

RELIGIOUS AND MORAL EDUCATION

TEACHER'S GUIDE

for basic

9

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PREFACE

The Religious and Moral Education for JHS1 (Basic 7) – JHS3 (Basic 9), the Common Core Programme (CCP) have been carefully written and designed in conformity with the current approved Curriculum of the National Council for Curriculum and Assessment (NaCCA) Of Ghana Education Service for Basic 7- Basic 9 (September, 2020).

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

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

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

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

INTRODUCTION

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

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

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

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

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

TEACHING PHILOSOPHY

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

When learners are fully involved in varied activities in the teaching and learning processes, they tend to develop keen interest through the various activities they perform and subsequently contribute actively to the success of lessons.

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

LEARNING PHILOSOPHY

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

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

Through these activities, learners store facts in their memory and are able to put into practice when they take active part in lessons that involve practical activities. Therefore, the role of the teacher is to carefully guide and direct learners to discover concepts using the appropriate content knowledge and strategies in the teaching and learning process.

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

GENERAL AIMS

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

The Standard Based Curriculum for teaching and learning Religious and Moral Education is aimed at training and developing individuals who are literate, good problem solvers, have both the competence and confidence to actively participate in the Ghanaian society as responsible local and global citizens.

SPECIFIC AIMS

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

- develop an awareness of their Creator and the purpose of their existence in the world.
- develop the spirit of team work, leadership, communication and collaboration, creativity and imagination and integration in nation building.
- develop an understanding and tolerance of other people's faith and cultures.
- draw the difference between acceptable and unacceptable behaviours so as to make the right decisions in all situations thereby becoming useful and responsible citizens.
- acquire the socio-cultural values in the three major religions in Ghana.
- That is, Christianity, Islam and African Traditional Religions which will in the long run help learners to cope with the different moral choices they have to make in life.
- develop the ability to respond to religious beliefs and practices in an informed, rational and responsible way.

INSTRUCTIONAL MEDIUM /GUIDELINES

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

- help learners to make sense of problems and persevere in solving them, including using higher order reasoning and problem –solving skills.
- provide opportunities for learners to realise that it is necessary to be precise using facts when sharing ideas with people.
- encourage learners to present their own ideas in ways that make sense to others and critique each other’s reasoning.
- support learners to use appropriate technologies to solve problems inherent in their culture and the larger society.
- get learners to think critically about problems and suggest solutions in solving them.

COMPONENTS OF THE TEACHER’S GUIDE

The Teacher’s Guide for teaching and learning Religious and Moral Education of the Basic 7 (J.H. S. 1) to Basic 9 (J.H.S. 3) includes the **Strands, Sub-Strands, Content - Standards, Indicators** and **Exemplars**.

- The **Strands** are the broad areas of the Religious and Moral Education content to be studied.
- **Sub-Strands** are the topics within each strand.
- **Content standards** are the pre-determined level of knowledge, skills or attitudes that a learner attains by a set stage of education.
- **Indicators** are the clear outcomes or 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 Chapter is made up of:

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

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

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

- Always create room for learners to see, feel, touch and observe things for themselves.
- Arrange special visits to resource persons and historical sites in the community. This is because when children see things in their concrete state, they are able to recall and remember, and when they do, they understand.
- Create the opportunity and the needed environment for learners to think creatively and be effective problem solvers.

Teaching Learning Resources (TLRs)

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

Class Discussions, Projects /Group Works and Debates: These activities are designed to give opportunities to each learner to actively participate in the teaching and learning processes. They also help to develop skills and competencies such as; leadership, communication, personal development, collaboration and critical thinking.

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

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

Diagnostic Assessment Questions and Expected Answers:

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

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

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

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

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

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

Instructional Guidelines

This is expected to:

- aid learners to make sense of problems and persevere in solving them, including using higher order reasoning and problem-solving skills.

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- get learners think critically about tasks and their solutions by asking questions and challenging each other's views until a consensus is reached.
 - encourage learners to present their own ideas in ways that make sense to others and critique each other's reasoning.
 - enable learners to work together to represent real life situations and in multiple ways
 - (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 key words to learners (teaching). Face the whole class for learners to listen and watch your lips so they can also pronounce the words correctly.
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 Chapter and Unit/Sub-strand in this Guide, requires the use of teaching learning resources. These

materials range from real objects, pictures, videos, sketches and wall – hangs. Some of these items cannot be easily procured by many schools. In such circumstance these items can be improvised by the use of *available local materials*.

How to use the Learner’s Book

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

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

Conclusion

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

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

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CHAPTER 1: GOD, HIS CREATION AND ATTRIBUTES

Unit/Sub-strand 1: The Purpose and Usefulness of God's Creation.

Learner's Book, pages 2 - 18

Content Standard: Learners should be able to describe and explain the purpose and usefulness of God's creation.

Performance Indicators

The learner will:

1. identify the purpose and usefulness of God's creation.
2. explain how the complex nature of things created by God reveal His nature.

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 identify the purpose and usefulness of God's creation and explain how the complex nature of things created by God reveal His nature, 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 are able to imagine and see things in a different way.

Planning to Teach Chapter 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 in order to ensure effective teaching and learning. Chapter 1 should be taught as indicated in this Teacher's Guide. Prepare by researching into the following indicators:

1. The purpose and usefulness of God's creation

2. How the complex nature of things created by God reveal His nature.

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: group works, searching the Internet for information, brainstorming, questions and answers, demonstrations and discussions.

Use simple language as well as different examples given in Learner's Book 9 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 discussing the indicators with learners. Lead learners to discuss the purpose and usefulness of God's creation and how the complex nature of things created by God reveal His nature into detail.

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 for Basic Schools.

Teaching and Learning Resources (TLRs):

Religious and Moral Education (R.M.E) for Basic 9, R.M.E. Curriculum for Basic 7-9, September, 2020 Pages 54 and 55, charts/pictures/ video clips showing some of the things created by God.

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 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:
3. Encourage learners to give various accounts on the creation of man and woman.

Introduction:

In Basic 8, learners were taken through the Creation Stories in the three major religions in Ghana. You also discussed the various things God created with learners. In this lesson, learners shall be taken through the purpose and usefulness of God's creation.

Keywords: Learner's Book, Basic 9, Page 2.

nature, procreate, creatures, fur, marine, irrigation, tourist, industrial, domestic

Discuss the meaning and pronunciation of each word with learners:

Ask learners to use the Internet or their dictionaries to find the meaning of the keywords.

Lead learners to read the text in Learner's Book 9 pages 2 - 5.

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

B 9.1.1.1.1: The Purpose and Usefulness of God's Creation. *Learner's Book 9, Page 8*

Activity 1: *Learner's Book for Basic 9, Page 7*

The purpose of this activity is to help learners recollect the creation stories in the three major religions.

Guide learners to:

Think- pair share and discuss in detail the following in class:

- a. Recollect from the creation stories what God (Allah) created each day.
- b. Recollect the lessons they have learnt from the creation stories.

Ask individual learners to summarise the creation stories to the whole class.

Let them state and briefly explain in class the lessons they have learnt from the creation stories.

