution assigned to each group.
- Let learners discuss the effects of pollution on the environment.
- Let learners present their answers to the class for further discussion.
- Using questions and answers, guide learners to read the text on Learner’s Book, Pages 19 -25.

Class Discussion: Learner’s Book, Page 25.

Guide learners to discuss how they can ensure that their communities are not polluted.

B5 1.2.1.2: WAYS TO CARE FOR THE ENVIRONMENT

Learner’s Book, page 25

Activity 8: Learner’s Book, Page 25.

This activity is to help learners brainstorm on the ways of keeping their environment clean. Form three groups A,B and C)

- Let learners in groups discuss some of the ways of keeping the environment clean and safe.
- Guide them to use their findings to make group posters about clean and safe environment.

Through questions and answers, guide learners to read the text in Learner’s Book, Pages 27-31 on ways of caring for the environment and also talk about the pictures on pages 26 and 29.

Activity 9: (Clean-Up Exercise) L.B. Pages 29 and 30.

This activity is aimed at helping learners to demonstrate or practise what they learnt in class.

- Announce to learners to bring working attire and working tools to school the next day after

you have discussed the topic with them thoroughly.

- Lead the class in a discussion on the need for regular clean-up exercises in our environment.
- Encourage learners to listen attentively and take part in discussions.
- Let learners change into their working attires.
- With their working tools, guide them to take part in a clean-up exercise on the school compound
- Supervise learners to make sure they are doing the right thing.
- Let learners tell their friends the kind of work they did during the clean-up exercise.
- Let learners express their views on how the school compound looks after the clean-up exercise.
- Let them tell their friends the reason why they would like to take part in the next clean-up exercise.

CAUTION/WARNING: Encourage learners to wash their hands under clean running water with soap after the clean-up exercise.

Project 1: L.B. Page 30.

This project is to ensure that whatever learners learnt in school about clean-up exercises, they will also do same wherever they go.

- Assign learners to organise clean-up exercises with their siblings at home.
- Let them give feedback in class on how their clean-up exercises in their homes was organised. Lead learners to discuss the importance of organising clean-up exercises at home in the community.

Project 2: Learner’s Book, Page 30.

- Help learners to toss for the following activities;
 - a. cleaning a rubbish dump
 - b. Planting trees
 - c. checking erosion

d. desilting a choked gutter.

- Form 4 groups in class (boys and girls).
- Help learners to select a leader for each group.
- Guide the group leaders to pick an activity each by tossing.
- With learners in their working attires and working tools, let each learner join his or her group leader take part in the project.

Go round to supervise learners as they work.

Class Debate 3: Learner’s Book, Page 31.

This debate is to help learners to brainstorm and also apply their knowledge from what they have learnt.

- Guide learners to debate on the topic in Learner’s Book, page 31.
- Put them in two groups (for or against) and let them toss to pick their stand either ‘for’ or ‘against’
- Guide them to argue on the topic “It is the responsibility of the government to care for the environment because our parents pay tax”. Listen and guide learners as they debate on the topic. Award marks to the groups. Discuss the points for and against the motion.

Points for the motion:

1. cleanliness is next to Godliness
2. It is our collective responsibility to keep the environment clean and safe.
3. We have to care for the environment in order to be healthy.
4. To improve the climatic condition.
5. For our farmlands to be fertile.
6. To fulfil God’s purpose of creating humankind.

Points against the motion:

- a. Government is responsible to use the tax paid by people to clean and care for the environment.
- b. the government controls the country.

The Importance of Caring for the Environment

Activity 10: Class Discussion, Learner’s Book, Pages 31 - 32.

Let learners discuss with their friends why it is important to care for the environment. Guide learners to read the text on learner’s Book, Page 36.

Revision Exercises: Learner’s Book, Pages 32 and 33.

Revise Strand 1, Sub – strand 2 with learners for them to answer Revision Exercises A,B and C.

Part A: Learner’s Book, Page 32.

1. The environment
2. Cutting down of trees, defecating in the open and burning rubbish in the open ,.
3. pollute
4. Climate change
5. Clean, safe and healthy.
6. artificial/man-made things
7. clean and safe

Part B: Learner’s Book, Page 33.

Answers to Revision Exercise :

Part B.

1. Air pollution, water pollution, illegal mining, bush burning, improper disposal of waste etc.
2. Planting of trees, legal mining, proper disposal of waste, avoiding environmental pollution, etc.
3. Varied answers. Example. Trees provide human beings with oxygen so when there are no trees, humans cannot breathe and so they will die. Discuss all the answers with learners and ask them to do correction. Check and mark learners’ correction.

