

RELIGIOUS AND MORAL EDUCATION

TEACHER'S GUIDE

for basic

7

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PREFACE

The Religious and Moral Education for JHS1 (Basic 7) – JHS3 (Basic 9), the Common Core Programme (CCP) 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 7- Basic 9 (September, 2020).

The Series are written in simple Language and expressions with enough Practical Activities, Group Works and Projects. These help to involve learners and test their relevant previous knowledge about the subject matter and also help them to discover concepts which put them at the centre of teaching and learning process.

The activities are also meant to help learners to develop their Core Competencies such as: Critical Thinking and Problem Solving, Creativity and Innovation, Personal Development and Leadership, Efficient and Effective Communication, Digital Literacy and Cultural Identity, Team Work and Global citizenship.

Each book comes with an accompanying Teacher's Guide that gives guidance on the current methods and strategies for teaching the Common Core Programme Religious and Moral Education in Basic Schools.

The Guide is the main material that gives the appropriate methods, strategies, procedures, planning and resources for teaching the subject. It has Additional Information, Diagnostic Assessment Questions with expected answers, answers to all Exercises, Task/Home Activities, Revision Exercises and guidelines for all Practical Activities, Group Works, Debates, Projects and Field Works.

INTRODUCTION

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

Religious and Moral Education (R.M.E.) is an important and indispensable part of human growth and development in the Ghanaian Society.

R.M.E as a subject reinforces the informal religious and moral training the young people acquire from home, school and their communities.

In recent times, the nation is faced with major moral issues such as adopting unhealthy foreign values and cultures, bribery and corruption, rape, incest, lackadaisical attitude towards work as well as poor attitude towards the environment.

The Teacher's Guide for the Religious and Moral Education for Basic 7 (JHS1) to Basic 9 (JHS3), the *Common Core Programme (CCP)* has been carefully developed and designed to support and guide the teachers of R.M.E to use the appropriate strategies and knowledge in imparting the needed competencies. Some of these competencies include: critical thinking and problem solving, creativity and innovation, personal development and leadership, effective communication, digital literacy and cultural identity and global citizenship in learners. The Teacher's Guide also spells out relevant activities that help to make learners love and enjoy the teaching and learning of R.M.E. in schools.

TEACHING PHILOSOPHY

Make the teaching and learning of R.M.E. learner-centered rather than teacher-centered. As a teacher, always bear in mind the Chinese Child Educational Proverb that states, "I hear, I forget; I see, I remember; and I do, I understand".

When learners are fully involved in varied 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.

Also, to make the lessons participatory, and not speech delivery. This means that, the learners should be actively involved in all activities of the lessons.

LEARNING PHILOSOPHY

The most appropriate way of learning Religious and Moral Education is through practical activities like role-plays, demonstrations, games, recitals, group works, researches, visit to important religious and historic sites and resource persons in the community.

These activities help learners to discover concepts themselves rather than the teacher telling them everything.

Through these activities, learners 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 content knowledge and strategies in the teaching and learning process.

Pay particular attention to individual needs to help learners bring out their best during lessons.

GENERAL AIMS

The Curriculum is designed around building character and nurturing values such as respect, obedience, unity in diversity, equity, commitment to achieve excellence, truthfulness and integrity.

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 aims of teaching and learning Religious and Moral Education is to encourage and give the opportunity to learners to:

- develop an awareness of their Creator and the purpose of their existence in the world.
- develop the spirit of team work, leadership, communication and collaboration, creativity and imagination 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 Religions which will in the long run 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.

INSTRUCTIONAL MEDIUM /GUIDELINES

The medium of instruction is mainly English language. As such, the writers have carefully used simple and (learner) user – friendly words and expressions. That notwithstanding, when the need arises the teacher can use the Ghanaian language on some compelling situations to explain some concepts. This will:

- 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 each other’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 7 (J.H. S. 1) to Basic 9 (J.H.S. 3) includes the **Strands, Sub-Strands, Content - Standards, Indicators** and **Exemplars**.

- The chapters/**strands** are the broad areas of the Religious and Moral Education content to be studied.
- **Unit/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 milestone that learners have to show or exhibit each year. The indicators represent the minimum expected standard in a year.
- **Exemplars** include the teaching and learning activities that should be used by the curriculum.

Each strand is made up of:

- Sub-strands
- What you should know (objectives)

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- Keywords
 - Content standards
 - Indicators
 - Teaching Learning Resources (TLRS)
 - Activities
 - Class discussions
 - You have learnt that (Summary)
 - Project/group work
 - Debates
 - References to Learner’s Book Pages
 - Class Exercises and Revision Exercises
 - Answers and guidelines to exercises, critical thinking, group work, task/home activity, projects revision exercises, project/group works and debates.

Activities: These are practical methods and strategies carefully designed to help investigate and test learners’ Previous Relevant Knowledge about the theme(s) under discussion.

- 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 needed environment for learners to think creatively and be effective problem solvers.

Teaching Learning Resources (TLRs)

The Teaching Learning Resources are the concrete materials and items the teacher and learners prepare and use during the teaching and learning processes. In this guide, there are enough suggested teaching resources for each strand.

Class Discussions, Projects /Group Works 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 and critical thinking.

Class Exercises: At the end of every theme, are evaluation exercises to assess learners understanding of themes.

Revision Exercises: At the end of every strand, there are additional exercises to revise and evaluate learners’ understanding of the various indicators or themes.

Diagnostic Assessment Questions and Expected Answers:

In order to help in testing the learners' understanding of theme(s), there are pre-lesson questions to test learners' relevant knowledge on the various themes. These questions are meant to revise learners' previous knowledge on a particular theme and also serve as question bank for the teacher.

The diagnostic assessment is also useful to regularly check on learners' progress of understanding the various themes. This helps you to be sure learners are ready for future work. If learners are unable to answer these questions or perform an activity confidently, it may be necessary for the teacher to repeat the activities on which the questions are based.

While it is very important for learners' performances to be constantly assessed, it is equally crucial for the teacher to also reflect on his or her teaching procedures and the impact on learners.

The Guide provides for regular self-diagnosis, which takes the form of deep reflection by the teacher on his or her work over the immediate past that is the week just ending. This, to a large extent enables you as a facilitator of learning to make critical decisions regarding the approaches, methods and strategies to continue to use and which to modify or change in the teaching and learning processes.

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

Answers and guidelines to all the class exercises, critical thinking, group work, task/home activity, debates, projects and revision exercises have been provided in the guide as a reference for assessing learners' answers to questions.

Instructional Guidelines

This 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 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

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- (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 Activities

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.

It is essential to create learning environment that:

- helps to manipulate and interact with different sources of information in different ways;
- makes learners feel safe and accepted in the learning environment.
- helps learners to identify problems in their immediate environment and suggest solutions to the problems.
- organises the subject matter around the problem.
- gives learners the responsibility for defining their learning experiences and planning to solve the problems.
- helps 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.
- Organising visits or 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 for deserving learners.

CAUTION/ WARNING:

1. Do not face the writing board when pronouncing the Keywords to learners (teaching). Face the whole class for learners to listen and watch your lips so they can also pronounce the words correctly.

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2. Caution learners to handle the Holy Bible and Holy Qur'an with special care and use I.C.T. tools with care.
 3. Remind learners to listen and take instructions from Resource Persons.
 4. Educate learners to observe all COVID 19 Protocols during all classroom and outside the classroom activities.

LEARNERS WITH SPECIAL NEEDS

Learners who suffer disabilities deserve your special attention. You need to introduce measures that will minimise the negative impact of their disability on their learning. For example, learners who are short sighted must be made to sit close to the white/ chalkboard.

Also, learners who are hearing-impaired must not be made to sit far from you. Pay attention to each individual learner taking into consideration their 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 with the necessary arrangement to also progress in their study.

That is creating ability groups in your class in order to attend to each individual learner. During field trips and visits, special arrangements must be made for learners who have walking disability in consultation with their parents or guardian.

Different Ability Groups

In the teaching and learning process, learners come with varied levels of abilities and skills. These enable you to plan and cater for the needs of all the learners. This must however be evident in your specific lessons for learners.

USE OF APPROPRIATE TEACHING LEARNING RESOURCES (TLRS)

One of the prominent features of the series is the use of Teaching Learning Resources. Every strand and sub-strand in this Guide, requires the use of teaching learning resources. These materials range from real objects, pictures, videos, sketches and wall – hangs.

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

How to use the Learner's Book

Read the Learner's Book as well as the Teacher's Guide thoroughly to understand all the themes or the subject matter before you start to teach. When this is done properly will enable you to know and master the various themes in the Learner's Book. Plan and prepare detailed lesson plan for all your lessons using the appropriate teaching and learning resources. Discuss with your fellow teachers and religious leaders, themes that are in the Learner's Book. Do further reading and research to help you take control during the teaching and learning processes.

Engage learners in useful and practical activities. Remember that a learner does well when they are made to think for themselves. Guide your learners and organise them into groups to discover learning concepts and ideas. Allow them enough time to brainstorm and think for themselves. As you help them to work in groups, they will think and find answers on their own. They would discover and learn the proper ways of solving moral and social problems in life.

Conclusion

The Religious and Moral Education for Basic 7(J.H.S.1) to Basic 9 (J.H.S 3) and their accompanying Teacher's Guides have been carefully written and designed to offer learners the opportunity to prepare for higher education and the world of work.

It is important to note that teaching is an art, and classroom situations are not the same, but differ. For that matter you must do well to complement the texts in the Learner's Book and the guidelines in the Teacher's Guide with other relevant resources that suit the particular environment and lesson (s).

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Content Standard

Explain the Nature of God seen through His Attributes.

Performance Indicators

The learner will:

1. identify the attributes of God.
2. explain the attributes of God in English and in his or her local language(s).
3. write a brief essay on the attributes of God.
4. identify the attributes of God that are found in Humans.
5. identify the similarities in the way the Nature of God is understood in His attributes in the Three Major Religions.
6. relate the attributes of God to everyday activities.

Core-Competencies:

1. Critical Thinking and Problem-Solving Abilities
2. Personal Development and Leadership Skills
3. Effective and Efficient Communication Skills
4. Cultural Identity
5. Digital Literacy.

Subject Specific Practices

As learners explain the Nature of God using His Attributes, they develop and exhibit ability to defend their beliefs, practices and norms; they also develop and express respect and appreciation of others. Learners also demonstrate behaviours and skills of working towards group goals, and also able to help group work on relevant activities.

Planning to Teach Strand 1:

In every successful lesson delivery, planning is an effective guide. It is very important and useful to always think ahead of the types of resources and the appropriate teaching strategies and methods to employ to ensure effective teaching and learning. The teacher is required to teach strand 1 as indicated in this Guide. It is important to prepare by researching into the following indicators:

1. The Nature of God through His Attributes in the Three Major Religions.
2. Ways in which a person demonstrates Attributes of God in Life.
3. The Similarities in the Nature of God among the Three Major Religions in Ghana.

Read further and do research on the various indicators so as to have total control during the teaching and learning processes.

Methods and Strategies to be Used.

Test learners' background knowledge on each indicator or theme for learners to express their knowledge on the themes. Use teaching methods such as; brainstorming, questions and answers, demonstrations, discussions and simple language as well as different examples given in Learner's Book 7 to teach the various indicators or themes.

Use participatory method and ensure that lessons do not turn into preaching sessions. Thus, lead learners to discover concepts on their own rather than telling them everything. Use the Holy Scriptures (i.e. the Bible and the Qur'an) as references when teaching the Nature of God. Lead learners to discuss the attributes of God.

Design practical activities for learners to discuss the various indicators.

When these are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are key competencies of the Standard Based Curriculum.

Teaching and Learning Resources (TLRs):

Religious and Moral Education (R.M.E). Basic 7, R.M.E. Curriculum for Basic 7-9 September, 2020 Pages 1 and 2, R.M.E Learner's Book 7 charts/pictures/ video clips showing people exhibiting moral values in the attributes of God and ICT tools for research.

Internet sources: a. <http://www.youtube.com/watch?v=EzkxuNg5vYu>

b. <http://www.youtube.com/watch?v=138592461510338>

Diagnostic Assessment Questions.

1. Mention some attributes of God.
2. Why is it necessary to put into practice the moral values in the attributes of God?

Expected Answers to Diagnostic Assessment Questions.

1. Merciful, love, Omnipotent, Omnipresent, Omniscient, caring, kindness and patience
2. Discuss with learners that it is necessary to put into practice the moral values in the attributes of God for the following reasons:
 - a. to be of good behaviour.

b. Show mercy to everyone.

c. to be kind to everyone.

NB: Discuss with learners that practicing the moral virtues in the attributes of God help in improving our moral lives.

Keywords: Learner's Book, Basic 7, Page 2.

Omniscient, Omnipotent, Omnipresent, nature, characteristics, attributes, enthroned, inhabitants, compassionate

Guide learners to pronounce each keyword correctly.

Ask learners to pronounce each word after you. Listen to learners as they pronounce each word with emphasis on correct pronunciations. Write each word on the board after pronouncing them and guide them to use their dictionaries or the Internet to find the meanings.

Discuss the meaning of each word with learners:

Let learners use the words in simple but meaningful sentences.

Guide individual learners to also make sentences with the keywords.

Follow the procedure and teach the rest of the Keywords.

- **Omniscient:** God knows everything, including the past and the future.
- **Omnipresence:** God is everywhere at the same time.
- **Omnipotence:** God is all-powerful. He has power over everything on earth
- **Omnipresence:** God is capable of being everywhere at the same time. All present.
- **Nature:** the basic or inherent features, character, or qualities of something.
- **characteristic:** a feature or quality belonging typically to a person
- **attributes:** a quality or feature regarded as a characteristic or inherent part of someone or something.
- **enthroned:** to seat in a place associated with a position of authority or influence.
- **inhabitants:** a person or animal that lives in or occupies a place.
- **compassionate:** a feeling of sympathy or pity for others, especially one that makes you want to help them

B7.1.1.1.1: The Nature of God through His Attributes in the Three Major Religions. *Learner's Book, Basic 7, Page 2*

Activity 1: *Learner's Book for Basic 7, Page 2.*

The purpose of this activity is to guide learners identify and talk about the attributes of God that they know and have heard about. The activity is also meant to guide them appreciate that they can live their individual lives to reflect some of the attributes of God in their daily lives.

Guide learners to also explain the attributes of God in English and in their local languages.

As specified in the Learner's Book, let learners work in groups and discuss the lesson. As each group makes its presentation, encourage the other groups to ask questions. Ensure that you make all the necessary corrections as a group makes their presentations.

Talk about the attributes of God such as:

1. God is the creator.
2. God is the originator and sustainer of all things.
3. God is omnipotent.
4. God is omniscient.
5. God is merciful, love, patient, just etc.

Critical Thinking

Guide learners to state the attributes of God one after the other and say how they can apply these attributes in their daily lives. Examples, God is merciful, love, patient etc. Learners should also say things they will do to show mercy etc.

Attributes of God in Some Local Languages

Traditional believers believe in the Supreme Being (God). They give Him titles of praise, called appellations. These local appellations tell us the nature of the Supreme Being. These include:

A. Akan traditional names of God

Oboadee	–	The Creator
Brekyirihuade	–	The Omniscient
Amoawia	–	The Giver of sunlight
Totrobonsu	–	The Giver of rain
Okokoroko	–	The Great one
Osahene	–	The Great warrior
Tetekwaframo	–	The Eternal God

B. Ewe traditional names of God

Selenu	–	God is awake
Mawunya	–	God knows
Mawu Kiti kata	–	God is the source of life

C. Ga Dangbe traditional names

Ataa Naa Nyɔŋmɔ	–	Almighty God
Tse Ofɛ	–	All-powerful Father
Mantse Mli Amantse	–	King of Kings

Dagombas

call Him Naawuni – The Great Chief.

In **Dagbani** He is called *Binnamdanaa*, meaning the Creator of all creatures.

Lead learners to read the text at Learner's Book 7 pages 1 - 5.

Use simple language and examples to discuss the text with learners thoroughly. Give them the opportunity to express themselves. Use pictures or video clips of people exhibiting moral values in the attributes of God to give their explanations.

Group Work

Guide learners to do further research in groups on the Internet and write a brief essay on the Attributes of God from the three major religions in Ghana.

Let a representative each from the groups do a presentation for class discussion.

Lead learners to do the discussion. Ensure that every learner participates actively in the discussion.