Let learners work in groups and give the accounts of the creation story. During the 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:

Critical Thinking: *Learner's Book 9, page 8.*

Pose the critical thinking question in class and assist learners to discuss why they think God created man in His image.

Christianity

The Christians Creation Story is found in the Holy Bible. This account can be found in **Genesis Strands 1 and 2**. 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 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. God created humankind in His own image. He gave a command and different creatures appeared on the land. God said, “Let the land produce living creatures according to their kinds: livestock, creatures that move along the ground and wild animal, each according to its kind.

Then God said, “Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground”.

Day VII: Genesis 2:1-2

On the Seventh day, God did not create anything. 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. God blessed the seventh day and made it holy.

The Moral Lessons From the Christian Creation Story

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 with respect.
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. Thus, humankind should also learn to rest after a period of hard work.

ISLAM

(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).

So human beings, 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 is called Hawa (Eve).

Moral Lessons from the Islamic Creation Story: *Learner's Book, Pages 4-6*

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. Human beings should also do well to plan 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, Page 6*

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. We shall consider creation among Akans in this guide.

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 slayfather. 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 (assaise), 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.

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 orderly 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 6 and 7.









Critical Thinking:

Pose the critical question to learners in class and allow them some time think about it and then answer the question. Learners may give varied reasons why they think the other creations of God are useful to humans.

Discuss with learners that God created different things in the world. Everything God created is useful and serves a purpose on earth. This means that the different things created by God depend on each other for survival. That is, each creature helps the other to survive and are also useful in the physical environment.

The following are some of the things created by God and their usefulness to humans:

1. Animals:

			
<i>goat</i>	<i>sheep</i>	<i>dog</i>	<i>cow</i>
			
<i>fowl</i>	<i>cat</i>	<i>fish</i>	<i>birds</i>

- (a) Animals serve as source of food for humankind. The meat from some animals are used to prepare different kinds of meals for human consumption.

- (b) Some animals provide manure for farming purposes. Example the droppings of cattle, sheep, goat are used as manure for crops.
 - (c) Animals are also used for security purposes to protect lives and property. For example, some dogs serve as guards for households.
 - (d) Some individuals use animals such as dogs, cats, monkeys and parrots as pets or companions.
 - (e) The skin and fur of some animals such as cow, sheep and goat are used to produce wool for clothing and leather for producing belts, shoes, bags and purse or wallet.
 - (f) Some animals such as donkeys, bulls and horses are used as means of work and transport.
 - (g) Animals such as horses and dogs are used for sports and games.
2. **Plants:** Plants play very important role in the lives of both humans.
- i. Many plants and fruits from the environment provide food for human beings and animals. For instance, fruits such as (mango, orange, banana, apple and pawpaw), vegetables such as (cabbage, lettuce, carrot and garden eggs) and tubers such as (yam, sweet potato, cassava and cocoyam) all provide different kinds of food for animals.
 - ii. Some plants also provide shade and shelter for humans. Wood from plants is used to build houses. Some plants and trees in the environment serve as habitat for humans and animals.
 - iii. Some plants and trees serve as source of medicine for humankind. The roots, barks, leaves and seeds of some plants in the environment are used as medicine.
 - iv. Plants and trees in the environment serve as windbreaks to reduce the negative effects of rainstorm and strong winds.
 - v. Plants also serve as a source of furniture for humans. Wood from some plants such as ‘mahogany, wawa and sapele’ are used to make different kinds of furniture for human use.
 - vi. Some plants are also used to beautify our homes, schools and other social places.
 - vii. Plants such as the cotton plants are used to make fabrics and thread for preparing clothes for human use.
3. **Water bodies:** The rivers, the sea, lagoons, streams and lakes in the environment provide many resources for humans.
- (a) Food: water is used to prepare foods such as juices, milk, tea, coffee, soup and other cooked or boiled foods.
 - (b) Water bodies serve as means of transportation for people. Pontoons, ships, boats and

canoes are used to convey people and goods from one place to another.

- (c) Water bodies provide water for domestic purposes. This includes washing of clothes, drinking and cooking.
- (d) Water used for industrial purposes such as cooling of machines in factories and manufacturing of different products.
- (e) Water bodies such as Akosombo dam in Eastern region of Ghana serve as a source of energy to generate electricity for both domestic and industrial use.
- (f) They are sources of water for irrigating our farmlands, to increase agricultural yields.
- (g) Water bodies also serve as sources of minerals such as alluvial gold for human use.
- (h) Water bodies serve as places of tourism in the environment.

4. **Heavenly bodies:** These are natural objects that are visible in the sky. Examples include: sunlight, the moon and the stars, time and seasons.



Look at the pictures carefully and describe each of them in class.

- a. The Sunlight
 - The sunlight provides us energy and also supports plant growth.
 - It gives daylight and enables humans to see things in their daily activities.
 - The sunlight also provides solar energy for domestic and industrial uses.
 - It helps us to determine the time.
- b. The Moon and the stars.
 - The moon and the stars provide light at night for humankind.
 - They help us to locate places in the environment.
 - The locations of the moon and the stars in the year helps us to determine months, years and seasons.

Every creation of God is for a purpose. God created different things on earth to give humankind and other creatures comfort and means of survival.

creation. Humankind was also created to procreate and fill the earth.

Activity 2: Learner’s Book, Page 11

Task learners to use any ICT tool and watch videos on different things created by God.

Let them summarise to their friends the things they watched in the videos.

Ask individual learners to state one thing that interest them most on God’s creation and also reasons for their answers.

Note that learners may give different answers on one thing that interest them most of God’s creations. As much as possible, allow learners to express themselves on God’s creations.

Internet source: (<https://www.youtube.com/watch?v=kx-JE2-9jw>)

Class Debate: Learner’s Book, Page 11

Help learners to form two groups in class and debate on the topic “The most important creation of God is water and heavenly bodies and not humankind.”

Ensure that every learner takes active part in the Debate. Award marks to the groups and then discuss the various points enumerated by the groups and give reasons for the marks awarded and declare the winner.

B9.1.1.1.2 How the Complex Nature of Things Created by God Reveal His Nature

Learner’s Book, Pages 12 and 13

Class Discussion: *Learner’s Book, Page 12*

Lead learners to brainstorm on how creation reveals God’s complex nature.

Learners may brainstorm and discuss the following into detail:

The Nature or creation of God reveals God’s complex nature to humankind. God reveals Himself through the physical world. This means He communicates His complex nature through His creation. How creation reveals God’s complex nature to humankind include the following:

Changes in Seasons.

There is design in nature as can be seen from changes in seasons and what can be done in each season. The beauty in nature such as heavenly and water bodies, different types of animals and plants around us. All these demonstrate God as master planner and designer.

i. The interdependence of things created by God.

All the things created by God depend on each other for survival. Humankind depends on environment for survival. Some plants and animals are sources of food for humankind. Plants and animals also depend on heavenly and water bodies for survival. These show the caring nature of God.

