

RELIGIOUS AND MORAL EDUCATION

TEACHER'S GUIDE

for basic

8

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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 Activities 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 Activities, 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 Activities, 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)
- Keywords

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

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- enable learners to work together to represent real life situations and in multiple ways
 - (e.g. oral, text, pictures, diagrams, videos, role-plays, sketches, etc.).
 - support learners to use appropriate technologies to solve problems embedded in their culture and the larger society.
 - provide opportunities for learners to realise that it is necessary to be precise - using facts - when sharing ideas.

The Role of the Teacher in Ensuring Learner –Centered Classroom 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)..

Table of Contents

CHAPTER 1

B 8.1.1.1.1: The Creation Stories of the Three Main Religions in Ghana	3-11
--	------

CHAPTER 2

B8.2.1.1.1: Naming Ceremonies or Outdooring in The Three Major Religions in Ghana	18-19
B 8.2.1.1.2: Physical and Emotional Changes that Characterise Puberty	19-20
B 8.2.1.1.3: How Puberty Rites are Performed in Some Traditional Ghanaian Societies	20-22
B8.2.1.1.4: How Marriage is Contracted in the Three Major Religions in Ghana	22-24
B8.2.1.1.5: How Death Rites Are Performed in the Three Major Religions in Ghana	24-26
B8.2.1.1.6: Moral Lessons in the Rites of Passage	26-29

CHAPTER 3

B 8.3.1.1.1: Sources of Authority	33-34
B 8.3.1.1.2: The Need to Obey God, Parents and Those in Authority	34-35
B 8.3.1.1.3: How to Apply the Rules and Regulations from Authority in Our Daily Lives	35-39

CHAPTER 4

B8.4.1.1.1: The Mission of the Prophets	46
B 8.4.1.1.2: The Mission and Exemplary Lives of the Caliphs	46
B8.4.1.1.3: Lessons Learnt from the Exemplary Lives of the Prophets and Caliphs	46-47

CHAPTER 5

B8.5.1.1.1: The Moral Teachings from the Holy Bible, the Holy Qur'an and Oral Tradition	53-62
--	-------

CHAPTER 6

B 8.6.1.1.1: Money and its Usefulness	69-73
B 8.6.1.1.3: The Appropriate Ways of Using Money	74-75
B 8.6.1.1.4: The Benefits of the SSNIT Pension Scheme and People Who are Qualified to Benefit from it	75-78

UNIT 2

B9.6.1.1.2: The Causes and Effects of Bribery and Corruption	84-86
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CHAPTER/STRAND 1: GOD, HIS CREATION AND ATTRIBUTES

UNIT/SUB-STRAND1: The Creation Stories of the Three Major Religions in Ghana

Learner's Book, pages 2 - 13

Content Standard

Outline and explain the moral lessons in the creation stories of the three main religions in Ghana.

Performance Indicators:

The learner will:

1. give account of the creation stories in the three major religions in Ghana.
2. explain his or her own interpretation of the creation stories.
3. identify and discuss the moral values in each of the creation stories.

Core-Competencies

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

Subject Specific Practices

As learners explain the Creation story of God and His Attributes, they develop and exhibit ability to defend their cultural beliefs, practices and norms; they also develop and express respect and appreciation of others' culture. Learners also demonstrate behaviours and skills of working towards group goals and are able to do Group Activity on relevant activities.

Planning to Teach Sub-strand 1:

For a successful lesson delivery, planning is very important in the teaching and learning processes. Planning however involves formulating, coordinating and directing 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. STRAND 1 should be taught as indicated in this Teacher's Guide 2. Prepare by researching into the following indicators:

1. The Creation Stories of the Three Major Religions in Ghana.

2. The Moral Values in each of the creation Stories.

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.

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, discussions. Use simple language as well as different examples given in Learner's Book 8 to teach the various indicators or themes.

Use participatory method and ensure that lessons do not turn into speech delivery. Thus, lead learners to discover concepts on their own rather than telling them everything. Use the Holy Scriptures (ie..the Bible and the Qur'an) as references when teaching the Creation stories of the three main religions in Ghana. Lead learners to discuss the creation stories into details.

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 skills, collaboration and critical thinking which are some of the key competencies of the Common Core Programme.

Teaching and Learning Resources (TLRs):

Religious and Moral Education (R.M.E). Basic 8, R.M.E. Curriculum for Basic 7-9, September, 2020 Pages 26 to 27, charts/pictures/ video clips showing people exhibiting moral values from the creation stories.

Internet sources: a. <https://www.youtube.com/watch?v=KxRexeMjtsl>
b. <https://www.youtube.com/watch?v=BREYV33qXvo>

Diagnostic Assessment Questions.

1. Mention four things created by God.
2. Briefly tell the creation story of man and woman.

Expected Answers to Diagnostic Assessment Questions.

1. God created the heavens and the earth, He created the sky, the waters, the sea, the land, the heavenly bodies, plants, human beings etc.
2. **How God created man and woman:**
Encourage learners to give various accounts on the creation of man and woman.

After God created heaven and earth, there was no living thing or plants on earth, because God had not sent rain on the earth and there was no man to work on the ground. God then formed man from the dust of the earth.

“The Lord God formed the man from the dust of the ground and breathed into his nostrils the breath of life and the man became a living being”.

God then planted the Garden of Eden and put the man in charge of it.

“The Lord God took the man put him in the Garden of Eden to work in it and take care of it”.

God created the various kinds of animals and birds and brought them to man to name them. “So, man gave names to all livestock, the birds of the air and all the beasts of the field. But for Adam, no suitable helper was found”.

God saw that man (Adam) was still lonely, so He made him to fall into deep sleep and He took one of his ribs and with it He created a woman, and brought her to the man (Adam)

“Then, man said,

“This is now bone of my bones and flesh of my flesh, she shall be called ‘woman’, for she was taken out of man. (Genesis 2:15-23)

Keywords : Learner’s Book, Basic 8, Page 2.

creation, entity, torrents, existence, guardian, intercessor, firmament, team

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

Lead learners to read the text at Learner’s Book 8 pages 2 - 11.

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

B 8.1.1.1.1: The Creation Stories of the Three Main Religions in Ghana.

Learner’s Book 8, Page 2

Activity 1: Learner’s Book for Basic 8, Page 2

The purpose of this activity is to guide learners to give accounts of the creation stories in the three

major religions that they have learnt about.

As specified in the Learner's Book, let learners work in groups and give the accounts of the creation story. As each group makes its presentation, encourage the other groups to ask questions. Make all the necessary corrections as each group makes a presentation.

Lead a discussion for learners to summarise the creation story as:

Christianity



Ask learners to describe the picture.

The Christians Creation Story is found in the Holy Bible. This account can be found in **Genesis Chapter 1**. It tells us that God created the world in **six (6) days** and on the seventh day, He rested.

The creation story shows that God created everything in the world in an orderly manner. God commanded everything into being and says, "Let there be....., and

there was.

Day I: Genesis 1:1-5

In the beginning God created the heavens and the earth. The earth was formless and empty, and darkness covered the deep waters. And the Spirit of God was hovering over the surface of the waters.

Then God said, "Let there be light," and there was light. And God saw that the light was good. Then, He separated the light from the darkness. God called the **light "day"** and the **darkness "night"**. And this marked the first day of creation.

Day II: Genesis 1:6-8

The second day, God said, "Let there be a space between the waters, to separate the waters of the heavens from the waters of the earth." And that is what happened. God made this space to separate the waters of the earth from the waters of the heavens. God called the space "**sky**".

Day III: Genesis 1:9-13

On the third day of creation, God created the land, sea, plants and trees (vegetation). Then God said, "Let the waters beneath (below) the sky flow together into one place, so dry ground may appear." And that is what happened. God called the dry ground "land" and the waters "sea." And God saw that it was good. Then God said, "Let the land sprout (shoot out) with vegetation – every sort of seed-bearing plants, and trees that grow seed-bearing fruit. These seeds will then produce the kinds of plants and trees from which they came." And that is what happened.

The land produced vegetation-all sorts of seed-bearing plants and trees with seed-bearing fruit. Their seeds produced plants and trees of the same kind. And God saw that it was good.

God called the dry ground "land" and the gathered water the "seas". He called the land to produce vegetation and various trees and plants bearing seeds and fruits.

Day IV: Genesis 1:14-19

God created heavenly bodies- the sun, moon and stars on the fourth day of His creation. And God said, "Let lights appear in the sky to separate the day from the night.

Let them be signs to mark the **seasons, days and years**. Let these lights in the sky shine down on the earth." And that is what happened. God made two great lights - the larger one to govern the day, and the smaller one to govern the night. He also made the stars. God set these lights in the sky to light the earth, to govern the **day and night** and to separate the **light** from the **darkness**. And God saw that it was good.

Day V: Genesis 1:20-23

On the fifth day, God created birds and all kinds of fish. Then God said, "Let the waters swarm with fish and other life. Let the skies be filled with birds of every kind". So, God created great sea creatures and every living thing that moves and swarms in the water, and every sort of bird – each producing offspring of the same kind. And God saw that it was good. Then God blessed them saying, "Be fruitful and multiply. Let the fish fill the seas, and let the birds multiply on the earth."

Day VI: Genesis 1:24-31

God created humankind and creatures living on the land on the sixth day. Then God said, "Let the earth produce every sort of animal, each producing offspring of the same kind – livestock, small animals that scurry (move) along the ground, and wild animals." And that is what happened. God made all sorts of wild animals, livestock, and small animals, each able to produce offspring of the same kind. And God saw that it was good.

Then God said, “Let us make human beings in our image, to be like us. They will reign (rule) over the fish in the sea, the birds in the sky, the livestock, all the wild animals on the earth, and the small animals that walk along the ground.”

So, God created human beings in His own image.

In the image of God, He created them; male and female.

Then God blessed them and said, “Be fruitful and multiply. Fill the earth and govern it. Reign (rule) over the fish in the sea, the birds in the sky, and the small animals that scurry (move) along the ground.”

Then God said, “Look! I have given you every seed-bearing plant throughout the earth and all the fruit trees for your food. And I have every green plant as food for all the wild animals, the birds in the sky, and the small animals that scurry (move) along the ground – everything that has life.” And that was what happened.

Then God looked over all He had made, and He saw that it was very good!

And evening passed and morning came, marking the sixth day.

Day VII: Genesis 2:1-2

On the Seventh day, God did not create anything but He set aside the day to rest. “By the Seventh day, God had finished the work He had been doing, so on the seventh day, He rested from all His work. And God blessed the seventh day and made it holy, because on it He rested from all the work He had done.

The Moral Lessons From the Christian Creation Story: *Learner’s Book, Page 6*

Engage learners to discuss thoroughly the moral lessons they have learnt from the Christian creation story as:

1. God created humankind in His own image. Therefore, all human beings are unique and should be treated equally.
2. God’s creations were done in an orderly manner. Therefore planning activities in an orderly manner is important.
3. God created human being to take care of His creations. Human beings are therefore charged to protect the environment and not destroy it. Thus, avoiding practices that destroy the environment.

4. God cares for human beings, hence, He provides us with all that we need to survive. People should also care for others who are in need.
5. Marriage is a divine institution which must be respected.
6. God shows His creativity through His creation. Human beings should also be creative by creating new things from the resources that surround us in our environment to make life easier for us.
7. After God's creation, He set aside a day to rest. From this, humankind should also learn to rest after a period of hard work.

ISLAM: *Learner's Book, Pages 6 and 7*

(Qur'an Q3:190-191, Q10:3-4)

The Qur'an says that God (Allah) created all things and He is the guardian over all things.

"God is the creator of all things and He is the guardian over all things" (Qur'an 39:62).

The Qur'an states that Allah created the heavens and the earth in six days. (7:54)

"Verily our Lord is Allah, who created the heavens and the earth in six days, then settled over the Throne, governing all things. No intercessor (can plead with Him) except after His leave (have been obtained). This is Allah your Lord; Him therefore you should serve: Will you not receive admonition? (Q10:3-4).

According to the Qur'an, in the space before time began, there was only God and when He wanted to create something, all He had to say was '*kun; Fayakoon*' "**be**" and it became.

God (Allah) created man from dust. The Qur'an says "we created man from sounding clay from mud molded into shape". (15:26) and He who has made everything which He has created most good: "He began the creation of man from clay and made His progeny from a quintessence of fluid despised" (32:7-8).

Human beings therefore, have a fundamental attachment to the earth. God (Allah) went ahead to create a "mate" for the man (Adam) from the same nature and soil. "It is He who created you from a single person and made his 'mate' of like-nature in order that he might dwell with her in love" (Surah 4:1).

The Qur'an did not mention her by name but in Islam she (mate) is called Hawa (Eve).

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

Assign learners to read the creation story as found in the Holy Bible and the Holy Qur'an.

Let them summarise in class what they have read on the creation stories.

Moral Lessons from the Islamic Creation Story: *Learner's Book, Page 7*

Guide learners to discuss the moral lessons they have learnt from the Islamic creation story:

- All things were created by Allah including humankind. He should be given all the honour and respect.
- Allah (God) created everything orderly. As the creator did, we should also do well to plan our activities in an orderly manner.
- Allah created human beings to worship Him. We should honour our responsibilities by worshipping Him.
- Allah is the ultimate provider for humankind to be able to survive on earth. We should also learn to care and provide for the poor and the needy in society.

The Creation Stories of the African Traditional Religion: *Learner's Book, Pages 7 - 9*

Lead learners to read and discuss the creation stories according to the Ewes, the Akans and the Dagombas. Encourage them to give other creation stories that they know.

Akans Creation Story

The Akans believe in a Supreme- Being who created the Universe. He is in a distant place and does not interact with humans.

The Creator God has different names including Nyame, Onyankopon, Bre kyirihunuade (Almighty) Odomankon (infinite inventor) Ɔbɔadeɛ (Creator) and Anansi Kokuroko ("The great designer" or the great spider).