B7.1.1.1.2: Ways in Which You Demonstrate the Attributes of God in Your Life: *Learner's Book, Basic 7, Pages 6 - 7.*

Activity 2: *Learner's Book, Basic 7, Page 6*

This activity is designed to help learners identify in groups the attributes of God discussed in the previous lesson. Help learners by the use of pictures or charts to identify the attributes of God that are found in humankind.

Let learners do group presentation for further class discussion.

Ask learners to do a search on the Internet to find out other attributes of God.

Some of the attributes of God that are found in humankind include: patience, love, merciful, faithfulness, etc.

Lead learners to discuss the text on the attributes of God that are found in humankind on pages 3 and 5 of Learner's Book.

Additional Information

God is a spirit and cannot be seen or touched. This means, God is not a human being.

The three major religions in Ghana believe that there is a supreme being (God) who is the creator of heaven and earth, humankind and all other natural things around us. Christians, Muslims and Traditional believers believe that God is the creator who called out everything in the world to exist. There are many things that God created. Some of them are the heavenly bodies (sun, moon, and the stars), land, lakes, sea, rivers, plants, animals and human beings.

The nature of a person is the special qualities that the person was born with.

God has a very wonderful nature.

Attributes of God

The attributes of God are the special names and qualities God has. The attributes of God explain and describe the nature of God.

These are some of the special names and qualities of God.

God is:

3. **Omniscient:** This means that God is all knowing. He knows everything. God knows every secret and thoughts of humankind. He knows everything about you.
4. **Omnipotent:** God is all-powerful. He has total power and is able to do everything. He has power to control the world and everything in it.
5. **Omnipresent:** God is everywhere at the same time. Our deeds cannot be hidden from Him. God sees all the secret things you do.
6. **Transcendent:** God is beyond the range of usual perception, He is beyond any comparison. You cannot compare yourself to God. He must be given all the necessary respect.
7. **Loving:** God loves all His creations. It does not matter what we do, whether good or bad, He loves us all. He only hates sin.
8. **All-wise:** God is very wise and knowledgeable. He is the source of wisdom. You cannot compare His wisdom to that of any creature in the universe.
9. **Generous:** God always cares for humankind. He is always willing to give humankind what he asks from Him. God feels concerned about us when we are sick.
10. **Merciful:** God shows sympathy to people. He shows kindness and forgiveness to humankind. He will easily forgive and will not want humankind to die or be punished for his sins. When you ask for forgiveness for your sins, God is ever ready to forgive you.

11. **Just:** God is just. He is very fair. He does not like sin. He treats everyone equally. He is not partial in treating humankind.
12. **Sustainer of life:** God gives and continues to support it. He heals us when we are sick. He gives us everything we need – water, food, shelter and even the air we breathe.
13. **God is Holy:** He is without any faults or any weakness. He has never sinned. He is pure.
14. **God is Invisible:** God cannot be seen. He is a spirit and cannot be touched.
15. **God is a Protector of life:** God protects the life that He gave us. Humankind tries so much to keep himself from harm but if God does not protect our lives, we struggle in vain to protect it.
16. **God is Faithful:** God is faithful. He goes by words, meaning anything He says He does.

The Nature of God (Allah)

We as human beings can also relate some of these special qualities (attributes) to our daily lives so that we can do things like Him. This is because God made us in His own image and likeness and He expects us to be like Him. When we say God is:

Loving: God loves everybody without any condition. This teaches us also to love everybody and help our neighbours whenever they need our help. We must love others to the best of our abilities.

Merciful: God teaches us through His merciful nature to show mercy to people. Whenever we ask for the forgiveness of sins, God forgives

The Nature of God (Allah)

The nature of the creator in Islam is same as attributes of Allah. Attributes of Allah are the special names given to Allah because of his nature. Allah is believed to have ninety-nine (99) special names (attributes).

Some of these attributes are:

Attributes	Meaning
<i>Al-Alim</i>	The All-knowing
<i>Al-Rahman</i>	The kind one
<i>Al-Samad</i>	The Omnipresent
<i>Al-Haq</i>	The Truth
<i>Al-Awal and Akir</i>	The First and the Last
<i>Al-Basir</i>	The All seeing
<i>Al-kabir</i>	The Great
<i>Al-Jamaic</i>	The Unifier
<i>Al-Razak</i>	The Provider

Attributes of God in Traditional Religion

Traditional believers believe in the Supreme Being (God). They give Him titles of praise called appellation. These appellations tell us the nature of the Supreme Being.

The Akans have names like:

Attributes	Meaning
Tweduampon	The Dependable one
Oseadeeyo	The one who commands
Oboadee	The Creator
Okokroko	The Great one
Osahene	The Great warrior

Ewes for example have names like:

Selenu (God is awake)

Mawunya (God knows)

Dagombas also call Him

Nawuni Mal'nam

We must do well to forgive those who offend us and even our enemies.

Faithful: God fulfils all his promises. We must also be faithful to promises we make to people in order to stay peacefully with them.

Truthful: God does not tell lies. We must also try as much as possible to always tell the truth. We should let our 'yes' be 'yes' and our 'no' be 'no'.

Sustainer of life: God gives and continues to support life. We cannot create lives but we can sustain or support the life God gave us. We must do things that will make us live long like exercising our bodies and eating healthy foods, staying away from evil practices and work very hard to look after ourselves well.

Protector of life: God protects lives of human beings. But we must also help in protecting ourselves. We must always try to stay away from trouble, keep our environment clean so as to stay healthy.

Holy: God made us in His own image and likeness. We must therefore do things like Him. God is holy, so we must also do well to stay away from evil.

Just: God is not partial so as human beings, we must be fair and impartial to everybody whether rich or poor.

Patience: God is patient. He does not rush in doing things, even when we offend Him, He does not rush in punishing us. We must also learn to be patient and listen to people’s views even if they annoy us. Also be patient even in difficult situations.

B7.1.1.1.3: The Similarities in the Ways the Nature of God is Understood Through His Attributes in the Three Major Religions in Ghana: *Learner’s Book, Page 8*

Activity 3: *Learner’s Book, Page 8*

Let learners form suitable groups in class.

Using Think-Pair-Share, have learners identify the similarities in the ways the nature of God is understood in His attributes in the three major religions in Ghana.

Examples: Discuss with learners that, the nature of God as everlasting can be found from the following attributes given to God by the three major religions.

*Tetekwaframo*a (the ancient of days)- Traditional Akan religion;

Alpha and Omega (the beginning and end)- Christianity

Al- Awwalu wal A’khirun (the beginner and the end) - Islam

The three major religions in Ghana understand the nature of God through His attributes. These attributes are similar to the three major religions. Christianity, Islam and African Traditional Religions.

Guide learners to role-play how they will portray any of the attributes of God among their peers. Help learners to watch documentaries on attributes of God.

For example:

Nature/Attributes of God	Christianity	Islam	Traditional Akan Religion
1. God is Everlasting	Alpha and Omega (the Beginning and the End).	‘Al–Awwaluwal A’khirun’ (the Beginning and the End).	‘Tetekwaframo’ (the Ancient of Days).
2. God is Omnipotent	El–Shaddai (God Almighty).	Azza a Jalla (Almighty God)	‘Mawu’ (Almighty) ‘Otumfuo’ (Almighty)
3. God as the Sustainer	Jehovah–Jireh (God the Provider)	‘Al–Razak’ (The Provider)	‘Amosu’ (Giver of Rain) ‘Amowia’ (Giver of Sunlight)

Project: *Learner's Book, Page 9*

Let learners form a class based club called "Nature of God Club". Ask members to decide on one nature of God they will emulate each week of the term. They should self-police to see if members live by their collective decisions.

You Have Learnt That: *Learner's Book Basic 7, Page 9*

These are the summary of all the indicators discussed under Unit 1.

In a form of revision, discuss the core - points with learners.

Expected Answers to Exercises: *Learner's Book 7, Pages 9 - 11*

Read and discuss the questions with learners and let them answer some of the questions orally. Ask them to answer the rest of the questions into their exercise books for marking.

Supervise learners to do independent work to enable you identify those who do not fully understand the lesson and offer remedial lessons for them.

Section A

1. (D) qualities
2. (C) Omnipotent
3. (C) He fulfils all His promises
4. (B) all powerful
5. (D) the Creator
6. (C) the source of life
7. (A) the great chief
8. (B) 'Tetekwaframo'
9. (B) the provider
10. (A) He forgives us our sins

Section B

Refer to Learner's Book pages 1-5 for some expected answers.

1. Believers of the three major religions in Ghana believe that, God has many attributes. They also believe that, the attributes of God reveal His nature.

Learners should state and explain two attributes of God each from the three major religions (Refer to pages 3-6) of the Learner's Book 7.

They should also indicate the similarities in the attributes of God in the three major religions in Ghana. (Refer to pages 8 and 9).

Section C

Discuss all the questions with learners. Have learners answer the questions into their exercise books for marking.

1. Learners should discuss five ways of demonstrating the attributes of God in their daily lives.

These may include:

- a. An individual being patient with others.
God does not act in haste even when humankind offend Him. In our daily activities, we must be patient with people and should not act in anger.
- b. Individuals should be truthful in all their dealings. God does not lie. Humankind must not tell lies and avoid being hypocrites. Etc.

2. God is faithful means; He fulfils all His promises. The individual can show how faithful God is through the many things God does in people's life.

Note: Learners answers will differ.

3. Learners are expected to write about a page essay on the attributes of God in the three major religions in Ghana as discussed on pages 3-6 of the Learner's Book.

Refer to Learner's Book pages 6 and 7 for answers.

Go round and supervise learners to prevent copying as they provide independent answers to the questions.

Organise remedial lessons to learners who do not master some of the indicators treated.

Revision Exercise A

Answers for True or False Questions: Refer to pages 1-8 of Learner's Book.

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

Revision Exercises (B- C): Learner's Book 7, Page 11

Use the questions to revise the lessons treated. Discuss the questions with them and ask them to answer into their exercise books for marking.

Guide learner to use any available I.C.T device or dictionary to find the meanings of the words as appeared in the.

- i. appellation – a name or title
- ii. Supreme – Being – the ultimate power, all-powerful
- iii. Sustainer – support, protection
- iv. Discrimination –

Diagnostic Assessment Test

The Diagnostic Assessment Test for the teacher is intended to help the teacher reflect on various learning and teaching methods and strategies employed in imparting knowledge. This is expected to put the teacher in a good state of preparedness to plan and execute subsequent lessons. It also helps the teacher to answer the following questions:

- A. How did you systematically involve learners in the different learning activities?
- B. Which parts of the activities did learners engage in and enjoy most?
- C. Can you say what may have been the reason for your answer?
- D. What shows that learners did engage in and enjoy your designed activities?
- E. How were learners organised for the various activities? Did learners work individually, in pairs, in groups or as a class?
- F. To what extent can you say learners meet the learning indicators?
 - Did all learners meet the indicators during the lesson?
 - Did some meet the indicators?
 - Did few or none meet the indicators?
- G. Judging from the feedback from learners, do you need to re-teach a lesson or parts of it?
- H. State some indicators of your lessons that you think went very well. How will these experiences help you to improve your subsequent activities or lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in future lessons?

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 discussing the similarities in the ways the nature of God is understood through His attributes in order to achieve a positive result. Use simple language and practical examples of the nature and attributes of God 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 and strategies that will help them learn comfortably and understand the necessary indicators.

CHAPTER/STRAND 2: RELIGIOUS PRACTICES

UNIT/SUB-STRAND 1: Worship: *Learner's Book, pages 13 - 48*

Content Standards:

Learners should explain how worship is performed in the three major religions in Ghana and apply the moral lessons in their life.

Performance Indicators:

The learner will:

1. explain the meaning of worship.
2. identify the types of worship in the three major religions in Ghana.
3. dramatise in groups the types of worship in the three major religions in Ghana.
4. describe the mode of worship in the three major religions in Ghana.
5. identify and explain the moral lessons from worship.
6. explain the significance of worship.

Core- Competencies:

1. Personal Development
2. Critical Thinking and Problem Solving Abilities
3. Leadership Skills
4. Effective and Efficient Communication Skills
5. Cultural Identity
6. Digital Literacy

Subject Specific Practices:

Demonstration of behaviour and skills of working towards group goals.

Development and exhibition of ability to defend one's cultural beliefs, practices and norms.

Development and expression of respect and appreciation of other's culture.

Planning to Teach Chapter 2:

It is very important and useful to always think ahead of the types of resources and the appropriate teaching strategies and methods to employ to ensure effective teaching and learning. It is required to teach chapter 2, Unit/Sub-strand 2 as indicated in this Guide. Prepare by researching into the following indicators:

Worship

1. The Types of Worship in the Three Major Religions.
2. The Modes of Worship in the Three Major Religions in Ghana.
3. The Moral Lessons Learnt from Worship in the Three Major Religions.
4. The significance of prayer.

As the leader in the classroom, read further and do research on the various indicators so as to have total control during the teaching and learning processes.

Methods And Strategies to be Used.

Use teaching methods such as; brainstorming, questions and answers, demonstrations, discussions and simple language as well as different examples given in Learner's Book 7 to teach the various indicators or themes.

Also, use participatory method and ensure that lessons do not turn into preaching sessions. Thus, lead learners to discover concepts on their own rather than telling them everything. Use the Holy Scriptures (i.e. the Bible and the Qur'an) as references when teaching the Nature of God. Lead learners to discuss the attributes of God.

Design practical activities for learners to discuss the various indicators.

When these are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration skills and critical thinking which are the key competencies of the Standard Based Curriculum.

Teaching and Learning Resources (TLRs)

The Holy Bible, the Holy Qur'an, R.M.E Learner's Book 7, pictures of people at worship, video clips etc. Internet sources: <http://www.youtube.com/watch?v=Uz-wTetx6c8>

Keywords: *deity, conventions, reverence, rituals, immerse, invoke, libation, sacrifice, morality*

Guide learners to pronounce each keyword correctly.

Ask learners to use the Internet or dictionary to find the meanings of the words.

- **deity:** a god or goddess (object of worship)
- **conventions:** a meeting of people for a religious purpose
- **reverence:** outmost respect for someone or something
- **rituals:** a religious ceremony consisting of a series of actions performed according to a prescribed order.

- **immerse:** dip or submerge in water
- **invoke:** call on (a deity or spirit) in prayer, as a witness, or for inspiration
- **libation:** the act of pouring drink or water onto the ground for prayers
- **sacrifice:** the act of giving offerings to an object of worship or the gods
- **morality:** principles concerning the distinction between right and wrong or good and bad behaviour.

Diagnostic Assessment Questions.

1. Explain worship.
2. Demonstrate how worship is done in the three major religions in Ghana.

Expected Answers to Diagnostic Assessment Questions.

1. Worship is the celebration of our relationship with God.
2. Ask learners to demonstrate how worship is done in the three major religions in Ghana.

B7.2.1.1.1: The Types of Worship in the Three Major Religions in Ghana: *Learner's Book Basic 7, Pages 13-19*

Activity 1: *Learner's Book, page 13*

Guide learners to perform Activity 1 as specified in *Learner's Book, page 13*



Christians at worship



Muslims at worship



A traditional believer offering prayers.

Use questions and answers method and have learners discuss thoroughly the pictures of people at worship in the three major religions in Ghana.

Lead learners to read and discuss the text and pictures in *Learner's Book pages 13 to 19*.

B7.2.1.1.2: The Modes of Worship in the Three Major Religions in Ghana

Activity 2: *Learner's Book for Basic 7, page 19*

This activity is also designed to guide learners work in groups and talk about the activities that take place during worship in the three major religions.

Help learners to form three suitable groups in class (Christians, Muslims and Traditional). In their groups, lead them to discuss some of the activities that take place during worship in their various religions.

Let them demonstrate or dramatise the mode of worship in the various religious groups they have formed.

Lead the whole class to discuss in detail the various demonstrations or dramatisation performed by the various groups. Help learners to use the RME Learner's Book 7, read and discuss the text and pictures thoroughly on pages 13-19.

Ensure that every learner takes active part in this activity.

Have learners read and discuss the text and pictures on pages 13 to 19 of Learner's Book.

The period of adolescence comes with lots of challenges. Knowing the challenges is essential as it helps to arrive at solutions for combating these challenges. This activity is designed to assist learners in dealing with challenges associated with adolescence.

Task/Home Activity: *Learner's Book for Basic 7 Page 24*

Ask learners to let their parents help them use the Internet to watch videos on types of Christian worship.

