

RELIGIOUS AND MORAL EDUCATION

For Basic Schools

TEACHER'S GUIDE BOOK 6

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ISBN: 978-9988-9012-1-8

Published in Ghana by Masterman Publications Ltd.

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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 , Pages 1 – 17.

SUB-STRAND 1: GOD THE CREATOR:

Learner's Book , Pages 2- 8.

Content-Standards: Explore the nature of God as the creator.

Performance Indicators:

The learner can;

- i. describe the nature of God through His attributes.
- ii. explain how humankind and the environment interrelate
- iii. explain the religious and moral lessons in preserving 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 6 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, His creation and attributes. The teacher is also required to research by reading other materials on "Nature of God through His attributes", "The environment" and "How humankind and the environment interrelate and the religious and moral lessons in preserving the environment . Learners have discussed extensively the effects of human activities in the environment in Basic

5. Use the text in Learner’s Book, Pages 1- 17 to do detailed discussion on the theme. You (the teacher) must involve every learner in the activities, debates and the projects as these will enhance learners’ understanding of the various themes.

Strategies for Teaching Strand 1 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 6, Pages 1 - 17, R. M. E. Curriculum for Basic Schools (Basic 1 – 6) September, 2019 Pages 46 - 48. Pictures and wall hangs on deformed bodies, the Holy Bible and the Holy Qur’an.

Key concept: Explain the Key Concept to learners. Let learners know that the special names and the qualities of God tell us who He is.

Subject Specific Practices: Respect, Care, Responsibility, Stewardship, Love.

Key Words: attributes, omnipotent, omniscient

Write the word “attributes” boldly on the chalk or white board.

Drill pronunciation of the word “attributes” by pointing at it on the board pronouncing the word “attributes”.

Let learners pronounce the word “attributes” after you.

Teach the meaning of the word “attributes”. Guide learners to look out for the word “*attributes*” from their dictionaries.

‘*attributes*’: Special qualities of something or somebody.

Use ‘attributes’ to form sentences as learners listen.

Guide learners to use the word to make simple but meaningful sentences.

Teach the next keyword ‘*omnipotent*’. write it on the white or chalkboard.

Drill pronunciation by pronouncing the word ‘omnipotent’ for learners to listen.

Let learners pronounce the keyword “omnipotent” after you.

Teach the meaning of the word “*omnipotent*” and use it to form sentences.

Let learners use the word to make simple sentences.

Follow the same procedure to teach the third keyword “omniscient”

“omniscient”; the one who knows everything.

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.

B6.1.1.1.1.THE NATURE OF GOD AND HIS ATTRIBUTES.

Learner’s Book Pages 2-8.

Key Concept: Learner’s Book 6, page 2:

Discuss the key concept with learners.

Activity 1: Learner’s Book, page 2.

Put learners in groups.

Guide them to list the attributes of God through His nature.

Let learners discuss in their groups the attributes they have listed above.

Let learners discuss these attributes in their local languages.

Lead learners through questions and answers to read the text in Learner’s Book, pages 2-4.

Activity 2: Learner’s Book, page 4.

Ask learners to form groups in class.

Guide learners to identify the attributes of God that are present in their lives as humankind.

Let them brainstorm on the attributes that relate to their lives.

Class Discussion: Learner’s Book, page 5.

Lead learners to discuss with their friends the attributes of God in relation to their lives.

Learners may discuss the attributes of God in relation to their lives as; loving, faithful, truthful and merciful.

Again, after the discussion, lead learners to read the text on pages 5-7 of Learner’s Book 6.

Class Debate: Learner’s Book 6, page 7.

Put learners into two groups.

Guide them through the rules of the debate.

Let learners ballot ‘for’ or ‘against’ the motion.

Discuss the debate topic with them.

Guide them to write out their arguments ‘*for*’ or *against* the motion. “Humankind does not need to relate to the attributes of God to live a good life”.

Let the two groups debate on the motion in class.

Exercise 1 : Learner’s Book 6, Page 8.

Let learners read and understand the instructions to the questions before answering them.

Supervise learners to do independent work.

Answers to Exercise 1: Learner’s Book 6, page 8.

- | | |
|--------------------|---------------------|
| 1. b. God | 4. b. Supreme being |
| 2. c. attributes | 5. c. Naawuni |
| 3. a. all-powerful | |

Exercise 2: Learner’s Book, Page 8.

Let learners read the instructions before answering questions.

Answers to Exercise 2 Learner’s Book 6, Page 8.

1. The Nature of God are the special qualities that God has.

2.
 - a. God is faithful means anything He says, He does.
 - b. God is loving means God loves us all. It does not matter what we do.
 - c. God is omnipotent means He is all-powerful.

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

ADDITIONAL INFORMATION FOR THE FACILITATOR

Moral lessons from the attributes of God: Through the qualities of God, we have learnt so many moral lessons. We learnt to be gracious as God. God is kind to us even when we do not deserve to be shown kindness. So we must also show kindness to others whether they deserve it or not.

We should also show compassion for the needy, poor, sick, old and weak among us that are suffering.

God also forgives us when we sin. He is ready to forgive us anytime we confess our sins and apologise. As His creation in His likeness, we must also forgive those who do evil things against us.

Diagnostic Assessment Questions.

1. Let learners explain what attributes of God are.
2. Let learners explain how they can relate the following attributes of God to their lives.
 - a. God is faithful
 - b. Sustainer of life
 - c. Protector of life
 - d. God is Holy

Answers to Diagnostic Assessment Questions.

Discuss all questions with learners

Pay particular attention to every learner ensuring that each child understands the themes to enable them answer the questions.

Organise remedial lessons for learners who do not understand some of the themes and therefore are not able to answer the questions correctly.