- ii. **God created all things in an orderly manner.** He created the world in six days and rested on the seventh day. He created specific things each day. These shows that God is time conscious and planner.
- iii. **the vastness of the earth or the universe.** The size of the universe gives the complex nature of God's creation.
 - (i) **Different things created by God.** Different creation in the environment reveals God's complex nature. He created humankind, the universe, plants and animals for different purposes and to complement each other on earth. These show that God provides and cares for everyone.
 - (ii) **No geographical and Language Barrier.** All people everywhere, have access to God. There are no geographical barriers to access God. Also, there is no language barrier. God listens to all people in different languages. All these show that God is accessible to all people.
 - (iii) God created many things on earth including humankind and the universe. These show that God is hard working.





Group Activity: *Learner's Book, Page 13*

1. The aim of this group work is to help learners appreciate the importance of the interdependence of the things created by God. It is also to assist learners improve on their team-spirit, critical – thinking and communication skills.
Task learners to do the group discussion and then the presentation.
Note that learners may give varied views on the purpose of creation.
Ensure that learners pay attention to the various views by their peers and help correct possible errors in learners' presentation.

Project Work: *Learner's Book 9, Page 13*

Discuss the project with learners and task them to draw a table indicating four things created by God and the purpose for creating each of them.

Learners may draw four things created by God and the purpose for creating them as:

God's Creation	Purpose
<p>1.</p> 	<p>1. To rule over the earth in perfect harmony.</p>
<p>2.</p> 	<p>2. Sunlight provides energy and support for plant growth. The moon or stars provide light at night for humankind.</p>
<p>3.</p> 	<p>3. Animals such as goat and sheep serve as sources of food for humankind.</p>
<p>4.</p> 	<p>4. Plants such as the mango tree provides food for humankind.</p>

ADDITIONAL INFORMATION FOR THE TEACHER

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)

God is spirit and cannot be seen or touched.

The three major religions in Ghana believed 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 Traditionalists believed that God is the creator who called out everything in the world into existence. 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 purpose and usefulness of God's creation can be understood in various ways, depending on one's beliefs and perspective. Here are a few key aspects to consider:

1. **Displaying God's Glory:** Many religious traditions believe that the purpose of creation is to showcase the greatness, beauty, and perfection of God. From the complex design of the smallest creatures to the vastness of the Universe, the natural world can serve as a testament to God's power and creativity.
2. **Providing for Human Needs:** The creation of the Earth and its resources, such as food, water, and shelter, is often seen as a means to meet human needs. From the abundance of fruits and vegetables to the diversity of ecosystems that support life, nature can sustain and nourish humanity.
3. **Sustaining Life's Balance:** The interconnectedness and interdependence of different species and ecosystems contribute to maintaining a delicate balance in the natural world. For example, plants

produce oxygen, animals pollinate plants, and decomposers recycle organic matter. This balance is crucial for the survival and well-being of all living creatures.

4. **Offering Opportunities for Growth and Learning:** The complexity and diversity of the natural world provide countless opportunities for humans to learn, explore, and grow. Studying nature can deepen our understanding of scientific principles, inspire creativity and innovation, and foster a sense of wonder and awe.
5. **Encouraging Stewardship and Responsibility:** Creation can also serve as a reminder of our responsibility to care for the Earth and its inhabitants. Recognising the value and interconnectedness of all life can inspire us to be good stewards of the environment, promoting sustainable practices and advocating for the well-being of all living beings.

In conclusion, the purpose and usefulness of God's creation encompass a wide range of aspects, from displaying God's glory to providing for human needs, sustaining ecological balance, offering opportunities for growth and learning, and encouraging stewardship. It is a multifaceted gift that calls us to appreciate, respect, and responsibly engage with the natural world.

The Creation of Man and Woman

Humankind was the last creation of God.

According to the 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)

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. According to the Holy Qur'an Adamu (Adam) was the first-person

Allah created out of dust and put life into him. He later created Hawa (Eve) as his partner (wife).

Traditional Religion`s Creation Story.

Traditionalists call God the Supreme-Being.

Every traditional ethnic group has names for God.

The Akan call Him “Nyame” or “Onyankopɔn”.

The Ga call Him “Nyɔɔmɔ”.

The Dagombas call God “Naawuni”.

The Ewes call Him “Mawu”.

Traditionalists believe that God created the world and humankind.

‘Oboadee’ created the sky, the land, the rivers, animals and also humankind.

In this Unit, you have learnt that: *Learner’s Book, Pages 13-15*

These are the summary of the indicators discussed under Chapter1, Unit/Sub-strand 1. In a form of revision, discuss the core-points with learners. Use the section to identify the problems of individual learners and employ the necessary strategies and methods to solve them.

Answers to Exercises: *Learner’s Book for Basic 9, Pages 15-18*

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 questions in Section A

1. B. a Supreme- Being
2. B. an orderly manner
3. C. all things
4. D. ‘Naaquni’
5. B. reveal God’s character and nature
6. B. serves a purpose on earth
7. C. rule over the earth
8. B. a Supreme- Being

9. A. command
10. C. complex nature to all humankind
11. D. God is a master planner and designer
12. B. survival
13. B. laws for humankind
14. C. God's command
15. B. words of mouth

Section B (What you are expected to do in this section)

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

Learners are expected to identify and explain four purposes and usefulness of God's creation. God created different things on earth to depend on each other for survival. Some of these creations and their usefulness are identified and explained below:

1. Humankind: God created humankind in His image to rule over the earth and procreate and multiply on earth.
2. Plants: Plants play very important roles in the lives of both humans and animals.
 - iii. Many plants from the environment provide food to humans and animals. For instance, fruits such as: mango, orange, banana, apple and pawpaw, vegetables such as cabbage, lettuce, carrot and garden eggs and tubers such as yam, sweet potato, cassava and cocoyam all provide different kinds of food for humans and animals.
 - iv. Some plants also provide shade and shelter for humans. Wood from plants is used to build houses. Some plants and trees in the environment serve as living places for humans and animals.
 - v. Some plants and trees serve as sources of medicine for humankind. The roots, barks, leaves and seeds of some plants in the environment are used as medicine for treating diseases.
 - vi. Plants and trees in the environment serve as windbreaks to reduce the negative effects of rainstorms and strong winds in the environment.
 - vii. Plants also serve as a source of furniture for humans. Wood from some trees such as mahogany, wawa and sapele are used to make different kinds of furniture for human use.
 - viii. Some plants are also used to beautify our homes, schools and other social places.
 - ix. Plants such as the cotton plants are used to produce fabrics and thread to manufacture clothes for human use.

2. Water bodies: The rivers, the sea, lagoons, streams and lakes in the environment provide many things for humans, animals and plants as follows:
 - i. Food: humans get water as food through liquid foods and beverages such as drinking water, juices, milk, tea, coffee, soup and soda.
 - ii. Some water bodies serve as living places for marine animals such as fish and other living creatures in the environment.
 - iii. Water bodies serve as means of transportation for people. Pontoons, ships, boats and canoes are used to convey people and goods from one place to another in our communities.
 - iv. Water bodies provide water for domestic purposes. This includes washing of clothes, drinking and cooking.
 - v. Water is used for industrial purposes such as cooling of machines in factories and manufacturing of different products.
 - vi. Water bodies such as Akosombo dam in Eastern region of Ghana serve as a source of energy to generate electricity for both domestic and industrial use.
 - vii. Water is used for irrigating our farmlands, for increased agricultural yield.
 - viii. Water bodies also serve as sources of minerals such as alluvial gold for human use.
 - ix. Water bodies serve as places of tourism in the environment. Individuals visit water bodies such as Rivers Pra, Densu, Congo, Nile and Niger. Tourists also visit water falls such as the Wli Water fall in the Oti Region of Ghana.