Revision Exercise C: Learner’s Book, Page 33.

This exercise is to help learners provide answers in their own words.

1. Refer to Learner’s Book, Page 20.
2. Land degradation, water pollution, air pollution, climate change, etc. (Re. to L.B. pages 20 - 21)
3. Refer to Learner’s .Book, Pages 18 - 19.
4. Refer to Learner’s Book, Pages 26 - 29.

Diagnostic Assessment Questions

1. Let learners explain the uniqueness of human beings.
2. Let learners identify the things that make them unique among their friends.
3. Let learners explain the effects of climate change.

Answers to Diagnostic Questions

1. Humankind is made special and is the only one of his or her kind
2. Varied answers from learners.
3. Climate change leads to heat, floods, and rainstorms, less rainfall, famine, drought.

ADDITIONAL INFORMATION TO THE TEACHER

The Nature of Humankind

As we learnt earlier, 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 one another 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 humankind show. Some of these negative aspects of humankind are;

1. **DISHONESTY:** This is the act of telling lies, cheating, deceiving or stealing. 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 learners, 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.

(ii) Say why people should always practise the positive aspects of the characteristics of humankind in the;

(a) home

(b) school

(c) community

(iii) Your teacher or parents will guide in this discussion.

WHY WE MUST PRACTISE 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 children, 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 and 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.

The environment is the home of humankind, animals and plants. If the environment is not there, humankind cannot live. Good health, the food we eat and water we drink come from the environment, so we must keep it well. Keeping the environment is a duty of every humankind.

Remedial Lessons / Activities:

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

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

STRAND 2:

RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS:

Learner's Book, Pages 34 - 83.

SUB-STRAND 1: RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA

Learner's Book, Pages 35 - 69.

Content Standards: Learners should appreciate the importance of prayer, worship and other acts of worship.

Performance Indicators.

- discuss the moral importance of Worship.
- explain the moral significance of religious songs and recitations.
- identify the moral significance of sacred passages and oral tradition in the three main religions.

Core-Competencies:

Communication and Collaboration, Personal Development and leadership, Creativity and Innovation and Global Citizenship.

Subject Specific Practices :

Faithfulness , Obedience , Respect , Commitment , Humility Togetherness , Unity, Cultural Identify and Gratitude

Planning to Teach Strand 2:

Strand 2 of Learner's Book 5 should be taught as indicated in the Teacher's Guide. The teacher has to prepare adequately by researching on '**Religious practices and their moral implications**

in the three major religions in Ghana”. The teacher is also required to read the R. M. E. Curriculum for Basic Schools (Basic 1 -6) September, 2019 Pages 38 and 39 and also use the text in Learner’s Book 5 Pages 34 – 83.

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 5 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 practices in the three major religions in Ghana. Learners have learnt into details the purpose of worship in the three major religions in Ghana. You may invite a resource person when treating the theme “Moral significance of sacred passages and oral tradition in the three major religions in Ghana. Before this lesson, ask learners to make enquiries at home about the theme. This will enable learners to take active part in the lesson thereby enhancing their understanding of the theme. Create conducive learning environment for learners to conduct themselves very well when the resource person comes.

Teaching Learning Resources (TLRs) :

R. M. E. Learner’s Book 5, *R. M. E. Curriculum for Basic Schools (Basic 1 – 6) September, 2019* Pages 38 and 39, the calabash, drinking glass, water, mat, “buta” the Holy Qur’an and 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 theme.

Key Words: devotion, confirmation, sacrifice.

Teach the pronunciations of keywords followed by their meanings. Use the words in simple sentences

devotion: to show great love or commitment for something.

confirmation: *an information that shows something is true or has happened.*

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

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

Key Concepts: Lead learners through the key concepts and guide them through the key concepts in Learner's Book, Page 39. Use these concepts and guide learners to explain religious worship in the three major religions in Ghana.

Activity 11: Learner's Book, Page 35.

Guide learners to form groups in class according to the three major religions in Ghana. (Christians, Muslims and Traditionalists)

Guide learners to elect leaders for each group.

Let learners discuss in their groups the various ways (modes) of worship in the three major religions in Ghana.

Organise a video show for learners on different modes of worship in class.

Let the leaders in each group do a presentation for class discussion

Using questions and answers method, guide learners to read the text and also look at the pictures in Learner's Book Pages 36- 38.

CAUTION / WARNING: Do not discriminate against any religion..