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

Answers

1. They are the special names and qualities God has. The attributes of God explain and describe the Nature of God.
2.
 - a. **God is faithful:** He fulfilled all His promises so we must also be faithful to our parents.
 - b. **God is Sustainer of life:** God gives life and also continues to support life. We as human beings cannot create lives but we can sustain (support) the life God gave us. We must do things that would make us live long like exercising our bodies and eating healthy foods.
 - c. **God is the protector of life:** God protects lives of human beings. But we must also help in protecting ourselves. We must always stay away from trouble; keep our environment clean so as to stay healthy.
 - d. **God is Holy:** we must also stay away from evil.

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:

Learners Book Pages 9-17.

Content-Standards: Appreciate the uniqueness of humankind and the environment..

Performance Indicators:

The learner can;

- i. explain the natural environment.
- ii. mention things that were created by God in the environment.
- iii. discuss the inter relationships among God’s creatures.
- iv. discuss the importance of the environment to humankind.

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

Subject Specific Practices :

Respect, Caring, Responsibility, Stewardship and Love

Key Concept:

Learner’s Book 6, Page 9. Discuss the key concept with learners.



moon

star



sun



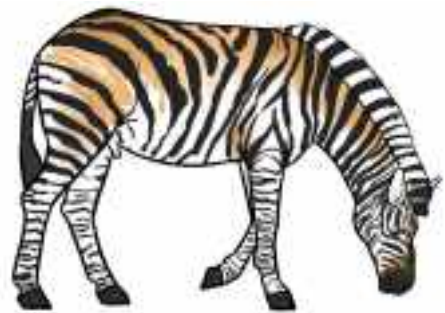
lion



river



forest



zebra

Activity 3: Learner's Book, Page 9.

1. Lead learners to say where they live.
2. Let them mention some of the things they can find around where they live.
3. Let learners name things around them that were created by God.
4. Lead learners to say what the environment is.

Guide learners through discussions to read the text in Learner's Book page 9, and also look carefully at the pictures on pages 9-10.

Guide learners to discuss about how humankind depends on the environment.

Class Discussion 2: Learner's Book, Page 10.

Lead learners to read the text in Learner's Book, Pages 10 - 12. Ask them to explain in their own words how humankind depends on the environment.

B6.1.2.1.1: HOW HUMANKIND AND THE ENVIRONMENT INTER RELATE :

Learner's Book, Pages 10 -13.

Lead learners to read and discuss the text in Learner's Book, Pages 10 - 13.

Activity 4: Learner's Book, Page 12.

1. Put learners in groups suitable for the class size .
2. Guide learners in discussing the ways in which humankind should relate with the environment.
3. Guide learners to discuss the importance of the environment to humankind. Lead learners to read the text in Learner's Book, pages 12 and 13 on the "Importance of the Environment to Humankind".

B6.1.2.1.2: RELIGIOUS AND MORAL LESSONS IN PRESERVING THE ENVIRONMENT.

Learners Book pages 13-15.

Activity 5: Learners Book, page 13.

Guide learners to;

1. discuss why the environment should be preserved.
2. talk about religious and moral lessons in preserving the environment.
3. discuss with their friends in class the ways in which they can preserve the environment.

Lead learners through questions and answers to read the text in Learner's Book pages 14-15.

Group Project: Learner's Book, page 15.

Put learners in groups.

Guide them to design posters to show clean and safe environment to be posted on the classroom walls.

Exercise 3: Learner’s Book, Page 16.

Let learners read and understand the questions well before answering them in their exercise books.

Answers to exercise 3: Learner’s Book, Page 16.

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

Exercise 4: Learner’s Book, Page 16.

Discuss all the questions very well with learners. Ask them to answer into their exercise books for marking. Supervise them to do independent work..

Answers to Exercise 4: Learner’s Book, Page 16.

- a. The environment provides humankind with the land (soil) for the production of food crops to survive.
- b. Trees give off oxygen which humankind breathes to survive.
- a. The environment is a source of food, water, land minerals, light and air.
- b. Trees provide humankind with food and medicine.

Project Work: Learner’s Book, Page 16.

Put learners into four groups A, B, C, D.

Let learners toss to choose their project in school. Let them choose from the following project works.

- i. Tree planting
- ii. Clean up exercise
- iii. Desilting gutters
- iv. Clearing rubbish

Move round to supervise learners as they work.

Let learners discuss in class how they went about their various projects.

Revision Exercises (PART ‘A’ and ‘B’): Learner’s Book, Page 17.

Revise Strand 1 of Learner’s Book , Pages 1- 16 with learners and guide them to answer Revision Exercises ‘A’ and ‘B’.

Let learners read and understand the instructions before answering the questions .Ask learners to answer the questions into their exercise books for marking .

Answers to Revision Exercise (PART A): Learner’s Book, Page 17.

1. God is everywhere at the same time.
2. God is Holy
3. Natural environment
4. Carnivores
5. Omnivores

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

Answers to Revision Exercise (PART B): Learner’s Book, Page 17.

1. Rivers, seas, air, plants, animals, mountains, the sky (Any four of these)
2. Omniscient – He is All-knowing
Omnipotent – He is all powerful
Omnipresent – He is everywhere
Transcendent – He is different from all creations
Loving – God loves all creations

Refer to Learners Book, Pages 2-4 for other attributes of God.

3. Humankind can preserve the environment by
 - Planting of trees
 - Adopting proper farming practices
 - Adopting legal mining methods
 - Avoiding indiscriminate bush burning

- Practicing proper methods of hunting and fishing.

Refer to learners book pages 14 and 15 for more answers.

ADDITIONAL INFORMATION FOR THE TEACHER

There are different types of environment. The first type of environment is the social environment. This type of environment is the people and their practices. Human beings who live around us.

Another type of environment is the natural environment which is made up of trees, rivers and other living things. Our natural environment also includes forest reserves and wetlands.

Wetlands are protected areas created by government. People are not allowed to hunt any living thing in the wetland conservation area.