5. Heavenly bodies: These are natural objects that are visible in the sky. Examples include: sunlight, the moon and the stars.
 - i. Look at or observe the pictures carefully, identify and describe each of them.
 - ii. The Sunlight
 - iii. The sunlight provides us energy and also supports plant growth.
 - iv. It gives daylight and enables humans to see things in their daily activities.
 - v. The sunlight also provides solar energy for domestic and industrial uses.
 - vi. It helps us to determine the time.
 - vii. The Moon and the stars.
 - viii. The moon and the stars provide light at night for humankind.
 - ix. They help us to locate places in the environment.
 - x. The locations of the moon and the stars in the year help us to determine months, years and seasons.

Every creation of God is for a purpose. God created different things on earth to give humankind and other creatures comfort and means of survival.

God created the universe to reflect (show) His hard work.

Humankind was created by God to serve Him, worship Him, obey Him and rule over all other creations. Humankind was also created to procreate and fill the earth.

Refer to Learner's Book pages 8-11 for some expected answers.

Go round and supervise learners to prevent cheating, so they can provide independent answers to the questions. Organise remedial lessons to learners who do not master some of the indicators treated.

REVISION EXERCISES (A- C): *Learner's Book, Pages 17-18*

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

Answers to questions in Revision Exercise A

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

REVISION EXERCISE B & C

(What you are expected to do)

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

Revision Exercise B

1. Learners are expected show the similarities and differences between humankind and plants and also animals and water-bodies. Examples: Similarities between humankind and plants:

- Both categories are creations of God.
- Humankind and plants are living things.
- They grow and die.

Differences:

- Humankind is created to rule over all creations of God, plants are not created to rule over other creations of God.
- Humankind has the ability to reason and take decisions but plants do not reason and take decisions etc.

2. Learners should explain how:

- i. Changes in the seasons
- ii. The shining of the sun in the sky and
- iii. The vastness of the earth or the universe reveal the complex nature of God to humankind:

The creation of God reveals God's complex nature to humankind. God reveals Himself through the physical world. This means, He communicates His complex nature through His creation. How creation reveals God's complex nature to humankind include the following:

- (i) **Changes in Seasons.** There is design in nature that can be seen from changes in seasons and what can be done in each season. The beauty in nature such as seen in heavenly and water bodies, different types of animals and plants all demonstrate God as a master planner and designer.
- (ii) **The interdependence of things created by God.** All the things created by God depend on one another for survival. Humankind depends on the environment for survival. Some plants and animals are sources of food for humankind. Plants and animals also depend on heavenly and water bodies for survival. All of these show the caring nature of God.
- (iii) **God created all things in an orderly manner.** He created the world in six days and rested on the seventh day. He created specific things each day. This shows that God is time conscious.
- (iv) **The vastness of the earth or the universe.** The size of the universe gives the complex nature of God's creation.
- (v) **Different things created by God.** Different creations in the environment reveal God's complex nature. He created humankind, the universe, plants and animals for different purposes and to complement each other on earth. These show that God provides and cares for everyone.
- (vi) **No geographical and language barrier.** All people everywhere, have access to God. There are no geographical barriers to access God. Also, there is no language barrier. God listens to all people with different languages. All these show that God is accessible to all people.
- (vii) God created many things on earth including humankind and the universe. These show that God is hard working.

3. Learners are expected to write a brief essay on the topic.

They may give reasons why they think humankind is the most important Creation of God.

Exercise Revision C

1. Learners are expected to name and describe five things created by God.
They may name: humankind, animals, plants, heavenly bodies and water bodies. Learners are also expected to describe all these creations of God. Note that learners may describe these differently. Refer to pages 8-13 as a guide.
2. Ask learners to write an essay of about a page on the topic “Humankind, the universe, plants and animals are the most important creations of God” and submit their work in class during the next lesson. Mark and discuss learners’ essays in class.

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

Remedial Lessons / Activities

After assessing learners on the various indicators, identify those who have not mastered some of the indicators and organise remedial lessons for them. In doing this, vary your teaching strategies and methods in order to achieve a positive result. Make use of pictures and videos to discuss ‘The purpose and usefulness of God’s creation and how the complex nature of things created by God reveal His nature’. Use simple language and pay attention to individual learners and help solve their peculiar problems.

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

Content Standard: Learners should explain why it is important to care for the environment and how to do so.

Performance Indicators

The learner will:

1. describe the human activities that destroy the environment.
2. identify and describe how indigenous Ghanaian culture helps in taking care of the environment.
3. discuss reasons for taking care of the environment.

Keywords: *Learner's Book 9, Page 19*

indiscriminate, illegal, degradation, ecosystem, vegetation cover, erosion.

Ask learners to use the Internet or their dictionaries to find the meaning of the keywords.

Introduction:

In Strand 1, Sub-Strand 1, learners were taken through the purpose and usefulness of God's creations. In this Unit, learners should be assisted to identify some human activities that destroy the environment and also to explain why it is important to care for the environment and how to do so.

B9.1.2.1.1: Some Human Activities that Destroy the Environment.

Learner's Book 9, Pages 19-22

Discuss with learners that the environment comprises all the things that surround us. It includes the land, air, water, animals, human beings, and all the man-made materials. The environment also includes all the things in water bodies.

Activity 1: *Learner's Book 9, Page 19*

Lead a brief discussion on some human activities that destroy the environment.

Take learners on a nature walk in the immediate environment.

Ask them to carefully observe and note down some human activities that destroy the environment.

Learners may observe and mention human activities that destroy the environment as: illegal



A man cutting down a tree

sand winning, farming around water bodies, overhunting, water pollution, land degradation, illegal tree felling, bush burning/bush fire.

Task learners to use any available I.C.T tool and watch videos or pictures drawn on manila cards on some negative effects of human activities on the environment. From the nature walk and the videos or pictures learners have watched, ask them to identify some human activities that destroy the environment.

Learners may identify and name different human activities that destroy the environment. Have a thorough discussion with learners that; Illegal tree felling, illegal sand winning, bush burning, over grazing, over hunting, hunting when hunting is banned, water pollution, weeding and cutting down trees around water bodies, improper fishing methods and fishing at a time when fishes are laying eggs for hatching.

Critical Thinking: *Learner's Book 9, Page 20*

This question is to help learners think and offer practical solutions to things in their environment. Let learners enumerate the importance of caring for the environment

Debate: *Learner's Book 9, Page 22*

Let learners form groups in class and debate on the topic "The benefits of tree felling outweigh the negative effects."

Supervise to ensure that every learner takes active part in the Debate. Award marks to the groups and then discuss the various points enumerated by the groups and give reasons for the marks awarded and declare the winner.