Let learners appraise the activities they have observed at the church.

Critical Thinking: *Learner's Book for Basic 7 Page 25*

Ask learners to critically discuss why Christians use worship to show gratitude to God. Learners may discuss this thoroughly and then assign reasons such as: to express themselves, to get closer to God etc.

Exercise: *Learner's Book for Basic 7, Page 25*

Discuss all the questions with learners. Have learners answer the questions into their exercise books for marking.

Answers to Exercise

1. (B) worship
2. (C) libation
3. (D) private and congregational
4. (B) Jesus Christ
5. (A) ask for their needs

Go round and supervise learners to prevent copying as they provide independent answers to the questions.

Activity 3: *Learner's Book for Basic 7, Page 25*

Guide learners to form groups and dramatise the mode of Christian worship.

Let learners state and discuss the importance of Christian worship.

Importance of Christian Worship

1. Worship brings Christians closer to God and helps them to feel His presence.
2. It helps Christians to get blessings from God.
3. It helps Christians to express their gratitude to God
4. It helps Christians to honour God.
5. It brings joy and happiness to Christians.
6. It promotes unity among Christians from different backgrounds.
7. It helps Christians to seek protection from God.

Modes of Worship in Islam

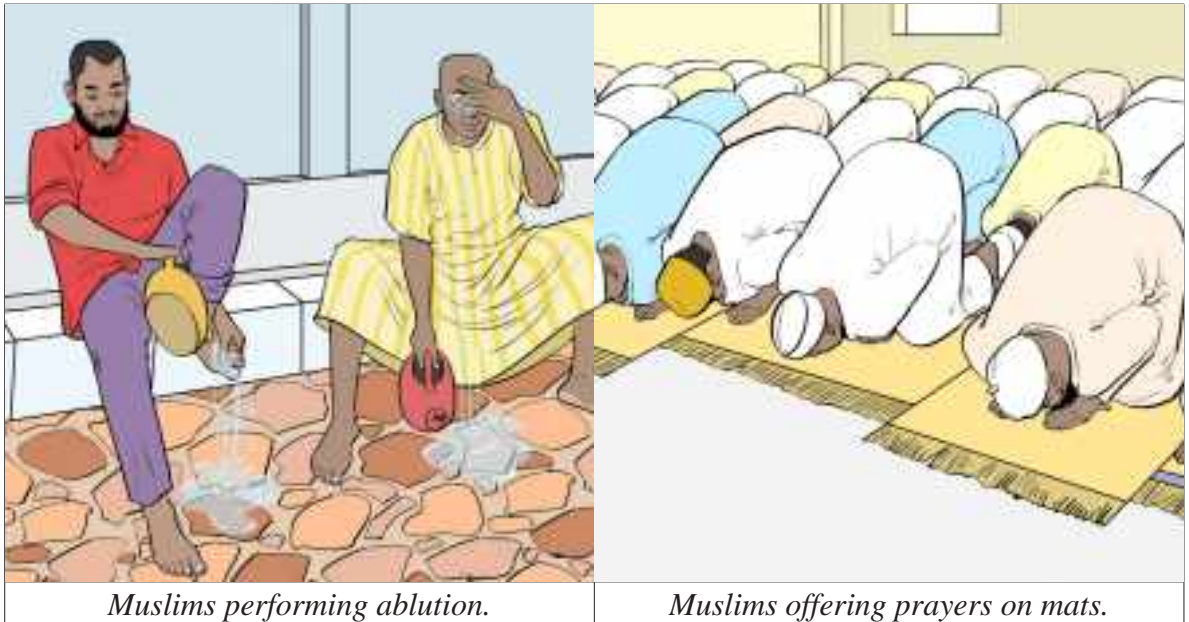
The mode of worship in Islam include: *Niyyat*" (intention), ablution, the five pillars of Islam, Qur'anic recitation, sermon, glorification to Allah, '*sadaqah*' and offertory.

Islamic worship is normally in the form of Mass or Congregational Prayer. Every Friday at noon, Muslims gather in and around the mosque for congregational prayer or worship.

Before the worship, every Muslim washes his or her body to appear clean before Allah. This practice of washing certain parts of the body before offering prayers is known as Ablution or Wudu.

Muslims offer worship by spreading mats on the floor. They stand shoulder to shoulder with one another barefooted on these mats. They face the Ka'aba, the great Mosque in Mecca. This can be located in the Eastern direction.

During the worship, they assumed different body positions facing the East. They stand, bow, lie prostrate, kneel and touch the ground with the forehead.



Activity 4: *Learner's Book for Basic 7 page 29*

1. Guide learners to:
 - i. form suitable groups in class
 - ii. search the Internet and watch video on the mode of Islamic prayer.

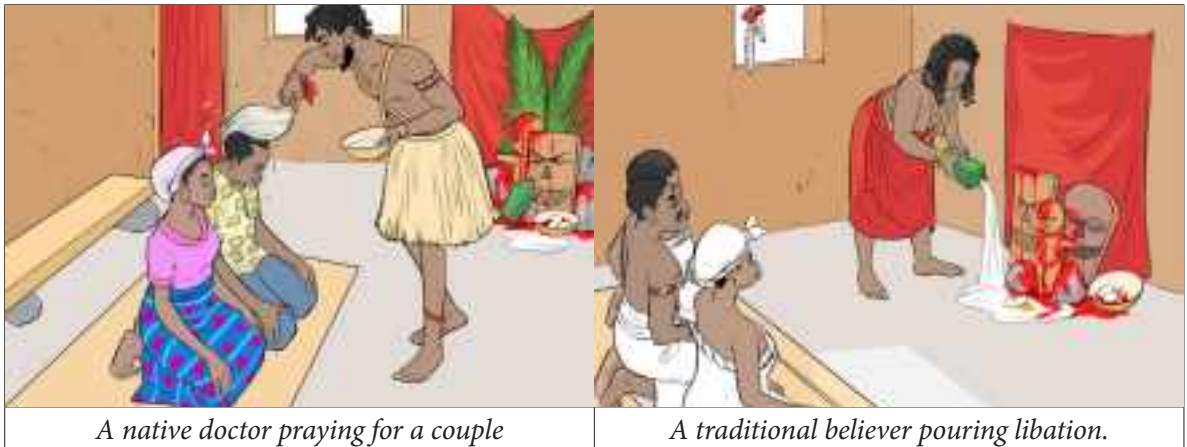
2. From the video let learners discuss the following with their friends in class:
 - a. How ablution is performed.
 - b. The direction Muslims face during worship.

Task/Home Activity: *Learner's Book for Basic 7 page 25*

Ask learners to find out in their homes or community and discuss reasons why Muslims perform ablution before worship.

C. Modes of Worship in Traditional Religion

The mode of the indigenous African Traditional worship includes the following: pouring of libation, sacrifice, prayer, drumming, singing and dancing, incantations, spirit possession, divination, observation of taboos and traditional rites of passage.



Activity 5: Learner's Book for Basic 7, Page 32

1. Guide learners to form three different groups in class.
(Groups A, B and C)
2. In different groups, let learners dramatise the following:
 - Group A: A traditional prayer or libation
 - Group B: A traditional sacrifice
 - Group C: A traditional drumming, singing and dancing.

Discuss the different dramatisation performed by learners

Task/Home Activity: Learner's Book for Basic 7, Page 32. Have learners use the Internet to watch videos on traditional prayer (libation) and sacrifice.

Discuss with learners the scenes of the video they have watched with their friends in class.

Guide learners to tell their colleagues what they think is the moral value in offering traditional prayer.

B7.2.1.1.3 The Moral Lessons Learnt from Worship in the Three Major Religions: *Learner's Book for Basic 7, Pages 32 to 34*

Activity 6: *Learner's Book for Basic 7, page 32*

Have learners perform **Activity 6** as specified on page 32 of Learner's Book.

Activity 7

Lead learners to form small groups in class. Guide them to dramatise how they can use the moral lessons from worship in their daily lives.

Project Work: *Learner's Book for Basic 7, Page 34*

1. Ask learners to consult a pastor, a priest or an Imam and parents in their local community to discuss with them why people need to be in constant touch with God.
2. Lead a discussion for learners to tell their friends in class what the pastor, priest or the Imam discussed with them.

B7.2.1.1.4: The Significance of Prayer: *Learner's Book for Basic 7, pages 34 - 45*

Activity 8: *Learner's Book for Basic 7, page 35*

Guide learners to perform **Activity 8** as specified on page 35 of Learner's Book page

Lead learners to read the text and pictures on pages 35 to 40 of Learner's Book.

A)



A Muslim praying on a mat

B)



A Muslim facing the East (Qibla) praying

Activity 9: *Learner's Book for Basic 7, page 43*

Have learners form three groups in class.

Let each group represent one of the three major religions in Ghana. Let the group leaders toss for the type of religion a particular group should represent.

Let learners in their groups demonstrate how prayer is done in the three major religions in Ghana. Help learners to talk about prayer with their friends.

Critical Thinking: *Learner's Book for Basic 7 page 45*

Ask learners to state the moral values that runs through the three religions. Learners may mention different moral values with explanation.

Task/ Home Activity: *Learner's Book for Basic 7, page 45*

This task is to help learners search the Internet on their own on different ways of offering prayer in the three major religions.

Ask learners to discuss with their parents the significance of offering prayer.

Additional Information

Worship

Worship is the act of worshipping God or a god.

Modes Of Worship

Worship is an act of religious devotion usually performed to show respect, honour and love to a deity or God. This means, worship is the celebration of our relationship with God. Worship may be performed individually or in a group.

The mode of worship are the ways or manner in which we worship God in the three major religions in Ghana.

There are so many modes of worship that Christians, Muslims and Traditional believers perform to show honour and respect to God or Allah. The purpose for which God created man is to worship Him and take care of all His creations (the environment).

Christians worship God in different ways. They perform different activities to worship God. During worship, they sing songs (hymns), drum, dance and clap hands. During worship, they also read and study the Bible. The specific day set aside mostly for Christian congregational worship is **Sunday** or **Saturday**. But individuals and families also worship at any time at home. Some modes of Christian worship include; **prayer, fasting, song ministrations, normal Sunday or Saturday service, baptism, confirmation, communion service and evangelism.**

Types of Christian Worship

In Christianity, we have two main types of worship. These are; Individual worship and Congregational worship.

1. **Individual worship:** This involves worship by individuals or families. It is normally organised in the house or room of the individual or family. This can take place at anytime or day. It can be done at any place too.
2. **Congregational worship:** This type of worship involves worship by a group of Christians in the church.

Reasons why Christians Pray

1. Christians pray as a means of communicating with God and having fellowship with Him.
2. To express gratitude and thank God.
3. To confess their sins and also ask for forgiveness of sins.
4. For God to protect them against evil activities.

The Islamic Worship

The followers of Islam are called **Muslims**.

Muslims call God, Allah. Muhammad is the founder of Islam. Muslims pray five times in a day. Before they pray they wash parts of their bodies. This is called **Ablution**.

The five compulsory daily prayers are called **Farz**. They are;

- a) Fajr
- b) Zuhr
- c) Asr
- d) Majhrib
- e) Isha

Muslims pray in the Mosque. Their important day of prayer is **Fridays**. Their Friday prayer is called **Jum'mah**. The Imam leads worship in Islamic religion.

Muslims do not clap, sing or dance during worship.

During an Islamic worship "Allah Akbar" and other verses in the Qu'ran are recited.

Muslims also give to the poor as a form of worship activity.

The Traditional Worship

Apart from Christians and Islamic worships, Traditional believers also have their form of worship. They believe in God (the Supreme Being). They worship at different places. They worship God through the smaller gods.

They worship God by pouring libation. They pour drinks and pray.
They sometimes kill animals for sacrifice to God on sacred days.
They clap, sing, and dance at worship.
They worship at the shrine mostly.

You Have Learnt That: *Learner's Book for Basic 7, Pages 45 and 46.*

These are the summary of all the indicators discussed under sub- CHAPTER 2.

In a form of revision, discuss the core - points with learners.

Exercises: *Learner's Book for Basic 7, Pages 46-48.*

Answers to Exercises:

Read and discuss the questions with learners and let them answer some of the questions orally. Ask them to answer the rest of the questions into their exercise books for marking.

Supervise learners to do independent work to enable you identify those who do not fully understand the lesson and offer remedial lesson for them.

Section A

- | | |
|---|--|
| 1. (D) How people are able to fight well | 6. (D) Ju'mah |
| 2. (B) private and congregational worship | 7. (B) the shrine or any private place |
| 3. (D) Sundays and Saturdays | 8. (A) libation |
| 4. (A) Allah | 9. (B) behave well |
| 5. (B) Fridays | 10. (A) ablution |

Section B

Refer to Learner's Book page 47 for the answers.

1. Learners may provide varied answers why Christians worship God.

Some of the reasons why Christians worship may include the following:

- i. Worship brings Christians closer to God and helps them to feel His presence.
- ii. It helps Christians to get blessings from God.
- iii. It helps Christians to express their gratitude to God.
- iv. It helps Christians to honour God.
- v. It brings joy and happiness to Christians.
- vi. It promotes unity among Christians from different backgrounds.
- vii. It helps Christians to seek protection from God.

- viii. It helps Christians to make their special requests to God.
- ix. It helps Christians to confess their sins and ask for forgiveness for their sins.

2. Learners may answer as:

- i. Religious practices are events and ceremonies that show how people express their beliefs in their objects of worship.
- ii. Worship is submission to the will of God.
- iii. Christian Meditation is a form of devotional activity where Christians reflect on the word of God during worship.
- iv. Ablution: This is the ritual purification (washing) of certain parts of the body before prayers.

Section C

Discuss all the questions with learners. Have learners role-play the following in groups for marks:

- i. Muslims performing ablution.
- ii. Christians at worship.
- iii. Traditional believers pouring libation.

Observe the groups as they role play and award marks based on their performance.

Revision Exercises (A and B): Learner's Book for Basic 7, Page 48

Section A

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

Revision Exercise Section B

Refer to Learner's Book pages 12 to 45 for the answers.

1. Assist learners to use the Internet or the dictionary to explain the words as they appeared in the text:
- (i) ancestors: our forefathers
 - (ii) famine: a severe shortage of food leading to hunger
 - (iii) communion: the Lord's supper, a ritual where believers partake of bread and wine symbolising the body and blood of Jesus Christ.

- (iv) kaaba: A sacred building located at the centre of the Great Mosque in Makkah, Saudi Arabia.
- (v) destoolment: the act of removing a person from a position as a traditional ruler or chief.
- (vi) Enstoolment: the process of installing someone as a chief.

2. Learners may explain worship as follows:

Worship is the demonstration of our relationships with God. Worship is the religious rites perform to show respect and honour to God.

3. Reasons why people worship God:

- i. Worship brings people closer to their Creator (God).
- ii. Worship promotes holiness
- iii. Worship helps individuals to grow in faith.
- iv. Worship helps people to be obedient.

4. Prayer is important for the following reasons:

- i. Prayer brings worshippers closer to God.
- ii. Prayer shows how one depends on God.
- iii. Some people use prayer to ask God for the things they need. This is called supplication. They bring their needs to God because they trust God to provide their needs.
- iv. Prayer therefore helps people to demonstrate their dependence on God.
- v. When we pray, we feel relieved that God has heard us and will answer us. Another importance of prayer, is that prayer takes away stress from people.
- vi. Have you ever heard the saying that, the family that prays together, stays together? Do you understand what this means? One importance of prayer is that it promotes unity among a group of people or family.
- vii. Prayer also helps people to remain committed to God. This is because it takes a committed person to set aside some time every day to pray to God. For example, it will take a committed Muslim to set aside time to pray five times in a day.
- viii. When we pray and we get answers to our prayers, our faith in God becomes stronger. Therefore, Prayer improves our faith in God.

Diagnostic Assessment Test

The Diagnostic Assessment Test is intended to reflect on various learning and teaching strategies employed in impacting knowledge. This is expected to guide the planning and delivery of the lessons. It also helps to provide answers to the following questions:

- A. How did you systematically involve learners in the different learning activities?
- B. Which parts of the activities did learners engage in and enjoy most?
- C. Can you say what may have been the reason for your answer?
- D. What shows that learners did engage in and enjoy your designed activities?
- E. How were learners organised for the various activities? Did learners work individually, in pairs, in groups or as a class?
- F. To what extent can you say learners meet the learning indicators?
 - Did all learners meet the indicators during the lesson?
 - Did some meet the indicators?
 - Did few or none meet the indicators?
- G. Judging from the feedback from learners, do you need to re-teach a lesson or parts of it?
- H. State some indicators of your lessons that you think went very well. How will these experiences help you to improve your subsequent activities or lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in future lessons?