There are other ways of preserving the environment, these are:

- Governments banning sand winning because people continue to remove the sand from beaches and the sea destroys houses. Those who break the laws are arrested.
- Checking erosion is another way of preserving the environment. Farmers are encouraged to make terraces to protect their farms from erosion. Terraces are made of sticks which are joined together to reduce the speed at which water flows

Diagnostic Assessment Questions

1. Let learners explain why they think the environment needs to be preserved.
2. Let learners explain why it is said that “When the last tree dies, the last human being also dies”.
3. Let learners explain why they cannot live without the environment.
4. Let learners explain the benefits humans derived from plants.

Answers to Diagnostic Assessment Questions

Discuss all the questions with learners.

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

Organise remedial lessons for learners who do not understand some of the themes and therefore are not able to answer some of the questions correctly.

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

Answer

1. The environment needs to be preserved because – it is the duty of humankind alone according to the Bible to care for all other creation of God.
 - It also promotes healthy life
 - To respect the rights of other creatures to live.

2. Trees give off oxygen (air) which human beings breathe in and take the carbon dioxide human beings breathe out. Therefore if the last tree dies, human beings would not get oxygen to breathe and therefore would die.

3. Human beings cannot live without the environment or our survival depends on the environment. We get food, medicine, shelter, air from our environment so we cannot live without them.

4. We get medicine, shelters, wood etc. from plants.

STRAND 2:

RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS:

Learner's Book pages 18-54.

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

Learner's Book, Pages 19-32.

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

Performance indicators

The learner can:

- i. discuss the importance of prayer in our lives.
- ii. gather and record data on religious festivals.
- iii. explain the need for celebrating various festivals.
- iv. discuss moral lessons from the festivals

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

Subject Specific Practices :

Faithfulness, Obedience, Respect, Commitment, Humility and Togetherness

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 in the Three Major Religions in Ghana**' and **Festivals in the three major religions**. The teacher is also required

to read the R. M. E. Curriculum for Basic Schools (Basic 1 - 6) September, 2019 Pages 49- 51 and also use the text in Learner’s Book 6 Pages 19– 54.

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 6 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 in the three major religions in Ghana. Learners have learnt into details the purpose of worship , the differences between religious and non-religious songs and festivals in the three major religions in Ghana .You may invite a resource person when treating the theme “ Festivals 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 various themes. Create conducive learning environment for learners to conduct themselves very well when the person comes.

Teaching Learning Resources (TLRs) :

R. M. E. Learner’s Book 6, *R. M. E. Curriculum for Basic Schools 1 – 6 September, 2019 Pages 49 – 51*, 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 to 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 themes.

Key words: Prayer, festivals, religion.

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

<p>CAUTION / WARNING: Do not face the writing board when pronouncing the key words to learners. Face the whole class for learners to listen and watch your lips so they can also pronounce the words correctly.</p>
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Key Concepts: Leraner's Book 6, Page 19. Discuss the key concepts with learners.

B6.2.1.1.1: IMPORTANCE OF PRAYER IN OUR LIVES.

Learner's Book Page 19.



Activity 6: Learner's Book, page 19.

Guide learners by using brainstorming method to;

1. discuss the meaning of prayer
2. talk about the type of prayer
3. discuss the importance of prayer
4. be in groups and dramatise how prayer is performed in the three major religions.

Start with questions and answers and guide learners to read the text in Learner's Book, Pages 19-31.

Let learners look at the pictures on the text very well. Let them say what they see in the pictures.

Activity 7: Learner's Book, Page 31.

1. Guide learners to form suitable groups in class.

2. Let learners choose a leader each for their groups.
3. Let each group demonstrate how prayer is done in the three major religions in Ghana.
4. Guide learners to tell the class about prayer in their chosen religions.

ADDITIONAL INFORMATION FOR THE TEACHER

Christians talk to God through prayers.

When Christians pray, they use the Holy Spirit as their reference. Christians pray as a means of communicating with God, also to ask for their needs to express gratitude.

Muslims talk to Allah through Salat. Salat means prayer.

They do not pray to Allah through anybody. They mention the name of Prophet Muhammad in their prayers.

Prayers are normally led by the Imam.

The traditionalist pray to God through the smaller gods.

The traditionalists talk to God and Spirits and make requests through libation.

Exercise 5: Learner's Book, page 32

Guide learners to read and understand all the questions before answering them in their exercise books for marking. Supervise learners to do independent work.

Answers to Exercise 5: Learner's Book, page 32.

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

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

Exercise 6: Learner's Book, page 32

Discuss the questions very well with learners. Ask them to answers the questions into their exercise books for making. Check learners to do independent work.

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

Answers to Exercise 6 Learner’s Book, page 32.

1.
 - i. Prayer of thanksgiving
 - ii. Prayer of confession
 - iii. Prayer of petition
 - iv. Prayer of intercession
2. Isha is performed by Muslims after sunset between 7:00 p.m. and 8:30 p.m.
3. Water, liquor
4.
 - i. It brings worshippers together.
 - ii. It promotes unity among groups of people or a family.
 - iii. It helps people to demonstrate their dependence on God.
 - iv. It takes away stress from people.

Discuss all the answers with learners to enable them do their correction for marking. Check and mark learners’ corection.

Diagnostic Assessment Questions

1. Let learners list the types of Islamic prayers.
2. Ask learners to list the types of traditional religious prayers.
3. Let learners mention the body positions Muslims assume when praying.
4. Let learners explain what ‘Qibla’ means.
5. Ask learners to mention what a Muslim can use for ablution at a place where there is no water.

Answers to Diagnostic Assessment Questions.

Discuss all questions with learners.

Pay particular attention to learners who do not understand the questions.

Provide remedial lessons for those who do not understand some of the themes to enable them answer the questions correctly.

Answers

1.
 - i. The five compulsory prayers namely; Fajr, Zuhr, Asr, Maghrib and Isha.
 - ii. The recommended prayers namely; Fard, Sunnat and Nafl.
2.
 - i. Prayer of thanksgiving
 - ii. Intercessory prayers
 - iii. Prayer of confession
 - iv. Prayer of request
3.
 - a. standing
 - b. sitting
 - c. kneeling
 - d. bending
 - e. bowing
 - f. putting their forehead on the ground
4. Facing the East when performing prayers is known in Islam as ‘Qibla’
5. Dust or strike his hands against something that is dusty and pass his hands over his face and forearm

NB: Accept similar responses from learners.