It is said that the creator God is part of three deities which consists of Nyame, Onyankopon and Odomankoma. The supreme creator is an omniscient, Omnipotent slyfather. He has a wife called Asaase Yaa (mother earth) who is considered as second to God. They gave birth to two children-Bia and Tano.

According to the Akans the only Supreme God (The Creator God) Onyankopon made the sky (ewiem), the moon (assaie), the plants and the rivers in that order. He then created animals and other living things.

He later created humankind. God saw that humankind and other living things needed some form of protection. He then created the spirits (ahonkom) which dwell in the forest, waters and on mountains. He also created smaller gods (abosom) to take care of humankind and mediate between God and man. God also created the drummer (kyerema) who represents knowledge. Death was the last thing God created. It represents an end of life on earth.

Group Activity: *Learner's Book, Page 9*

Assist learners to form three groups in class and narrate the creation stories in the three major religions.

Activity 3: *Learner's Book page 9*

Ask learners to form three suitable groups in class. In their various groups, let them dramatise their own interpretation of the creation stories. Discuss the different dramatisation by learners with the whole class.

The Moral Lesson Learnt From African Traditional Creation Stories

1. The Supreme- Being (God) created all things including human beings and deserves to be honoured in all aspects of our life.
2. Creation was done in order so we must plan whatever we do as human beings.

The supreme being is the provider for human beings, as such we must also provide for those who are helpless in our society

Let learners read and discuss the text and the picture thoroughly from the Learner's Book, Pages....

Additional Information for the Teacher

God is 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 into existence. Traditionalists 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 Creation of Man and Woman

Humankind was the last creation of God.

Christian Creation Story

According to the Holy Bible, God said “Let us make man in our own image”. God made man from the dust. He breathed into his nostrils and man began to live. He called him Adam. God then caused Adam to fall into deep sleep. And He took one of his ribs and made Eve and brought her to Adam. Adam was happy when he saw Eve. So, he said “This is the bone of my bone and flesh of my flesh. She shall be called woman because she was taken out of man”. (Ge. 2:15-23)

The creation of Adam and Eve is a significant story told in the book of Genesis in the Bible. According to the account, God created Adam, the first man, from dust and breathed life into him. Then, God placed Adam in the Garden of Eden, a paradise-like setting.

However, God soon realised that Adam needed companionship. So, He created Eve, the first woman, from one of Adam's ribs. Adam and Eve were then joined together as partners, forming the first human couple.

The story goes on to describe how Adam and Eve lived in harmony with God, free from sin and shame. They enjoyed the beauty of the garden and had a close relationship with their Creator. However, they were given one commandment - not to eat from the tree of the knowledge of good and evil.

Unfortunately, tempted by a serpent, Eve ate from the forbidden tree and convinced Adam to do the same. As a result, they disobeyed God's command and brought sin into the world, leading to their expulsion from the Garden of Eden.

While the story raises various questions, it is generally understood as illustrating the consequences of human disobedience and the need for redemption. It teaches lessons about responsibility, temptation, and the importance of following God's guidance at all times.

Islamic Creation Story

Muslims believe that Allah created the world and everything in it in six days.

Creation was by divine command. God said “be” and it became.

The Holy Qur'an states that Allah created the sun, the moon and the stars to give light during the day and night. He also created many things on earth such as humankind, animals, trees, the sea, rivers, birds, mountains and the sky to show His power.

The Creation of Man in Islam

The Holy Qur'an states that humankind was created by Allah out of dust, and was blessed to produce more offspring to fill the earth. In Islam, the creation of man and woman is believed to be a sacred and significant event. According to Islamic teachings, Allah (God) created Adam, the first man, from clay and then breathed life into him. Adam was then given knowledge and authority over all other creations on Earth.

Later, Allah created Hawa (Eve), the first woman, from one of Adam's ribs. Islam portrays this creation as a complementary and harmonious partnership between man and woman. Both Adam and Hawa were placed in Paradise, but later faced a test by Allah to prove their obedience.

In Islamic belief, Adam and Hawa's actions in the Garden of Eden led to their expulsion from Paradise, marking the beginning of their life on Earth. Muslims consider this event as a reminder of the potential for human beings to make mistakes and seek forgiveness from Allah.

Islam regards men and women as equals in terms of their spiritual status and worth in the eyes of Allah. While they may have different roles and responsibilities in society and family life, both genders are equal.

It is important to note that interpretations of religious texts and teachings may vary among individuals and scholars, so there might be slight differences in perspectives regarding the creation of man and woman within the Islamic faith.

Traditional Religion's Creation Story.

Traditionalists call God the Supreme being.

Every ethnic group in Ghana has names for God.

The Akan call Him "Onyame" or "Onyankopon".

The Ga call Him "Nyɔnyɔm".

The Dagombas call God "Naawuni".

The Ewes call Him "Mawu".

Traditionalists believe that God created the world and humankind.

'Oboadeɛ' created the sky, the land, the rivers, animals and also humankind.

Activity 4: Learner's Book, page 9

Help learners to use any available ICT tool to search the Internet and explain how moral values from the Creation Stories affect the lives of human beings.

Guide learners to role-play a person exhibiting moral values from the Creation Stories.

Discuss the role-play with the whole class.

In this unit, you have learnt that: *Learner's Book for Basic 8, Pages 9 and 10*

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

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.

Answers to Exercises:

Learner's Book for Basic 8, Pages 11-13

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.

Answers to Section A questions: *Learner's Book, Pages 11 and 12*

1. C. Supreme- Being
2. B. second day
3. C. water and air be filled with many kids of living creatures.
4. B. an orderly manner
5. A. greatest
6. C. God
7. C. Bome
8. A. death
9. C. spirits and lesser gods
10. A. six days

Section B: *Learner's Book, Page 12*

1 a. The five things created by God include:

Humankind the Heaven and Earth, the sky and the waters, the heavenly bodies (the sun, moon and stars), birds and all kinds of fish, animals and humankind.

Learners are expected to discuss the essence of the various things God created. Examples:

- i. Humankind:** On day six of creation, God created humankind in His own image. God made humans to reign (rule) over all other creations on earth. God also blessed human beings to be fruitful and multiply and fill the earth. God created human beings to worship Him.
- ii. Heavenly bodies:** On the fourth day of creation, God created the heavenly bodies. These include: the sun, moon and stars. Among the heavenly bodies, God made lights appeared in the sky to separate the day from the night. He commanded that the **lights** shine down on earth. He also made two great lights – the larger one to govern the **day**, and the smaller to govern the **night**. God also set light from the darkness. etc

1. b. Analyse the usefulness of any three things created by God.

Refer to Learner's Book 8 pages 7-9 for some expected answers. Learners are expected to narrate one creation story from the African Traditional religion. This could be: Alans creation story, Dagomba traditional story of creation, the Ewe other traditional creation story.

2. b. Learners answers may vary depending on the traditional creation story that they have narrated.

Section C: Learner's Book, Page 12

Refer to Learner's Book, Page 11 for answers to Section C questions.

Answers to Questions in Revision Exercise A

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

ANSWERS TO QUESTIONS IN REVISION EXERCISE

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

Refer to Learner's Book pages 12 and 13 for answers to revision exercise questions.

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

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 impacting knowledge. This is expected to put the teacher in a good state of preparedness to plan and execute subsequent lessons successfully. It also helps 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

Do well assessing to 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. Make use of pictures and videos to discuss the creation stories. 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. As much as possible, employ the appropriate methods that will help them learn comfortably and understand the necessary indicators.

STRAND 2: RELIGIOUS PRACTICES

SUB-STRAND 1: Rites of Passage *Learner's Book, pages 15 - 50*

Content Standard:

Learners should explain rites of passage and identify the moral importance in them.

Performance Indicators:

The learner will:

1. describe naming ceremonies or outdooing in the three major religions in Ghana.
2. explain the physical and emotional changes that characterise puberty.
3. describe how puberty rites are performed in traditional Ghanaian societies.
4. describe how marriage is contracted in the three main religions in Ghana.
5. describe how death rites are performed in the three major religions in Ghana.
6. identify and explain the moral lessons in the rites of passage.

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. Understanding Influence of Globalisation
7. 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.

Understanding the influence of globalisation on traditions, language and cultures.

Planning to Teach Strand 2:

In order to achieve successful lesson, planning is an effective guide. Planning however involves formulating, coordinating and directing 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 so as to ensure effective teaching and learning. Teach Strand 2 as indicated in this Teacher's Guide. Prepare adequately by researching into the following indicators.

Rites of passage

1. Naming ceremonies or outdoorings in the three major religions.
2. The meaning of rites of passage.
3. The various stages in human life.
4. The factors to be considered in choosing a name for a child.
5. The physical and emotional changes that characterise puberty.
6. How puberty rites are performed in traditional Ghanaian societies.
7. How marriage is contracted in the three main religions in Ghana.
8. How death rites are performed in the three major religions in Ghana.
9. The moral lessons in the rites of passage.

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.

You are 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, demonstration, discussion and simple language as well as different examples given in Learner's Book 8 to teach the various indicators or themes.

1. To a large extent 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) and oral traditions as references when teaching how marriage is contracted in the three main religions in Ghana.

Lead learners to discuss how death rites are performed in the three major religions in Ghana.

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 confidence level, communication, collaboration and critical thinking which are some of the key competencies of the Standard Based Curriculum.

Internet sources: a. <https://www.youtube.com/watch?v=7ZdkpBoqYFE>

b. <https://www.easytrackghana.com/tour-ghana.com/tour-ghana-traditional-ceremony.php>

c. <https://www.youtube.com/watch?v=5GZwr8QSOGK>

d. <https://www.youtube.com/watch?v=ZxTLeGsIDo4>

e. <https://www.youtube.com/watch?v=6oGSCBjHPM>

Teaching and Learning Resources

Pictures of people performing naming ceremony, puberty rites and death rites, video clips, R.M.E learner's Book 8.

Keywords: *Learner's Book 15*

divinities, consciousness, harmony, morality, rituals, invoke, industrious, lineage

Discuss the pronunciation of each key word followed by the meaning.

Pronounce each word about three times for learners to listen.

Ask them to pronounce each word after you. Listen to learners as they pronounce each word for correct pronunciations.

Write each word on the board after pronouncing them. Guide learners to use their dictionaries and find the contextual meanings of the keywords. Teach the meanings of the words one after the other. Create different scenarios to explain the meanings of the keywords.

Use the words in simple but meaningful sentences.

Guide learners to also make simple sentences with the words.

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

Guide individual learners to also make sentences with the word.

Diagnostic Assessment Questions.

1. Briefly describe a naming ceremony you have ever witnessed in your locality.
2. State some of the physical changes that occur in your physical outlook.

Expected Answers to Diagnostic Assessment Questions.

1. Create the opportunity for individual learners to describe in class how a naming ceremony is performed in their localities. Remember that learners have observed different naming ceremonies in their various communities. Also note that the activities for naming ceremony observed by learners may vary. Lead learners to describe these activities based on their religious backgrounds and their local communities.
2. Brainstorm with learners to mention the physical changes that occur in their outlook as:
 - i. They grow hair in the armpits and pubic areas.
 - ii. They grow in height and develop weight.
 - iii. They develop more muscular features and become strong.
 - iv. Their reproductive organs increase in size.
 - v. They develop acne or pimples on the face.

Guide learners to explain rites of passage.

Lead them to explain that: Every individual passes through different stages in life. In our Ghanaian societies, these stages of life of the individual are marked with different events depending on our religious beliefs and the ethnic group we belong.

Use questions and answers to help learners explain rites of passage as rituals or ceremonies performed by a group of people when a person is moving from one stage of life to another. These stages of a person's life cover a period of **birth** through to **death**.

The stages of rites of passage include: birth, (naming or outdooring), puberty, marriage and death rights. Involve every individual learner to contribute to the discussion.

B8.2.1.1.1: Naming Ceremonies or Outdooring in The Three Major Religions in Ghana

Learner's Book, Pages 15-23

Lead learners to read and discuss thoroughly the various themes under this indicator from the Learner's Book 8. Encourage every learner to take active part in the discussion.

Activity 1: *Learner's Book, Page 16.*

Guide learners to perform Activity 1 as specified in Learner's Book 8, Page 16.



People at naming ceremony in the three major religions.

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

Lead learners to read and discuss the text and pictures again in Learner's Book pages 15 to 23.

Critical Thinking: *Learner's Book, Page 18*

Let learners briefly tell how a naming ceremony is performed in their place of worship.

Learners may give different account of how a naming ceremony is performed depending on their observations or experiences. Discuss learners' comments with the whole class.

Group Activity: *Learner's Book, Page 24*

Let learners form suitable groups in class and role-play how a naming ceremony is performed in their community. Lead learners to discuss why a naming ceremony is performed for a new-born baby.

Task/Home Activity: *Learner's Book, Page 24*

1. Ask learners to use any I.C.T. tools to watch videos of naming ceremonies in some communities.
2. From the videos they have watched, let them state **two** important things that are done during naming ceremonies in their locality. Learners may state offering of prayers or pouring of libation, pronouncement of the baby's name, singing and dancing, etc.

Project: *Learner's Book, Page 24*

This project is to be done by learners individually. It is to help learners develop their artistic skills.

Assign learners to use a week or two to make a poster of a group of people at a naming ceremony in their locality. Discuss the different posters submitted by learners with the whole class.

B 8.2.1.1.2: Physical and Emotional Changes that Characterise Puberty.

Activity 2: *Learner's Book for Basic 8, Page 27*

Lead learners to discuss and write their concerns relating to puberty anonymously and place them in a box in front of the classroom. Have them read the anonymous concerns by learners one after the other. Discuss these concerns with learners into detail, address their fears and any misconceptions they have about puberty. The teacher can also invite his or her opposite sex to help address the fears and misconceptions learners have about puberty.