B9.1.2.1.2: How Traditional Ghanaian Culture Helps in Taking Care of the Environment

Learner's Book, Pages 22-23

Task/Home Activity: Learner's Book, Page 23

Task learners to ask their parents or an elderly person in the community to help them identify areas in their locality regarded as sacred and give reasons why those areas are regarded as sacred. Let them give a brief report on their findings in class.

Discuss the different reports presented by learners with the whole class.

Lead learners to read and discuss the text on pages 22 and 23 of Learner's Book 9.

Critical Thinking: Learner's Book, Page 25

This question is to help learners exhibit their critical thinking and problem-solving skills. It is also to help learners show how they can preserve the natural environment.

Let the individual learners tell the class what they will do to preserve the environment.

B9 1.2.1.3: Reasons for Taking Care of the Environment *Learner's Book for Basic 9, Page 26*

Begin this lesson by asking learners to give reasons why the environment should be taken care of.

Learners may give different reasons some which may include:

1. to combat climate change
2. to protect the ecosystem
3. to improve soil fertility for farming
4. to ensure healthy living

Ways of Protecting the Environment: *Learner's Book for Basic 9, Page 27*

Discuss with learners that; 'The environment is the source of livelihood for all living creatures.

Protecting the environment becomes one of the most important concerns for many individuals.

People engage in different activities that destroy the environment and do not offer any effective solution to protect it. However, some people still think of nature and its essence to human survival and want to keep it in a healthy condition.

The following are some of the ways of protecting the environment:

1. **Reforestation:** This is the process of planting trees in existing forest land to replace a destroyed forest. The aim of reforestation is to plant more and more trees in an area that was once a forest. It enhances the fertility of the soil for food production.
2. **Proper disposal of waste:** Individuals and families should be educated to throw rubbish in dustbins and cover them. They should also separate waste into different containers. Thus, they should not put all rubbish together and should not put rubbish into gutters.
3. They should avoid burning rubbish since the smoke from burning rubbish pollutes the environment.
4. **Proper farming practices:** People must practice proper methods of farming. Farmers must be educated to plant legumes and tubers to protect the soil from direct sunlight and

erosion. They must also avoid using chemicals for farming because chemicals kill living organisms in the soil.

5. **Adopting legal methods of mining on the land:** Practicing proper methods of mining will help to maintain the land for farming rather than destroying the natural forests and water bodies.
6. **Adopting proper sand wining methods:** Using proper sand wining methods help to prevent soil erosion.
7. **Avoiding indiscriminate bush burning:** People must be educated to avoid bush burning to help protect the forest and also prevent air pollution in the environment.
8. **Organising regular clean-up exercises:** There should be regular clean-up exercises in communities to keep the environment clean and safe for healthy living.
9. **Re-use or recycling waste materials:** People should be educated to reuse or recycle their waste materials.

Why Traditional Ghanaians take Care of the Environment

Learner's Book for Basic 9, Page 28

Lead learners to assign reasons why Traditional Ghanaians take care of the environment.

Let learners read and discuss the text on page 28 of the Learner's Book.

Group Work: *Learner's Book for Basic 9, Page 29*

The group work is design to help learners improve on their communication skills, team work and critical thinking and problem-solving abilities.

In groups, let learners demonstrate how to apply lessons from traditional Ghanaian attitudes towards the environment.

Let them assign reasons why they think these moral lessons are important for preserving the environment.

Project Work: *Learner's Book for Basic 9, Page 29*

1. Task learners to do research in their community on the life of one person the community punished for a bad deed.
2. Learners should state the moral lessons learnt from the individual?
3. Let them give reasons for their answers.

Using the Learner's Book 9, pages 19-32, lead learners to read and discuss the text. 29 and 30

You Have Learnt That: *Learner's Book for Basic 9, Pages 29-30*

These are the summary of the indicators discussed under Chapter(Chapter1), Unit (Unit/Sub-strand 2). In a form of revision, discuss the core-points with learners. Use the section to identify the problems of individual learners and employ the necessary strategies and methods to solve them.

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

Ensure that learners 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 for Basic 9, Pages 30-32*

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 questions in Section A

1. D. planting of trees
2. B. global warming
3. B. the spirit world
4. C. the sun
5. B. To restructure the surface of the land
6. A. cutting down of trees around water bodies
7. C. nature
8. B. scientific knowledge

Section B

(What you are expected to do in this section)

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

Learners are expected to revise the text on pages 19-28 and answer all the questions under Section B.

1.a. Explain four human activities that destroy the natural environment.

- i. Illegal tree felling:** This refers to the act of cutting down trees for economic gains without permission. In other words, it is the excessive cutting down of trees beyond limits for economic gains. This is known as deforestation.
This practice leads to the removal of forest cover, thereby, exposing the land to direct sunshine, erosion and desertification.
- ii. Illegal sand winning:** This is the practice of winning sand in unauthorised places in the environment. The practice of indiscriminate sand winning results in land degradation, air pollution and destruction of the ecosystem.
- iii. Illegal mining (*galamsey*):** This is a mining activity that is undertaken without state permission.
It is the practice of digging the earth (the land) for mineral resources without state permission. Illegal mining especially in rivers and along river banks destroys water bodies and poisons fishes and other living organisms that live in water.
- iv. Farming on river banks:** Ploughing or weeding around water bodies exposes water bodies to direct sunshine leading to evaporation that causes rivers to dry up in the environment.
- v. Bush burning:** It is the removal of the natural vegetation cover that protects the soil surface through the use of fire. This practice exposes the land to the effect of wind and water erosion.
- vi. Overgrazing:** This is the practice where animals are allowed to feed on a piece of land for a long time and the land surface is destroyed. This activity makes the land bare and exposes it to direct sunshine and erosion.
- vii. Excessive hunting:** This is the practice of excessively hunting for animals to decrease the survival of these animals for food. The practice has decreased the population of animals in the forests.
- viii. Water pollution:** This occurs when harmful substances such as chemicals contaminate water bodies (like oceans, lakes, rivers and groundwater). The chemicals degrade the water quality and render the water bodies toxic to humans and aquatic life.

- ix. Land degradation:** It is the destruction of the earth's surfaces caused by man's misuse of land. This destroys living organisms in the soil and makes the soil infertile for food production. The release of pollutants such as industrial chemicals and pesticides into the soil can contaminate the land and affect its fertility.
- x. Air pollution:** This occurs when the air we breathe or the atmosphere is exposed to unhealthy air or gas. When pollutants get into the atmosphere, it can lead to acidic rain. Acidic water is harmful to living organisms. One practical example of air pollution is the release of smoke from vehicles. Buses, trucks, cars and motorcycles release smoke into the atmosphere resulting in air pollution.
- xi. Improper methods of fishing:** It occurs when fishermen use lights or nets with tiny holes to fish. These methods enable fishermen to catch all kinds of fish leading to depletion of fish stock in water bodies. **(Accept any 4 points)**

1. **b.** Answers to this question may vary.

2a. Global warming also known as Climate Change, is the process by which the planet heats up due to human activities such as cutting down of trees without replacing them and excessive air pollution.