Remedial Lessons / Activities:

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

Learner's Book pages 33 -54

B6.2.2.1.1: RECORD ON RELIGIOUS FESTIVALS IN GHANA



Lead learners to read the preamble preceding “**Activity 8**” in Learner’s Book, page 33 and lead learners through the activity.

Activity 8: Learner’s Book, page 33.

1. Lead learners through questions and answers to revise the lessons learnt in Learners Book, 5 on “How Religious Festivals are Celebrated in Ghana”.
2. Let learners take turn to narrate to the class how these festivals are celebrated.
3. Use pictures or video clips to demonstrate to learners how some religious festivals are celebrated in Ghana.
4. Guide learners to make notes out of pictures and video clips on the name of festival, why it is celebrated, the group of people who celebrate it and when it is usually celebrated.

Let learners study the table in Learner’s Book, Page 34 carefully mention the names of the festivals they watched in the video.

Lead learners to read the text in Learner’s Book, Pages 33- 50 and also discuss the pictures on the text.

Activity 9: Learner’s Book, Page 46.

1. Lead learners to tell their friends in class what they do with their families in celebrating Easter.
2. Ask learners to narrate to their friends how they celebrate Easter.

Guide learners to read through the text in L.B. pages 34- 47 on some other festivals and also discuss the pictures on the text.

B62.2.1.2: THE NEED FOR CELEBRATING FESTIVALS

Learns book pages 48 -50.

Through questions and answers, guide learners through the following activities;

Activity 10: Learner’s Book, Page 48.

1. Show learners video clips and pictures of how some festivals are celebrated in Ghana.
2. Guide them in discussing the reasons why these festivals are celebrated.
3. Lead learners to identify the moral lessons they can learn from the celebration of the festivals.

Lead learners to read the text in L.B. pages 48-50 and also discuss the pictures with them.

Activity 11: Learner’s Book, Page 50.

1. Put learners in suitable groups in class.
2. Let each group mention some festivals celebrated in Ghana.
3. Ask learners to identify and discuss the reasons why each of these festivals is celebrated.
4. Let learners present their group reports for peer review and class discussion.
5. Lead learners in their groups to dramatise a festival of their choice.

B6 2.2.1.3: MORAL LESSONS FROM FESTIVALS.

Learner's Book, Pages 50 - 52

Lead learners to read the text in L.B. page 51 and discuss the moral lessons learnt from celebrating festivals with them .

ADDITIONAL INFORMATION FOR Teacher

Christians perform many activities to remember some of the important things that happened in the life of Jesus Christ.

Muslims also celebrate festivals.

Traditional festivals are celebrated by tribes in Ghana. They are celebrated to remember special events in communities.

Project: Learner's Book, Pages 52 - 53.

Let learners write an essay on the topic, "The Importance of Celebrating festivals in Ghana".

Discuss the essay topic with learners. Ask learners to write the essay on the topic. Supervise learners to do independent work.

Some of the importance of celebrating festivals that learners may include in their eassays are;

- i. Festivals promote unity
- ii. Festivals taech about love and sacrifice
- iii. It helps to promote tourism
- iv. It helps to settle disputes.
- v. It leads to development.

Exercise 7: Learner's Book, Page 52.

Let learners read and understand the instruction and the questions well before answering them in their exercise books. Supervise learners to do independent work.

Answers to Exercise 7, Learner's Book, pages 52 and 53

1. Ga
2. Christmas
3. mark the end of Ramadan
4. Ho
5. fasting

Discuss all the answers with learners and let them do their correction for marking. Check and mark learners' correction.

Exercise 8: Learner's Book, Page 53.

Discuss the questions with learners very well and ask them to answer into their exercise books independently.

Answers to Exercise 8: Learner's Book, Page 53.

1. November
2. Nzema
3. Festivals are celebrated to promote brotherliness.
Festivals also teach about love and sacrifice.
Festivals are used to tell the youth stories about their past events.
Festivals serve as occasions to settle disputes among people.
4. Reconciliation
Hardwork
Kindness
Forgiveness
Endurance
Bravery
Sacrifice
Perseverance
Gratitude and thanksgiving

Revision Exercise (Part A): Learner’s Book, Page 53.

Revise the entire strand 2 with learners. Ask them to answer some of the questions orally in class. Let them answer the rest of the questions into their exercise books for marking. Supervise learners to answer the questions independently.

Answers to Revision Exercise (Part A) : Learner’s Book, Pages 53 and 54.

1. Early morning (dawn). It is normally performed between 5:00am and 5:30am
2. Azan
3. Prayer of confession
4. Akwapem
5. the death and resurrection of Jesus Christ.

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

Revision Exercise: (Part B):Learner’s Book page 54

Let learners read and understand the questions very well before answering them.

Answers to Revision Exercise (Part B): Learner’s Book, Page 54.

1. Prayer is a communication between worshippers and the object of worship
2. Farj
Zuhr
Asr
Maghrib
Isha
3. i. Prayer of Thanksgiving
ii. Intercessory prayer
iii. Prayer of confession
iv. Prayer of request
4. i. Endurance

- ii. Generosity
- iii. Sacrifice
- iv. Perseverance
- v. Bravery
- vi. Kindness

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

Diagnostic Assessment Questions

1. Let learners mention the people who celebrate the following festivals:
 - i. Eid-ul-Adha
 - ii. Bakatue
 - iii. Adaekese
 - iv. Fetu-Afahye
2. Ask learners to explain why Eid-ul-Adha is celebrated.
3. Let learners explain why christmas is celebrated.

Answers to Diagnostic Assessment Questions.