Remedial Lessons / Activities:

Do well to assess learners on the various indicators, identify learners who have not mastered some of the indicators and organise remedial lessons or activities for them. In doing this, vary your teaching strategies and approaches in order to achieve a positive result. Use simple language, pictures, practical examples 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 and also apply the core values from the lessons in their daily lives.

CHAPTER/STRAND 2: RELIGIOUS PRACTICES

UNIT/SUB-STRAND 2: Religious Songs and Recitations: *Learner's Book, Pages 49 -64*

Content Standard

Learners should identify, analyse and apply the moral values in religious songs and recitations in their daily lives.

Performance Indicators:

The learner will:

1. differentiate between religious songs and non-religious songs.
2. demonstrate basic scripture recitations and oral traditions in the three major religions.
3. identify and explain the moral values in religious songs and recitations.

Core-Competencies

1. Critical Thinking and Problem-Solving Abilities
2. Personal Development Leadership Skills
3. Effective and Efficient Communication Skills
4. Cultural Identity
5. Influences of Globalisation on Traditions
6. language and Cultures
7. Digital Literacy.

Subject Specific Practices

As learners analyse and apply the moral values in religious songs and recitations, they exhibit a sense of nationality and global identity and also examine alternatives in creating new things.

Planning to Teach Strand 2, Sub-strand 2:

It is required to teach Strand 2, Sub-strand 2 as indicated in this Teacher's Guide. Prepare by researching into the following indicators:

1. The differences between religious songs and Non-religious songs.
2. The basic scripture recitations and oral traditions in the three major religions in Ghana.
3. The moral values in religious songs and recitations.

Do further research on the various indicators so as to have total control during the teaching and learning processes.

Methods and Strategies

It is expected to revise learners' background knowledge on each indicator or theme for learners to express their previous knowledge relevant to the themes. Use teaching methods such as: brainstorming, questions and answers, demonstrations, discussions and simple language as well as different examples given in *Learner's Book 7* to teach the various indicators or themes.

Use participatory method and engage learners in all activities. Lead learners to discover concepts on their own rather than telling them everything. Use the Holy Scriptures (i.e the Bible and the Qur'an) as references when teaching the basic scripture recitations in the Christian and Islamic religions in Ghana. Also, use resource persons and practical examples from the immediate community when treating oral traditions.

Design practical activities for learners to discuss the various indicators.

When these are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies.

Teaching and Learning Resources (TLRs):

Religious and Moral Education (R.M.E). Basic 7, R.M.E. Curriculum for Basic 7- 9 ,September, 2020 Pages 8 and 9, R.M.E Learners Book 7 charts/pictures/ video clips showing people exhibiting moral values from religious songs and recitations, I.C.T tools.

Keywords: *Learner's Book, Page 49*

secular, recitations, emotions, beliefs, profane, refrain, diligence, invoke, console

Follow the procedure for teaching Keywords to teach the new words above. Guide learners to use their dictionary or Internet to find the meanings of the Keywords. Have them form simple sentences with the words.

Differences Between Religious Songs and Non-Religious Songs: *Learner's Book, Page 49*

Lead learners to read and discuss the text on pages 49-51 of the Learner's Book. Help them explain the differences between religious and non-religious songs. Show video clips of people singing different songs.

Religious Songs

Religious songs are songs that express the belief of worshippers and their dependence on God or the Supreme-being. In other words, religious songs are songs people sing to express their faith,

practices and beliefs. In Ghana, the three major religions have songs or recitations. That is Christian songs, Islamic songs (recitations) and traditional songs. The purposes of these songs are for praises, communication, consolation, invocation, and worship of God. Examples of religious songs include: (a) Christians Hymns (b) Christians Choruses (c) Islamic Songs and recitations (d) Traditional songs.

Characteristics of Religious Songs.

Religious songs have the following characteristics:

1. Religious songs are sung to express religious beliefs.
2. They are sung to give hope to the hopeless.
3. Religious songs are also used to draw worshippers closer to God.
4. They express the attributes of God.
5. Religious songs contain religious and moral lessons and implications.
6. They are used to express man's reliance on God.
7. They are also used to praise and honour God.
8. Religious songs are sometimes used to console people.

Activity 1: Learner's Book 7 page 50

Let learners form small groups in class and compose their own religious songs and discuss the key messages in the songs.

Non-Religious Songs

Non-religious songs are not connected with religious concepts. The messages they convey have no influence on people's beliefs, faith and religious practices. The lyrics in these songs emphasise secular issues other than religious issues in society. People normally sing these songs for entertainment and mourning the dead. Non-religious song choruses are usually about the society and the life of people. Some of these songs talk about the values and common problems in society. This means, non-religious songs deal with social, political and economic matters of society. These are the 'Hip-Life' songs, 'Hip-pop, and 'Highlife' songs.

Characteristics of Non-Religious Songs.

1. Non-religious songs normally express worldly ideas.
2. These songs are sung to entertain people in society.
3. Non-religious songs do not carry religious and moral values capable of teaching religious and moral lessons.

4. Some non-religious songs are made up of 'profane' words.
5. In non-religious songs, social issues are emphasised.
6. Some of the non-religious songs talk about the values and the ills in society.
7. They do not play any part in an individual's faith in God.

Differences Between Religious Songs and Non-Religious Songs.

The table shows some of the differences between religious songs and non-religious songs.

Religious Songs	Non-Religious Songs
The messages in religious songs centre on God or Supreme-Being.	In non-religious songs, the messages centre on worldly pleasure.
In religious songs, decent language is used.	Some non-religious songs usually use 'profane' or indecent language.
Religious songs are mainly used for worship.	Non-religious songs are mainly used to entertain people in society.
Religious songs centre on religious and moral issues.	Some non-religious songs centre mainly on social, political and economic issues.
Religious songs are used to highlight the attributes of God.	Some non-religious songs highlight the achievements of public figures. Examples, politicians and celebrities.
Religious songs are used to express people's faith in God.	Non-religious songs are used to express values and ideas in society.

Task/Home Activity: *Learner's Book, Page 51*

Have learners use any I.C.T tool and listen to different non-religious songs.

Let learners summarise the messages in two of the songs they have listened to. They may give different messages depending on the songs they have listened to.

Let learners make a presentation in class on the messages in the songs they have listened to.

Activity 2: *Learner's Book, Page 48*

This activity is to help learners listen and identify different types of songs.

Use any I.C.T. tool to play different types of songs for learners to listen in class.

Ask learners to listen attentively to the songs and identify if they are religious songs or non-religious songs.

Learners may give different reasons for their answers. Discuss these reasons with the whole class.

Class Debate:

Guide learners to form two groups in class.

Discuss the topic for debate with learners “**Non-religious songs help to promote peace and unity in society than religious songs**”. Let learners debate on the topic **for** or **against**. Discuss the various points raised by the debaters with the class. Award marks to the various groups and declare the winner.

Group Activity: *Learner’s Book, Page 52*

This activity is to help learners compose their own songs.

Guide them to form groups and compose songs. Have them sing the songs they have composed.

Lead them to discuss the key messages in the songs.

Basic Scripture Recitations and Oral Traditions in the Three Major Religions in Ghana: *Learner’s Book, Page 52.*

Group Activity: *Learner’s Book, Page 52*

Have learners form groups in class and do the group work as specified in the Learner’s Book, Page 52

Lead learners to read and discuss the text on pages 49-58 in Learner’s Book.

Task/Home Activity: *Learner’s Book, Page 57*

Ask learners to discuss with their parents or an elderly person at home folktales and their moral lessons.

Guide them to appraise these folktales in class.

The Moral Values in Religious Songs and Recitations: *Learner’s Book, Page 58*

There are many moral values the individual can learn from religious songs and recitations. Some of these moral values include the following:

1. Religious songs and recitations teach individuals to have trust in God.
2. Religious songs and recitations motivate people to do greater things in life.
3. They teach individuals to be humble in life.
4. Religious songs and recitations teach people to acknowledge the power of God in their lives.
5. They teach people to be tolerant in dealing with all manner of people in society.
6. Religious songs and recitations encourage people to pursue life in spite of its challenges, and to keep believing in God.
7. Religious songs and recitations teach the individual to persevere from sin or evil and live good and acceptable behaviour in society.

8. They teach the individual to have faith in God and also rely on Him in all circumstances.
9. Religious songs and recitations teach people to work hard and achieve success in life.

Role-Play Activity: *Learner's Book, Page 58*

Guide learners to form groups and demonstrate how the individual can apply the moral values learnt in religious songs and recitations in his or her daily life.

Discuss the role-play with the whole class.

How to Apply the Moral Values Learnt in Religious Songs and Oral Traditional Recitations in our Daily Lives: *Learner's Book, Page 58*

Use questions and answers for learners to explain how they can apply the moral values learnt in religious songs and oral traditional recitations in their daily lives. Learners may explain how they can apply the moral values learnt in religious songs and oral traditional recitations in their daily lives as follows:

- i. **Hard work:** Religious songs and recitations teach individuals to work hard and achieve success in life. It is also said that the devil finds work for the idle hand. Individuals must always work hard and avoid laziness (take your studies serious) so as to achieve success in life.
- ii. **Patience:** The messages in some religious songs and recitations teach people to be patient in life. As individuals, we should learn to be patient in life. We should not rush in doing things in life.
- iii. **Obedience:** The messages in some religious songs and recitations emphasise on obedience. We must follow the instructions of our parents, teachers and elders all the time.
- iv. **Kindness:** Religious songs and oral traditions teach individuals to be kind to all people all the time.
- v. **Respect:** We should obey authority at home, school and in society.
- vi. **Diligence:** Oral traditions teach us to be diligent in all situations. We should be careful in all we do in life.

Project Work: *Learner's Book, Page 58*

Task learners to write a brief essay on the topic “Religious songs and recitations help to shape the behaviour of the individual in society” as a project.

Class Debate: *Learner's Book, Page 52*

Put learners in groups to debate on the topic “Only religious songs educate and emphasise on good behaviour in society, oral traditions do not”.

You Have Learnt That: *Learner's Book for Basic 7, Pages 59-61*

These are the summary of all the indicators discussed under Chapter 2, Unit 2 .

In a form of revision, discuss the core - points with learners thoroughly. Use this section to identify individual learners problem and employ the necessary strategies and methods to solve them.

Exercises:***Learner's Book for Basic 8, Pages 61-64***

Read and discuss the questions with learners and let them answer some of the questions orally. Ask them to answer the rest of the questions into their exercise books for marking.

Supervise learners to do independent work to enable you identify those who do not fully understand the lesson and offer remedial classes for them.

Expected Answers to Section A

- | | |
|------------------------------------|---|
| 1. C. religious songs | 8. B. oral tradition |
| 2. A. to show one's religion | 9. D. anansem |
| 3. B. non-religious songs | 10. B. the Holy Bible |
| 4. D. traditionalists | 11. D. non-religious songs |
| 5. C. non-religious songs | 12. B. wise sayings |
| 6. B. words of mouth | 13. C. highlife songs |
| 7. D. Islamic scripture recitation | 14. D. They are sung to praise and honour God |

Sections B and C

Refer to Learner's Book, for sections B and C answers: *Learner's Book, Page 63.*

Section B:

1. Task learners to give brief explanation to the following:
 - i. Religious songs are songs that are sung to express the beliefs of worshippers and their dependence on God.
 - ii. Non-religious songs are songs that have no influence on people's beliefs, faith and religious practices.
 - iii. Oral traditions are words of mouth that are not written down but are passed on from generation to generation.
2. Religious songs are songs that are sung to express the beliefs of worshippers and their dependence on God while non-religious songs not spiritually connected, and they have no influence on people's beliefs, faith and dependence on God.

Sections

The Ten Commandments (Exodus 20: 2-17)

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.”*

These proverbs are mostly used by our elders during: arbitration, gatherings, festivals and durbars. African proverbs give wisdom, express the truth, give ideas as well as life lessons.

Examples of Ghanaian local proverbs and their literally meanings are:

- “Naazorabataa bin” (a Dagaari proverb) which literally means “A rolling stone gathers no moss”.
- “Okwan twa asuo: asuo twa akwan” (an Akan proverb) which literally means “The path crosses the river: the river crosses the path”.
- “Okoto nwo anoma” (an Akan proverb) which literally means “A crab does not give birth to a bird”.
- “Ati deka mewɔ na ave o” (an Ewe proverb) which literally means “A single tree cannot make a forest”. A single tree refers to an influential, prominent, elderly person in society. Examples: a king or a queen. The forest also refers to an institution, family or community. This proverb therefore depicts that a prominent person alone cannot constitute a family, region or a nation.
- “Ge me tua xo na adaba o” (an Ewe proverb) which literally means “The beard cannot tell much to the eyebrow about the past”.
- “Moko enmɛɛ tsohe ni eya ye kɔɔyɔɔ abo” (a Ga proverb) which means “No one leaves the tree to embrace the wind.”
- “Gbõmõ fõ hi fe shia folo” (a Ga proverb) which means “A bad fellow is better than an empty house”.

Here are some common African proverbs and their meanings:

- “A stitch in time saves nine”.

This means, if something needs to be done, do it now rather than wait until the situation becomes worse.

- “A journey of a thousand miles starts with a step”.
This means, everything you do has a beginning (small beginning).
- “A child breaks a snail’s shell but not a tortoise’s shell”. This means a child must always attempt what he or she can do.
- “Once bitten, twice shy”.
This means, one does not have to repeat a mistake that led him down.
- “Do not think the housefly likes you when you have no wounds”.
This means, do not think everyone loves you.
- “Unity is strength”.
This means, there is always victory when people come together.

Revision Exercise (A and B) *Learner’s Book for Basic 8, Pages 63 and 64*

Answers to Revision Exercise A

- | | | |
|----------|-----------|----------|
| 1. True | 6. False | 11. True |
| 2. False | 7. False | 12. True |
| 3. False | 8. True | 13. True |
| 4. True | 9. True | 14. True |
| 5. False | 10. False | 15. True |

Answers to Revision Exercise B

Refer to Learner’s Book page 53 for answers.

Diagnostic Assessment Test

The Diagnostic Assessment Test is intended to reflect on various learning and teaching strategies employed in impacting knowledge. This is expected to guide the planning and delivery of the lessons. It also helps to provide answers to the following questions:

- A. How did you systematically involve learners in the different learning activities?
- B. Which parts of the activities did learners engage in and enjoy most?
- C. Can you say what may have been the reason for your answer?
- D. What shows that learners did engage in and enjoy your designed activities?
- E. How were learners organised for the various activities? Did learners work individually, in pairs, in groups or as a class?
- F. To what extent can you say learners meet the learning indicators?

- Did all learners meet the indicators during the lesson?
 - Did some meet the indicators?
 - Did few or none meet the indicators?
- G. Judging from the feedback from learners, do you need to re-teach a lesson or parts of it?
- H. State some indicators of your lessons that you think went very well. How will these experiences help you to improve your subsequent activities or lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in future lessons?

Remedial Lessons / Activities:

Assess learners on the various indicators, identify those who have not understood 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. Create room for learners to express their varied ideas about religious practices. Help them to showcase talent in composing songs. 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.

Content Standard

Learners should identify and explain the independence of the family systems.

Performance Indicators

The learner will:

1. explain the concept of family.
2. identify the types of family systems in Ghana.
3. describe the two types of family systems in Ghana.
4. create or draw a poster to show your family tree indicating both the nuclear and the extended families by the help of your parents.
5. discuss the merits and demerits of both family systems in Ghana.
6. identify the role of family members.
7. describe ways of promoting good relationships among family members.

Core-Competencies.

1. Personal Development and Leadership
2. Effective and Efficient Communication and Collaboration
3. Cultural Identity and Global Citizenship.

Subject Specific Practices

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

Planning to Teach Strand 3:

In every successful lesson delivery, planning is an effective guide to the teacher. Planning however involves formulating, coordinating and direction for a definite course of action. It is very important and useful to always think ahead of the types of resources and the appropriate teaching strategies and methods to employ to ensure effective teaching and learning. It is required to teach Sub-strand 3 as indicated in this Teacher's Guide. The teacher has to prepare by researching into the following indicators;

1. The concept and types of family systems in Ghana.
2. The role of family members.
3. Ways of promoting good relationships among family members.