B5.2.1.1.1: (a) MODES OF CHRISTIAN WORSHIP AND THEIR MORAL IMPORTANCE.

Learner's Book, Page 37-46.



Let learners study the pictures on pages 36- 38 of Learner's Book.

Ask learners to describe the pictures.

Guide them to read through the text in pages 37-45 of Learner's Book.

Home Learning/ Parent Help: Learner's Book 5, Page 45.

Task learners to let their parents guide them watch videos on different types of Christian worship.

Exercise 4: Learner's Book, Pages 45 and 46.

Guide learners to read the questions well before answering. Supervise them to do independent work.

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

Discuss the answers with learners and mark their work.

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

Check and mark learners' corrections.

Exercise 5: L.B. Page 46 .

Discuss the questions with learners.

Guide learners to answer questions in their exercise books

Answers to Exercise 5: L.B. Page 46.

1. (a) worship
 2. (c) libation
 3. (c) private and congregational prayers
 4. (b) Jesus Christ
 5. (a) ask for their needs
- Discuss the answers with learners and mark their work.
Let learners do correction in their exercise books for marking.

ADDITIONAL INFORMATION TO THE TEACHER

Christian prayer has no specific time and place. It takes place anywhere at any time when they need arises.

Christians also pray at different positions. Prayer can be said aloud, silently or by meditating while sitting, kneeling, standing, lying on the floor, lifting their two hands. Apart from the five daily compulsory prayers in Islam, there are recommended prayers that individuals perform. These are Farz, Funnat, and Natl.

Tahajjud prayers (night vigil) is a night optional prayer.

Diagnostic Assessment Questions

1. Let learners explain two moral importance of Christian Worship.
2. Let learners explain two ways in which evangelism can be done.
3. Let learners explain the types of Christian worship.

Answers to Diagnostic Assessment Questions

1.
 - i. Worship brings Christians closer to God and helps them to feel His presence
 - ii. It brings joy and happiness to ChristiansRefer to *Page 45 of Learner's Book* for more answers
2.
 - i. Person to person (house to house).
 - ii. Crusade, radio or televisionRefer to *Learner's Book*, page 44 for more explanations
3.
 - i. Individual or private worship.
 - ii. Mass or congregational worship.

B5.2.1.1.1 (b) MODES OF ISLAMIC WORSHIP (SALAT) AND THEIR MORAL IMPORTANCE.

Learner's Book, Pages 47 - 50.



Let learners study the pictures in L.B. Pages 47-50 very well.

Encourage them to talk about the pictures.

Guide them to read the text on pages 47-50 of Learner's Book and discuss with them the various modes of Islamic Worship and their moral importance.

B5.2.1.1.1 (c) THE MODES OF TRADITIONAL RELIGIOUS WORSHIP AND THEIR MORAL IMPORTANCE

Learner's Book Pages 51 - 56.



Activity 12. Learner's Book, Page 51.

- Ask learners to study the pictures at pages 51 - 53 of Learner's Book.
- Let learners discuss the scenes in the pictures with their friends.
- Guide them to dramatise a traditional dance in class.
- Let them say why they think Traditionalists worship God.

Through questions and answers, guide learners to read the text on pages 51-56.

Activity 13: L.B. Page 56.

This activity is aimed at helping learners to demonstrate the modes of worship in the three major religions in Ghana.

- Let learners demonstrate to their friends in class how they worship.
- Guide them to discuss with their friends why it is important to worship.

Exercise 6: L.B. Pages 56 and 57.

Encourage learners to read the questions very well before answering them. Guide learners to do independent work.

Answers to Exercise 6: L.B. Pages 56 and 57.

- | | | |
|----------|----------|-----------|
| 1. True | 5. False | 9. True |
| 2. False | 6. False | 10. False |
| 3. True | 7. False | 11. False |
| 4. True | 8. True | |

Discuss the answers with learners and mark their work.

Let learners do correction in their exercise books for marking.

Exercise 7: L.B. Pages 57 and 58.

Let learners read the questions well before answering

Answers to Exercise 7: Pages 57 and 58.

- | | |
|-------------------------|------------------------------------|
| 1. (c) the smaller gods | 5. (c) When naming a new born baby |
| 2. (b) zakart | 6. (a) sacrifice |
| 3. (c) sacrifice | 7. (a) taboos |
| 4. (a) pouring libation | 8. (c) Hajj |

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

Exercise 8: L.B. Pages 58 and 59.

Let learners read the questions and provide short answers.

Supervise them to do independent work.

Answers to Exercise 8: L.B. Pages 58 and 59.