Ensure that every learner takes active part in this discussion.

Have learners read and discuss the text and pictures on pages 23-33 of Learner's Book 8.

Critical Thinking: *Learner's Book, Page 27*

Let learners think and state **four** things that may happen to them (a boy or a girl) when they engage in sexual activities before puberty.

The four things that may happen to them include the following: 1.they may contract Sexually Transmitted Diseases (STDs), 2.the girls may get pregnant, 3.both boys and girls may drop out of school due to pregnancy 4 both boys and girls may become teenage parents.

Task/Home Activity: *Learner's Book for Basic 8, Page 28*

Ask learners to discuss with their parents or an elderly person at home the things they should do to keep clean and safe at puberty. Some of these things may include: Having their bath at least two times daily, shaving their private parts regularly, changing and washing their underwear daily, avoiding pre-marital sex etc.

Class Debate: *Learner's Book for Basic 8, Page 28*

Put learners into mixed ability groups in class and guide them to debate on the topic “Boys and girls at puberty are at liberty to make friends of all kinds”.

Engage every learner in the debate as this will help improve on their public speaking, confidence level and team work.

B 8.2.1.1.3: How Puberty Rites are Performed in Some Traditional Ghanaian Societies.

Learner's Book for Basic 8, Pages 28-34

Discuss the various themes under Strand 2, sub-strand 2 with learners. Use questions and answers, discussion and brainstorming to involve all learners to take active part in the discussion.

Have learners explain that: The transition of the individual from childhood to adulthood is very important to the individual as well as the society. In some Ghanaian societies, puberty rites are cultural practices that are performed by communities to usher young people into adulthood. The observation of these rites (customs) vary from society to society.

Guide learners to read and discuss the text and pictures on the following themes in the *Learner's Book 8, Pages 28-34*:

- (A) Puberty rites of the people of krobo (Dipo)
- (B) Puberty Rites Among the Chala of the Oti-Region
- (C) Puberty Rites of the Akan People (Bragoro or Brapue)
- (D) Significance of Puberty Rites

Help learners to explain the significance of puberty rites as follows:

- a. **It promotes moral education:** The performance of puberty rites serves as a way of encouraging young girls to be patient and avoid early sex until they have gone through puberty rites. Hence, girls are able to keep themselves chaste
- b. **The rites prepare girls for married life:** During the rites, the girls are taught many things about womanhood and society and these make them ready for marriage.
- c. **The performance of the rites brings people together and unite them:** People from different families in a community come together to perform the various activities towards the celebration of the puberty rites and these help to unite people in the community.
- d. **The celebration also helps to equip the person with skills and knowledge needed for adult life in society:** During puberty rites, relevant moral and ethical instructions are given to the girls by members of the family or the society in order for the young adult to acquire the needed skills for motherhood.
- e. **It helps to preserve culture: puberty rites help to transmit culture across generations:** Activities such as dressing, singing, drumming and dancing and preparation of special dishes during the celebration help to preserve and transmit the culture of a community to the next generation.
- f. **It brings honour to the girl's family:** it is an honour for the girl and her family to have kept safe and stayed chaste before the initiation.

Group Activity: *Learner's Book, Page 33*

Guide learners to form suitable groups in class and role-play how puberty rites are performed in some communities in Ghana. Let them discuss step-by-step the activities in their role play.

Call individual learners to tell the activity that interest them most and why. Learners may indicate different interest and reasons. Discuss the various interest and the reasons with the whole class.

Class Debate: *Learner's Book, Page 34*

Guide learners to form two groups in class and debate on the topic "**Puberty rites are outmoded**" "in recent times".

Critical Thinking: *Learner's Book page 34*

Have learners explain **five** ways in which puberty rites are important in Ghanaian societies. The

importance of puberty rites in our Ghanaian societies may include the following:

- a. It promotes moral education.
- b. The rites prepare girls for married life.
- c. The performance of the rites brings people together and unite them.
- d. The celebration also helps to equip the person with skills and knowledge needed for adult life in society.
- e. It helps to preserve culture.
- f. It brings honour to the girl's family.

B8.2.1.1.4: How Marriage is Contracted in the Three Major Religions in Ghana

Learner's Book, Pages 34-40

Marriage

Have learners explain marriage through the use of questions and answers and discussion as:

Marriage is an institution that involves the union of a man and a woman who have agreed to live together as husband and wife after they had gone through all laid down processes by the society.

Or, marriage is a union between a man and a woman as a husband and wife and their families either by law or customary rites.

Marriage is a 'divine' institution. This means that God ordained or instituted marriage. This can be found in the creation stories in the three main religions in Ghana. The three main religions gave the account that God created the first human beings male and female and they became a husband and a wife.

In Ghana, there are three main types of marriage recognised by law namely:

1. Customary Marriage
2. Marriage under the Marriage Ordinance
3. Islamic Marriage under Marriage of Muhammedans Ordinance.

Use the text and the pictures in Learner's Book, Pages 34-39 to discuss in detail the following themes with learners.

- a. How Christian marriage is performed.
- b. How Islamic marriage is performed.

- c. How Indigenous African Religion perform marriage.
- d. The importance of marriage rites.

Group Activity: *Learner's Book, Page 39*

Have learners undertake the Group Activity as specified in Learner's Book, Page 39

Project: *Learner's Book, Page 39*

Let learners search the Internet or use YouTube to identify and explain four benefits of performing marriage rites in our Ghanaian societies. Use the pictures of people performing naming ceremony to give further explanation.



Some of the benefits of performing marriage rites in our Ghanaian societies may include the following:

1. The performance of marriage rites encourage unity in society: The activities leading to marriage bring about unity among families. It also helps to establish new relationship between families.
2. It introduces the couple to the community.
3. It qualifies the two partners to have legal sexual access to each other.
4. It helps to seek God's approval through marriage rites. Families seek God's approval and protection in their relationship.
5. It encourages moral values: through marriage rites the couple is introduced to moral values of marriage through counseling.
6. It helps to legitimise marriages. The administration and signing of legal marriage documents help to seal marriages.
7. It also helps couples to learn their roles and responsibilities in marriage.
8. It discourages irresponsible sexual behaviour in society.



Task/Home Activity: *Learner's Book, Page 39*

Have learners undertake the Task/Home Activity' as specified in the Learner's Book, Page 39. Some of the things that can make marriage successful may include the following: couples should respect one another, faithfulness, truthfulness, hard work etc.

B8.2.1.1.5: How Death Rites Are Performed in the Three Major Religions in Ghana.

Learner's Book, Pages 40-46

Have learners to read the text and pictures in Learner's Book, Pages 40-46 to explain death rites as follows:

Death is the last stage in the life cycle of every individual. It is a passage from this earthly life (physical world) to a spiritual one. Death is therefore a natural transition of a person from this world to the next world. After an individual lived a life in this world, they must die and enter the spirit world. It concludes the life cycle of a human being in the physical world and ushers him or her into the next world (spirit world).

Death Rites

The death of the individual results in carefully planned rituals, customs and ceremonies for the dead. These vary from one community to the other. Death rites are the customs, rituals and ceremonies that are undertaken after a person dies to usher him or her to the next world (the spirit world). Death rites or funerals include preparation of the dead body, keeping vigil, burial and post burial meetings. These rites depend on the religion of the individual person. Christians, Muslims and traditionalists have their peculiar death rites.



(A bereaved family).

Activity 3: Learner's Book, Page 40

Guide learners to perform the Activity as specified in Learner's Book page 40.

The causes of death in our societies may include: illness, accidents, old age etc

Some of the things the individual can do to prevent diseases that cause death include the following:

1. Seek early medical attention when you are ill.
2. Keep your environment clean all the time.
3. Avoid taking- in contaminated food.
4. Drink clean and safe water all the time.

Let learners read the text and discuss using practical examples and observation the following themes:

- a. Death rites among Christians.
- b. How Islamic death rites are performed.
- c. How Traditional Religious death rites are performed.
- d. Importance of death rites. Discuss the following as some of the importance of performing death rites in our societies:
 1. Death rites prepare the bereaved family psychologically. When a family member dies, the various preparations that are normally made towards the burial and the funeral rites of the dead prepare and create the necessary awareness for relatives and love ones.
 2. Death rites also enable the dead to have a smooth transition to the land of the dead or the spirit world. The various death rites that are performed for the dead allow for peaceful entrance to the next world.

3. Death rites remind the living of judgement after death and the need for the individual to prepare for it.
4. It helps to celebrate the life of the dead and offer counsel for the living to learn from the moral qualities of the dead.
5. Traditionally, funeral rites give the dead the opportunity to become ancestors.
6. Performance of death rites help to show our customs and culture in society.
7. They are used to encourage people to lead good and acceptable lives in society.
8. Death rites offer the opportunity to clean and decorate our community Engage every individual learner in the discussion.

B8.2.1.1.6: Moral Lessons in the Rites of Passage

Learner's Book, Page 43

Let learners brainstorm and explain the moral lessons in the rites of passage. Learners may brainstorm and explain moral lessons in the rites of passage as follows:

1. **Truthfulness:** some rites of passage such as marriage enable individuals to be committed and truthful to their partners. This happens during the preparation and education the potential couples go through leading to the marriage. They are taught to be truthful to their partners and in all social life.
2. **Honesty:** potential couples are also taught to be honest in all their dealings in marriage and life in general. Also, during the performance of death rites, people who led good life before their death are praised during their death rites and it encourages others to also live good lives and be honest in life.
3. **Hard work:** both males and females are educated prior to marriage to be hardworking to help them meet their basic needs in the family and society.
4. **Chastity before marriage:** due to some of the rites that are performed especially puberty rites, young adults keep themselves chaste in order to go through the puberty rites successfully.
5. Faithfulness and responsibility in marriage help to make marriages successful.

Group Activity: *Learner's Book, Page 44*

Guide learners to do the dramatisation as specified in the Learner's Book.

Learners may state different moral lessons they have learnt from watching the videos. Discuss the various moral lessons stated by learners with the whole class.

Task/Home Activity: *Learner's Book, Page 44*

Have learners do the Task/Home Activity as specified in the Learner's Book.

Note: These activities or videos may not be the same. Discuss the different activities presented by learners with the whole class. Encourage learners to appreciate other peoples ways of doing things.

In this unit, you have learnt that: *Learner's Book, Pages 44-46*

These are the summary of all the indicators discussed under unit 2.

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

Additional Information

Why The Rites of Passage Important to The Individual and Society

A rite of passage is defined as a ritual or experience that marks a major milestone or change in a person's life, and they can be particularly important for children.

Baptisms or initiation graduations and promotions are examples of modern rites of passage. These ceremonies have one trait in common: They provide a social frame to ease an individual into a new stage without creating disruption. They provide a way to make official an important change.

The term "rites of passage" was coined in 1909 by the French anthropologist **Arnold van Gennep**, who observed that these ceremonies are a way to help individuals go through the difficulties of a social transition. Nowadays the term is in common use, since it represents a reality deeply ingrained in the human mind. Its importance are:

1. They Provide Sense of Renewal and Belonging

Rites of passage foster a sense of renewal, since they mark the beginning of a new phase in our lives. They remind us that we are constantly evolving and that life is a transformative journey. On the other hand, they also provide a sense of belonging, since a rite of passage is always performed by and for a community.

2. They are Connected With our Past

Ceremonies that function as rites of passage connect us with our own past and also with the past of our forebears. These ceremonies tend to be highly ritualised and are passed from one generation to the next, in a flow that evokes the continuity of life, and reminds us of our place in the great scheme of events.

3. They Place us in a Sacred Space

When we take part in a rite of passage, we find ourselves in a sacred space. There are rules and rituals regarding dress, place and time that must be respected. This represents an exception in our lives, since sacred spaces are scarce in our secular world.

4. They Help us Make Sense of Change

One of the main purposes of a rite of passage is to help us make sense of change as individuals but also as a community. A rite of passage can help children gain a deeper awareness of the transitions going on in their lives, while providing a sense of continuity with their personal story and of connection with their community.

Diagnostic Assessment Test

The Diagnostic Assessment Test for the teacher is intended to help the teacher to reflect on various learning and teaching methods and strategies employed in impacting 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:

In the process of assessing learners on the various indicators, carefully 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.

Exercises: *Learner's Book for Basic 8, Pages 46-50*

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

Answers to Section A questions.

1. (C) Birth, naming, puberty, and death
2. (A) eight
3. (C) an Imam or a Mallam
4. (D) 'Dzinto'
5. (A) pubertys
6. (B) that he can look after himself and would-be wife and children
7. (C) production of sperm
8. (A) puberty rite
9. (D) Chala of Oti-region
10. (A) Akans
11. (B) God instituted marriage
12. (C) monogamous
13. (C) four
14. (B) death
15. (B) polygamous
16. (C) puberty
17. (A) death rite
18. (D) Ewes

- 19. (A) The urge to be independent
- 20. (D) dishonesty

Section B

Learners are expected to name and explain the rites of passage as: birth, puberty, marriage and death. Refer to Learner's Book 8, Pages 15, 24, 34 and 40 for some expected answers.

Section C

Learners are expected to identify and name items that are used in the performance of death rites in the three major religions. The answers may differ due to the different religious backgrounds of learners. Discuss all the answers with the whole class. Refer to Learner's Book, Page 49 for some expected answers.

ANSWERS TO REVISION EXERCISE A

- | | | |
|----------|-----------|-----------|
| 1. False | 8. False | 15. True |
| 2. False | 9. False | 16. False |
| 3. False | 10. True | 17. True |
| 4. True | 11. False | 18. True |
| 5. False | 12. True | 19. True |
| 6. True | 13. False | 20. True |
| 7. True | 14. True | |

REVISION EXERCISES B AND C.

Refer to Learner's Book, Pages 15-46 for some expected answers.