2b. **Analyse three factors that contributes to climate change.**

- i. Famine:** This is an extreme scarcity of food due to land degradation and other human activities that render the land infertile for crop production.
- ii. Drought:** This is a continuous period of dry weather that results in water- related problems. Drought can be caused by bush burning and cutting down of trees.
- iii. Flood:** This is an overflow of water which covers stretches of dry land. It normally happens as a result of people building in water ways and dumping of refuse in gutters. Flooding is very destructive and sometimes leads to loss of lives and properties.
- iv. Poor rainfall patterns:** Due to climate change as a result of some human activities in the environment, the amount of rainfall, the type and timing of rain keep changing and these affect crop production.

3. **What four things will you suggest should be done to protect the environment.**

- i. Reforestation:** This is the process of planting trees on existing forest land to replace a destroyed forest. The aim of reforestation is to plant more and more trees in an area that was once a forest. It enhances the fertility of the soil for food production.
- ii. Proper disposal of waste:** Individuals and families should be educated to throw rubbish in dustbins and cover them. They should put different types of waste into different bins. This makes recycling of waste easier. People should also avoid burning rubbish since the smoke pollutes the environment.

- iii. Proper farming practices:** People must practise proper methods of farming. Farmers must be educated to plant legumes and tubers to protect the soil from direct sunlight and erosion. They must also avoid using chemicals for farming because chemicals kill living organisms in the soil.
- iv. Adopting legal methods of mining on the land:** Practicing proper methods of mining will help maintain the land for farming rather than destroying the natural forests and water bodies through illegal mining.
- v. Adopting proper sand wining methods:** Using proper sand wining methods help to prevent soil erosion.
- vi. Avoiding indiscriminate bush burning:** People must be educated to avoid bush burning to help protect the forest and also prevent air pollution in the environment.
- vii. Organising regular clean-up exercises:** There should be regular clean-up exercises in communities to keep the environment clean and safe for healthy living.
- viii. Re-use or recycling waste materials:** People should be educated to reuse or recycle their waste materials.

Go round and supervise learners to prevent cheating as they provide independent answers to the questions and organise remedial lessons to learners who do not master some of the indicators treated.

Section C

Task learners to answer the questions.

Water bodies include the rivers, the sea, lagoons, streams, and lakes in our environment while heavenly bodies include natural objects that are visible in the sky. Examples: sunlight, the moon and the stars.

Note: that learners may give other differences that may be correct..

REVISION EXERCISES (A and B): *Learner's Book, Page 32*

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

Answers to Revision Exercise A questions.

1. True

2. True

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

REVISION EXERCISE B

(What you are expected to do)

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

Refer to Learner's Book pages 19-28 for answers to revision exercise B questions.

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

DIAGNOSTIC ASSESSMENT TEST

The Diagnostic Assessment Test is intended to help you reflect on various learning and teaching methods and strategies employed in impacting knowledge. This is expected to put you 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

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

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

Content Standards:

Learners should understand the relevance of, and the need to participate in religious festivals.

Performance Indicators

The learner will:

1. state the meaning and types of festivals.
2. describe the activities in the celebration of some festivals in the three main religions in Ghana.
3. identify and explain the social, religious and moral relevance of festivals in the three main religions in Ghana.

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 and different cultures
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 Chapter 2:

In order to achieve successful lesson, planning is essential. 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 Chapter 2 as indicated in this Guide. Prepare adequately by researching into the following indicators:

1. The meaning and types of festivals
2. Activities that are performed in the celebration of festivals in the three major religions in Ghana
3. The relevance of celebrating festivals in Ghana

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

Methods And Strategies to be Used.

You are expected to test learners' background knowledge on each indicator or theme for learners to express their views on the themes. Use teaching methods such as: brainstorming, questions and answers, demonstration, discussion and simple language as well as different examples given in Learner's Book 9 to teach the various indicators or themes.

1. To a large extent use participatory method and ensure that lessons do not turn into delivering speech. 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 about Christian and Islamic festivals.

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.

Teaching and Learning Resources

The Holy Bible, the Holy Qur'an, pictures of people celebrating festivals and video from the Internet, RME Learner's Book 9.

Keywords: *Learner's Book, Page 34*

rituals, heroes, heroines, ascension, retreat, crucifixion, resurrection, inhabitant, commemorate, triumphant

Task learners to use their dictionaries or the Internet to find the meaning of the keywords.

Diagnostic Assessment Questions.

1. Briefly describe a festival you have ever witnessed in your locality.
2. State some activities that are performed during the celebration of festivals

Expected Answers to Diagnostic Assessment Questions.

1. Create the opportunity for individual learners to describe in class the celebration of a festival they have witnessed in their localities. Remember that learners have observed the celebration of different festivals in their various communities. Also, note that the activities for celebrating festivals 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 state some activities that are performed during festivals:
 - Visit to special places
 - Family re-union
 - Public worship
 - Settlement of disputes
 - Developmental projects

B9.2.1.1.1: The Meaning and Types of Festivals: Learner's Book, Pages 34-35**Introduction**

Learners have observed scenes of celebration of festivals and have also watched videos of celebration of festivals. In this Sub-Strand, learners should be taken through the meaning and types of religious festivals.



Guide learners through questions and answers to explain the meaning and types of festivals:

Festivals are special occasions that rituals are performed to honour and give thanks to God and other spirit forces (deities) for their past favours and make request for more blessings. They are occasions observed to remember past important events.

Lead learners to read and discuss thoroughly the various themes under this indicator. Encourage every learner to take active part in the discussion.

Critical Thinking: *Learner's Book, Page 35*

Task learners to think and then tell why festivals are celebrated.

Learners may give different account why they think festivals are celebrated. Discuss learners' comments with the whole class.

B9.2.1.1.2: The Activities that are performed in the celebration of Festivals in the Three main Religions in Ghana: Learner's Book, Pages 35-39

Begin the lesson by discussing with learners that different activities are performed during the celebration of festivals. Let them know that these activities are not the same but vary, depending on the ethnic group.

Proceed and lead learners to read and discuss the following:

The Main Activities

- **Family re-unions:** Some individuals and organisations use the occasion to organise parties where family and friends are invited to celebrate Christmas together. Other individuals and families travel far and near to join their extended families for the celebration.
- **Exchange of gifts and pleasantries:** During Christmas, some individuals, groups and organisations share gifts among themselves to demonstrate love of God to fellow humans. People also organise parties for the less privileged in society. Individuals and families exchange special greetings and well wishes.
- **Public Worship:** As part of the celebrations, Christians attend church services where leaders preach about the birth of Jesus Christ. During the occasion, Christians dress in their best clothes and attend special church services to praise and thank God for His protection and guidance throughout the year. People make merry and feast with families and friends on all festive occasions.
- **Visits to special places:** People especially children visit many important and interesting places. They also visit friends and relatives.
- **Settlement of disputes:** During the celebration, individuals and families come together and settle their differences.
- **Developmental Projects:** During this period, individuals and groups normally put-up projects to mark the celebration. These projects such as school buildings, community centres, market squares help in the development of communities.

Critical Thinking: *Learner's Book 9, Page 39*

Task learners to critically analyse the key features of celebrating Christmas and Easter. Learners may analyse the key features of celebrating Christmas and Easter depending on the different activities they engage in during these celebrations and what they observe others do.