1.
 - i. Muslims
 - ii. Elmina
 - iii. Asantes
 - iv. Cape Coast
2. Eid-ul-Adha is celebrated to remember the wiliness of Ibrahim to sacrifice his son in obedience to God's instruction.
3. Christmas is celebrated to mark the birth of Jesus Christ.

Discuss all the answers to the Diagnostic Assessment Questions with learners .

Remedial Lessons / Activities:

After assessing learners on the various indicators, identify those who have not mastered some of the indicators and organise remedial lessons or activities for them. In doing this, vary your teaching strategies and methods in order to achieve a positive result. Use simple language and pay attention to individual 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 55 – 74.

SUB-STRAND 1: MINISTRY AND LATTER LIVES OF LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA.

Learner's Book Pages 56 – 68.

Content Standards: Learners should discuss the latter lives of the leaders of the three major religions in Ghana.

Performance Indicators:

The learner can;

- i. narrate the story of the latter lives of the leaders of the major religions.
- ii. identify the moral lessons from the latter lives of the religious leaders .

Core-Competencies: Personal Development , Leadership ,Communication 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 6 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 and Later Lives of the Religious Leaders of the Three Major Religions" and the Moral Lessons from the Latter Lives of the Religious Leaders .

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 6 to teach this strand. Create a conducive learning environment for learners to express their views as they might have heard the story on The Ministry and Latter Lives of Leaders of the Three Major Religions in Ghana at their places of worship.

Teaching and Learning Resources (TLRs)

R. M. E .Learner’s Book 6 Pages 55 - 74, R. M. E. Curriculum for Basic Schools (Basic 1 – 6) September, 2019 Page 52, the Holy Qur’an and the Holy Bible .Use computers or video player and show learners the Ministry and Latter Lives 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: leaders, ministry, prophet.

Teach the pronunciation of the keywords followed by the meaning of the words. Follow the procedure for teaching keywords and teach the above keywords.

Key Concept: Learner’s Book 6, Page 56: Lead learners to read the key concepts and guide them to explain how they understand it.

Use questions and answers method to introduce learners to the strand. This will help you to revise their relevant previous knowledge.

Lead learners to read the preamble that introduces the strand in other for them to revise what they learnt in their previous classes.

Activity 12: Learner’s Book, Pages 56 and 57.

1. Let learners discuss with their friends in class who a religious leader is. Use discussion method because it would help learners to exchange ideas and also express their views.
2. Ask learners to mention the names of the leaders of the three major religions in Ghana.

3. Put learners in groups and let them appoint a leader each.
4. In their various groups, let learners discuss;
 - a. the early life of Jesus Christ.
 - b. the youthful life of prophet Muhammad.
 - c. the latter life of OkomfoAnokye.

Learners already have knowledge about what they discussed in Basic 5 about the early and youthful lives of the leaders of the three major religions in Ghana.

5. Again in their groups, encourage learners to dramatise a key event in the latter life of the religious leaders. In dramatising, they learn and understand the lesson better. As learners perform these activities, move round to supervise and also assist them when needed.
6. After the dramatisation, let learners move to their various sitting places.

Individually, let them write down the moral lessons they have learnt from the activities. Let them discuss their findings with their friends in class.

B6.3.1.1.1 (A): THE LATTER LIFE OF JESUS CHRIST:

Learner's Book, Pages 57-64.



Let learners study the pictures on the text carefully. As learners also do picture reading, it helps them to understand the lesson even before reading.

Lead learners to read the text in Learner's Book, Pages 57-64.

Discuss the text on pages 57 -64 with learner into details. Give the opportunity to each learner to express their views on the theme. This will help them to develop their analytical, critical thinking, communication and leadership skills.

B63.1.1.1 (B): THE LATTER LIFE OF HOLY PROPHET Muhammad:

Learners Book , Page 64-68.

Through questions and answers, revise with learners the activities they performed earlier on pages 56 and 57 of Learner's Book. Guide them to do picture reading to enable them understand the lesson better. Lead them to read the text in Learner's Book pages 64-68. Guide learners to express their views on the text they have read.

B63.1.1.1 (C):THE LATTER LIFE OF OKOMFO ANOKYE (AN AFRICAN TRADITIONAL LEADER): *Learner's Book, Page 68.*

Let learners say who Okomfo Anokye is. Discuss with learners that Okomfo Anokye is not the leader of African Traditional Religion but rather one of the leaders of African Traditional Religion.

Lead learners to read the text on page 68.

B63.1.1.2: THE MORAL LESSONS FROM THE LATTER LIVES OF THE RELIGIOUS LEADERS.

Learner's Book, Page 68.

Activity 13: Learner's Book, Page 69.

1. Learners earlier, wrote down the lessons individually from the latter lives of the

religious leaders. Guide them to discuss in groups the moral lessons each member of the groups learnt from the religious leaders. As learners do this, they share knowledge among themselves.

2. Again, ask learners to discuss the virtues from the lives of the religious leaders and present it to the class for peer review and discussion.
3. Guide learners to write down all the virtues discussed in class about the religious leaders.
4. Let each group dramatise a virtue about the latter lives of the religious leaders.
5. Ask learners to discuss with their friends in class how they can apply these virtues in their lives.

Guide learners to read the text on 69-72. Discuss the text into details with learners.

ADDITIONAL INFORMATION TO THE TEACHER

The teachings of Jesus Christ in the Bible give details on how He likes all His followers to live. Jesus taught about love, how to communicate with God, forgiveness and also how to have faith in God.

Jesus Christ also healed the ten lepers, fed five thousand (5,000) people (Luke 9:10-17) and also performed many miracles. In Islam, Prophet Muhammad started preaching the truth from Allah to the people at age 40. Khadijah, his wife was the first person to believe in Islam. Prophet Muhammad (SAW) preached against the worship of smaller gods and idols. He also preached about oneness of Allah which is '**Tawheed**' meaning "No other god is to be worshipped except the only one Allah"

In Traditional African Religion, OkomfoAnokye, being one of the leaders, helped in uniting the Ashanti Kingdom. Through the Golden Stool, Anokye made all the chiefs take an oath of allegiance to Nana Osei-Tutu not to raise arms against the Golden Stool and to unite under one kingdom and forget their past individual histories.