CHAPTER/STRAND 3: THE FAMILY AND THE COMMUNITY

UNIT/SUB-STRAND 1: Authority and Obedience

Learner's Book for Basic 8, Pages 52-61

Content Standard

Learners should identify and explain the importance of obeying authority.

Performance Indicators

The learner will:

1. identify and explain the various sources of authority.
2. dramatise the right and wrong use of authority.
3. explain the need to obey God, parents and those in authority.
4. create a story to demonstrate the consequences of disobeying authority.
5. demonstrate how to apply the rules and regulations from authority in daily life.

Core-Competencies

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

Subject Specific Practices

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

Planning to Teach Strand 3:

Planning is an effective guide to the teacher for successful lesson delivery. Planning however involves formulating, coordinating and directing for a definite course of action. It is very important and useful for the teacher 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 3 as indicated in this Teacher's Guide. The teacher has to prepare by researching into the following indicators:

1. The various sources of authority
2. The need to obey God, parents and those in authority.
3. How to apply the rules and regulations from authority in our daily life.

It is very important the teacher, being the leader in the classroom reads 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.

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 8 to teach the various indicators or themes.

To a large extent 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. Create room for learners to use examples from their homes or families and their communities in treating this strand. 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 household, a school and a community, R.M.E learner's Book 8.

Diagnostic Assessment Questions.

1. How many people are in your nuclear family?
2. Who has the highest authority in your home?
3. Say why you obey instruction at home.

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 their parents (father, mother or guardian).
3. Learners may give varied responses. Examples: for God's blessings, for their parents to do their wishes for them, to be seen as good children etc.

Keywords : *Learner’s Book for Basic 8 page 52*

authority, obedience, obligation, opinion leaders, utmost, role-model, emulate, exalted, sources

Discuss the pronunciation of each key word followed by the meaning. Guide learners to pronounce the word correctly.

Write each word on the board after pronouncing them and guide learners to use their dictionaries to find the contextual meanings of the words. Teach the meaning of each word by using the words in simple but meaningful sentences.

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.

B 8.3.1.1.1: Sources of Authority

Learner’s Book, Page 52-54



The school

The community

The home

Authority is the right to give orders, make decisions and enforce laws or rules. It is the power one has to control others or to decide what the other person should do or not do.

People who give orders for others to obey, enforce laws and rules and lead people in decision making are sources of authority in schools, homes and our communities.

Sources of Authority at Home

Help learners to explain that in the home, our parents are the sources of authority.

In circumstances where parents are not available, guardians then become the sources of authority.

However, in homes where other extended family members live, members like grandparents, uncles and aunties, older siblings serve as sources of authority.

Parents have the right to give instructions and also expect that their instructions are obeyed.

Sources of authority in the home give instructions that are normally for the good of their children. Rules and regulations given by parents and other members of the family must be obeyed as young people.

Sources of Authority at School

Guide learners to explain that the headteacher, teachers, prefects and seniors are sources of authority in our schools.

The head of your school is your headteacher.

Whenever, the headteacher and teachers are not available, the prefects and seniors of your school become the sources of authority. They make sure everything is in order.

As young people, we must endeavor to always follow the instructions of the people in authority in our schools.

The Community

A community is an area in which you live. We all live in one community or the other. We have sources of authority in our communities. Chiefs, Assembly Members, Priests, Pastors, Imams, Opinion leaders and Queen mothers are the main sources of authority in our various communities.

These leaders take decisions on behalf of all the members of the community.

Pastors, Priests and Imams are sources of authority in their places of worship- The church and the mosque respectively. They lead their congregations and take decisions on their behalf.

The Assembly members, Opinion leaders, Chiefs and Queen mothers also enforce laws and rules in their communities in order to bring peace and order.

Activity 1: Learner's Book page 53

Guide learners to undertake Activity 1 as specified in Learner's Book, Page 53.

B 8 .3.1.1.2: The Need to Obey God, Parents and Those In Authority

Learner's Book, Pages 55-56

Obedience is doing what one is asked to do. It is also the willingness to adhere to rules and regulations, instructions, commands and good advice given by God, elders, colleagues and those in authority.

Group Activity: *Learner's Book, Page 55*

Let learners form groups in class and dramatise the right and wrong use of authority. Discuss the different dramatisation by learners with the whole class.

Ensure that every learner takes active part in the dramatisation.

Lead learners to read and discuss the following themes thoroughly in the Learner's Book.

1. Obedience to God
2. The need to obey God.
3. The need to obey our parents
4. The need to obey people in authority.

Have every learner participates actively in the discussion.

Project Work: *Learner's Book, Page 57*

Assign learners to create a story to demonstrate the consequences of disobeying authority.

Let learners do individual presentation of their stories for a class discussion.

Note that learners have different experiences and observation on the consequences on disobeying authority and as such the presentations may differ.

B 8.3.1.1.3: How to Apply The Rules and Regulations from Authority in Our Daily Lives.

Learner's Book pages 57-59

Group Activity: *Learner's Book, Page 57*

Let learners use any I.C.T. tool to search the Internet and find out how the rules and regulations from authorities are applied in our daily lives.

Lead learners to read and discuss the following themes:

Rules

Rules and regulations are laws which guide the behaviour or actions of people in a society.

Rules and regulations exist where there are people in order to guide and control their behaviour.

Home/Family Rules

In every home there are rules and regulations. These guide all members of the family on what to do and what not to do. The following are some rules and regulations that govern the home.

- 1) Every child must respect orders from his or her parents.

- 2) Children should help their parents in performing household chores.
- 3) No child should bully younger siblings or any other younger member of the family.
- 4) Children of school going age should make sure their homework (if any) are done before they retire to bed.
- 5) Children should avoid eavesdropping on adults' conversations.
- 6) As children, we must avoid bad companies -friends who engage in bad behaviours.
- 7) Parents and adults in the family should also guide children and serve as their mentors or role-models.

School Rules and Regulations

In schools there are rules and regulations that guide learners on how to behave. Some of these rules and regulations are:

- 1) Both learners and teachers must be punctual and regular at school.
- 2) Learners must do their homework and classwork and present them to their teachers on time.
- 3) Learners should take active part in cleaning their school compounds and classrooms before lessons begin.
- 4) Both teachers and learners should dress decently.
- 5) All learners are expected to show courteous behaviour toward each other, teachers and even visitors to schools.
- 6) No learner, under no circumstance should be seen gambling, stealing or destroying school's property.
- 7) Learners must eat at the school canteens.

Community Rules and Regulations

The following are the rules and the regulations that one should observe in his/her community.

1. We should learn to obey and respect people (the elderly) in our communities.
2. We should always protect public property.
3. We must not litter our environment.
4. People living in communities should learn to respect other people's privacy.
5. We must keep good morals in communities in which we live.
6. We must take part in communal work, example cleaning the community.

Religious Rules and Regulations

We need to respect and obey people in authority at our places of worship: Imams, Pastors and Priests (Priestesses).

1. We must take part in all religious activities.
2. We should not make noise when we are at religious gatherings. This does not show our commitment to our object of worship.
3. We must go to our places of worship (Mosque, Church and the shrine) always on time.
4. We must always ensure that we are properly dressed when attending religious gatherings.
5. We must pay our church dues as Christians, and also as Muslims. We must do well to pay our *zakat* and also remember to do *sadaq*.

National Rules and Regulations

Everyone is a citizen of a country. Citizens must do well to obey the rules and regulations of the land. Foreigners are also expected to obey the laws of the country they visit.

1. We must obey people who we find in authority-the President, Members of Parliament, Members of the Judiciary etc. They are the people who see to the day-to-day running of our country and deserve our utmost respect.
2. We must show respect to our national symbols such as the National flag and currency.
3. We must also respect traffic rules.
4. We must learn the National Anthem and also sing it when the need arises. The National Pledge also identifies us as Ghanaians. We must learn and also say it.
5. We should learn to be punctual to work and also avoid acts of bribery and corruption.
6. We should do well to pay our taxes regularly.

Additional Information

Some School Rules and Regulations

School Regulations

Love and respect are the keys to the conduct and discipline in our schools.

Through affirmation of positive qualities of students, teachers aim to produce articulate, vibrant, confident, self-disciplined and motivated men and women with strong leadership qualities in society.

Through building on successes and encouraging students to participate in the many and various activities of school life they endeavour to build students' self-esteem and confidence. Points are awarded for positive contributions and participation in school events. A healthy spirit of competition is always encouraged among learners.

Code of Conduct

In most schools, there is a Student Code of Conduct which is published in the Student Logbook and is a condition of entry and the underlying principles that students show respect for others and do quality work in school and society.

An Example of Student Code of Conduct

1. Respect for others and all school and individual property.
Good behaviour is expected from all students at all times.
2. The school uniform is to be worn neatly, without jewellery and without makeup and coloured nail varnish. Hair must be tidy and the style not extreme. Boys must be clean shaven.
3. Students need a permission all the time before leaving the school. All visitors are to report to the main office before contacting any student.
4. The school is a smoke free zone. This means students are not permitted to smoke on the school premises.
5. All students are expected to be well mannered, pleasant, courteous and cooperative.
6. Alcohol and other drugs and solvents are not permitted in school or at any other official school functions.
7. It is a privilege to represent the school, so students selected should do so with pride.
8. Cell phones and other electronic devices are not to be used during class time unless specifically directed to do so by a teacher

Some Classroom Rules

1. The teacher facilitates learning in classrooms and students follow instructions.
2. Be punctual for all classes and have all necessary equipment.
3. Behaviours which interrupt learning or distract others are not acceptable.
4. Respect the rights of others and their property.
5. Speak respectfully at all times. Pull downs and offensive languages are unacceptable at all times.

The Need For Cordial Relationship

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 your 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 reasons for 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.

In this unit, you have learnt that: *Learner's Book, page 59*

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

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

Exercises: *Learner's Book pages 59-61*

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.

Answers to Section A questions.

1. (B) peace and order
2. (C) religious rules
3. (A) amass wealth at the expense of others
4. (C) authority
5. (C) at school
6. (B) sources authority
7. (C) avoid being punished
8. (C) teachers
9. (B) obedient
10. (C) rules and regulations

Section B

Learners are expected to recite the text in pages 52-59 and then answer the questions.

Answers to Revision Exercise A

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

SOME EXPECTED ANSWERS TO REVISION EXERCISE B QUESTIONS.

- 1) i. State three school rules.

The school rules may include the following:

- Both learners and teachers must be punctual and regular at school.
- Learners must do their homework and classwork and present them to their teachers on time.
- Learners should take active part in cleaning their school compounds and classrooms before lessons begin.
- Both teachers and learners should dress decently.
- All learners are expected to show courteous behaviour toward each other, teachers and even visitors to schools.
- No learner, under no circumstance should be seen gambling, stealing or destroying school's property.
- Learners must eat only in school canteens.

ii. **The reasons why rules and regulations are important:**

- a. Rules and regulations help to control the behavior of people in society.
- b. It also bring about peace and unity among people in our communities.
- c. It helps in the development of communities.

(2) i. **We need to obey our parents for the following reasons:**

We came to this Earth through our parents. It is therefore expected of us to obey them. According to our religious beliefs and traditions, we are taught to obey our parents because of the following reasons:

1. **It is a commandment from God:** The Holy bible in **Exodus 20:12** emphasises the command for man to obey his/her parents. This commandment comes with a promise that those who obey their parents will live long.
2. **It is an obligation to obey our parents:** We owe our parents a duty to obey them, because they gave birth to us and are responsible for our upkeep.
3. **It brings honour to us and our parents:** We need to give our parents the honour they deserve; since we came to this world thorough them. If you honour your parents, you are in turn honouring yourself.
4. **It brings harmony in families. When we learn to obey our parents, there will be no misunderstandings here and there:** Thus, promoting peace and harmony among family members.

Questions 2 (ii and iii): Let learners role play two good ways of using power and state two moral lessons from the role-play.

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 impacting 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 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 concepts.

CHAPTER/STRAND 4: RELIGIOUS LEADERS AND PERSONALITIES

UNIT/SUB-STRAND 1: Prophets and Caliphs:

Learner's Book, Pages 63-80

Content standard:

Identify and explain the moral lessons that can be learned from the exemplary lives of prophets and Caliphs.

Performance Indicators:

The learner will:

1. explain the meaning of a prophet.
2. explain the meaning of a Caliph.
3. identify and explain the moral lessons in the lives of the prophets and Caliphs.
4. dramatise aspects of the lives of the prophets.

Core-Competencies:

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

Subject Specific Practices:

As learners identify and explain the moral lessons learned from the exemplary lives of prophets and Caliphs, they develop the ability to combine information and ideas from several sources to reach a conclusion. They are also able to identify important and appropriate criteria and use them to evaluate available alternatives and evaluate the quality and validity of information.

Planning to Teach the Strand 4

Planning is key for successful teaching and learning process. Planning however includes formulating, coordinating and direction for a definite course of action. It is very important and useful to do prior preparation and always think ahead of the types of resources and the appropriate teaching strategies and methods to employ to ensure effective teaching and learning. Teach strand 4 as indicated in this Teacher's Guide. Prepare by researching into the following indicators:

1. The Mission of the Prophets.
2. The Mission and exemplary lives of Caliphs.
3. The lessons learnt from the exemplary lives of the Prophets and Caliphs.

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 to be Used.

Test learners' background knowledge on each indicator or theme for learners to express their views on the themes. 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 8 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 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 strand. 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, 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 7-9 (September, 2020), pages 11 and 12, R.M.E. Learner's Book 8, 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. <https://www.youtube.com/watch?v=edcqUu-BENO>
b. <https://www.youtube.com/watch?v=rsn-HqSxKDg>

Diagnostic Assessment Questions.

1. Give a brief story about the birth of religious leaders such as Noah, Moses and Abraham 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.