Significance of Christian Festivals: *Learner's Book 9, Page 39*

Discuss the following with learners as the significance of celebrating Christian festivals:

1. Christian festivals help Christians to remember and commemorate some past events associated with the life of Jesus Christ.
2. Christian festivals are celebrated to thank God for His care and protection over the years.
3. They help to strengthen the faith of Christians in God.
4. They promote Christian traditions and beliefs.
5. Christian festivals serve as avenues to reconcile people who share the Christian faith and values.
6. They provide opportunities to meet, plan and raise funds for the development of church.

Islamic Festivals: *Learner's Book 9, Pages 39-41*

Lead learners to discuss Islamic festivals as religious rituals or ceremonies which are observed and performed by Muslims to portray the beliefs and practices of Islam.

Ask them to mention some Islamic festivals.

Learners may mention Eid-ul-Adha, Eid-ul-Fitr etc

Lead learners to read and discuss the text in Learner's Book Page 39

Traditional Festivals: *Learner's Book 9, Pages 41-52*

Discuss with learners that: Traditional festivals are religious rituals or ceremonies which are observed and performed by followers of the traditional religion to portray their beliefs and culture. In Ghana, there are different types of traditional festivals celebrated by the various ethnic groups. The festivals differ from community to community. The following are some of the festivals and people who celebrate them.

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

Assign learners to form groups in class and demonstrate the main activities that take place in a festival of their choice.

Let the various groups critically discuss the reasons for their choice of festival in class presentation. Assist learners to think-pair-share the general importance of celebrating festivals.

Critical Thinking: *Learner's Book, Page 52*

Ask learners to say the reasons why the people of their community celebrate a particular traditional festival?

Task/ Home Activity: *Learner's Book, Page 52*

Let learners use any ICT tool to research on the importance of celebrating festivals in Ghana. Let learners read and discuss the text in Learner's Book 9 Page 52.

You Have Learnt That: *Learner's Book, Page 57*

This section summarises the unit discussed with Learners. Use the salient points to revise the entire section with learners to ascertain their level of understanding.

ADDITIONAL INFORMATION

Human life in general is all about happiness. As human beings, social interaction with our fellow beings not only brings happiness but helps us grow our capacity to learn languages, familiarise ourselves with other cultures, inquire, think, play and work.

We are dependent on social heritage, which is a mixture of customs, traditions, moral values, attitudes, festivals, folklore, beliefs and ideals not only makes us who we are but binds us to pass it on from one generation to another.

Festivals have both social and economic benefits to societies. In the chaotic and stressful planet we live in happiness is overshadowed by negativity and insecurity and so the need for something that could bring positivity has been felt time and again. Thus, festivals that give us the opportunity to forget all our worries and celebrate the positive side of life, even if it is for a few days, came into existence.

Festivals act like stress relievers and help us balance our emotions in life. More positivity naturally lowers negativity. It also provides an opportunity to reduce friction and brings estranged friends and relatives together in a bond of love.

Festivals bring people together in our communities. They play a pivotal role in nation-building; bringing people from every religious, economic and social backgrounds together. It is understood that human beings do not invent or create something unless it is required. There is no written history to explain when festival celebrations started.

Agriculture, in addition to religion and folklore, has significantly contributed to the tradition of festivals. Many festivals across the planet are associated with the time of harvest. Religious festivals like **Christmas, Easter, Eid** and **Traditional festivals** that are celebrated all over the world have gathered cultural significance over the years. Events of historical significance, such as important military victories or other nation-building events also provide the tools for festivals. Festivals contribute immensely to feelings of social cohesion. Many such celebrations focus on cultural or ethnic topics and seek to inform community members of their traditions, customs and values. They involve community elders sharing stories and experiences; setting templates for maintaining unity among families in society.

Festivals also stimulate economic activities since they provide employment opportunities to people. Festivals have historically been a great source of entertainment especially before the introduction of mass-produced entertainment. They divert peoples' attention from their demanding lives and amuse them in their leisure time.

Indeed, festivals bring us together in a bond of love, irrespective of colour, creed, race and religion. It is widely believed that festivals, like life, are gifts that need to be celebrated.

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 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. What accounted for your answer?
- D. What shows that learners were engaged 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 that learners met 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?

Exercises: *Learner's Book for Basic 9, Pages 58-60*

What you are expected to do

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

Answers to questions in Section A

- 1. (B) historical festivals
- 2. (D) mark the 8th day of the birth of Jesus Christ
- 3. (A) Pilgrimage
- 4. (B) 'Ada'
- 5. (D) purification
- 6. (B) agricultural festival
- 7. (D) mark the triumphant entry of Jesus to Jerusalem
- 8. (A) remind Muslims of how Allah substituted a sheep for Ishmael for a sacrifice
- 9. (C) The crucifixion, death and resurrection of Jesus Christ
- 10. (D) Hooting at hunger

Section B

Learners are expected to revise the text under the indicator pages 34-57 for some guidelines to the questions.

Section C

Discuss the question with learners and assign them to sketch a group of people at a durbar.

Answers to Revision Exercise A

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

Answers to Revision Exercises B AND C.

What you are expected to do

Assist learners to revise the text on pages 34-57 of the Learner's Book 9 and then answer all the questions under this section.

1. Festivals are special occasions where rituals are performed to honour and give thanks to God and other spirit forces for their past favours and make request for more blessings.
2. Learners may give different reasons why it is important to celebrate festivals:
 - i. Celebration of festivals help to remember and commemorate some past events.
 - ii. Provide avenues and privilege to learn religious traditions and practices.
3. The ancestral festivals include:

Christmas, Easter, Eid-ul-fitr Adaye festival, Hogbetsotso festivals etc.

Learners are expected to state any two and briefly explain how they are celebrated. Refer to pages 34-52 for guidelines.

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 identify and apply ways people with different religions can co-exist peacefully.

Performance Indicators

The learner will:

1. identify and explain tolerant and intolerant communities.
2. explain the characteristics of tolerant and intolerant communities.
3. explain reasons why religious intolerance occurs.
4. explain the effects of religious intolerance on individuals and society.
5. identify and explain ways in which people with diverse religious backgrounds can live peacefully.

Core-Competencies

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

Subject Specific Practices

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

Planning to Teach Chapter 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 you to always think ahead of the types of resources and the appropriate teaching strategies and methods to employ to ensure effective teaching and learning. You are required to teach Chapter 3 as indicated in this Guide. You have to prepare by researching into the following indicators:

1. Tolerant and intolerant communities.
2. Causes of religious intolerance and the effects on individuals and Society.

3. Ways in which people with Diverse Religious Backgrounds can live peacefully

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; brainstorming, questions and answers, demonstrations, role-play, discussions and simple language as well as different examples given in Learner's Book 9 to teach the various strands 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 sub-strand. Guide learners to identify and discuss some characteristics of tolerant and intolerant communities. Also, guide them to identify some of the causes of religious intolerance and the effects on individuals and society. They should also list possible ways in which people with diverse backgrounds can live peacefully in society. These activities will help learners to develop communication and collaboration and also 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 confidence level, communication and collaboration and critical thinking which are some of the key competencies of the 21st Century Curriculum for Basic Schools.