He helped Nana Osei-Tutu to unite all the Ashantis under one king.

Exercise 9: Learner’s Book, Pages 72 and 73 .

Let learners read the questions and understand well before answering in their exercise books for marking. Ensure that learners do individual work in order to measure their understanding on the theme.

Answers to Exercise 9: Learner’s Book, Pages 72 and 73.

1. c. Palm Sunday
2. b. Jesus Christ
3. c. Judas Iscariot
4. 40
5. c. A visit to a Holy Place of worship
6. a. He started Islamic Religion
7. c. Awukugua – Akwapim

Discuss all the answers with learners and let them do their correction for marking. Check and mark learners’ correction.

Exercise 10: Learner’s Book, Page 73.

Let learners read and understand the questions before answering. Encourage learners to ask questions on the things they do not understand.

Answers to Exercise 10: Learner’s Book, page 73.

1. The movement or the flight of Prophet Muhammad from Mecca to Medina.
2. Jesus was welcomed and accepted to Jerusalem by the people of Jerusalem .
3. Refer to Learner’s Book, pages 69-72. Discuss all the answers with learners to enable them do correction.

Revision Exercises (Part A) : Learner’s Book, pages 73 and 74.

Revise the whole of strand 3 with learners using questions and answers method. Encourage learners to ask questions on the various themes.

Answers to Revision Exercise : (Part A) Learner’s Book, pages 73 and 74.

1. the final meal that Jesus shared with His disciples.
2. Pilgrimage
3. Awukugua – Akwapim
4. Holy Prophet Muhammad
5. A’isha
6. Judas Iscariot
7. Roman

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

Revision Exercise (Part B): Learner’s Book, page 74 .

Guide learners to read the questions well before answering. This is to ensure they understand and know what they are being asked to do.

Answers to Revision Exercise (Part B): Learner’s Book, page 74 .

1.
 - i. The crucifixion of Jesus Christ
 - The resurrection of Jesus Christ
 - The arrest, betrayal and trial of Jesus Christ
 - The last supper (any two of these) Refer to Learner’s Book, pages 64-68.
 - ii. The Hijira
 - The triumphant entry to Mecca.
 - The pilgrimage of Prophet Muhammad
 - Muhammad sickness and death (any of these answers) Refer to Learner’s Book, pages 64-68.
2.
 - a. Humility: All the religious leaders were humble.
 - b. Tolerance: They tolerated other people’s views.
 - c. Merciful: They showed mercy to people including widows, the poor and needy and the sick.

Refer to Learner's Book, pages 69-72.

Discuss all answers with learners.

Accept similar answers and let learners do correction for marking. Check and mark learners' correction.

Diagnostic Assessment Questions

1. Let learners explain Prophet Muhammad's last words.
2. Ask learners to mention the name of the place where Muhammad went to perform funeral prayer during the days of his illness.
3. Let learners write short notes on the following;
 - a. The Passover feast.
 - b. The Triumphant entry to Mecca.
 - c. The Resurrection of Jesus.

Answers to Diagnostic Assessment Questions.

Discuss all Diagnostic Assessment Questions with learners. Ensure that all learners understand the themes you have taught and are able to answer the questions before you proceed with other themes.

Answers to Diagnostic Assessment Questions

1. Prophet Muhammad's last words were "To Rafiq Al-Ala!" This means "The Highest Abode"
2. The graves of Uhud Martyrs.
3.
 - i. **The Passover Feast** is a yearly festival for the people of Israel.
 - ii. **The Triumphant Entry to Mecca** is when Muhammad and his followers moved to Medina and the people of Mecca, attacked them in many wars and were defeated. The people of Mecca saw the Islamic Religion was growing fast and they decided to sign an agreement with Prophet Muhammad.

- iii. **The Resurrection of Jesus Christ.** This was when Jesus died on Friday and rose from the dead on Sunday.

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 COMMUNITY :

Learners book page 75-83.

SUB-STRAND 1: COMMITMENT TO GOD

Learner's Book, pages 76 -81.

Content Standards: Discuss the need to be committed to the community.

Performance indicators:

The learner can;

- i. demonstrate ways they can commit themselves to the community.
- ii. explain the need to be committed members of the community.

Core-Competencies: Personal Development and leadership, communication and collaboration, cultural identity and Global Citizenship.

Subject Specific Practices:

Respect, Trust, Commitment, Loyalty, 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 community", "commitment to the community members of the family. "The Need to be committed member of the Community ". Involve learners in detailed discussions to enable them express their views on the theme.

Techniques, Strategies and Methods to be Used

The teacher is expected to use questions and answers ,brainstorming, illustrations, discussion and the simple language and examples in Learner’s Book 6 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 6 Pages 75 - 83, Religious and Moral Education *Curriculum for Basic Schools (Basic 1-6)*, September,2019 Page 53, wall hangs on members of the family and the community and members of a community at a communal labour .

Teaching and learning Resources: Drawings of members of a community doing communal labour, pictures of people cleaning market.

Key words: commitment, authority, community

Teach the pronunciation of keywords first followed by the meaning of the words. Help learners to use the keywords in making sentences.

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

Key Concept: Learner’s Book, Page 76.

Lead learners through the keywords on Learners Book, page 76. Use this concept and guide learners through “Activity 14”.

B64.1.1.1: WAYS TO COMMIT ONESELF TO THE COMMUNITY

Learner's Book, pages 76 - 80.

Activity 14: Learner's Book, Page s 76 and 77.

1. From the knowledge acquired from the keywords, let learners explain community and commitment.
2. Let learners in their groups, identify ways by which they can be committed to their community.
3. Let learners in their groups, dramatise ways of showing commitment to their community.

Using questions and answers, lead learners to read the text on “Ways to commit oneself to the community”.