1. an act of religious devotion usually performed to show respect and honour to a deity or God.
2. a. Individual or private worship
b. Mass or congregational worship.
3. Fajr — Dawn prayers
Zuhr — Noon prayers
Asr — Afternoon prayers
Maghrib — Sunset prayers
Isha — Night prayers
4. i. When naming a new born baby.
ii. When performing puberty rites
iii. during the celebration of festivals.
5. To get blessings from God
To promote holiness
It promotes togetherness among Muslims etc.

Discuss the answers to the questions with learners.

Let them do corrections in their exercise books.

Diagnostic Assessment Questions

1. Let learners mention 2 importance of Islamic Worship
2. Let learners explain what taboos are.
3. Let learners state two occasions of traditional sacrifice

Answers to Diagnostic Assessment Questions

1.
 - i. Worship brings joy and happiness to Muslims.
 - ii. Worship promotes togetherness among Muslims.
2. Taboos are forbidden rules and regulations people observe in a community LB page 55.
3. When there is a disaster like the outbreak of disease, famine (shortage of food) and too many deaths.
 - When the gods are angry about something.
 - When believers request is granted by the gods.

B5.2.1.1.2: MORAL SIGNIFICANCE OF RELIGIOUS SONGS AND RECITATIONS

Activity 14: Learner's Book 3, Page 59.

- Put learners into three religious groups in class (Christians, Muslims and Traditionalists)
 - Encourage them in their groups to name the titles of some religious songs for class discussion.
 - Play some religious songs for the learners to listen.
 - Discuss with learners, how the themes of these songs apply to their daily lives.
 - Guide them to perform religious music and dance.
- Learners in their groups, guide them to discuss the importance of religious songs.
- Let the leaders of each group present the answers for class discussion.
- Encourage learners as individuals to compose simple songs and sing to their friends in class.
- Lead learners to read the text in Learner's Book, Pages 59 -68.

Activity 15: L.B. Pages 62 - 63.

Let learners be in groups and sing (2) religious songs or say 2 recitations.

Use the Internet to play some religious songs with learners in class. Discuss the songs with learners.

Guide them to discuss the moral values in their songs or recitations.

This activity is to help learners to demonstrate the knowledge they have acquired from what they have learnt.

Lead learners to read the text in Learner's Book, Pages 61- 68 through discussions.

Class Debate 4: L.B. Page 68.

This debate is to help learners to brainstorm on the topic under discussion

Put learners in groups 'for' and 'against' and guide them to debate on the topic: "Religious songs are composed to only entertain the individual".

Create the opportunity for learners to debate on the topic. Let them express their views on the topic.

Exercise 9:L.B. Page 68.

Let learners read the questions well before answering. Let them answer some of the questions orally in class and the rest in their exercise books for marking.

Answers to Exercise 9: L.B. Page 68.

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

Discuss all the answers with learners.

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

Check and mark learners correction.

Exercise 10: Learner’s Book, Page 69.

Lead learners to read the questions well before answering them.

Answers to Exercise 10: Learner’s Book, Page 69.

1. Songs are vocal music made by people with voice.
2. A song is a vocal music made by people with voice while recitation is a writing that a person learns and says aloud
3. Christian religion and African Traditional religion
4. During worship
Naming ceremonies
Marriage ceremonies
5. Varied answers
6. Learn about the attributes of God that promote peace and unity in our societies etc

Diagnostic Assessment Questions

1. Let learners explain non-religious songs
2. Let learners name two non-religious songs
3. Let learners mention a religious song and explain the moral lessons learnt from the words.

Answers to Diagnostic Assessment Questions.

1. Non-religious songs are songs that people sing for entertainment.
2. ‘One Corner’ (Patapaa)
‘Tomorrow’ (Stonebwoy)
‘Tuff seed’ (Stonebwoy)
3. Varied answers
– Pay particular attention to learners with learning difficulties and provide remedial measures.

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, Pages 70 - 83.

Activity 16 Learner's Book, page 70.

Let learners tell their friends in class about the celebration of a festival they have witnessed recently.

Lead learners to read the text on page 70 of Learner's Book.

Class Discussion: Learner's Book, Page 71.

Through questions and answers, lead learners to discuss the importance of celebrating festivals in their communities.

B5.2.2.1.1 MORAL SIGNIFICANCE OF SACRED PASSAGES AND ORAL TRADITIONS IN THE THREE MAIN RELIGIONS IN GHANA

Activity 17: Learner's Book, Page 72.