Keywords: *Learner's Book, page 63*

sojourner, invaded, gnats, heroes, heroines, emulation, successor, mission, aliens, consequences, persecuted

Discuss the pronunciation of each key word followed by the meaning. Guide learners to pronounce the word correctly.

Write each word on the board after pronouncing them and guide learners to use their dictionaries and find the contextual meanings of the words. Create different scenarios to teach the meanings of each words.

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



B8.4.1.1.1: The Mission of the Prophets:

Learners Book Pages 63-70

Activity 1: *Learner's Book 8, page 63*

1. Organise and show learners pictures or videos of Prophets.
2. Ask learners to summarise the videos they have watched on the Prophets.
3. Have learners identify some prophets in the videos or pictures they have watched.
4. Guide learners to discuss the background, the call and the mission of the Prophets they have watched in the videos or pictures with their friends.

Have learners to read and discuss into detail the text and pictures on pages 63 - 70 of Learner's Book.

Task/Home Activity: *Learner's Book, Page 65*

Task learners to do the 'Home Activity' as indicated in the Learner's Book.

Using the Bible and Qur'an, create the opportunity for learners from both Christian and Islamic religions to discuss the Holy Scriptures they have discussed with their parents at home (quoted in the Learner's Book).

Activity 2: *Learner's Book 8, page 68*

Pose the question to learners in class and allow them few minutes to think about the question and summarise the call and mission of Moses (Musah) or Abraham (Ibrahim)

B 8.4.1.1.2: The Mission and Exemplary Lives of the Caliphs

Learner's Book, Pages 71-73

Guide learners to explain a Caliph as:

A Caliph is a title from the Arabic word "Khalifah" which means successor. Hence a Caliph is a spiritual leader in Islam and a successor to the Holy Prophet Muhammad (S.A.W).

B8.4.1.1.3: Lessons Learnt from the Exemplary Lives of the Prophets and Caliphs:

Learner's Book, Pages 73-75

Guide learners to briefly explain that : Moral lessons relate to right and wrong in human behaviour that are conveyed in the stories or events. They are often meant to teach a lesson in life. Have learners to read and discuss thoroughly the lessons from the exemplary lives of the Prophets and Caliphs.

Emphasised for learners that:

- a. God (Allah) will never fail them if they trust and obey Him.
- b. They should always emulate the examples of the prophets and be committed to the teachings of God (Allah).
- c. They should respect their parents, teachers, the elderly and most especially the teachings of God (Allah) all the time.
- d. Their attention should always be on God (Allah) no matter the difficulties or how long it takes, He will fulfill all His promises.

Task / Home Activity: *Learner's Book, Page 71*

Ask learners to do further research at home using any I.C.T. tool or the Bible/ the Qur'an to search on Isaac, (Issah) and Joseph's life and mission.

Let them summarise what they have found about them.

Have learners state **four** moral lessons they have learnt from the lives of Isaac and Joseph.

Activity 3: *Learner's Book, Page 65*

Have learners undertake Activity 3 as specified in the Learner's Book.

Activity 4: *Learner's Book, Page 76*

Have learners form three groups (A, B and C) in class.

In their various groups,

A – Should dramatise Abraham (Ibrahim) about to sacrifice his son to God.

B – Should dramatise Moses (Musah) leading his people in the wilderness.

C – Noah (Nuh) in the Ark with different living creatures in the Ark he had built.

Guide learners to dramatise in their various groups.

Ensure that every learner takes active part in these discussions.

Project Work: *Learner's Book, Page 76*

Ask learners to undertake the Project Work as indicated in the Learner's Book.

You Have Learnt That: *Learner's Book, Pages 76-78*

These are the salient points of what the learners learnt in strand 4. Use questions and answers to discuss the points with learners.

Exercises: *Learner's Book, Pages 78-80*

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.

Answers to Exercises: *Learner's Book, Pages 78-80*

Answers to Section A questions

- | | |
|---------------------------------|---------------------------------------|
| 1. D. Noah | 7. D. Gershon |
| 2. A. Abu Bakr Ibn Abi Quhaffah | 8. B. Joshua |
| 3. C. A Hebrew | 9. C. 75 years |
| 4. A. Midian | 10. B. Abraham |
| 5. D. Zipporah | 11. C. Noah |
| 6. B. Moses | 12. D. Hardworking and unfaithfulness |

Section B

1. A Prophet is a person who speaks on behalf of God. Prophets are sent by God mainly to teach people His will. God chooses and sends prophets to us to preach and warn us about the consequences of our way of life. They are sometimes persecuted in their line of duty.

Refer to pages 64-71 of Learner's Book for some expected answers for the rest of the questions (2 and 3).

Section C

Ask learners to form two groups in class (A & B).

Group 'A' should demonstrate Abraham (Ibrahim) about to sacrifice Isaac. Group 'B' should act Okomfo Anokye commanding the Golden Stool from the sky at a gathering of chiefs and elders.

Ensure that all learners participate in the demonstration and award marks to the groups.

3. Learners may state the lessons they have learnt from these leaders as:

Patriotism, perseverance, courage, hard work, peace loving, faithfulness, obedience and trust.

Section D

Discuss the feedback from learners' research.

Answers for Revision Exercise A Questions

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

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

Some expected answers for Revision Exercise B Questions

1. a. Ancestors are dead heroes and heroines of the family who have assumed spiritual positions after death.

or

b. Ancestors are the spirits of the dead who led good and exemplary lives during their life on earth and also died natural death. It means, ancestors are those who once lived in human society but are dead and now live in the spirit world.

or

c. Ancestors are the living dead. Meaning even though they are physically dead, spiritually, they are believed to be alive in the spirit world to guide families and communities.

NB: Accept any of the above answers to question 1.

Refer to Learner's Book, Pages 64-75 of Learner's Book for some expected answers for the rest of the answers.

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 for the teacher is intended to help the teacher reflect on various learning and teaching methods and strategies employed in impacting 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 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

CHAPTER/STRAND 5: ETHICS AND MORAL LIFE

UNIT/SUB-STRAND 1: Moral Teachings in the Three Major Religions in Ghana:

Learner's Book, pages 82-109

Content Standard:

Learners should exemplify the moral teachings from the Bible, the Qur'an and Oral traditions.

Performance Indicators:

The learner will:

1. identify and explain the moral teachings from the Holy Bible, Holy Qur'an and Oral Traditions.
2. demonstrate how to apply the moral teachings from the three major religions in your daily life.

Core-Competencies

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

Subject Specific Practices:

As learners learn about the moral teachings in the three main religions in Ghana, they visualise alternatives, seeing possibilities and identify problems and challenges.

Planning to Teach Strand 5:

In order to achieve successful lesson delivery, the teacher together with learners must prepare adequately and plan for the lesson, planning is an effective guide to the teacher and learners. Planning however involves formulating, coordinating and directing for a definite course of action. Always think ahead of the types of resources and the appropriate teaching strategies and methods to employ to ensure effective teaching and learning. Teach Strand 5 as indicated in this Teacher's Guide. Prepare by researching into the following indicators:

1. The Moral Teachings from the Holy Bible, the Holy Qur'an and Oral Tradition.
2. How to apply the moral teachings from the three main religions.

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.

Revise learners' relevant background knowledge on each indicator or theme for learners to express their views on the themes. 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 8 to teach the various indicators or themes.

To a large extent 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) 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, 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 8, R.M.E. Curriculum for Basic 7-9 (Common Core Programme), September, 2020 Page 83 charts/pictures/ video clips showing Jesus Christ teaching groups of people. Use cartoons on the teachings of Jesus Christ on You Tube and the Internet.

Diagnostic Assessment Questions

1. Say some of the things your parents teach you at home.
2. Demonstrate to your friends in class how you obey your parents' orders.

Expected Answers to Diagnostic Assessment Questions

1. Learners may give different responses some of which may include the following:
 - a. Do not steal
 - b. Do not fight
 - c. Do not insult
 - d. Do not bear fault witness etc.
2. Learners may demonstrate how they obey their parents at home differently. Discuss these demonstrations by learners with the whole class.

Keywords : *Learner's Book, Basic 8, Page 82*

co-existence, commandments, decalogue, moral lessons, sabbath, wealth, contentment, multitudes

Discuss the pronunciation of each key word followed by the meaning.

Listen to learners as they pronounce each word 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:

Guide learners to also make simple sentences with the words.

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

Let learners make simple but meaningful sentences with the word “co- existence”.

Guide individual learners to also make sentences with the word “co- existence”.




Follow the procedure and discuss the rest of the keywords .

Lead learners to read the text at Learner’s Book 8 pages 82 – 103

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

B8.5.1.1.1: The Moral Teachings from the Holy Bible, the Holy Qur’an and Oral Tradition:

Learner’s Book, Pages 82-85

		
<p>Holy Bible</p>	<p>Holy Qur’an</p>	<p>Oral Tradition</p>

Help learners to explain that: Moral teachings are the various instructions people receive in order to lead good and acceptable lives in society.

One of the aims of religion is to train individuals to become morally good and socially acceptable. People who practice the Christian, Islamic and Traditional religions learn many moral lessons. The moral teachings for individuals are found in the Holy Bible for Christians, the Holy Qur'an for Muslims and Oral traditions for Traditionalists.

Guide learners to read and discuss the text on pages 82-103 in Learner's Book 8. Ensure that every learner takes active part in the discussion.

Task/Home Activity: *Learner's Book, Page 85*

Have learners use the Holy Bible and look up for the Ten Commandments (Exodus 20:1-17).

Guide learners to explain the Ten Commandments in their own words. Learners may give different interpretations of the Ten Commandments. Discuss learners' interpretations with the whole class.

Activity 1: *Learner's Book, Page 85*

1. Ask learners to state the commandments they consider more appropriate to their age and why. Learners may state different commandments from the Bible. Create the opportunity for them to explain to their friends in class why they think a particular commandment is more appropriate to their age. Discuss some of the commandments with the whole class and help learners to point out why they are more appropriate.

Learners may mention the following: Obeying the instructions from their parents, teachers and the elderly, not engaging in bad practices, not insulting others etc

Critical Thinking: *Learner's Book, Page 86*

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.

Learners may give different reasons. Discuss the various reasons by learners.

Use questions and answers method and discussion to discuss the reasons given by learners with whole class.

Dramatisation: *Learner's Book, Page 86*

Have learners do the dramatisation as specified in the Learner's Book.

Guide learners to revise the fourth and fifth commandments from the Bible and explain their importance as follows:

The fourth commandment: “Remember the Sabbath day and keep it Holy”.

This means:

- i. The Sabbath is to be a day of rest for Christians. God created the World in six days and rested on the Sabbath day.
- ii. God asked Christians to follow His example by working six days in a week and rest on the seventh day.
- iii. God also commanded that the Sabbath should be kept holy and dedicated to Him.

The fifth commandment: “Honour your father and mother so that you may live long”. This is the first commandment with a promise. It is also a universal law applicable to both children and adults.

This means:

- i. Anybody who obeys this law is to live a longer life promised by God.
- ii. Christian children must respect their parents and elders so they may live a longer life on earth.
- iii. Christian children must not lie to their parents.

Task/Home Activity: *Learner’s Book, Page 90*

Use the Holy Bible and read the stories about:

- i. The Parable of the Prodigal son or the lost son (Luke 15:11-31).
- ii. The Parable of the Good Samaritan (Luke 10:25-37).

Guide learners to summarise these parables to their friends in class.

Let them state **two** moral lessons each that they have learnt from the stories. The moral lessons from the stories may include: kindness, careful in speech, humility and modesty.

Project: *Learner’s Book, Page 90*

Ask learners to undertake the project as specified in Learner’s Book 8.

Discuss the feedback from learners with the whole class.

Activity 2: *Learner’s Book, Page 92*

1. The purpose of this Activity is to help learners read and discuss from the Holy Bible Mathew 5:1-12 or Luke 6:17-26. (The Beatitudes).

Lead learners to read and discuss from the Holy Bible Mathew 5:1-12 or Luke 6:17-26. (The Beatitudes).

From the discussion, let learners state **four** moral lessons they have learnt from the Beatitudes.

Learners may discuss as below:

i) **The Sermon on the Mount (The Beatitudes)- Mathew 5:1-12 or Luke 6:17-26**

The sermon on the Mount also known as the **Beatitudes** is a collection of sayings and teachings of Jesus Christ, mainly emphasised the moral teachings in the Gospel of Mathew.

The word “beatitudes” means “to be happy” or “to be blessed.” This implies a current state of happiness or well-being. When Jesus began His sermon on the mount, He pronounced people “blessed,” meaning fortunate, happy, successful and prosperous.

“To be blessed” means to have ultimate wellbeing, spiritual blessings and joy in the salvation of the kingdom of God.

The Blessed are the people who have the qualities that please God and attracted blessings from God.

The beatitudes are part of the sermon on the Mount. When Jesus saw the multitudes, He went up into a mountain and taught the people the following after He had sat down:

First: “Blessed are the poor in Spirit, for theirs is the Kingdom of Heaven”.

The poor in spirit are the faithful who are aware of their need of God.

They have accepted that they are not perfect and so need help from God.

They belong to the kingdom of Heaven.

Second: “Blessed are those who mourn for they shall be comforted”. The mourners are those who have had difficult experiences and disappointments. These include people who suffer in the name of God and share the sufferings of others in life. They shall be comforted by God.

Third: “Blessed are the meek, for they shall inherit the earth.” This mean Christians must be humble, gentle and quiet. The meek are the humble people who trust in God through all difficulties.

They show respect to people irrespective of status. They are blessed by God to live long and inherent the earth.

Fourth: “Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.” These are the people who discipline themselves to do things that please God. They do not live on bread alone or on earthly things but they have the keen interest to obey the will of God. Because they do things that please God, their prayers will be answered and they will also have inner satisfaction from God.