Read further on the various indicators so as to have total control during the teaching and learning processes.

Methods and Strategies

It is expected to revise learners' background knowledge on each indicator or theme for learners to express their views on the themes. Use teaching methods such as; brainstorming, questions and answers, demonstrations, role-play, discussions and simple language as well as different examples given in Learner's Book 7 to teach the various indicators or themes.

Use participatory method and ensure that lessons do not turn into preaching sessions. Thus, the teacher must lead learners to discover concepts on their own rather than telling them everything. Create room for learners to use examples from their homes or families and their communities in treating this chapter. Have learners to identify and mention to the class the various roles their parents and they themselves perform at home. These activities will help learners to develop communication and analytical skills.

Design practical activities for learners to discuss the various indicators.

When these are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Resources (TLRs)

A large chart of family tree, video clips or pictures to show a nuclear and extended family.

R.M.E Learner's Book 7

Diagnostic Assessment Questions.

1. How many people are in your house.
2. Mention the names of all the people in your house.
3. List some of the things people do daily in your house
4. Do you have grandparents, aunts and uncles?

Expected Answers to Diagnostic Assessment Questions.

1. Learners may mention the number of people in their house. These may vary from house to house.
2. Learners may mention different names of people in their houses.

3. **Children:** running errands and performing household chores.
Parents: provision of basic needs like food, shelter, security and education
Grandparents: play advisory role to the family and help in character formation.

Survival, adoption, disputes, ancestor, accountability, chores, reciprocal, preserve

Keywords: Learner’s Book for Basic 7 page 66

survival, adoption, disputes, ancestor, accountability, chores, reciprocal, preserve

Teach the pronunciation of each keyword with learners. Pronounce each word about three times for learners to listen. Guide learners to pronounce the word correctly.

Write each word on the board after pronouncing them. Ask learners to use the Internet or dictionary to find the meaning of each word.

Guide individual learners to also make simple but meaningful sentences with the word

- **survival:** the act or fact of living or continuing longer than another person or thing
- **adoption:** the process of accepting a child of other parents as one’s child
- **disputes:** a disagreement or argument
- **ancestor:** a respectable elderly person who died a long time ago but is still respected by his people
- **accountability:** the fact or condition of being accountable; responsibility
- **chores:** any duty performed at the home
- **reciprocal:** given, felt, or done in return

preserve: maintain (something) in its original or existing state

B 7.1.3.1.1: The Concept and Types of Family Systems in Ghana: Learner’s Book for Basic 7 Pages 66 -73

Lead learners to read and discuss the text and pictures in Learner’s Book, pages 66-73.

The Family Systems in Ghana

The family is the single most important influence in every individual’s life. Children depend on their parents and other family members to protect them and provide their basic needs for survival. Parents and family form a child’s first relationship. A family is a human unit whose members are bound by either blood ties, marriage, covenant or adoption.

A clan on the other hand, is a group of families who trace their origin for the same ancestor and relate to one another through a common blood. In Ghana, every individual belongs to a clan. The Ewes call it “**Fome**”, the Ga’s call it “**Weku**” and the Akans call it “**Abusua**”. The Anlos of the Volta region have about fifteen (15) clans and the Akans have about eight (8).

Using the Teaching and Learning Resources appropriately, discuss the family systems in Ghana with learners to explain the family and different types of family systems we have in Ghana.

Have them also discuss and identify the advantages and the disadvantages of the different types of family systems in Ghana?

Refer to Learner’s Book pages 67-70 for the advantages and disadvantages of the different types of families.

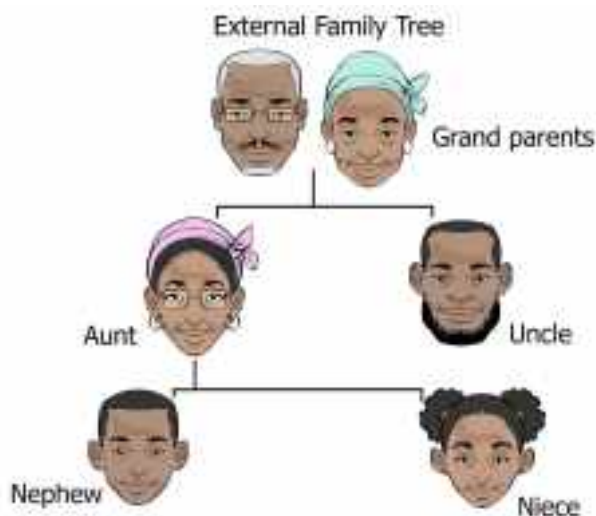
Activity 1: *Learner’s Book, Page 70*

Assist learners to form groups in class. Pose the question in class and allow learners time to think about it and provide answers.

Learners may provide answers such as; for them to have their freedom, to help them keep their personal issues with their parents and to enable their parents provide their needs.

Task/ Home Activity: *Learner’s Book, Page 70*

Discuss the question with learners and task them to draw a poster to depict their nuclear and extended family systems.



Project Work:

Guide learners to surf the Internet and read more about the importance of the nuclear and the extended family systems to individuals.

Class Debate: Learner's Book, Page 71

Discuss the topic for debate with learners very well. Put learners into two mixed ability groups in class. Spell out the procedure and the rules of the debate to learners. Have learners debate on the topic and award marks to the various groups.

B 7.3.1.1.2: The Role of Family Members: *Learner's Book, Pages 71-73*

Activity 2: *Learner's Book page 71*

Let learners perform the Activity 2 as specified in the Learner's Book, Page 71

Group Activity: Learner's Book, Page 71

Have learners role play the role of: children, parents and grandparents in the family.

Discuss the different roles role-play by learners by the different groups in class.

Lead learners to read and discuss the text and the pictures thoroughly on pages 71-73 of Learner's Book.

Critical Thinking: *Learner's Book, Page 73*

Read the question to learners and give them some minutes to think and recollect some of the things that happen to them when they fail to perform their roles at home.

Learners may think and answer as ; their parents denying them gifts, preventing them from playing their best games and watching their best television programmes.

Task/ Home Activity: Learner's Book, Page 73

- 1.Task learners to let their parents or an old family member assist them to discuss the important roles members of their extended families play.
2. Put learners in groups in class to role-play how family members promote good relationships in the family. Discuss the role-play with learners in class.

Class Debate: *Learner's Book, Page 74*

Discuss the topic for debate with learners very well. Put learners into suitable groups in class. Spell out the procedure and the rules of the debate to learners. Have learners debate on the topic and award marks to the various groups.

Exercises: *Learner's Book, Pages 74 and 75*

Discuss all the questions with learners and ask them to answer into their exercise books for marking. Supervise learners to do independent work to enable you identify learners with special problems about the themes treated.

Section A

1. B. nuclear and extended families
2. A. all relatives from paternal and maternal relations
3. B. parents and children
4. D. father
5. B. there is inadequate opportunity to socialise with other family members
6. A. assist in the performance of household chores

Section B

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

Section C

Refer to pages 66 to 74 of Learner's Book

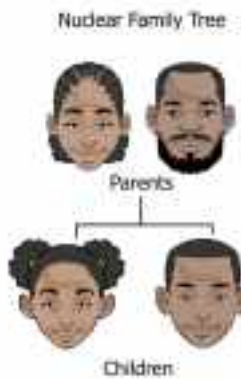
Task learners to refer to pages 64-74 of the Learner's Book and then answer the questions as:

1. Family can be explained as a human unit whose members are bound by either blood ties, marriage and legal adoption.
2. The two major types of family systems in Ghana are: the nuclear and the extended family systems.
 - i. The nuclear family is a family system that is small and consist of the father, mother and children (if any). This family system can be made up of one of the parents and the children and the father is the head of the family.
 - ii. The extended family is a large family compared to the nuclear family. This type of family system consists of all relatives from the paternal and maternal families.
3. The roles children play at home include the following:
 - i. Children assist in the performance of household chores, such as cleaning the house, washing and cooking.
 - ii. Children run errands for their parents and other members of the family.

- iii. Older children help to take care of younger ones.
- iv. Grown up children support their parents by helping in their economic activities.
- v. Children have the responsibility of honouring and respecting their parents and obeying rules and regulations at home.
- vi. Children have the duty of caring for their parents at old age.

Section D

1.



- 2.
- a. It brings about independence and freedom for all the individual family members.
 - b. This type of family system prevents intra-family disagreement, because of absence of a large number of family members.
 - c. It helps the parents to have immediate responsibility to their children and their basic needs.
 - d. It helps to keep personal issues within the family, since external influences are minimal.
 - e. Members of this type of family have love and care for one another, since they see themselves as one the same parents.

B7.3.1.1.3: Ways of Promoting Good Relationships Among Family Members: *Learner's Book, Pages 76-79*

Group Activity: *Learner's Book, Page 78*

Do a review with learners on behaviours that show good relationships among family members. Help learners to form suitable groups and dramatise some of the behaviours that show good relationships among family members.

Discuss the dramatisation by learners with the whole class. Let learners draw and colour members of their extended family.

Critical Thinking: *Learner's Book, Page 79*

Pose the question to learners and allow them some minutes to think about it and answer.

The Need for Self-Examination When Things go Wrong in the Family.

Self-examination helps the individual to take a critical look at him or herself in order to avoid making mistakes or correcting oneself when one makes mistakes.

The individual in the family can do a critical self-examination and correct him or herself when things go wrong in the family by:

1. **Avoiding false accusations and counter accusations:** When things go wrong in the family, members of the family should avoid making false allegations or claims against other family members.
2. **Avoiding third party intervention:** Members of the family should not resort to mediums, such as Pastors, Malams and diviners, to settle disputes in the family.
3. **Taking full responsibility for one's actions and inactions in the family:** Every member of the family must be responsible for his or her behaviour in the family.
4. **Preventing repetition of mistakes:** When members of the family learn to make constant self-examination of their lives, it helps to prevent future repetition of the same mistakes.
5. **Accepting full responsibility for one's conduct:** Constant self-examination by members of the family helps them to identify and accept their faults and mistakes after taking certain actions in the family.

Additional Information

The Need for Cordial Relationship among Family Members

For peace, unity and development, there is the need for members of the family to have cordial relationships due to the following reasons;

- (a) to ensure peace and unity.
- (b) for proper character formation.
- (c) for progress and development in the family.

- (d) ensure provision of basic needs like: food, shelter and school fees.
- (e) it makes members of the family feel secured and loved.
- (f) to help some family members overcome some difficulties.

Relationships in the Family and Character Formation

- The roles of members of the family are the duties or the things people do in the family.
- Every member of the family has a role to play for the development of the family.
- Your grandparents are your grandfather and grandmother.
- Your grandparents call you grand-daughter if you a female (girl).
- They call you grandson if you are a male (boy).
- Your father's sister or mother's sister is your aunt.
- Your father's brother or mother's brother is your uncle.
- Your aunt's children or your uncle's children are your cousins.
- You are uncle's and aunt's nephew if you are a boy.
- You are your uncle's and aunt's niece if you are a girl.
- All these members of the family help in the development of the family.

The attitudes and behaviours of a responsible family member include;

- a. taking part in family activities.
- b. obedience to elders of the family.
- c. respect for all family members.
- d. accepting responsibility. This means, performing assigned duties in the family.
- e. helping needy family members.
- f. making financial contributions.
- g. initiating developmental projects in the family.
- h. sharing ideas with the members of the family.

The importance of being committed to the family include the following;

- To promote peace and unity.
- To gain recognition and respect.
- To be considered a trustworthy person.
- To uplift family image.

Task/ Home Activity: *Learner's Book, Page 79*

Task learners to let their parents or guardian help them to search on the Internet behaviours that show good relationships among family members.

Discuss the feedback from learners' findings with the whole class.

You Have Learnt that: *Learner's Book, Page 79*

These are the summary of all the indicators discussed under strand 3.

In a form of revision, discuss the core - points with learners.

Exercises

Answers to Exercises:

Learner's Book 7, Pages 79 - 81.

Read and discuss the questions with learners and let them answer some of the questions orally. Ask them to answer the rest of the questions into their exercise books for marking.

Supervise learners to do independent work to enable you identify those who do not fully understand the lesson and offer remedial classes for them.

Section A

1. B
2. D
3. A
4. C
5. A

Section B

Refer to pages 66-79 of Learner's Book for answers.

Section C

1. Let learners be in pairs and dramatise two behaviours that show good relationships among members of the family and award marks to the individual groups.
2. Learners may draw and colour differently the members of their extended families.

Revision Exercises (A and B).

Answers to Revision Exercises A and B

A.

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

- | | |
|----------|----------|
| 5. True | 8. True |
| 6. True | 9. True |
| 7. False | 10. True |

B.

Refer to pages 66 to 79 of Learner's Book for answers.

Diagnostic Assessment Test

The Diagnostic Assessment Test is intended to reflect on various learning and teaching strategies employed in impacting knowledge. This is expected to guide the planning and delivery of the lessons. It also helps to provide answers to the following questions:

- A. How did you systematically involve learners in the different learning activities?
- B. Which parts of the activities did learners engage in and enjoy most?
- C. Can you say what may have been the reason for your answer?
- D. What shows that learners did engage in and enjoy your designed activities?
- E. How were learners organised for the various activities? Did learners work individually, in pairs, in groups or as a class?
- F. To what extent can you say learners meet the learning indicators?
 - Did all learners meet the indicators during the lesson?
 - Did some meet the indicators?
 - Did few or none meet the indicators?
- G. Judging from the feedback from learners, do you need to re-teach a lesson or parts of it?
- H. State some indicators of your lessons that you think went very well. How will these experiences help you to improve your subsequent activities or lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in future lessons?

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 themes discussed.

Content standard:

Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.

Performance Indicators

The learner will:

1. summarise the story of the birth and early life of religious leaders in the three major religions in Ghana.
2. discuss the call of the religious leaders.
3. role-play the call of the religious leaders and show the moral lessons from the call.
4. summarise the key events associated with the ministry of the leaders of the three major religions in Ghana.
5. identify the moral lessons learnt from the religious leaders.
6. role-play the virtues from the exemplary life of religious leaders.
7. demonstrate how to apply moral virtues in life.

Core-Competencies:

1. Critical Thinking and problem solving
2. Personal Development and Leadership
3. Effective and Efficient Communication and Collaboration
4. Cultural Identity and Global Citizenship
5. Digital Literacy

Subject Specific Practices:

As learners Identify the key features and moral messages of the call and Ministry of Religious Leaders in the three major religions, they develop and express respect and appreciation of others' culture, serve group members actively and manage and resolve conflicts among people.

Planning to Teach the strand 4

It is required to teach strand 4 as indicated in this Guide. Prepare by researching into the following indicators:

1. The Early Life and Call of the Religious Leaders.
2. The Ministry of the Religious Leaders.

3. The Moral Lessons from the Exemplary Lives of Religious Leaders.

Read further and do research on the various indicators in order to give the appropriate guidance and direction to learners and also to have total control during the teaching and learning processes. Remember, learners assimilate easily when they learn from simple to complex and concrete to abstract. In order to achieve this successfully, use every day and practical examples to illustrate your points and give enough room to learners to actively participate in all lessons.

Methods and Strategies.

Test learners' background knowledge on each indicator or theme for learners to express their views on the themes. The teacher must use teaching methods such as; research, brainstorming, questions and answers, demonstrations, role-play, discussions and simple language as well as different examples given in Learner's Book 7 to teach the various indicators or themes.

Use participatory method and ensure that lessons do not turn into preaching sessions. Thus, the teacher must lead learners to discover concepts on their own through various educational activities rather than telling them everything. Create room for learners to use examples from their homes or families and their communities in treating this CHAPTER. Have learners to identify and mention to the class the various roles their parents and they themselves perform at home. These activities will help learners to develop communication and analytical skills.

Design practical activities for learners to discuss the various indicators.

When these are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Resources

R.M.E. Curriculum for Basic 7-10(September, 2020), pages 11 and 12, R.M.E. Learner's Book 7, Video clips or pictures, the Holy Bible, (examples: Matthew, Chapters 1,2, 3 and 4, Luke Chapters 1, 2,3 and 4, the Holy Qur'an (Examples: Qur'an96:1-5:16:90:4:58 and Oral Traditions (Resource persons from the local community).