Group learners and revise sacred passages and oral traditions with them.

Let learners identify the moral values in the sacred passages and oral traditions for discussion

Let learners tell their friends in class individually, how they can apply these moral values in their daily lives.

Lead learners in discussions and encourage them to read the text in Learner's Book, pages 71-82

Additional Information for the Teacher.

The ten commandments, in order, are:

1. "I am the Lord thy God, thou shalt not have any strange gods before Me."
2. "Thou shalt not take the name of the Lord thy God in vain." ...

3. "Remember to keep holy the Sabbath day." ...
4. "Honour thy father and mother." ...
5. "Thou shalt not kill." ...
6. "Thou shalt not commit adultery."
7. "Thou shalt not steal."
8. "Thou shalt not bear false witness against thy neighbour."
9. "Thou shalt not covet thy neighbour's wife."
10. "Thou shalt not covet thy neighbour's goods."

A psalm of David. (Psalm 23)

- 1 The Lord is my shepherd, I lack nothing.
- 2 He makes me lie down in green pastures,
he leads me beside quiet waters,
- 3 he refreshes my soul.
He guides me along the right paths
for his name's sake.
- 4 Even though I walk
through the darkest valley,[a]
I will fear no evil,
for you are with me;
your rod and your staff,
they comfort me.
- 5 You prepare a table before me
in the presence of my enemies.
You anoint my head with oil;
my cup overflows.
- 6 Surely your goodness and love will follow me
all the days of my life,
and I will dwell in the house of the Lord forever

Revision Exercise (PART A): Learner’s Book, Page 82.

These revision exercises are meant to measure learners’ understanding of what they have learnt under strand 2.

Guide learners to read and understand the questions well before answering them.

CAUTION / WARNING: Supervise learners to do independent work and to avoid copying from one another.

ANSWERS TO REVISION EXERCISE (PART A): L.B. PAGE 82.

1. word of mouth
2. Myths, folktales, riddles, proverbs
3. Bible
4. Holy

Discuss all the answers with learners.

Guide them to do correction in their exercise books. Check and mark their correction.

Answers to Revision Exercise (PART B): L.B. Pages 82 and 83.

1. (i) To ask for forgiveness of sins.
(ii) To worship God.
(iii) To give God thanks (To thank God)
2. Fajr — Dawn prayers
Zuhr — Noon prayers
Asr — Afternoon prayers
Maghrib — Sunset prayers
Isha — Night prayers
3. Isha — Night prayers
4. Libation
Sacrifice
Drumming and dancing
5. Taboos are forbidden rules and regulations people observe in a community.

6. To bring Muslims together
To bring joy happiness to the Muslim
To promote togetherness among Muslims
7. Sacred passages are sections of the Holy Scriptures
8. Through obedience
Kindness
Respect

Refer to L.B. page 82 for more information.

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 84- 108.

SUB-STRAND 1: THE MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA

Learner's Book, Pages 85 - 108.

Content Standards: Show an understanding of the ministry of each of the major religious leaders.

Performance Indicators:

The learner can;

- i. describe the key events in the ministry of the leaders of the three major religions in Ghana .
- ii. outline the moral lessons from the ministry of the various leaders .

Core -Competencies:

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

Subject Specific Practices :

Respect, Trust, Obedience, Commitment and Responsibility

Plannning To Teach Strand 3:

Strand 3 of Learner's Book 5 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 ministry 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 5 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 (TLRs)

R. M. E .Learner’s Book 5 Pages 84 -108, R. M. E. Curriculum for Basic Schools (Basic 1 – 6) September, 2019 Page 40, the Holy Qur’an and the Holy Bible. Use computers or video player and show learners some key events in the ministry 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 theme.

Keywords: temptations, leprosy, allegiance.

Follow the procedure and teach the meanings of the keywords.

B5.3.1.1.1: KEY EVENTS IN THE MINISTRY OF LEADERS OF THE THREE MAJOR RELIGIONS. (a) Some Key Events in the Ministry of Jeesu Christ.



Activity 18: Learner’s Book, page 85.

Put learners in groups of (Christians, Muslims and Traditionalists).

Revise briefly with learners the early lives of the three major religious leaders.

Discuss with learners the call of the three major religious leaders.

Guide learners to describe some key events in the ministry of the three major religious leaders.

Guide learners in their groups to role-play some aspects of the ministry of;

- a. Jesus Christ
- b. Holy prophet Muhammad
- c. Okomfo Anokye

Let learners state three (3) moral lessons they have learnt from the key events of the three major religious leaders.