Fifth: “Blessed are the merciful, for they shall obtain mercy”. People who forgive others for their

wrong doings will also receive forgiveness from God. This includes people who have mercy on the poor in society are also rewarded by God.

Sixth: “Blessed are the pure in heart, for they shall see God”. This means people must not plan evil in their hearts against their fellow men. The “**heart**” is the centre of a person’s being including his or her mind, will and emotions. These include people who love and serve God all the time.

Seventh: “Blessed are the peacemakers, for they shall be called sons of God”. People who assist unconditionally in bringing unity, friendship and understanding in society are the peacemakers. They are sons of God because they show the character and spirit of God.

Eight: “Blessed are those who are persecuted for righteousness sake, for theirs is the kingdom of Heaven”. Those who are persecuted for the sake of righteousness are those who suffer as they seek to obey the commandments of God. These people are blessed because they will inherit the kingdom of Heaven.

Ninth: “Blessed are you when men revile you and persecute you and utter all kinds of evil against you falsely on my account”. These people must rejoice and be glad in Christ because their reward is great in heaven.

Also, Luke’s Gospel added about four woes and these are mainly directed to people who are enjoying life on earth. Jesus declared woe to those who are rich, for they have received their consolation. He again declared woe unto those who are full or satisfied, for they shall later go hungry.

Those who laugh now are to mourn and weep later. He also declared woe to those people of whom men speak well, even though they do wrong things.

Task/Home Activity: *Learner’s Book, Page 94*

Let learners read and discuss with their parents James 1:2-11 and 2:14-16 from the Holy Bible.

Have them summarise in class what they read and discussed with their parents at home.

Learners read and state the lessons they have learnt from the discussion as:

- Christians should not doubt when they pray.
- Christians should pray to God without ceasing
- The leaders of the church must intercede for other members of the church.

Activity 3: *Learner’s Book, Page 95*

Let learners undertake the activities in class as specified in the Learner’s Book.

Learners may state the moral lessons as below:

- Christians are to act according to the will of God all the time.
- Christians should respect each other and avoid discrimination.
- We are to praise God for His good works.
- Christians are to act wisely to avoid being deceived by the evil.

Class Activity: *Learner's Book, Page 97*

Task learners to search the Internet and do the activities at home as specified in Learner's Book.

Critical Thinking: *Learner's Book, Page 99*

Pose the question for learners to think about it for a while and respond. Learners may state different reasons a committed traditional believer should be truthful and patriotic in society. Some of them include the following:

- i. **Truthfulness and honesty:** Traditional believers are taught to be truthful and honest in what they say and do. They must always speak the truth and fulfil their promises in life.
- ii. **Patriotism:** Traditional believers are taught to be patriotic. Thus, they should show outmost love to the country in which they live. They must not destroy state properties but they should show love and support in all the activities in the country.

Task / Home Activity: *Learner's Book, Page 99*

Task learners to do the Home Activity as specified in Learner's Book.

Learners may discuss moral teachings of traditional believers with the elderly as:

- i. **Truthfulness and honesty:** Traditional believers are taught to be truthful and honest in what they say and do. They always speak the truth and fulfil their promises in life.
- ii. **Respect, especially for the elderly:** Traditionalists are taught to respect all people especially the elderly at all times. Children are encouraged to show respect to their age mates, parents and the elderly in society.
- iii. **Patriotism:** Traditional believers are taught to be patriotic. Thus, they should show outmost love to the country in which they live. They must not destroy state properties but they should show love and support in all the activities in the country.
- iv. **Good name:** Traditionalists are taught to do things that portray good name in society rather than engaging in evil activities.
- v. **Humility and Obedience:** Traditional believers are taught to be humble in life. They are not to consider themselves as being better than others in society. They are also encouraged to be obedient in life.

- vi. **Communalism:** Traditionalists are taught and encouraged to live and do things together to develop the communities they live in and also help others.
- vii. **Hard work:** Traditional believers are taught to work hard in life. They believe that they will be successful in life when they work hard.
- viii. **Courage and Perseverance:** A traditionalist is taught to be brave and fearless in tackling difficult situations. He or she is also taught to persevere in life.
- ix. **Generosity and love for each other:** Traditionalists are taught to show love and give freely to the needy in society. They are encouraged to help the poor and the needy in society.
- x. **Justice and fairness:** A committed traditionalist must be just and fair in whatever he or she does. He or she should avoid giving or accepting bribes.
- xi. **Patience:** Traditional believers must be patient in all their activities in life. This means they must be understanding and accept successes as well as failures as part of life. When there are difficulties or provocation from others, they must be tolerant and patient.
- xii. **Peace:** Traditionalists are taught to be at peace with one another all the time. This will help to create a healthy society worth living.
- xiii. **Tolerance:** Traditional believers are taught to be tolerant and show respect to all manner of people in society. They are encouraged to engage in activities with people from other religions for a peaceful co-existence in society.

Learners may give different moral lessons they have learnt from the discussion as: peace and unity, fairness, patience, hard work and courage.

Task / Home Activity: *Learner's Book, Page 100*

Discuss the task with learners and ask them to state the proverbs they have discussed at home. Create the opportunity for learners to state some proverbs and their meanings in class. Discuss the proverbs and their meanings with the whole class.

Class Debate: *Page 101*

Have learners form two groups in class and debate on the topic "It is rewarding to apply the moral teachings in our daily lives". Discuss the points advanced by the various groups with the whole class. Award marks to the groups.

Project Work

Task learners to undertake the project and do a presentation in class. Award marks as learners do their presentations.

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

Task / Home Activity: *Learner's Book, Page 103*

Task learners to undertake the Home Activity as specified in the Learner's Book.

Activity 4:

1. Let learners form different groups in class and demonstrate the moral lessons they have learnt in any of the three major religions. This exercise is to help you ascertain how learners have understood the lessons treated. Observe the groups as they perform and award marks to the various groups. Have a discussion on the various demonstrations with the whole class.
2. Learners may draw differently to show or depicts some of the moral lessons they have learnt. Award marks to learner's drawings and discuss the various drawings with the whole class anonymously (Do not reveal the names of the individual drawings to the whole class).
3. This activity is to assess learners' ability to use any I.C.T. tool to search the Internet and to be able to summarise scenes they have watched on the Internet. Have learners watch videos of Jesus' sermon on the Mount at home and summarise the scenes in class during the next lesson. Award marks to individual learners as they have done their presentations.

NB: Guide learners to discuss points 4-6 in class. Ensure that every learner takes active part in this discussion.

Activity 5: *Learner's Book, Page 104*

Guide learners to form suitable groups in class.

Let them dramatise the moral teachings of the three major religions in Ghana.

Have them discuss the moral teachings in the drama with their friends.

Learners may create posters showing varied drawings of people applying moral lessons. Discuss these drawings with learners in class and award marks.

Project Work: *Learner's Book, Page 104*

Let learners form three groups in class.

In their groups, have them revise the moral teachings again and arrange them according to:

- i. those that are easy to apply in their daily lives.
- ii. those that they find difficult to apply in their daily lives.

Have learners assign reasons for their answers in 2 (i) and (ii) above and submit their answers anonymously in class. Learners may give varied answers.

Discuss learners' answers with the whole class.

In this unit, you have learnt that: *Learner's Book for Basic 8, pages 104 and 105*

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

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.
- Do 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 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.
- Do not divulge too much information about yourself or your family. You can never be sure who is watching. This includes posting dates you will 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 to repeat it.
- Follow the rules of the social media you are using.

Exercises: *Learner's Book, pages 105-109*

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.

Answer to Section A questions.

- 1 D. morally good and socially acceptable
- 2 B. traditional religion
- 3 A. The Cross of Christians
- 4 D. The covenant Laws or Decalogue
- 5 B. fifth commandment
- 6 A. Dishonesty
- 7 B. Unkindness
- 8 A. Wise sayings
- 9 D. The Beatitudes
- 10 A. The sayings of Holy Prophet Muhammad
- 11 A. Hadith
- 12 B. Qur'an
- 13 C. Injustice and unfaithfulness
- 14 B. pieces of advice or moral lessons to people
- 15 C. Human beings are able to solve problems better when they come together
- 16 D. taboos
- 17 A. The fourth commandment
- 18 B. be just and fair and not to cheat others

- 19 C. be tolerant and show respect to all manner of people
- 20 D. a person's reputations is worth more than gold and silver

Some expected answers to Section B questions.

1. The Ten Commandments, The Sermon on the Mount (The Beatitudes), The teachings in the Book of Proverbs, the teachings of Jesus Christ (The Parables of Jesus Christ)
2. **(i) and (ii)**
The Ten Commandments (Exodus 20:1-17).

(ii) The Ten Commandments and their meanings:

The first commandment: "You shall have no other gods before me".

This means:

- a) It must be realised that God is the only God.
- b) Deities other than God (Yahweh) are false gods and are not to be worshipped.
- c) God is a jealous God, and His goodness must not be shared with any being.
- d) Believers must be committed to God alone.

The second Commandment: "You shall not make for yourself a graven image".

This means:

- a) God is Holy and a Spirit and must not be given a physical representation of any kind.
- b) Believers should not make or worship images created for worship.

The third Commandment: "You shall not fake or use the name of the Lord your God in vain".

This means:

- a) The name of God shall not be misused. God will punish people who use His name for wrong or evil purposes.
- b) Christians must not use the name of God to swear falsely or to use the name of God to testify to untrue statement.
- c) Christians must respect God's name.

The fourth commandment: "Remember the Sabbath day and keep it Holy".

This means:

- a) The Sabbath is to be a day of rest for Christians. God created the World in six days and rested on the Sabbath day.

- b) God asked Christians to follow His example by working six days in a week and rest on the seventh day.
- c) God also commanded that the Sabbath should be kept holy and dedicated to Him.

The fifth commandment: “Honour your father and mother so that you may live long”. This is the first commandment with a promise. It is also a universal law applicable to both children and adults.

This means:

- a) Anybody who obeys this law is to have a longer life promised by God.
- b) Christian children must respect their parents and elders so they may have a longer life on earth.
- c) Christian children must not lie to their parents.

The sixth commandment: “You shall not kill.” This commandment ensures the value and protection of every human life and the quality of human beings.

This means:

- a) Human life is not to be taken away intentionally.
- b) Christians should love and respect human life.
- c) Christians must not do anything to hurt themselves or other people.

The seventh commandment: “You shall not commit adultery.” Adultery can be explained as a voluntary sexual affair between a married person and a person who is not their spouse.

This commandment is to protect and promote Christian marriages.

This means:

- a) Christian believers (husbands and wives must be faithful and truthful to each other in all situations.
- b) Christian marriages must be for life.

The eighth commandment “You shall not steal. “This commandment protected the rights of the individual to acquire personal property through honest means.

This means:

- a) Christians must not take anybody’s property without asking.

b) Christians must also not take other's belongings through force.

The ninth commandment: "You shall not bear false witness against your neighbor". This law forbids Christians of telling lies and bearing unfounded witness against other person.

This means:

- a) Christians must not tell lies to destroy someone's reputation or character.
- b) Christians must not accept or give bribes to people for favour.

The tenth Commandment: "You shall not covet or go after someone else's property". This law prohibits Christians having desire for other people's property.

This means:

- a) Christians must not be envious about other people.
- b) They must be satisfied with what they have and must not be greedy.
- c) Christians must not compare themselves with other people in a negative way.
- d) Christians must not compete unfairly with other people to amass wealth.

With these commandments, the Israelites were to lead their lives in accordance with God's commandments. Whoever violated any of these commandments was to be punished.

These commandments teach Christians to be committed to their parents as well as elders and also treat their fellow human beings well.

Refer to pages 81-102 for some expected answers to questions 3 to 8.

ANSWERS TO REVISION EXERCISE A QUESTIONS.

- | | | |
|----------|-----------|-----------|
| 1. False | 8.False | 15. True |
| 2. True | 9.True | 16. False |
| 3. False | 10.True | 17. True |
| 4. False | 11.True | 18. False |
| 5. True | 12. False | 19. True |
| 6. False | 13. True | 20. True |
| 7. True | 14. True | |

Section B

Learners are expected to indicate reasons a person must apply moral lessons in daily activities. Refer to page 102 for guidance for answers to the question.

Diagnostic Assessment Test

The Diagnostic Assessment Test 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?
- 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.

Content Standard:

Learners should plan the wise use of money.

Performance Indicators:

The learner will:

1. explain the term “money” and indicate its usefulness.
2. identify and explain honest ways of acquiring money.
3. discuss the appropriate ways of using money.
4. discuss the benefits of the SSNIT Pension Scheme and people who qualify to benefit from it.

Core-Competences:

1. Critical Thinking and Problem Solving Abilities
2. Problem-Solving abilities
3. Personal Development and Leadership
4. Effective and Efficient Communication
5. Collaboration
6. Cultural Identity and Global Citizenship
7. Digital Literacy.

Subject Specific Practices:

As learners plan the wise use of money, they demonstrate a thorough understanding of a generalised concept or facts to task and also 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:

Strand 6 should be taught as indicated in this Teacher's Guide. Read and research on the following indicators or themes:

1. Money and its usefulness.
2. Honest ways of using money.
3. The appropriate ways of using money
4. The benefits of the SSNIT Pension Scheme and people who qualified to benefits from it.

Methods and Strategies to be used

Revise learners' relevant previous knowledge on each indicator for learners to express their understanding on the indicators.

Use resource persons or field trips and teaching methods such as; questions and answers, demonstrations, discussions and different examples given in Learner's Book to teach the various themes. Lead learners systematically to discover concepts on their own rather than telling them everything. As much as possible, ask learners to also 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):

Religious and Moral Education (R.M.E) for Basic 8, R.M.E. Curriculum for Basic 7-9 (Common Core Programme), September, 2020 Pages 45 to 50 charts/pictures/ video clips showing businesses in the local community and Resource persons.