Internet sources: a. <http://www.youtube.com/watch?v=iQYUznr8atw>

b. <http://www.youtube.com/watch?v=Sucqs-jzmvQ>

Diagnostic Assessment Questions.

1. Give a brief story about the birth of religious leaders in the three main religions in Ghana.

Expected Answers to Diagnostic Assessment Questions.

NOTE: Learners may be interested only in the birth story of their religious leaders.

Encourage them to pay rapt attention to the birth story of other religious leaders different from their religion.

Learners have heard or watched videos on the birth of religious leaders. Allow individual learners to give brief story about religious leaders.

Core-Competencies:

1. Develop and express respect and appreciation of others' culture.
2. Ability to resolve conflicts.
3. Ability to serve Group Members

Keywords: *Learner's Book 7, Page 83*

conceive, consented, steadfast, honoured, shepherd, epidemic

Teach the pronunciation of each keyword followed by the meaning. Guide learners to pronounce the word correctly.

Write each word on the board after pronouncing them. Ask learners to use the internet or the dictionary to find the meaning of the words.

Use the words in simple but meaningful sentences.

Guide learners to make simple but meaningful sentences with the word. Guide individual learners to also make simple but meaningful sentences with the word.

conceive: to become pregnant with a child

consented: to agree to do something, or to allow someone to do something

steadfast: resolutely or dutifully firm and unwavering.

shepherd: guide or direct in a particular direction.

epidemic: a widespread occurrence of an infectious disease in a community at a particular time.

B7.4.1.1.1: The Early Life and Call of the Religious Leaders: *Learners Book Pages 83-90.*

Activity 1: *Learner's Book 7, Page 83*

1. Organise and show learners pictures or videos on the birth and early life of Jesus Christ and Agya Ahor.
2. Ask learners to summarise the videos they have watched on the birth and early life of the religious leaders.
3. Put learners in groups in class and have them discuss the Call of religious leaders in the three main religions in Ghana:
 - a. Jesus Christ – His Baptism and temptation
 - b. Prophet Muhammad -- His encounter with Angel Jibril at Cave Hira
 - c. The Call of Indigenous Religious Leaders – Agya Ahor

Activity 2: Learner's Book, page 91.

Guide learners to perform Activity 2 as specified in the Learner's Book.

B7.4.1.1.2: The Ministry of the Religious Leaders: *Learner's Book Pages 91 - 97*

Have learners to read and discuss into detail the text and pictures on **pages 91 to 97** of Learner's Book.



Jesus with the 12 disciples

Task/ Home Activity: Learner's Book, Page 97

Task learners to search the Internet and read more about the early life of the religious leaders. Let them do presentation in class for further discussions.

B 7.4.1.1.3: The Moral Lessons from the Exemplary Lives of Religious Leaders: Learner's Book Pages 98 - 100

Lead learners to read and discuss into detail the text and pictures on pages 98 to 100 of Learner's Book.

These are the salient points of what the learners learnt in sub-chapter 3. Use questions and answers to discuss the points with learners.

Activity 3: Learner's Book, page 98

Assist learners to form suitable groups in class and guide the various groups role-play the virtues from the exemplary life of religious leaders. Let them demonstrate individually how to apply the moral virtues in their daily lives.

Project Work: Learner's Book, Page 98

Guide learners to form two groups in class and select leaders. Let each leader pick one of the following for a group and create a poster:

- a. Key events of the latter part of the life of Jesus Christ.
- b. Key events of the life of Agya Ahor.



Jesus Christ giving a sermon on the Mount

Exercises: Learner's Book Pages 101 - 103

Read and discuss the questions with learners and let them answer some of the questions orally. Ask them to answer the rest of the questions into their exercise books for marking.

Supervise learners to do independent work to enable you identify those who do not fully understand the lesson and offer remedial classes for them.

Section A

1. D. Angel Gabriel
2. C. Bethlehem
3. D. John the Baptist
4. B. Nazareth
5. B. the praised one
6. B. 25
7. B. Makkah
8. B. Fantes
9. A. Akan
10. A. Anona royal family of Gomoa

B. Refer to pages 80 to 85 of Learner's Book for answers.

C. Refer to pages 83 to 97 of Learner's Book for answers.

Revision Exercises (A and B): Learner's Book Pages 102 and 103

A

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

B. Refer to pages 83 to 97 of Learner's Book for answers.

Learners are supposed to list key events of each of the leaders of the three major religions.

What You Have Learnt: *Learner's Book 7, page 100*

These are the salient points of what the learners learnt in Unit/Sub-strand 3. Use questions and answers to discuss the points with learners.

Discuss all the answers to the questions with learners. Mark learner's answers to the questions and organise remedial lessons to learners who do not master some of the themes treated.

Diagnostic Assessment Test

The Diagnostic Assessment Test is intended to reflect on various learning and teaching strategies employed in impacting knowledge. This is expected to guide the planning and delivery of the lessons. It also helps to provide answers to the following questions:

- A. How did you systematically involve learners in the different learning activities?
- B. Which parts of the activities did learners engage in and enjoy most?
- C. Can you say what may have been the reason for your answer?
- D. What shows that learners did engage in and enjoy your designed activities?
- E. How were learners organised for the various activities? Did learners work individually, in pairs, in groups or as a class?
- F. To what extent can you say learners meet the learning indicators?
 - Did all learners meet the indicators during the lesson?
 - Did some meet the indicators?
 - Did few or none meet the indicators?
- G. Judging from the feedback from learners, do you need to re-teach a lesson or parts of it?
- H. State some indicators of your lessons that you think went very well. How will these experiences help you to improve your subsequent activities or lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in future lessons?

Remedial Lessons / Activities:

After assessing learners on the various indicators, identify those who have not fully understood 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

Content Standard:

Learners should develop good manners and learn how to apply them in their daily lives.

Performance Indicators:*The learner will:*

1. explain the meaning of the concepts manners and decency.
2. discuss the importance of good manners and decency.
3. discuss the significance of chastity.
4. discuss the teachings of the three main religions on manners, decency and chastity.

B7. 5.1.1.1: Behaviours Considered to be Good Manners in Society

Core-Competencies

1. Critical Thinking
2. Personal Development and Leadership
3. Effective and Efficient Communication and Collaboration
4. Cultural Identity
5. Global Citizenship
6. Digital Literacy

Subject Specific Practices:

As learners develop good manners and learn how to apply them in their daily lives, they develop thorough understanding of generalised concepts and facts specific to task or situations and show strong belongingness to their culture. They also have the ability to set and maintain standards and values.

Planning to Teach Strand 5:

It is required to teach Strand 5 as indicated in this Guide. The teacher has to prepare by researching into the following indicators:

Manners and Decency

Behaviours Considered to be Good Manners in Society.

The Importance of Good Manners and Decency in Society.

The Significance of Chastity.

Teachings of the Three Main Religions on Manners, Decency and Chastity.

The teacher being the leader in the classroom must read further and do research on the various indicators so as to have total control during the teaching and learning processes.

Methods and Strategies

Revise learners' relevant background knowledge on each indicator or theme for learners to express their views on the themes. The teacher must use teaching methods such as: demonstrations, role-play, dramatisation, brainstorming, questions and answers, discussions and simple language as well as different examples given in Learner's Book 7 to teach the various indicators or themes.

Use participatory method and ensure that lessons do not turn into preaching sessions. Thus, the teacher must lead learners to discover concepts on their own rather than telling them everything. Use the Holy Scriptures (i.e. the Bible and the Qur'an) and Oral traditions (resource persons) as references when teaching the various themes as stated in Learner's Book.

As much as possible, design practical activities for learners to discuss the various indicators.

When these are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Resources (TLRs):

Religious and Moral Education (R.M.E) for Basic 7, R.M.E. Curriculum for Basic 7-9 (Common Core Programme), September, 2020 Pages 18 to 20 charts/pictures/ video clips showing people exhibiting the act of good manners, decency and chastity. Use cartoons on decency, good manners on You Tube and the Internet.

Diagnostic Assessment Questions

1. Say why you greet people in your society.
2. Demonstrate to your friends in class how you greet people.

Expected Answers to Diagnostic Assessment Questions

1.
 - a. As a sign of discipline.
 - b. To meet cultural expectations.
 - c. As a sign of respect and good conduct.
 - d. To create friendship.
2. Learners may demonstrate to their friends how they greet people in society.

NB: Stress to learners that decency and good manners are very important today as they were in the past.

Keywords: Learner's Book, Basic 7, Page 105

courtesy, exhibits, recommendations, maximum, existence, dignity, provoked, hooliganism.

Guide learners to pronounce each keyword. Pronounce each word about three times for learners to listen.

Write each word on the board after pronouncing them and guide them to use their dictionaries or the Internet to find the meanings of the Keywords.

Discuss the meaning of each word with learners:

Use the words in simple but meaningful sentences. Guide learners to also make simple sentences with the words.

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

Make simple but meaningful sentences with the word “**courtesy**”.

Guide individual learners to also make sentences with the word “courtesy”.

Follow the procedure and teach the rest of the Keywords.

- **courtesy:** the showing of politeness in one’s attitude and behaviour towards others
- **exhibits:** show clearly (a quality or a type of behaviour)
- **recommendations:** a suggestion or proposal as to the best course of action, especially one put forward by an authoritative body.
- **maximum:** as great, high, or intense as possible or permitted
- **existence:** the fact or state of living or having objective reality
- **dignity:** the state or quality of being worthy of honor or respect

- **provoked:** to anger, enrage, exasperate, or vex
- **hooliganism:** violent or rowdy behaviour by young troublemakers, typically in a gang

Lead learners to read and discuss in the text Learner's Book 7 pages 103 - 107

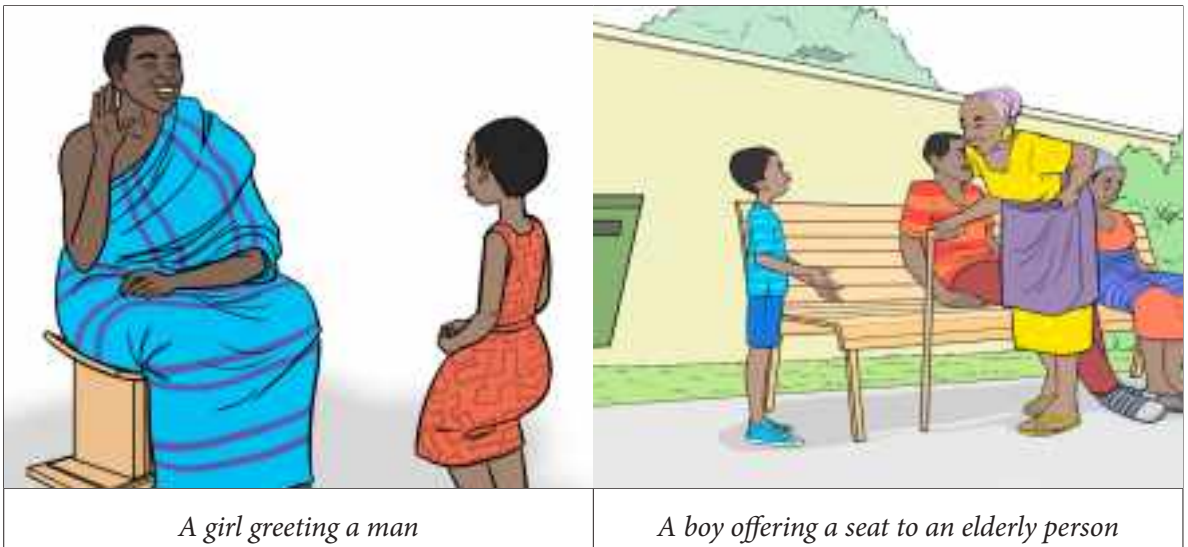
Use simple language and examples to discuss the text with learners thoroughly. Give them the opportunity to express themselves.

Manners

Manners are desirable behaviours in society. These are the ways people behave towards one another in society. These behaviours can be good or bad. Therefore, there are good manners and bad manners.

The manners of an individual usually depend on the person's background, such as the family, the tribe or the community he or she comes from.

Good manners refer to the treatment of other people with courtesy and politeness. In other words, good manners refer to how the individual shows or exhibits acceptable public behaviour in society. For example, it is good manners for you as a boy or a girl to willingly offer your seat to an elderly person in a private or public place.



In Ghanaian society, people are encouraged to practise good manners.

Good manners bring rewards and high recommendations to the individual. People of good manners are given the needed (maximum) respect and honour. These individuals are able to fit well into society.

Below are some examples of good manners (desirable behaviours in society):

1. Comportment

Comportment refers to one's ability to behave in an acceptable manner that will bring respect and dignity to the person and the society.

Behaviours that show comportment to others

An individual shows comportment through the following behaviours:

1. Demonstration of patience.
2. Controlling one's temper even when provoked.
3. Urinating and easing oneself at authorised or permitted places only.
4. Paying attention in class all the time.
5. Decent dressing.
6. The use of decent language.
7. Practising good eating habits.
8. Showing respect to all people.
9. Avoiding hooliganism.
10. Behaving well during sports and other public meetings.
11. Asking permission before leaving a meeting.
12. Not talking on top of your voice when travelling on a public transport.
13. Showing joy and enthusiasm at appropriate places and occasions.

Occasions or situations necessary to show Comportment

1. When we are confronted with difficulties, we must exercise patience.
2. We must try to control our temper even when we are provoked by others.
3. We must urinate or ease ourselves only at authorised or permitted places.
4. We must tolerate the views of other people even when they go contrary to ours.
5. We must behave well during sports and other public gatherings.
6. We must show joy and enthusiasm at appropriate times and not against others comfort or freedom.

Ways of showing Comportment in school

1. Avoid fighting in class.
2. Show respect to the teachers in school.
3. Show respect to the prefects in school.
4. Do not insult any student to provoke him or her.
5. Do not engage in any form of hooliganism in school.
6. Consciously abide by all school rules and regulations.

Reasons for showing Comportment/Importance of showing Comportment

1. It is a command from God to show comportment at all times.
2. It helps people to get opportunities, favours, blessings or rewards.
3. It helps people to become trustworthy and reliable.
4. It makes people to be loved and accepted by the elderly.
5. It brings peace and unity in society.
6. It makes people to be respected and considered as good citizens or role models.
7. It promotes good relationship among people.
8. It brings decency in society.
9. It brings progress and development in the society.
10. It helps people to gain mutual respect and dignity in the society.
11. It ensures good sportsmanship during sports and games in the society.
12. It is a criterion for assessing one's character for promotion.

2. Courtesy

Courtesy is the demonstration of politeness on every occasion. It is a sign of respect for oneself and others.

Situations or occasions to show Courtesy

1. We must use 'please' when we are making a request or asking questions.
2. When you commit a mistake or offend someone, you must apologise for it.
3. When you are greeting an adult or a chief, you must remove your cap or hat if you have it on.
4. We should assist people who need help. E.g. an elderly person carrying a load.
5. We should respect our parents, elders and people in authority.
6. You should not interfere in the conversation of parents or adults when you are not invited to do so.

Behaviours or Habits that show Courtesy

1. Showing respect for oneself and others.
2. Apologising for mistakes.
3. Helping the elderly or the needy.
4. Making humble requests by the use of the word 'please'.
5. Obeying rules and regulations.
6. Exercising patience for others.
7. Keeping one's room or environment tidy.
8. Treating others, the way you would want them to treat you.

Reasons for showing Courtesy/Importance of showing Courtesy

1. To promote decency in the community.
2. To promote religious virtue.
3. To gain and promote mutual respect.
4. To ensure and promote peaceful co-existence among people.
5. To promote good relationship with other people.
6. To promote progress and development in the society.

Critical Thinking: *Learner's Book, Page 106*

Pose the question to learners in class. Allow them time to think about the question and answer. Give learners the opportunity to express their understanding of the question and answer.

Answer: Manners are the desirable ways people in society behave towards one another.

Use questions and answers method and discussion to discuss the question with learners about why the individual must observe good manners.

Critical Thinking: *Learner's Book Page 107*

Have learners to read the question in class and answer.

Discuss the individual answers provided by learners with the whole class.

Learners may provide answers such as:

Reasons for showing Courtesy at all times

1. To promote decency in the community.
2. To promote religious virtue.
3. To gain and promote mutual respect.

4. To ensure and promote peaceful co-existence among people.
5. To promote good relationship with other people.
6. To promote progress and development in the society.

Activity 1: *Learner's Book, Page 108*

The purpose of this Activity is to give learners the opportunity to demonstrate to the class how people greet at different times in their locality and for them to learn from different cultures.