Through questions and answers, guide learners to read the text on pages 84-94 of Learner’s Book and also talk about the pictures in the texts.

Exercise 11 : Learner’s Book, page 94 and 95.

Let learners read and discuss the questions well before answering them. Let learners answer the questions in their exercise books for marking. Supervise learners to do independent work.

Answers to Exercise 11: PB pages 94 and 95.

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

Discuss the answers to the questions with learners and let them do correction in their exercise books for marking. Check and mark learners’ correction.

Exercise 12 L.B. page 95.

Let learners choose the correct answers from the alternatives.

Answers to Exercise 12 : L.B. page 95.

- | | |
|------------------------|-------------------------------|
| 1. c. John the Baptist | 4. c. When Jesus was baptised |
| 2. a. Christians | 5. a. 40 |
| 3. b. 30 | 6. 3 |

ADDITIONAL INFORMATION TO THE TEACHERS

Jesus in His Ministry also told a parable about the prodigal son.

He also told other parables. Some of these are:

- The parable of the sower
- The parable of the good Samaritan
- The parable of the hidden treasure and many more

Muhammad went to Syria with his uncle at age twenty (25). Muhammad means highly praised one. Muhammad got married at age 25 to Khadija who was 40.

Diagnostic Assessment Questions

1. Let learners explain how Jesus fed the five thousand people
2. Let learners explain the “Golden Rule”.
3. Let learners explain how Jesus was Tempted

Answers to Diagnostic Assessment Questions.

1. Refer to Learner’s Book pages 93-94
2. Do unto others as you want others to do unto you. Matthew 7:12.
3. Refer to Learner’s Book pages 88 and 99 for the answers.

(b): THE KEY EVENTS IN THE MINISTRY OF HOLY PROPHET Muhammad.

Learner’s Book Pages 96 -98.

As discussed in activity 19 in Learner’s Book page 92.

Guide learners to revise what was discussed earlier in groups.

Guide them to read and understand the questions and instructions well before answering them orally.

Answers to Exercise 13: L.B. page 98.

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

Discuss the answers to the questions with learners thoroughly.

Exercise 14: L.B. pages 98 and 99.

Let learners choose the correct answers from the alternatives.

Answers to Exercise 14: L.B pages 98 and 99.

1. c. Hijira
2. a. Angel Gibril
3. c. Amina
4. a. a Cave
5. b. Arise and warn

Discuss the answers with learners and let them do correction in their exercise books for marking.

Diagnostic Assessment Questions

1. Let learners mention how long it took the angel to reveal to Muhammad.
2. Let learners mention two things Muhammad preached about.
3. Let learners mention the name of the town where Muhammad was stoned and sent away.

Answers to Diagnostic Assessment Questions

1. 23 years
2.
 - i. He preached against idol worship.
 - ii. He preached about oneness of Allah.
3. Taif near Mecca.

(c): KEY EVENTS OF OKOMFO ANOKYE (AN AFRICAN TRADITIONAL RELIGIOUS LEADER)

Learner's Book , pages 99 -105.



Go through Activity 17 in L.B. page 72 with learners .

Guide learners to read the text in Learner's Book pages 99 -105.

Let them talk also about the pictures in the text.

Exercise 15: L.B. page 105.

Let learners read the questions well before answering. Let them answer the questions in their exercise books for marking.

Answers to Exercise 15: L.B. page 105.

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

B5.3.1.1.2: THE MORAL LESSONS FROM THE MINISTRY OF THE RELIGIOUS LEADERS.

Learner's Book, page 106.

Lead learners to discuss the moral lessons they learnt from the lives of these religious leaders
Lead them in reading the text in the Learner's Book page 106.

Revision Exercise (A) : L.B. pages 106 and 107.

Let learners read the questions and choose the correct word from the options to fill the blank spaces.

Answers to Revision Exercise (A) L.B. Pages 106 and 107.

1. Bethlehem
2. Jesus Christ
3. John
4. One
5. 5,000 people

Discuss answers with learners and guide them to do correction in their exercise books for marking

Revision Exercise (B): L. B. page 107.

Let learners read the questions and choose the correct word to fill the blank spaces.
Let them answer the questions in their exercise books. Check and mark learners' work.

Answers to Revision Exercise (B): L.B. Page 107.

1. c. the highly praised one
2. a. Hajj
3. c. Prophet Muhammad
4. c. No other god is to be worshipped
5. b. Fifth

Revision Exercise (C): L. B. page 108.

Guide learners to read and understand the questions well. Let them answer the questions in their exercise books.