Group Work: Learner's Book, Page 80.

Let learners read out the essay topic. Let them explain how they understand it and what they are being asked to write about. Discuss the topic with learners into details.

Let learners in groups discuss the essay and write down their points.

Guide learners as you move round develop their various essays on commitment to the community

Let the group leaders read out the essays their groups have put together for peer review and class discussion. Lead learners in the discussion and guide learners to correct their mistakes.

B6 4.1.1.2: THE NEED TO BE COMMITTED MEMBERS OF THE COMMUNITY:

Learner's Book, Pages 80 and 81.



A Communal Labour



Learners Sweeping



A Communal Labour

Let learners explain why it is important to be committed to their communities.

Lead them to read the text on the need to be committed members of the community. Refer learners to pages 80 and 81 of Learner's Book.

ADDITIONAL INFORMATION TO THE TEACHER

What is commitment? It is the strong decision to do something. It is a firm promise to perform a duty. Commitment demands that you do and keep something that you have promised.

We live in areas with different groups of people. These areas together with the different people we live form the community.

Where you live is your community. Every individual belongs to two or more communities. For example, learners belong to home or family, school and religious communities.

You can be committed also apart from the points mentioned in Learner's Book pages 77-80 by:

- Maintaining order in your community
- Giving support and so on

Exercise 11: Learner's Book, Page 81.

Discuss the questions with learners.

Let learners read and understand the questions well before answering them.

Answers to Exercise 11: Learner's Book, Page 81.

- | | | |
|---------------|--------------|----------|
| 1. Commitment | 3. Community | 5. False |
| 2. Committed | 4. True | |

Discuss all the answers with learners and let them do correction for marking. Check and mark learners' correction.

Exercise 12: Learner's Book, Page 82

Let learners read the questions and instruction for proper understanding before answering the questions.

Answers to Exercise 12: Learner's Book, Page 82.

1.
 - i. It attracts material and spiritual blessings.
 - ii. It brings peace and harmony in a community.
 - iii. It promotes socialisation.
 - iv. It promotes progress and development in a community (any three of these answers) refer to Learner's Book pages 80 and 81.
2. obeying all rules and regulations of the community.

3.
 - i. Desilting choked gutters
 - ii. Clearing bushes in the community
 - iii. Collecting rubbish
 - iv. Checking erosion etc.

Activity 15: Learner’s Book, Page 82.

Discuss with learners the importance of being a committed citizen. Give them guidelines to be used in the drama to rehearse at home. (Assign roles to learners. Guide them to dramatise in class the importance of being a committed citizen.

Project: Learner’s Book, page 82.

Inform learners to bring their working attires and tools to school the following day.

Let learners change into their working attires (The washroom will be appropriate for them to change their clothes).

Lead learners to the school compound assigning duties to them to perform. Supervise learners as they work.

Call learners back to class after the clean-up. Let them talk about the kind of work they did outside the classroom and how they went about it.

Encourage learners to do the same things in their communities.

Class Debate:Learner’s Book, page 82.

Discuss into details the topic for debate with learners.

Lead learners to say what they are expected to do.

Group learners into groups in the class and ask each group to appoint a group leader. Let them toss for their stands ‘*for*’ or ‘*against*’ the motion.

Appoint members from each group as time keepers. And let two other teachers come in as judges.

Guide learners to argue their points out.

After the debate, correct them wherever they went wrong.

Award marks to the groups.

Developing points for debate in groups will help learners to learn from one another. It will also help them to develop their communication, analytical and leadership skills.

Revision Exercise (Part A): Learner’s Book, page 83.

Discuss the whole of strand 4 with learners using questions and answers for learners to answer Revision Exercises A and B.

Let learners answer the questions independently.

Answers to Revision Exercise (Part A): Learner’s Book, page 83.

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

Discuss all answers with learners and let them do their correction. Check and mark learners’ correction.

Revision Exercise (Part B): Learner’s Book, Page 83.

These are essay type questions. Let learners read the questions well to their understanding before they attempt answering.

Answers to Revision Exercise (Part B): Learner’s Book, page 83.

1. Commitment is a form of decision by an individual to perform all duties for the development of the community.
2.
 - i. By taking active part in communal labour.
 - ii. Taking part in clean-up exercises.
 - iii. Reporting crime and protecting others.
 - iv. By maintaining law and order. (any two of these answers).

Refer to Learner’s Book, pages 77- 81.

3.
 - i. It attracts spiritual and material blessings.
 - ii. It brings peace and harmony to the community.

- iii. It promotes socialization.
 - iv. There is progress and development in the community. Refer to Learner's Book, pages 80 and 81.
4. Market, school, hospital

Diagnostic Assessment Questions

- 1. Ask learners to explain why it is important to maintain law and order in the community.
- 2. Let learners mention any three communities an individual can belong to.
- 3. Let learners explain what it means to support others in a community

Answers to Diagnostic Questions

Discuss all questions with learners paying attention to each individual learner. Provide remedial lessons to learners who are not able to answer the questions. Making sure each learner understands the themes treated before moving ahead.

Answers

- 1. For peace to reign in the community
- 2. School community Church community Family community
- 3. When one;
 - i. helps people when thieves attack them.
 - ii. helps flood and fire victims in his or her community.

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 84-92.

SUB- STRANDS 1: AUTHORITY AND OBEDIENCE.

Learner's Book pages 85 -88.

Content Standards: Discuss the need to obey and submit to authority

Performance Indicators:

The learner can;

- i. identify the role of children in promoting harmony with other family members.
- ii. explain the need for cordial relationships among 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

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"

The Role of Children in Promoting Harmony with other family members , Behaviours that Ensure cordial Relationship in the Family" and Relationship in the Family and

Character Formation . 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, discussions and simple language and examples in Learner’s Book 6 to teach this strand. Where possible, films can be used to guide learners to identify different people in in the family and the community. Involve learners and give them the opportunity to express their views. Learners have cordial relationships with their friends in school and members of their families.