Have learners take partners in class and demonstrate how people greet at different times in their localities.

Learners may demonstrate how people greet at different times in their localities.

Discuss the various demonstrations by learners with the whole class.

B7.5.1.1.2: The Importance of Good Manners and Decency in Society

Group Work: *Learner's Book, Page 114*

Guide learners to form groups based on different ethnic groups in Ghana.

Have learners demonstrate different forms of greetings in their groups.

Discuss the different demonstrations by learners with the whole class.

Activity 2: *Learner's Book, Page 117*

Guide learners to search the Internet and watch videos or pictures of different forms of greetings.

Have learners discuss the videos or pictures in class.

Task / Home Activity:

1. Task learners to search the Internet and watch videos or pictures which show the acts of decency and good manners.
2.
 - a. Good manners and decency help the individual to gain respect and trust from others in society.
 - b. They are signs of good training and proper upbringing.
 - c. They help the individual to attract both material and spiritual blessings.
 - d. Good manners and decency of a person help one to live in peace with others in the community.
 - e. They help the individual to be assigned higher responsibilities in society.
 - f. They help to reduce crime-wave in society.

B 7.5.1.1.3: The Significance of Chastity

Depending on the availability or where you find yourself, as much as possible, use pictures or video clips or Internet and You Tube to show acts of chastity in teaching this indicator.

Activity 3: *Learner's Book, Page 118*

Guide learners to do Activity 3 as specified in Learner's Book, page 118

Task / Home Activity: *Learner's Book, Page 118*

Task learners to do the Home Activity by searching the negative effects of pre- sex on the Internet.

Task / Home Activity: *Learner's Book, Page 120*

Discuss the task with learners and ask them to write the essay at home.

Mark and discuss learners' answers with the whole class during the next lesson.

Additional Information

Showing respect to others, kindness, and consideration are the basis of good manners and good citizenship. Rules of etiquette include: acting, behaviour in talking and every type of interaction in our daily lives.

Etiquette is about showing respect for yourself and everyone else in life.

The following are some basic etiquette rules for family members:

- Respect each other's view.
- Do not interrupt when someone else is talking.
- Be on time for dinner.
- Use polite language such as "Please" and "Thank you" in your conversations.
- Don not text or talk on your cell phone during a family meal.
- Chew with your mouth closed.
- Listen to your parents and do what they say.

Social Etiquette

Social etiquette include how you as an individual behave in the public, with friends and strangers, whether you are at someone's home or at a social function. If you treat your friends and others with respect, you are more likely to remain on their lists of people they trust, care about, and invite to parties.

Some Basic social etiquette rules include:

- Be on time for dates and get-togethers. Showing up late is rude and shows a lack of respect for other people's time.
- Try as much as possible to make eye contact when you are in a conversation with someone. Avoid looking over the other person's shoulder unless you see potential danger.
- Never interrupt the other person when he or she is talking.
- Give and receive compliments always.
- Do not gossip with and about friends.
- Always hold doors for anyone who seems to be struggling, including physically challenged people and parents with young children.
- Cover your mouth and nose when you sneeze.

Basic social media etiquette rules:

- Do not post anything on social media that you wouldn't want the world to see.
- Don't divulge too much information about yourself or your family. You can never be sure who is watching. This includes posting dates you'll be out of town and when you are hiring a teenage sitter to watch your children. You must protect your family.
- Take some time to respond to other posts and offer praise to others when necessary.
- Offer a sincere apology when you make a mistake on social media, and make sure not repeat it.
- Follow the rules of the social media you are using.

B 7.5.1.1.4: The Teaching of the three main Religions on Manners, Decency and Chastity:

Learner's Book Page 118

Lead learners to read and discuss the text on page 118 in the Learner's Book

You Have Learnt That : *Learner's Book for Basic 7, page 120*

These are the salient points of what the learners learnt in this sub-strand. Use questions and answers to discuss the points with learners.

Exercises: *Learner's Book, pages 121 - 123*

Read and discuss the questions with learners and let them answer some of the questions orally. Ask them to answer the rest of the questions into their exercise books for marking.

Supervise learners to do independent work to enable you identify those who do not fully understand the lesson and offer remedial classes for them.

Expected Answers to Section A questions

- 1 B. manners
- 2 C. Tucking in the long sleeve
- 3 D. showing respect and humility to people
- 4 B. Fighting people who offend you
- 5 B. assists the elderly
- 6 C. greeting people correctly
- 7 D. the height of the person
- 8 B. good manners
- 9 A. the number of dresses one has
- 10 B. Taking alcoholic drinks all the time

Section B

Refer to pages 105 - 118 for some expected answers to questions 1 to 6.

Learners are expected to revise the text on pages 105-118 of the LBK and then answer the questions independently.

Answers to Revision Exercises: Learner's Book Pages 122 and 123

Section A

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

B. Refer to pages 105 to 118 for some expected answers to questions in the section.

Discuss all the answers with learners and organise remedial activities for those who do not fully master some of the indicators.

Diagnostic Assessment Test

The Diagnostic Assessment Test is intended to reflect on various learning and teaching strategies employed in impacting knowledge. This is expected to guide the planning and delivery of the lessons. It also helps to provide answers to the following questions:

- A. How did you systematically involve learners in the different learning activities?
- B. Which parts of the activities did learners engage in and enjoy most?
- C. Can you say what may have been the reason for your answer?

- D. What shows that learners did engage in and enjoy your designed activities?
- E. How were learners organised for the various activities? Did learners work individually, in pairs, in groups or as a class?
- F. To what extent can you say learners meet the learning indicators?
- G. Did all learners meet the indicators during the lesson?
 - Did some meet the indicators?
 - Did few or none meet the indicators?
 - Judging from the feedback from learners, do you need to re-teach a lesson or parts of it?
 - State some indicators of your lessons that you think went very well. How will these experiences help you to improve your subsequent activities or lessons?
 - State one aspect of your teaching that did not go well. What will you do differently in future lessons?

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.

CHAPTER/STRAND 5: ETHICS AND MORAL LIFE

UNIT/SUB-STRAND 2: Substance Abuse: *Learner's Book, Pages 124 - 131*

Content Standards:

Learners should demonstrate the need to stay away from immoral thoughts and actions, with a key focus on substance abuse.

Performance Indicators

The learner will:

1. summarize the causes of substance abuse.
2. discuss the effects of substance abuse.
3. demonstrate knowledge of teachings from the three major religions on defensive skills in protecting him or herself against substance abuse.

Core-Competencies

1. Critical thinking
2. Problem Solving abilities
3. Personal Development
4. Leadership Skills
5. Effective and Efficient Communication Skills
6. Digital Literacy

Subject Specific Practices:

As learners demonstrate the need to stay away from immoral thoughts and actions, with a key focus on substance abuse, they avoid immoral behaviours and are conscious of the consequences of substance abuse.

Planning to Teach Strand 5:

It is required to teach Strand 5, Sub-strand 2 as indicated in this Guide. Prepare by researching into the following indicators:

1. The causes of substance abuse.
2. The effects of substance abuse.
3. The teachings from the three major religions on defensive skills in protecting oneself against substance abuse.

The teacher being the leader in the classroom must read further and do research on the various indicators so as to have total control during the teaching and learning processes.

Methods And Strategies

It is expected to test learners' background knowledge on each indicator or theme for learners to express their views on the themes. Use teaching methods such as: *brainstorming, questions and answers, demonstrations, discussions and simple language* as well as different examples given in Learner's Book 7 to teach the various indicators or themes.

The teacher must also to a large extent use participatory method and ensure that lessons do not turn into preaching sessions. Thus, the teacher must lead learners to discover concepts on their own rather than telling them everything.

Design practical activities for learners to discuss the various indicators.

When these are well-organised in class, it will help learners to develop and improve on their confident level, communication and collaboration and critical thinking which are some of the key competencies of the Standard Based Curriculum.

Teaching and Learning Resources (TLRs):

Religious and Moral Education (R.M.E). Basic 7,R.M.E. Curriculum for JHS 1(Basic 7) – JHS 3 (Basic 9) September, 2020 Pages 18 to 20, charts/pictures/ video clips showing the effects of substance abuse.

Keywords: Learner's Book 7, Page 124

excessive, medical practitioner, impact, liabilities, illegal, rehabilitation, intoxicants, curiosity

Teach the pronunciation of each key word. Pronounce each word about three times for learners to listen.

Ask them to pronounce each word after you. Listen to learners as they pronounce the words for correct pronunciations. Write each word on the board after pronouncing them and guide them to use their dictionaries or the Internet to find the meanings of the Keywords.

Discuss the meaning of each word with learners:

Use the words in simple but meaningful sentences. Guide learners to also make simple sentences with the words.

A. B7.5.2.1.1: The meaning of Substance Abuse: Learner's Book, Page 124

Use questions and answers for learners to guide individual learners to explain 'substance abuse' to their friends : *Substance abuse is the act of taking drugs without prescription from a qualified medical practitioner. In other words, it is excessive use of drugs by individuals.*

B. Types of Substances or Drugs that Individual Abuse: Learner's Book, Pages 124 and 125

Guide learners to identify, name and describe different substances or drugs abused by some individuals.

- i. **Common drugs:** These drugs include paracetamol, vitamin B-complex, valium, aspirin and multivitamin.
- ii. **Hard drugs:** These drugs are drugs that are legally banned and people are forbidden to take them. Examples of these drugs include *marijuana*, ('cannabis or wee'), cocaine, heroin and tobacco.
- iii. **Stimulants:** These are substances such as tramadol, alcohol, palm wine and coffee.

C. Causes of Drug or Substances Abuse: Learner's Book, Page 125

Have learners brainstorm and mention some possible causes of substance or drug abuse. Discuss the causes of substance or drug abuse with learners as:

1. Curiosity and Adventure
2. Ignorance
3. Peer group influence
4. Misconception of relief from boredom
5. Different types of advertisements
6. Broken Homes
7. Disregard for authority
8. Desire to excel in sporting activities
9. Refusal to abide by medical advice.
10. Lack of self-discipline

Critical Thinking: Learner's Book, Page 127

Pose the question and let learners think about it for a while and then answer.

Learners may give answers such as:

- a. To maintain good name and avoid stigmatization.
- b. To avoid engaging in criminal activities.
- c. To avoid health problems such as madness

Activity: *Learner's Book, page 126*

Use any available I.C.T. device to show videos or pictures on effect of substance abuse on some individuals for learners to watch.

Guide learners to identify and explain the effects of substance abuse from the videos or pictures they have watched.

They may mention and explain the effects of substance abuse as:

- a. **Abnormal behaviour:** Most people who engage in drug or substance abuse engage in unacceptable behaviour in society. Some of these people rebel against authority and engage in all forms of social vices such as; armed robbery, rape and cyber crime.
- b. **Abnormal health:** The misuse of drugs has many harmful effects on the health of an individual. Excessive use of drugs and other substances such as alcohol, tobacco and stimulants may make men impotent. In addition, too much intake of alcohol can damage the human brain, heart and liver.
- c. **School Dropout:** Learners who get sick or mad as a result of drug abuse are unable to further their education in life.
- d. **Criminal activities:** Some people who abuse drugs and other substances turn to engage in all kinds of criminal activities such as armed robbery, stealing, fraud and prostitution in order to raise money and purchase drugs.
- e. **Social stigma:** The families of individuals who abuse drugs and other substances in society are faced with embarrassment and social stigma. The social vices that some of the addicts engage in affect the reputation and status of the drug addicts in society.
- f. **Negative effects on the Nation:** Individuals who abuse drugs are liabilities to the state. Some of these people who work at offices and factories as well as learners perform poorly and commit avoidable mistakes in discharge of their duties. The government also uses huge sums of money to import drugs for mental hospitals and rehabilitation centres in the country.
- g. **Death:** Excessive drug abuse may cause some individuals falling ill and leading to death. Alcoholism and the use of hard drugs such as *marijuana (wee)* can lead to careless driving which may result in road accidents leading to the death of individuals in societies.

B7.5.2.1.3: The Teachings from the three major Religions on Defensive skills in Protecting Oneself Against Substance Abuse: Learner's Book, Page 127

Lead learners to read and discuss the text below:

A. Christianity

- i. The Holy Bible teaches Christians in **Proverbs 20:1** to avoid strong drinks and maintain peace. "Wine is a mocker, strong drink is brawler and whoever is led astray by it is not wise".
- ii. Christians are also taught to protect and maintain their body which is the temple of God.
- iii. Christians are taught to avoid the company of people who indulge in drug abuse.
- iv. They are also taught to follow the instructions on how approved drugs should be used.
- v. Christians are taught to seek frequent counseling services from qualified medical practitioners.

B. Islam

- i. Muslims are taught to avoid hard drinks in all circumstances. The Qur'an 2:219 states "If they ask you about wine and gambling. Say, in both there is a great sin and some benefits for people, but the sin of them is far greater than their benefit."
- ii. The Holy Qur'an also teaches Muslims to avoid all hard substances. In Qur'an 5:90-91, it states, "Believers, intoxicants, game of chance, idolatrous sacrifices at alters and driving arrows all abominations."
- iii. Muslims are taught to put into practice the moral teachings of their faith on the need to avoid hard substances.
- iv. They are encouraged to seek medical advice before taking any medication.
- v. Muslims are taught to avoid bad company of individuals who abuse drugs.

C. Indigenous Africans Religion:

Oral Traditions:

- i. "A man is called a drunkard when he misbehaves, not when he drinks." This means a person misbehaves when he or she abuse drugs.
- ii. "There is not a hard drug on earth that can make life meaningful" This means no hard substances can make any individual's life meaningful.
- iii. Individuals who drink to drown their sorrows must be told that sorrow knows how to swim. This means you drink because of problems, the problems remain with you.
- iv. When the cock is drunk, he forgets about the hawk. This means when a person is drunk, he forgets about danger.

Dramatisation: Learner's Book, Page 128

Guide learners to form groups in class and dramatise the effects of drug abuse on individuals in society. Discuss the dramatisation done by the various groups with the whole class.

Ask them to mention three ways they will apply the lessons learnt from religious teachings on substance abuse in their lives. Learners may discuss and mention the following:

1. Individuals should stick to the teachings of the religions about the need to avoid hard substances.
2. Individuals should avoid bad company all the time and say no to drugs when offered.
3. We should seek help from counselors, religious leaders and elders in society.
4. People who fall ill should seek a qualified medical prescription before taking drugs.
5. Individual should follow instructions on how approved drugs should be used.
6. We should put into practice the moral teachings of our religious faith on the need to avoid substance abuse.

Additional Information

Drug or Substance Abuse

Substance abuse is not something the individual should take lightly. It occurs when a person use alcohol, medicine, and other legal and illegal substances too much or in the wrong way.

Substance abuse differs from addiction. Many people with substance abuse problems are able to quit or can change their unhealthy behaviour. Addiction, on the other hand, is a disease. It means you cannot stop using the substance even when your condition causes you harm.

Commonly Abused Drugs by individuals

Both legal and illegal drugs have chemicals that can change how a person's body and mind work. They can give an individual a pleasurable "high," ease your stress, or help a person to avoid problems for a short period.

Alcohol

Alcohol affects individuals differently. But if a person takes it too much and too often, the person's chances of getting injured or accident is very high. Too much intake of alcohol can cause liver and other health problems or lead to a more serious alcohol disorders.

Prescription and Over-the-Counter (OTC) Medicine

These can also be dangerous and addictive as illegal drugs. An individual can abuse medicine if he or she takes:

- medicine prescribed for someone else.
- extra doses or use a drug other than the way it's supposed to be taken.
- the drug for a non-medical reason.

Types of prescribed drugs that are most often abused by individuals include:

- pain relieve
- medicine used to treat attention deficit hyperactivity disorder
- anxiety and sleep medicines.

The most commonly abused OTC drugs are cough and cold medicine that have dextromethorphan, which are in high doses can make a person feel drunk or intoxicated.

Heroin

This illegal drug is the natural version of man-made prescription opioid narcotics. Heroin gives an individual a rush of good feelings at first. But when it wears off, everything slows down. The individual moves and thinks more slowly, and may have chills, nausea, and nervousness. He or she may feel a strong need to take more heroin to feel better.

You Have Learnt That: *Learner's Book, Pages 128 and 129*

These are the summary of all the indicators discussed under chapter 5, sub- chapter 2.