Answers to Revision Exercise (C): L.B.page 108.

1.
 - i. Jesus Christ
 - ii. Muhammad
 - iii. TogbeTsali, Okomfo Anokye (Accept any two (2))
2. Jesus Christ
3. Five loaves of bread and two fishes.
4. A visit to a holy place for religious reasons.
5. Holy Qur'an
6. Refer to text in L.B. pages 104 and 105.
7. Refer to text in L.B. page 106.
8.
 - i. Truthfulness and honesty
 - ii. Commitment of our religious leaders.
 - iii. Obey the commandments of our religious leaders.

Discuss the answers with learners and let them do correction for marking. 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 4:

THE FAMILY AND COMMITMENT:

Learner's Book, Pages 109 - 115.

SUB-STRAND 1: THE FAMILY AND COMMITMENT.

Content Standards: Explain family and commitment

Performance Indicators;

The learner can;

- i. explain the need to be a committed member of the family.
- ii. demonstrate things to do to show commitment as members 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 4

Strand 4 of the Learner's Book should be taught as indicated in the Teacher's Guide. The teacher has to prepare adequately by finding out about "The Family and commitment" , "The Need to be a committed member of the family " and "Things to do to show commitment as members of the family". Involve learners in detailed discussions to enable them express their views on the themes.

Techniques, Strategies and Methods to be Used

The teacher is required to use questions and answers, brainstorming, illustrations, discussions and simple language and examples in Learner's Book 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 and the community.

TLRS: R.M.E. Learner's Book 5 Pages 109 - 115, Religious and Moral Education *Curriculum for Basic Schools (Basic 1 -6)*, September, 2019 Pages 41 and 42, wall hangs on members of a community at a communal labour and types of family (nuclear and extended families).

Key Words: family, discipline, commitment

Follow the procedure for teaching key words and teach the meanings of the keywords.

Key concepts: Learner's Book, Page 110:

Discuss the key concepts with learners.

Guide learners to read the text in Learners' Book pages 109-115.

Activity 20: Class Discussion: Learner's Book, Page 111.

Guide learners to discuss with their friends some of the things members of their family do

Lead learners to discuss the roles of the father, mother and children in the family.

(A) The role of the Father;

1. provides shelter
2. provides food
3. provides security
4. provides education
5. pays utility bills of the family
6. pays medical bills

(B) The role of the Mother;

1. Helps to provide food for the family
2. cook for the family

3. washes the family's dirty clothes

(C) The role of the Children;

1. running errands
2. performing house chores
3. older siblings take care of their younger siblings.

B5.4.1.1.1: THE NEED TO BE A COMMITTED MEMBER OF THE FAMILY

Learners book, pages 112-114.

Activity 21 : L.B. page 112.

Guide learners to mention behaviours and attitudes needed to be demonstrated by a committed family member.

Guide learners to discuss the need for being a committed member of the family.

Put learners in groups of five (5), let learners role-play the things people do in the family to show commitment to their families.

Let learners read the text in Learner's Book pages 111-114.

B5.4.1.1.2: THINGS TO DO TO SHOW COMMITMENT AS MEMBERS OF THE FAMILY

Activity 22: Learner's Book, Page 114.

1. Let learners say whether they love the family they belong to or not.
2. Let learners give four reasons for their answer in 1 above.
3. Let learners discuss with their friends the things they can do to show commitment to their family.
4. Put learners in groups of five, let them dramatise some of the things they do as children to show commitment to their family.

Group work: Learner’s Book, Page 115.

Let learners in their groups; discuss the importance of being committed members of their family. Refer learners to page 112 of Learner’s Book for further class discussion.

Exercise 16: Learner’s Book, page 115.

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

1. False
2. the nuclear family and the extended family.
3. Father, mother and children.
4. Parents, grandparents, uncles, aunties, children.
5. It is a firm decision by an individual to perform all family duties for the growth of the family.

Discuss all the answers with learners.

Let them do correction in their exercise books for marking.

Revision Exercise: L.B. page 115.

Revise strand 4 with learners. Ask them to answer the revision exercise in their exercise books for marking. Ensure that learners do independent work to enable you identify learners with special problems and difficulties in order to assign the appropriate measures to remedy them.

Answers to Revision Exercise: L.B. page 115.

1.
 - i. Taking active part in family programmes and activities.
 - ii. Visiting those who are sick.
 - iii. Attending family meetings and programmes.
 - iv. Contributing to family needs and projects.
2. This is a big family made up of different nuclear families.
3.
 - i. attending family meetings and programmes.
 - ii. initiating ideas for developmental projects.