Diagnostic Assessment Questions.

1. Use your dictionary or the Internet to find the meaning of the word 'money'.
2. State two uses of money.
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 'money'. Money is anything accepted as a legal tender and used as a medium of exchange for buying and selling.
2. Learners may name, discuss and state some of the things they use money for such as: buying food, buying stationeries etc.
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, trading, judges, tailoring, driving, doctor etc.

Keywords: *legal tender, credit card, cheque, commodities, feasting, prudence, exploitation, chaos, contingencies, lure.*

Guide learners to use the dictionary or the Internet to find the meaning of each word.

B 8.6.1.1.1: Money and its Usefulness.

Learner's Book, Page 111-113

Introduce the lesson and discuss with learners some of the things they use money for. We use money to do many things in our daily activities. Learners may discuss and mention different things that they use money to do in their daily activities.

Class Activity 1: *Learner's Book, Page 111*

Bring different cedi notes and coins to class and have learners observe these monies and describe each of them in class. Let them:

1. look at the different cedi notes and coins and describe each of them to your friends.
2. think and mention some of the uses or importance of money.
3. mention some of the honest ways of acquiring money.
4. discuss the appropriate ways of using money.
5. demonstrate the acceptable ways of keeping money.

Ensure that every learner takes active part in the class activity.

			
<i>GH¢200.00</i>	<i>GH¢100.00</i>	<i>GH¢50.00</i>	<i>GH¢20.00</i>
			
<i>GH¢10.00</i>	<i>GH¢5.00</i>	<i>GH¢2.00</i>	<i>GH¢1.00</i>
			
<i>GH¢2.00</i>	<i>GH¢1.00</i>	<i>0.50 pesewas</i>	<i>0.20 pesewas</i>
			
<i>0.10 pesewas</i>			

Help learners to discuss the uses of money as below:

1. **Money is used to promote God's work:** Money is used to undertake projects in various places of worship to promote God's work. Money is also used to pay salaries of some individuals such as pastors and church administrators who are fully employed to work for the progress of God's work.
2. **Money is a means of motivation for people to work:** Money motivates individuals to work hard.
3. **Money is also used to acquire our basic needs:** Money helps people to acquire basic needs such as food, clothing, shelter, and education.
4. **Money helps individuals to prepare for the future when they are not strong to work.** Individuals use money to prepare for survival in future when they retire from active service. Examples Social Security, National Trust and Insurance Companies.
5. Money helps us to measure the value of items or commodities and makes trading easier.
6. Money is useful because it helps to engage in projects to develop the nation.

Create the opportunity for learners to state and explain the honest ways of acquiring money in the three major religions as below:

(A) **Christianity**

1. **Hard work (Proverbs 14:23-24, Proverbs 6:6-8, Romans 11:12-13):** Christians are taught to work hard and acquire money because hard work pays. The Holy Bible in Proverbs 14:23-24 (NIV) admonished Christians to work hard. It states "All hard work brings a profit, but mere talk leads only to poverty".
2. **Money should be acquired through good stewardship (The Parable of the Talents: Mathew 25:14-30):** The parable of the talents teaches Christians that they are put on earth to work. God rewards people who put effort into improving their lives and the lives of others in the community.
3. **Money should be acquired honestly and not from the exploitation of the poor and the weak (Proverbs 22:22-23, Proverbs 28:8 NIV).** The Holy Bible teaches Christians not to acquire money through the exploitation of the poor and the weak in society.
4. Money should not be acquired through gambling (Exodus 20:17 and Luke 12:15). Christians are taught to avoid gambling for money.

(B) Islam

1. **Hard work (Qur'an 53:39-41).** The Qur'an teaches Muslims to work hard and succeed in life, Qur'an 53:39 states "And that there is not for man except that which he strives".
2. **The Holy Qur'an also teaches Muslims not to acquire money by collecting interest on loan given to their fellow humans.** Qur'an 2:274 teaches that those who spend their money or wealth secretly will find their reward with the Lord and they shall not fear or grief.
3. **Gambling (Qur'an 5:90-91):** The Holy Qur'an teaches Muslims not to acquire wealth or money through gambling. Qur'an 5:90 states "Believers! Intoxicants, games of chance, idolatrous sacrifices at altars, and divining arrows are all abomination, the handiwork of Satan. So turn wholly away from it that you may attain to true success.

(C) Indigenous African Religion:

1. **Hard work:** Traditional believers are taught to acquire money through hard work.
2. **Prudence:** Money should be acquired through acceptable ways and must be spent wisely all the time. An Akan proverb states "One cannot be feasting and at the same time become rich". This means a person cannot spend his or her money unnecessarily or on trivial things and expect to be rich. Therefore, traditionalists are taught to spend money wisely all the time.
3. **Traditional believers are taught to acquire money through good stewardship:** It is stated that "If one takes good care of another's possession, he also gets possession". It is assumed that if a person takes good care of other people's wealth and properties, he or she also becomes rich.
4. **Creativity brings wealth:** An individual becomes rich when he or she is creative to do things that solve the problems of humanity. It is also said that "poverty causes one to think creatively".
5. **Traditionalists are taught not to acquire money dishonestly:** For example, through robbery and the exploitation of the poor and the weak in society.

Class Activity 2: *Learner's Book, Page 113*

Guide learners to undertake the class activity as specified in the Learner's Book. Note that learners may give different reasons why they wish to acquire money through honest means. Learners may give reasons such as: 1. to live a flawless life in society, 2. it is criminal to acquire money through dishonest means. Create a serene class environment for the learners to listen to the various reasons

giving by others. Accept valid and good reasons and explain why some of the reasons cannot be accepted and correct those learners.

Have learners read and discuss into details the text on pages 112-115 for further deliberations.

Critical Thinking: *Learner's Book, Page 115*

Pose the question to the whole class. Allow learners few minutes to think about the question and answer. This is to help learners to assign solutions to everyday problems in life. In answering this question, learners may assign different reasons such as through: hard work, good stewardship etc.

Task/Home Activity: *Learner's Book, Page 115*

1. Have learners undertake the task as specified in the Learner's Book.

Project: *Learner's Book, Page 115*

Discuss the demand of the project with learners and let them undertake the project. Note that learners have varied abilities and they can all not draw the same way. Mark the drawings and anonymously discuss some of them with the whole class.

Reasons for Acquiring Money Honestly

It is good for people to acquire money honestly for the following reasons:

1. **It is wrong to acquire money dishonestly:** People who acquire money through dishonest means for examples; cheating others, stealing, armed robbery, cyber fraud (*sakawa*) are often arrested and punished according to the laws of the state.
2. **It is not good for a person to take something which does not belong to him or her:** Taking something, which does not belong to you without the permission of the owner is stealing.
3. **Dishonest acquisition of money brings chaos to society:** Individuals who aim to acquire money dishonestly bring misunderstanding and confusion to society. For example, people who engage in bribery and corruption, stealing and embezzlement of public funds.
4. Dishonest acquisition of money such as refusal to pay the social security of employees depriving them of income when they retire from active service.
5. It is against the laws of Ghana to acquire money through corrupt practices such as gambling, armed robbery, fraud, extortion, embezzlement and stealing.

Group Activity: *Learner's Book, Page 116*

Through think-pair and share, let learners narrate in class reasons people keep part of their earnings. This activity is specifically designed to help learners discuss the concept of saving money for future use.

Guide learners to form groups in class and do discussion on the concept of saving money for future use. Let the leaders of each group do a presentation for further deliberations.

Reasons why individuals keep part of their money may include the following:

1. Saving part of our earnings or money helps individuals to acquire their needs and those of other people in life.
2. Saving money serves as a means of investment towards retirement or old age.
3. It serves as a security against future problems such as sicknesses and death.
4. It helps individuals to avoid unnecessary spending.
5. Saving money with bank is a proper and convenient way of keeping money safe from the activities of thieves.

Pose the question and call learners by name to answer.

Field Trip / Project: *Learner's Book, Page 117*

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

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 and have them summarise what they have learnt during the field trip or the visit by the resource person.

Activity 3: *Learner's Book, page 117*

This activity is designed to help learners discuss their mindset of the safety of keeping money at the bank for future use. Learners give different reasons.

Have learners understand that the bank takes responsibility of their money if thieves broke into the bank and stole money.

B 8.6.1.1.3: The Appropriate Ways of Using Money: *Learner's Book, Pages 117-119*

Use questions and answer method and discussions with learners to explain the appropriate ways of using money as below:

Money is meant to be used wisely. Some good ways of using money from the perspective of the three major religions in Ghana are as follows:

- (i) Helping the poor and the needy (1 Peter 4:10 and Deuteronomy 15:7-11). The Holy Bible teaches Christians to use money to help the poor and the needy in society. In 1 Peter 4:10, it is states “Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms”.
- (ii) Using money to provide for relatives (1 Timothy 5:8). Christians are taught to use their money to provide the needs for their relatives and household. In 1 Timothy 5:8, it states “Anyone who does not provide for their relatives, and especially for their own household, has denied the faith and is worse than an unbeliever.
- (iii) The Bible teaches Christians to use their money for charitable work such as building of schools, hospitals and markets.
- (iv) The Holy Qur’an teaches Muslims to spend their money on their parents and orphans (**Zakat and Sadaqa**). In the Holy Qur’an 2:215, it states “Whatsoever ye expend of wealth, let it be for the parents and kindred and orphans and the needy and the wayfarer and whatever good ye do, verily Allah is the knower thereof”.
- (v) Using money to take care of the family. The Holy Qur’an 17:23 teaches Muslims to provide all the needs for the members of their family.
- (vi) The three major religions in Ghana teach individuals not to earn money from unlawful sources such as armed robbery, fraud, corruption, embezzlement and ‘sakawa’.
- (vii) Oral tradition teaches that “The person who gives to the poor receives a reward from God”. Traditionalists are encouraged to give to the poor and the needy in society to receive the blessings of God.
- (viii) Oral tradition also teaches individuals to take good care of their families especially parents. It is said that “If someone takes care for you to teeth, you must also take care for the one to lose the teeth” and “the father is a shield for the family”.

Project Work: *Learner's Book, Page 119*

This is to help learners express their understanding on the concept of wise ways of using money. Task learners to write the essay, read and discuss some of the individual essays anonymously in class with learners. Mark the essays for learners.

Task: *Learner's Book 8, page 118*

Lead learners to discuss the things they will do to show that they use money appropriately. Ensure that every individual learner participates in the discussion.

Activity 4: *Learner's Book, Page 119*

Discuss the various activities with the entire class and then task them to do activities as specified in the Learner's Book 8, page 119.

B 8.6.1.1.4: The Benefits of the SSNIT Pension Scheme and People Who are Qualified to Benefit from it.

Learner's Book, Pages 119-122

Use questions and answers to discuss the establishment of the SSNIT Pension Scheme with learners. Ask them to share their knowledge on the essence of the SSNIT Pension Scheme. Have learners read and discuss the various themes under this indicator. With the help of videos or charts, discuss with learners some aged persons at the SSNIT offices to process their benefits.

Group Activity: *Learner's Book, Page 122*

Let learners form suitable groups and undertake the Group Activity as specified in the Learner's Book. Ensure that every learner participates in the Group Activity.

Help learners form three different groups in class and dramatize as indicated in the Learner's Book. Have the whole class discuss the different drama performed by the various groups.

Field Trip/ Resource Person: *Learner's Book, Page 122*

Give prior information and the modalities of the field trip to learners for them to prepare physically and psychologically. Have them understand and appreciate the need for the field trip or the invitation of a resource person to educate them on how the SSNIT Pension Scheme operates. Let the discussion be interactive to engage learners to express their views.

Project Work: *Learner's Book, Page 122*

Carefully explain the demand of the project to learners and task them to do it as specified in the Learner's Book 8, page 122.

Additional Information for the Teacher

Benefits Under the SSNIT Pension Scheme

There are four (4) types of benefits under the SSNIT Pension Scheme that members can enjoy:

- Superannuation Pension/ Old age Pension
- Invalidity Pension
- Survivor's Lump sum.
- Emigration benefit

Superannuation Pension/ Old Age Pension

To qualify for Old Age pension, the member must be at least 60 years and must have contributed a minimum of 180 months (15 years) under Act 766 and 240 months (20 years) under PNDCL 247. The member who is 55 years but below 60 years receives reduced pension whilst the 60-year-old receives full pension.

Old Age or Retirement Pension

Qualifying Conditions

Full Pension

To qualify for Full Pension,

- You must be at least 60 years and
- You must have made a minimum contribution of 180 months (15 years) under act 766 and 240 months (20 years) under PNDCL 247.

Basis For Calculation of Old Age Pension

- Age
- Average of Best 36 months / 3 years' Salary.
- Earned Pension Right – Rating for the number of months you have contributed to the Scheme.

A contributor can earn a “pension right” between 37.5% and 60% depending on the number of months contributed at the time of retirement. Example, the minimum contributions of 180 months gives a “pension right” of 37.5%. Every additional month over the 180 months attracts an additional percentage of 0.09375% or 1.125% for

One (1) year respectively.

To Calculate a Person's Pension Benefits

Multiply his or her best 36 months (3 years) average salary by the "pension right".

EARNED PENSION RIGHT UNDER THE NATIONAL PENSION ACT, 2008 ACT 766

The Pension Right is 2.5% for each year of contribution for the first 15 years and 1.125% for every additional year up to a maximum of 60.0%.

Years of Contribution	15	16	17	18	19	20	21	22	23	24	25
Pension Right (%)	37.50	38.63	39.75	40.88	42.00	43.13	44.25	45.38	46.50	47.63	48.75

Years of Contribution	26	27	28	29	30	31	32	33	34	35	36 & above a
Pension Right (%)	49.88	51.00	52.13	53.25	54.38	55.50	56.63	57.75	58.88	60.00	60.00

Reduced Pension and Early Retirement

To qualify for Reduced Pension,

- You must be 55 years and above but below 60 years of age; and
- You must have made a minimum contribution of 180 months (15 years) under act 766 and 240 months (20 years) under PNDCL 247.