In a form of revision, discuss the core - points with learners.

Diagnostic Assessment Test

The Diagnostic Assessment Test is intended to reflect on various learning and teaching strategies employed in impacting knowledge. This is expected to guide the planning and delivery of the lessons. It also helps to provide answers to the following questions:

- a. How did you systematically involve learners in the different learning activities?
- b. Which parts of the activities did learners engage in and enjoy most?
- c. Can you say what may have been the reason for your answer?
- d. What shows that learners did engage in and enjoy your designed activities?
- e. How were learners organised for the various activities? Did learners work individually, in pairs, in groups or as a class?
- f. To what extent can you say learners meet the learning indicators?

- i. Did all learners meet the indicators during the lesson?
- ii. Did some meet the indicators?
- iii. Did few or none meet the indicators?
 - a. Judging from the feedback from learners, do you need to re-teach a lesson or parts of it?
 - b. State some indicators of your lessons that you think went very well. How will these experiences help you to improve your subsequent activities or lessons?
 - c. State one aspect of your teaching that did not go well. What will you do differently in future lessons?

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.

Exercises: *Learner's Book for Basic 7, Pages 129 - 131*

What you are expected to do; Discuss all the questions with learners. Have learners answer the questions into their exercise books for marking.

Answers to Section A questions

1. C. be respected in society
2. C. Taking in drugs without prescription from a qualified medical doctor
3. B. Tobacco
4. A. Tramadol
5. C. Abnormal behaviour
6. D. Cocaine
7. A. using prescribed drugs
8. C. taking drugs without medical advice
9. D. drug abuse
10. B. leads to school dropout

Section B

Refer to Learner's Book, Pages 121 -125 for some expected answers.

Learners are to revise the text on pages 124-129 and then answer the essay questions independently.

Revision Exercise A

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

Revision Exercises B

Refer to Learner's Book, Pages 124-128 for some expected answers.

1. Learners may state different reasons why they will not engage in drug abuse. The reasons may include:
 - a. To avoid engaging in criminal activities
 - b. To prevent untimely death
 - c. To maintain good health
 - d. To avoid social stigma

Section C

Ask learners to form groups A,B and C and demonstrate how they will avoid the act of drug abuse. Observe and discuss the different demonstrations by the groups with the whole class and then award marks to the groups.

CHAPTER/STRAND 6: RELIGION AND ECONOMIC LIFE

UNIT/SUB-STRAND1: Work, Entrepreneurship and Social Security: *Learner's Book for Basic 7,*
Pages 133 to 143

Content Standard:

Learners should cultivate the need for hard work and develop the spirit of entrepreneurship.

Performance Indicators:

The learner will:

1. explain the meaning of work and entrepreneurship.
2. discuss the types of work.
3. discuss the relevance of work from the religious and ethical perspectives.
4. identify steps to be taken to become a successful entrepreneur.
5. justify the need to become an entrepreneur.

Core – Competences:

1. Critical Thinking
2. Personal Development and Leadership
3. Effective and Efficient Communication and Collaboration
4. Cultural Identity
5. Global Citizenship
6. Digital Literacy

Subject Specific Practices:

As learners cultivate the need for hard work and develop the spirit of entrepreneurship, they examine alternatives in creating new things, develop the ability to define goals towards solving problems and explain plans to attaining goals.

Planning to Teach Strand 6:

It is expected to teach strand 6 as indicated in this Teacher's Guide. Prepare by researching into the following indicators or themes

1. The Meaning of Work, Entrepreneurship and Social Security.
2. The Relevance of Work from the Religious and Ethnic Perspective
3. Steps to be Taken to be a Successful Entrepreneur

4. The Need to Become an Entrepreneur

The teacher, being the leader in the classroom must read and research into details on the various themes so as to have total control during the teaching and learning processes.

Methods and Strategies

Revise learners' relevant previous knowledge on each theme or indicator for learners to express their understanding on the indicators. This is because children learn from the known to unknown, simple to complex and concrete to abstract.

Use teaching methods such as; research, questions and answers, demonstrations, discussions and different examples given in Learner's Book to teach the various themes. The teacher must also lead learners to discover concepts on their own rather than telling them everything. As much as possible, ask learners to also do research on some of the themes.

Design appropriate tasks that their parents or older siblings can help them solve at home. Engage them in peer review for learners to communicate and exchange ideas. During the teaching and learning process, use practical examples from learners' immediate environment. Create the opportunity for every learner to take active part in each lesson.

Teaching Learning Resources (TLRs):

Make use of "no or low cost materials" successful entrepreneurs (resource persons) from the local environment in delivering your lessons. This will enhance learners understanding of concepts.

Religious and Moral Education (R.M.E) for Basic 7, R.M.E. Curriculum for Basic 7-9 (Common Core Programme), September, 2020 Pages 21 to 24 charts/pictures/ video clips showing businesses in the local community.

Diagnostic Assessment Questions.

1. Use your dictionary or the Internet to find the meaning of the word 'entrepreneurship'.
2. Name two successful business persons in your community.
3. Say the work you wish to do in future and give reasons for your answer.

Expected Answers to Diagnostic Assessment Questions.

1. Learners may use their dictionaries or search the Internet and find the meaning of 'entrepreneurship'.

Entrepreneurship is the process of establishing a business and taking control of the business.

2. Learners may name different business men and women in their local community.
3. Learners may list the different types of work they wish to do in future and give varied reasons for their choice of profession in future. Examples: teaching, business, judges, tailoring, driving, doctor etc.

NB: Discuss with learners that every profession is very important in the community and they must learn to pursue careers that they have outmost interest in.

Keywords: *business, resources, habits, allegiance, eschew, pursue compensation, entrepreneurship.*

Learner's Book Page 133.

Teach the pronunciation of each word followed by the meaning. Pronounce each keyword about three times for learners to listen.

Guide learners to pronounce the word correctly. Write each word on the board after pronouncing them and teach the meaning of each word. Use the words in simple but meaningful sentences.

Help learners to also make simple but meaningful sentences with the words. Drill learners in pronouncing the word a number of times and guide learners to say the word after you.

Explain the meaning of the word to learners. Make simple but meaningful sentences with the words.

Guide individual learners to also make simple but meaningful sentences with the words.

- **business:** an organisation or enterprising entity engaged in commercial, industrial, or professional activities
- **resources:** a stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organisation in order to function effectively.
- **habits:** a routine behavior that is repeated regularly and tends to occur subconsciously
- **allegiance:** loyalty or commitment to a superior or to a group or cause
- **eschew:** deliberately avoid using; abstain from
- **pursue:** follow or chase (someone or something)
- **compensation:** something, typically money, awarded to someone in recognition of loss, suffering, or injury
- **entrepreneurship:** the activity of setting up a business or businesses, taking all financial risks in the hope of profit

B7.6.1.1.1: The Meaning of Work, Entrepreneurship and Social Security: Learner's Book Page

129 Activity 1: Learner's Book, Page 133

Guide learners to discuss the work they will like to do in future.

- I. **Work:** Work is any human activity that has the aim of producing something or achieving a purpose or result. These are the jobs that people do to earn money and also solve societal problems.
All the beautiful things we see around us come as a result of the work people do. These include: our roads, street-lights, cars, buildings, mobile phones, television and different types of agricultural produce.
- II. **Entrepreneurship:** This refers to the process of setting up a new business and taking full control of all the activities of the business, and bearing all financial risks with the hope of making profits.
- III. **iii. An entrepreneur** is a person who starts and runs a business with limited resources and is responsible for all the risks and profits of the business. Examples of entrepreneurs include: Bill Gates, Steve Jobs, Aliko Dangote, Osei Kwame Despite and Roland Agambire.
- IV. **Social Security:** Social Security is a social protection programme often backed by law to provide monetary assistance to individuals in the event of unforeseen future circumstances or upon retirement from work.

Critical Thinking: Learner's Book Page 133

Let learners tell the type of work they wish to do in future and say why.

Types of Work

There are different types of work people in a community engage in. Some of these include:

1. **Domestic Work:** This is a type of work people do within a residence or a home. Examples include: Providing care for a child or elderly family member, washing of clothes and cooking utensils, cooking, house cleaning and running errands.



A boy and a girl doing different house chores.

- 2. Community Work:** This is a type of work done by people for the benefit of the community they live in, without any form of payment. Examples: clean-up exercises, building of schools, clinics, markets and community centres.



Community members at a clean-up exercise, building a school block

3. **School Work** (Academic and Non–Academic work): These include studying by learners, sweeping and cleaning, sports and games and the work of school leaders or prefects.
4. **Work for Livelihood or Occupational Work:** This is the work a person does to earn a living. In other words, it is a person's role in society performed in exchange for payment. Examples of occupational workers are: teachers, doctors, nurses, the police, accountants, bankers, soldiers, engineers, carpenters and drivers.



A teacher, a doctor, a police and a nurse.

5. **Religious Work:** These include the work of priests or priestesses, Imams, church administrators and secretaries and evangelists.

B7.6.1.1.2: The Relevance of Work from the Religious and Ethical Perspective

The purpose of this activity is to help learners discuss and demonstrate good work habits.

Lead learners to discuss some of the things workers do to show good work habits at their work places. Examples of these may include: *being faithful to employees and co-workers, being punctual to work, avoiding laziness and showing dedication to work.*

Have learners to demonstrate good work habit in class. Discuss the various demonstrations done by learners with the whole class.

Group Work: *Learner's Book, Page 136*

This activity is specifically designed to help learners use the scriptures and oral traditions to support the discussions on good work habits.

Guide learners to form groups in class and do a research on good work habits using the scriptures and oral tradition in their various groups.

Examples of scriptures and oral tradition will be added

B7.6.1.1.3: Steps to be Taken to be a Successful Entrepreneur: *Learner's Book Page 137*

Field Trip / Project: *Learner's Book, Page 137*

Discuss the topic with learners and give them prior notice about the field trip or the visit by resource person.

Ensure that learners listen to the resource person with rapt attention and encourage learners to ask all the necessary questions for the resource person to address them.

After the field trip or the visit by a resource person, review all that learners have learnt from the field trip in class

B7.6.1.1.4: The Need to Become an Entrepreneur

Class Discussion: *Learner's Book, Page 138*

Create the environment for learners to discuss in class why they will like to become entrepreneurs in future.

Discuss the following with learners.

Some of the benefits of entrepreneurship are as follows:

1. **It gives freedom to the individual to pursue his or her vision:** Entrepreneurship gives the opportunity to individuals to do what they like best and also put their rich ideas into practice.
2. **It offers flexibility of time to people:** People who manage their own businesses plan and decide what to do at what time, unlike people who are employed by others and have to report and close from work at a given time.

- 3. Entrepreneurship offers employment to other members of society:** It helps people to get jobs and work to solve their basic and societal problems.
- 4. It helps in nation-building:** Entrepreneurship helps individuals to contribute to the development of societies, by paying taxes and helping in other developmental projects in a community.
- 5. It serves as a sense of pride to the individual:** When the vision of the business is achieved and a societal or national problem solved, the owner becomes fulfilled and happy.

Project Work: *Learner's Book, Page 139*

Guide learners to form three groups in class and take a field research in their community about how to become a successful entrepreneur.

Let each group do a presentation about their findings for further class discussions.

Additional Information

The social protection system covers the risk of disability, sickness, maternity, death, old-age, and occupational and commuting accidents. In addition, insured persons enjoy other benefits as unemployment benefits.

Under certain conditions, members of a self-employed worker's family may also be eligible for health insurance coverage as co-insured persons.

Self-employed persons can voluntarily register with other insurance companies.

You Have Learnt That: *Learner's Book Pages 139 - 140*

The outlines in this section are used to summarise the lessons learnt under this indicator. Use the outlines to revise the lesson learnt.

Exercises: *Learner's Book, pages 140 - 143*

Discuss all the questions with learners and ask them to answer into their exercise books.

Answer to Section A questions

- 1 . B. work
- 2 . C. human beings
- 3 . C. entrepreneurship

- 4 . C. Social Security
- 5 . A. an entrepreneur
- 6 . C. personal work
- 7 . A. occupational work
- 8 . A. a teacher
- 9 . B. being unfaithful to employees
- 10 . C. domestic work

Section B

Refer to Learner's Book pages 133-138 for some expected answers to questions 1 to 6.

Revision Exercises: Learner's Book Pages 142 -143

Answers for Revision Exercise A

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

Revision Exercise B

1. Instruct learners to use the Dictionary or the Internet to find the meanings of the following words.
 - Financial risks
 - Administrators
 - Initial capital
 - Nation building
 - Compensation
 - Fulfilled

2. Refer to Learner's Book pages 134 - 138 for some expected answers to questions 2 and 3.

Diagnostic Assessment Test

The Diagnostic Assessment Test is intended to reflect on various learning and teaching strategies employed in impacting knowledge. This is expected to guide the planning and delivery of the lessons. It also helps to provide answers to the following questions:

- A. How did you systematically involve learners in the different learning activities?
- B. Which parts of the activities did learners engage in and enjoy most?
- C. Can you say what may have been the reason for your answer?
- D. What shows that learners did engage in and enjoy your designed activities?
- E. How were learners organised for the various activities? Did learners work individually, in pairs, in groups or as a class?
- F. To what extent can you say learners meet the learning indicators?
 - Did all learners meet the indicators during the lesson?
 - Did some meet the indicators?
 - Did few or none meet the indicators?
- G. Judging from the feedback from learners, do you need to re-teach a lesson or parts of it?
- H. State some indicators of your lessons that you think went very well. How will these experiences help you to improve your subsequent activities or lessons?
- I. State one aspect of your teaching that did not go well. What will you do differently in future lessons?

Remedial Lessons / Activities:

After assessing learners on the various indicators, identify those who have not mastered some of the indicators and organise remedial lessons 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

Glossary

accountability: being responsible for explaining or justifying one's action

adoption: bringing up and taking care of someone's child

allegiance: being loyal to a person or something

ancestors: our forefathers, a person who lived long time ago

attributes: to say or think that something is the result of a particular thing

beliefs: faith, trust, the feeling of being sure something or a person exist

business: an activity of making money by buying and selling goods

characteristics: a common trait or manner that can be identified with a particular person

chores: a small job like washing of utensils that is done regularly at home

compassionate: being kind to people

compensation: making up for someone's loss by giving them money or something

conceive: to create something

consented: agree to do something

console: comforting or cheering up someone in a time of sadness

conventions: a meeting of people for a common purpose

courtesy: a polite behaviour that shows respect to other people

deity: a god or goddess people worship

dignity: the quality of a person that makes him/her deserving of respect

diligence: being careful and hardworking

disputes: argument between people

emotions: a strong feeling such as anger, sadness, joy

enthroned: crown a chief on a throne to mark the beginning of their rule

entrepreneurship: the activity of setting up a business

epidemic: an outbreak of disease

eschew: avoiding a habit intentionally

excessive: doing something beyond a limit or doing too much of something

exhibits: to show or display something

existence: is the state of being alive or being real

habits: something that a person does often in a regular and repeated way

honoured: to show great respect to someone

hooliganism: the violent behaviour of a person who fights or causes damage in public places

immerse: dipping your hands in a water

impact: having a strong influence on someone or something

inhabitants: a people or animals that lives or occupies a space

invoke: calling on a deity in prayer

invoke: calling on a deity in prayer

liabilities: something a person or a company owes, usually a sum of money

libation: an act of pouring out a drink as an offering to a deity

maximum: something at it greatest.

medical practitioner: someone who attends to sick people, a doctor

morality: following a principle that says an action is right or wrong

nature: the physical world and everything in it or the qualities of something

omnipotent: all-powerful, supreme, having great power and influence

omnipresent: universal, god is present at everywhere

omniscient: all-knowing, all-wise god knows everything

preserve: preventing a food from spoiling or maintaining something in its original form

profane: a behavior that is deeply offensive because it shows lack of respect

provoked: to cause someone to become angry or annoyed

pursue: to follow someone or something

reciprocal: two people returning kindness or feeling to each other.

recitations: saying a piece of writing aloud from memory

recommendations: a statement that someone or something will be good

refrain: stopping something or an act

resources: all the available materials that helps us to satisfy our needs and wants

reverence: a deep respect for someone or something

rituals: performing a religious ceremony that is done in a specific way

sacrifice: slaughtering or killing an animal as an offering to a deity

secular: not religiously accepted

shepherd: a person who guides people

steadfast: being firm and staying strong

survival: to continuing living despite an accident

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