- iii. visiting the sick people in the family.
- iv. giving financial assistance to the younger ones in the family to further their education..

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's Book pages 116 -126.

SUB- STRAND 1: AUTHORITY AND OBEDIENCE

Learner's Book pages 117 -126.

Content Standards:

Appropriate the need to obey and submit to authority.

Performance Indicators

The learner can;

- i. recognise parents as sources of discipline and character formation.
- ii. explain the need to demonstrate responsible behaviour at home.
- iii. discuss the importance of being a responsible member of the family.

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

Planning to Teach Strand 5

Strand 5 of the Learner's Book should be taught as indicated in the Teacher's Guide. The teacher has to prepare adequately by finding out about "Authority and obedience" and the

“Parents’ roles as sources of discipline and character formation”. Engage learners in detailed discussions to enable them express their views on the themes.

Techniques, Strategies and Methods to be Used

The teacher is required to use questions and answers ,brainstorming, illustrations, discussions and simple language and examples in Learner’s Book 5 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 5 Pages 116-126, Religious and Moral Education *Curriculum for Basic Schools (Basic 1-6)*, September, 2019 Pages 43 and 44, wall hangs on people in authority at home ,school and the community.



An Islamic family



A Christian family



A Traditionalist with his family

Key Words: authority, obedience, character

Follow the procedure for teaching keywords and discuss the words with learners.

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

Key concepts: Learner’s Book page 117.

Discuss the key concepts with learners.

Let learners talk about the pictures in Learner’s Book pages 116 and 117.

Activity 23: Learner’s Book page 118.

- Guide learners to talk about the things they do at home that make their parents happy and unhappy.
- Let them demonstrate how their parents and other elders discipline them when they do wrong.
- Let them share with their friends some of the lessons they have learnt anytime they are punished for doing wrong.

B5.5.1.1.1: PARENTS AS SOURCES OF DISCIPLINE AND CHARACTER FORMATION

Guide learners to read and discuss the text in Learner’s Book pages 119-122. Let them also talk about the pictures in Learner’s Book page 118.

Class Activity 24: Learner’s Book, Page 123.

Guide learners to form groups in class

Let them demonstrate how their parents discipline them at home. Give learners the opportunity to express their views.

B5.5.1.12: THE NEED TO DEMONSTRATE RESPONSIBLE BEHAVIOUR AT HOME

Activity 25: Learner's Book, Page 123.

Let learners read the text in Learner's Book, pages 120 and 121.

Brainstorm and discuss some acceptable behaviour of religious families in character formation.

Put learners in groups to role-play situations of acceptable behaviours.

B5.5.2.1.1: THE IMPORTANCE OF BEING A RESPONSIBLE MEMBER OF THE FAMILY

Activity 26: Learner's Book, Page 124.

1. Let learners name two responsible members of their families.
2. Let them describe the attitudes and behaviours of these responsible members of their families.
3. Let learners tell their friends in class what they like about them
4. Let learners in groups, role-play some activities of responsible members of the family

Lead learners through questions and answers to read the text based on the sub-strand on pages 124 and 125.

Revision Exercise: Learner's Book, Pages 125 and 126.

Discuss the questions very well with learners before they answer.

Answers to Revision Exercise: Learner's Book Pages 125-126.

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

9. True

11. False

10. True

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

allegiance: your loyalty to a superior

altar: a table or flat-topped block made for religious rituals or offerings to a deity

ancestors: members of a family who lived a long time ago

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

characteristics: qualities belonging typically to a person

chieftaincy: the position and power of a chief

chore: any duty performed at home

compassionate: showing concern for others

creator: a person who makes something

creatures: anything that is living, such as animals, fish or insects, but not a plant

descended: moved downwards

destoolment: the act of removing a chief from power

dramatise: to perform an act as a play

emerge: to appear by coming out of something

encourage: to give support or hope to someone

features: the important parts of something

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

humankind: all human beings

humble: not proud and showing less importance

idols: image of gods used as objects of worship

incantations: strange words spoken to create magical results

instituted: introduced or established

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, fill with joy

manger: a structure for animal food

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

mysterious: difficult or impossible to explain and understand

neighbours: people living next or very near to you

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

offertory: money that worshippers give during church service

organisms: living things

orphanage: a place where children without parents eat and live

proverbs: short statements that contain a basic truth

pollutants: substances with undesired effects

recite: to say something over and over

recommend: suggest 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

survived: remained alive

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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