R.M.E. *Curriculum for Basic Schools 1 -6*, September, 2019 Pages 54 and 55, wall hangs on members of the community .

Keywords: obedience, harmony, relationships.

Teach the pronunciation of keywords followed by the meanings.

Use the key words in simple but meaningful sentences. Encourage learners to use the words in making meaningful sentences. Follow the procedure in teaching keywords to teach the keywords (obedience, harmony, relationships.)

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

Key concept:Learner’s Book 6, page 85: Lead learners through the key concept on page 85.

Use this concept to introduce learners to the lesson.

Activity 16: Learner’s Book, page 85.

1. With the understanding derived from the keywords, let learners explain the keywords; obedience, harmony and relationships.
Guide learners in pairs, list the roles they can play as learners to promote harmony in the family.

Again, let learners be in groups and discuss the roles the other members of the family can play to ensure that there is harmony in the family.

Encourage learners to write down what they discussed about the roles of other members of their family.

Guide learners to dramatise the duties of their grandparents, uncles, cousins and aunts.

Let learners toss for the various roles (grandparent, uncles, aunts and cousins) to be able to dramatise.

Guide learners to discuss the various roles they played in the drama for further class discussion.

B6 5.1.1.1: THE ROLE OF CHILDREN IN PROMOTING HARMONY WITH OTHER FAMILY MEMBERS:

Learner's Book, page 86.

Let learners with the activities they performed earlier read the text on page 86 of Learner's Book 6.

Allow learners to ask questions where necessary and help them to understand the text.

THE NEED FOR CORDIAL RELATIONSHIPS AMONG FAMILY MEMBERS.

Learner's Book 6, Pages 86 - 88

Lead learners to read and discuss the text on pages 86 - 88 of Learner's Book.

ADDITIONAL INFORMATION TO THE TEACHER

Every family needs to live in peace and harmony. This will only be possible if every member of the family has a cordial relationship among themselves.

There will be cordial relationships among members of the family if each member plays his or her roles very well.

- When parents play their roles well by taking good care of their wards.
- Children also obey members of the family.

- People respect other people’s way of life.
- When people protect other people’s properties.

Remedial Lessons / Activities:

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

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

SUB-STRAND 2: ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION.

Learner's Book , Pages 89 -92.

Content Standards: Describe attitudes and behaviours of a responsible family member.

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

Performance indicator:

The learner can;

Identify attitudes and behaviours of a responsible family member.

B6.5.1.1.2: BEHAVIOURS THAT ENSURE CORDIAL RELATIONSHIPS IN THE FAMILY.

Learner's Book, pages 89 and 90.

Activity 17: Learner's Book, page 89.

Lead learners to explain cordial relationships. Help learners with practical examples that show cordial relationships in the family.

Guide learners to list behaviours that ensure cordial relationships in the family.

Lead learners in discussing the need for cordial relationships in the family. When learners discuss they understand better and also learn new things from their friends.

Lead learners to read the text on pages 89 and 90 of Learner's Book 6.

Activity 18: Learner’s Book, page 90.

Let learners form groups and discuss attributes and behaviours of responsible family members. Guide them in discussing the importance being committed to the family. Lead learners through questions and answers to discuss and read the text on pages 90 and 91 of Learner’s Book.

B6. 5.2.1.1: ATTITUDES AND BEHAVIOURS OF A RESPONSIBLE FAMILY MEMEBER.

Learner’s Book 6, page 91.

Use questions and answers to discuss the text on page 91 with learners.

Project work: Learner’s Book, page 92.

Explain the project work to learners and guide them to do the project individually.

Class Debate: Learner’s Book, page 92.

Put learners into groups A and B and let them toss ‘*for*’ or ‘*against*’.

Guide them to develop their points.

Let learners in their groups debate their points out.

Award marks to the groups.

Answers to Exercise 13: Learner’s Book, Page 92.

1.

- i. Help their parents at home.
- ii. Be obedient to their parents always.
- iii. Run errands for their parents at home.
- iv. Not steal or lie to their parents.

2.

- | | |
|-----------------------------------|---|
| – To promote unity | – Being considered a trustworthy person |
| – Gaining recognition and respect | – Uplifting the family image |

Refer to Learner’s Book pages 86 and 87.

Discuss all answers with learners.

Revision Exercise:Learner’s Book, page 92.

Let learners read the questions very well before answering them.

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

Answers to Revision Exercise: Learner’s Book, page 92.

1.
 - i. They must be respectful.
 - ii. They must be obedient.
 - iii. They must care for members of the family.

Refer to Learner’s Book, pages 87 and 88.

2. Refer to Learner’s Book, page 91.

3.

- | | |
|-------------------------------------|----------------------------------|
| – Taking part in family activities | – Respect for all family members |
| – Obedience to elders of the family | – Helping needy family members |

Refer to Learner’s Book page 91.

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

- appellation:** an identifying name or a title for a person
- communication:** the exchange of information through speaking or writing
- characteristics:** a quality belonging typically to a person
- creator:** a person who makes something
- crucify:** to put a person to death by nailing or binding to a cross
- demonstrate:** to show something clearly
- dependable:** able to be trusted to do what you need
- dramatise:** defined already
- expedition:** a journey undertaken with a particular purpose
- humankind:** all human beings
- humble:** not proud and showing less importance
- incantations:** strange words spoken to create magical results
- libation:** the act of pouring a liquid most often wine, onto the ground
- obedience:** the act of doing what one has been asked to do
- pilgrimage:** a religious journey
- proverbs:** a short statement that contains a basic truth
- recite:** to say something over and over
- recommend:** suggested as being good
- recreational:** activities done for enjoyment
- resurrection:** the rising of the dead
- role play:** to act out something from imagination
- recognition:** identification of something or person
- sacrifice:** to offer something as a gift to a spirit
- significance:** the importance of something

sustain: to support

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

triumphat: having won a battle or contest

virtues: to be morally good

warrior: a brave or experienced soldier or fighter

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