Early Retirement – Age Reduction

For early retirement reduction with factor from 55 years and below 60 years, the pension is computed as follows:

AGE (Years)	55	56	57	58	59
% of Full Pension	60%	67.5%	75%	82.5%	90%

Refund of Contribution

In the event that a contributor do not qualify for Old Age Pension when he or she retires either compulsorily or voluntarily; the contributions will be refunded to him or her with interest.

Qualifying Conditions

- You must be between 55 and 60 years.
- Where you have not made the minimum aggregate contribution period of 180 months, you will be entitled to a lump sum payment of your total contributions with interest.

How to Apply

- Contact the nearest SSNIT Branch with your Smart Card or Biometric Card, letter of retirement from your employer—not mandatory.
- The SSNIT Branch will then provide you with a Pension Application Form for completion.
- Submit your completed Form to the SSNIT Branch.
- Provide an active bank account number that bears your name—evidence of bank account details.
- SSNIT will advise you to collect your monthly pension at your bank

Pensioners after attaining the age of 72 years for those under PNDCL 247 and 75 years for those under Act 766 would be required to go through the identification process yearly.

In this unit, you have learnt that:

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, page 124.

(What you have to do)

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

Answers to Section A questions

1. (D) money
2. (B) Nira
3. (C) Money is used to make others suffer
4. (A) Acquiring money through gambling
5. (B) Gambling
6. (B) As a way of getting ready to bribe people
7. (A) Using money for a game of chance (gambling)
8. (D) Using money to exploit others
9. (B) Social Security and National Insurance Trust
10. (D) to provide income for non-contributors
11. (A) A worker who wishes to receive his or her contribution at the age of forty

12. (B) an employer
13. (D) Employee
14. (B) To register SSNIT employees only
15. (C) 13.0%

Section B.

Learners are expected to revise the text under this indicator and then answer all the questions under section B. Refer to Learner's Book pages 110- 124 for some expected answers to questions 1 to 6.

Section C

1. Learners may summarise the reasons why a worker has to contribute to the SSNIT Pension Scheme as follows:
 - a. The SSNIT Pension Scheme provides pension benefits to ensure retirement income security for workers.
 - b. It ensures that every worker receives retirement benefit as and when due.
 - c. It establishes a uniform set of rules and standards for the administration, payment of retirement and related benefits for workers.
2. The following are some of the habits we can develop as individuals to save money for future use:
 1. Get a place to safely save your money for future use. That is, you can keep your money in a "susu" box and keep it out of sight of others.
 2. An individual can also join "susu" groups or companies and save money with them for future use.
 3. You can also save money by opening 'Savings Account' at the bank and save money in it for future purposes.
 4. You can also save money through the acquisition and storing of goods and commodities equivalent to money.
 - As a student, decide on an amount of money you can save either daily or weekly from the money given to you by your parents to use at school.
 - At the end of the term, use the proceeds from your savings to open a savings account at the bank with the help of your savings.
 - Do the savings every term.

Answers to Revision Exercise A Questions

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

REVISION EXERCISE B

Refer to Learner's Book 8, Pages 110-124 for some expected answers to Revision Exercise B. Learners are expected to revise the text under the indicator and then provide answers to all the questions.

Diagnostic Assessment Test

The Diagnostic Assessment Test is intended to help the teacher reflect on various learning and teaching methods and strategies employed in impacting 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?

1. 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

Content Standard:

Learners should explain the need to avoid bribery and corruption.

Performance Indicators:

The learner will:

1. explain the terms “bribery” and “corruption”.
2. identify the causes and effects of bribery and corruption.

Keywords : *Learner's Book, Basic 8, Page 128*

phenomenon, reward, facilitating, transaction, amass, illegal, wealth, illegitimate, authority, cooperation, dishonest, excessive

Follow the steps for teaching keywords and guide learners to use their dictionaries and Internet to find the contextual meanings of the keywords.

Differences Between Bribery and Corruption: *Learner's Book, Pages 128-129*

Have learners read and discuss the text on pages 128 and 129

Guide learners to discuss the forms of corruption as:

- Bribery:** Is the act of offering or receiving any item of value (especially money) in order to gain unfair advantage for personal gain.
- Abuse of power:** This is the misuse of position of power or authority to take unjust advantage of individuals and organisations. In other words, it is the wrongful use of a position of authority to promote one's own financial or other self-interest. Examples include: bullying or harassing junior colleagues in school or at the work place, engaging individuals in lower levels or ranks to do personal errands or favours.
- Extortion:** This is the act of obtaining something especially of monetary value through force or threats.
- Fraud:** It is a crime of using dishonest methods to take something valuable from other people for personal gain.

- v. **Deception:** This is the act of deceiving or engaging in falsehood for personal gain.
- vi. **Collusion:** The acts of secret or unlawful cooperation in order to deceive others.
- vii. **Cartels:** This is also known as **syndicate**. It is explained as an arrangement between individuals in an illegal way with the intention of their benefits. An example of this is a group of producers (manufacturers) who have come together to control production and fix prices that will benefit them.
- viii. **Embezzlement:** The act of engaging in theft. It is the misappropriation of funds placed in one's care.
- ix. **Money laundering:** This includes the covering of the origins of illegally obtained money, typically by means of transfers involving foreign banks or lawful businesses.

The main difference between bribery and corruption is that bribery involves dishonestly convincing someone to act in favour of the other person by giving him or her a gift (typically money) while corruption refers to the illegal behaviour in general, especially by people in authority.

It must also be noted that bribery is a form of corruption, but corruption also includes many dishonest practices such as: embezzlement, fraud, collusion, cartels, money laundering and abuse of power.

Some Acts that are Considered as Bribery and Corruption: *Learner's Book, Pages 129 and 130*

Lead learners to read and discuss in detail why the following acts are considered to be bribery and corruption:

1. Refusal to pay social security contributions of workers to SSNIT
2. Refusal to pay taxes to the state
3. Giving or receiving money before performing assigned function.
4. Employing somebody who is not qualified to perform a role
5. Connivance between the employer and the employee to pay less or not to pay social security contributions to the state.

Task/Home Activity: *Learner's Book, page 130*

Task learners to discuss other examples of acts of bribery and corruption in society.

Let learners do class presentation on what they have discussed with their parents at home during the next lesson.

B9.6.1.1.2: The Causes and Effects of Bribery and Corruption:

Learner's Book, page 130

Group Activity: *Learner's Book 8, page 130*

The aim of this Group Activity is to help learners brainstorm and identify the causes of bribery and corruption in society.

Have learners form groups in class.

In their various groups, guide them brainstorm and identify the causes of bribery and corruption in society.

Let each group do a presentation on what they have discussed in their groups.

Lead learners to discuss the causes of bribery and corruption in society as follows:

1. **Get-rich-quick attitude by some individuals:** The plan and wish by some individuals to make a lot of money or to amass wealth in a short time is one major cause of bribery and corruption in society. This attitude is bad.
2. **High dependency ratio:** This situation is where individuals who are actively employed face a greater burden to support and provide for their immediate family members. This sometimes drives some individuals to engage in bribery and corruption of all forms in order to meet the demands of their dependents.
3. **Low wages and salaries:** Wages and salaries are the payments for work agreed between a worker and his or her employer. Some individuals receive very low wages and salaries making it very difficult for them to meet their basic needs. This situation drives some of these individuals to engage in bribery and corruption in society. This is unacceptable, these individuals must rather engage their employers for wage and salary increase and must also work hard in their places of work.
4. **Greed of money:** This is the excessive desire to get large amounts of money for personal use. Some individuals have the desire to accumulate (get) more and more money for use and this lead to bribery and corruption practices. This is a negative desire and must not be practiced.
5. **Inadequate supervision at the work place:** The supervision of workers in some organisations are weak and inadequate. This allows some workers to engage in bribery and corruption activities for their personal gain.
6. **Low press freedom:** The right to report news or circulate opinions on individuals and

organisations that engage in activities of bribery and corruption is very low. This encourages others to engage in bribery and corruption activities in society.

7. **Higher levels of bureaucracy:** These are the complex structure of administration in some organisations. Due to the complex procedure of administration some individuals engage in activities of bribery and corruption in discharging their assigned functions.

The Effects of Bribery and Corruption

Group Activity: *Learner's Book 8, page 132*

Guide learners to do the following:

1. Think-pair and share the effects of bribery and corruption on the state.
2. State and briefly explain to your friends two reasons why they will not engage in bribery and corruption.

Let learners read and discuss the text on page 132 in Learner's Book

Activity 5: *Learner's Book 8, Page 133*

Ask learners to recollect some bribery and corruption cases they have read or heard in the country. Learners may recollect and state different bribery and corruption cases they have heard or read in the country. Discuss all the cases raised by learners with the whole class.

Have learners state and discuss some negative effects of bribery and corruption.

Learners may state and discuss negative effects of bribery and corruption as:

1. Low productivity in the country
2. Misuse of state resources
3. Tarnishes ones reputation
4. Retards national development

Project Work: *Learner's Book 8, Page 134*

Have learners form groups in class and in their various groups, task them to research into the consequences of bribery and corruption from the Internet or newspapers. Discuss learners' findings with the whole class during the next lesson.

Activity

This Activity is to help learners demonstrate how individuals can avoid bribery and corruption at the workplace.

Have learners form groups in class and demonstrate some scenarios of individuals avoiding bribery and corruption at the workplace.

Discuss the different demonstrations by learners with the whole class and ask them to state some moral lessons they have learnt from the group demonstrations. Learners may state different moral lessons such as: A good name is better than riches, Love your neighbors as yourself, individuals should be content with what they have earned etc. Discuss these moral lessons with learners thoroughly.

In this unit, you have learnt that: *Learner's Book Basic 8, Pages 136-139*

These are the summary of all the indicators discussed under strand 6, sub- strand 2.

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

Answers to Exercises:

Learner's Book 8, Page 136

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.

Answers to Section A questions

1. B. bribery
2. A. rightful way of wealth acquisition
3. B. bribery
4. C. bribery and corruption
5. B. low dependency ratio
6. C. high level of productivity
7. A. deception
8. B. it helps to get rich quick
9. D. collusion
10. B. fraud

Section B

Task learners to revise the text under this indicator and then answer all the questions. Refer to pages 128-136 of Learner's Book 8 for some expected answers.

Answers to Revision Exercise A Questions

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

10. True

12. False

14. False

11. True

13. True

15. True

Revision Exercise B

Refer to pages 128-136 of Learner's Book for some expected answers to revision exercise B.

Project: *Learner's Book, page 134*

Task learners to create a poster individually showing people avoiding bribery and corruption.

Discuss the different posters submitted by learners in class.

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 impacting 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 order to achieve a positive result. Use simple language and pay attention to individual learners and help solve their peculiar problems.

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

GLOSSARY

account – an arrangement with a bank to hold money and keep records of transactions

aliens – a foreigner, especially one who is not a naturalised citizen of the country where he or she is living in

amass – to collect or gather together something

authority – the power to give orders

authority- the power to give orders

chaos – a state of complete disorder and confusion

cheque – a document that orders a bank to pay a specific amount of money from a person's

co-existence– the state or fact of living or existing at the same time or in the same place

commandments – a rule to be observed as strictly as one of the ten commandment

commodities – is any useful or valuable thing, especially something that is bought and sold

consciousness – a person`s awareness of something

consequences – a result of an action

contentment – the state of being happy or satisfied

contingencies – a provision for a possible events or circumstance

cooperation – the action or process of working together to the same end

creation – the action or process of bringing something into existence

credit card – a small plastic card issued by a bank allowing the holder to purchase goods and services on credit

decatalogue – the ten commandments

dishonest – behaving in an untrustworthy way

divinities – the state of being a god

emulate – to copy someone's behaviour

emulation - try imitating or copying someone

entity – is something that exists by itself

exalted – being elevated in rank, power or character

excessive – having more than is necessary

existence – is the state of being alive or being real

exploitation – the action of making use of and benefiting from resources

facilitating – to help cause something or to make something easier

feasting – to eat a lot of good food and enjoy it very much

gnats – a small two-winged fly that resembles a mosquito or a person regarded as tiny

guardian – a person who has the legal right and responsibility of taking care of someone

harmony – is the sound of things that go together well

heroes – a person who is admired for their courage, outstanding achievement or noble qualities.

heroines – a woman admired for her courage, outstanding achievement or noble qualities

illegal – something that is forbidden by law.

illegitimate – something that isn't authorized by the law; not in accordance with accepted standards or rules

industrious – regularly working hard

invaded – forcefully enter a place

invoke – calling on a deity in prayer

legal tender – coins or banknotes that must be accepted if offered in payment of a debt

lineage – is the series of families from which they are directly descended

lure – something that tempts or is used to tempt a person or animal to do something

mission – an assignment given to a person or a group of people

moral lessons – the lessons to be obtained from an event

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

multitudes – the state of being many

obedience – willingly doing what you've been told to do by someone in authority

obligation – something that you must do because of a law, rule or promise

opinion leaders – a person whose opinions about something such as a product or issue have a big influence on the opinions of others

persecuted – to treat someone unfairly or cruelly because of their race, religion, etc

phenomenon – something that is observed to happen or exist

prudence – the act of being careful

reward – give something to someone in recognition of their services

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

role-model – a person looked to by others as an example to be imitated

sabbath – a day of the week that is regularly observed as a day of rest

sojourner – a temporary stay

successor – someone or something that follows and takes the job, place, or position that was held by another.

torrents – a strong and fast-moving stream of water

transaction – an instance of buying or selling something

utmost – the greatest or most extreme extent or amount

wealth – an abundance of valuable possessions or money

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