Teaching and Learning Resources (TLRs)

Pictures of people from different backgrounds at a communal service, video clips or pictures of communities. R.M.E Basic 9.

Diagnostic Assessment Questions.

1. Mention some of the things you do with your friends in class.
2. Why is it necessary to work with your friends without difficulty?

Expected Answers to Diagnostic Assessment Questions.

Lead learners to provide answers to the questions.

Note that learners' answers may vary. Discuss the various contributions by individual learners with the whole class.

Keywords: *Learner's Book for Basic 9 page 62*

diverse, tolerance, intolerance, conflict, bias, disunity, destruction

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

Write each word on the board after pronouncing them and Guide learners to use their dictionaries or the Internet to find the contextual meanings of the words.

B9.3.1.1.1: Tolerant And Intolerant Communities.

Activity: Learner's Book, Page 62

Lead learners to undertake the activity as specified in the Learner's Book.

Arrange and show learners video clips or pictures of:

- a. A community which has experienced religious tolerance.
- b. A community which has experienced religious intolerance.

Let learners discuss the characteristics of the two communities with their friends.

Critical Thinking: Learner's Book, Page 62

Ask learners to think and critically analyse why there should be religious tolerance in our communities.

Lead learners to discuss that; to be tolerant means to show willingness to allow the existence of opinions or behaviours that one does not necessarily agree with.

Being intolerant on the other hand is to show unwillingness to allow the expression of opinions or behaviour that one does not necessarily agree with.

Religious tolerance refers to the ability to appreciate spiritual values and practices which are different from one's own practices.

Characteristics of a Tolerant Community

A community that allows and appreciates spiritual values and practices which are different to co-exist peacefully is a religious tolerant community. A religious tolerant community promotes:

1. **Peaceful relationship among members:** Such a community does not dwell on the religious backgrounds of its members, makes every member to live and do things in common. This leads to the peaceful relationship among members.

2. **Development in unity:** Since members of this community live in peace they are able to come together to build facilities.
3. **Inter-religious marriages:** There are inter-religious marriages in religious tolerant communities. This is so because the people even though they have different religious affiliations do things together hence marry without thinking much of the religious denominations they belong.
4. **Exchange of ideas:** People who live in religious tolerant communities express their views on social issues irrespective of their religious affiliations.
5. **It eliminates self-imposed ideas on people:** A tolerant community takes away self-imposed decisions on the members of the community and allows diverse ideas from individuals.

Characteristics of an Intolerant Community

A community whose members show unwillingness to allow the existence of religious or spiritual opinions or behaviours that they do not necessarily agree with theirs is a religious intolerant community.

A religious intolerant community:

1. **Has members quarrelling among themselves:** There is **mistrust** among members which do not promote peace. Members therefore tend to quarrel often and this does not bring about development.
2. **Lacks development:** In a religious intolerant community, there is no or little development. When people are united, they work together to promote development. Since the people are intolerant, there will be disunity which does not help a community to grow. Such a community sees little or no development at all.
3. **Poor inter-personal relationship:** This is another characteristic of a religious intolerant community. Since members do not tolerate one another, they do not relate well.
4. **It brings about self-imposed ideas on members of the community:** Intolerant community does not give the opportunity to individuals from different backgrounds to express their views in the process of decision making.

Critical Thinking: Learner's Book, Page 64

Let learners discuss the moral values of different religious bodies that co-exist peacefully.

B9.3.1.1.2: Reasons Why Religious Intolerance occurs and their Effects on Individuals and Society.

Group Activity: *Learner's Book 9, Pages 64-65*

Put learners in groups to:

- i. identify the causes of religious intolerance.
- ii. explain the effects of religious intolerance on individuals and society.

Let each group present their findings in class for discussion.

Lead the groups to brainstorm the importance of religious tolerance.

Lead learners to read and discuss the text on pages 62-65 of the Learner's Book.

B9.3.1.1.3: Ways in which People with Diverse Religious Backgrounds Can Live Peacefully.

Group Activity: Learner's Book, Page 66

Let learners be in groups and:

- i. talk about the various religious groups in your community.
- ii. discuss about ways people with diverse religious backgrounds can live together.
- iii. present their answers in class for discussion.

The Need for People of Diverse Religious Backgrounds to Live in Harmony.

Group Activity: Learner's Book, Page 67

Assign learners to do the Group Work as specified in the Learner's Book.

Lead learners to discuss in detailed that:

Living together in harmony as people with diverse religious backgrounds is very important because:

1. It prevents religious tension and conflicts among people. When you live in peace and harmony with others it becomes very difficult to fight them.
2. Whenever there is conflict, lives are lost and properties are destroyed. This may lead to loss of jobs.
3. It also helps people to respect the rights of other people in the community. People become aware that everyone is entitled to the right to freedom of worship and have to respect the fact that everyone has the right to belong to any religion that he or she likes.

Task/Home Activity: Learner's Book, Page 67

Assign learners to: Write a brief essay on how they will help promote peaceful co-existence among people of diverse religious backgrounds in their community.

ADDITIONAL INFORMATION

Sources of Authority

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 together 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 by 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.

The need to obey god, parents and those in authority

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.

HOW TO APPLY THE RULES AND REGULATIONS FROM AUTHORITY IN OUR DAILY LIVES.

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 rules 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- like 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 recite 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.

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 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. This is published in the Student's 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 jewelry or 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 male.
- You are your uncle's and aunt's niece if you are a female.
- 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 sub-strand, you have learnt that: *Learner's Book 9, pages 67 and 68*

These are the summary of all the indicators discussed under **Chapter3**.

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

Exercises: *Learner's Book 9, pages 68 and 69*

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 or topics treated.

Answers to section A questions.

1. (D) tolerance
2. (C) a religious tolerant community develops in unity
3. (B) religious intolerant community
4. (B) tolerant community
5. (C) religious intolerance
6. (A) religious intolerance

Section B

(What you are expected to do)

Discuss all the questions with learners and instruct them to answer the questions into their exercise books for marking.

1. (a) Religious tolerance is the ability of the individual to show willingness to allow the existence of varied opinions or behaviours that a person does not necessarily agree with.
(b) Religious intolerance is the unwillingness of a person to allow the existence of the different opinions or behaviours that one does not agree with. (Accept explanation similar to these and award marks).
2. Refer to pages 62-67 for guidance to questions 2-4.

Section C

Task learners to draw or sketch people to show religious tolerance in a community.

REVISION EXERCISE

Lead learners to revise the text on pages 62-67 and then answer all the revision question.

1. Learners may give diverse reasons why it is necessary for the individual to be tolerant in society as follows:
 - (i) It helps to prevent religious tension and conflict among individuals.
 - (ii) It enables people to support others who are in need.
 - (iii) It enhances exchange of ideas.
 - (iv) It helps to eliminate self-imposed ideas on people.

(**Note:** Learners are expected to briefly explain reasons as indicated above or similar reasons)

NB: Refer to pages 62-67 for guidance for answers to questions 2-5.

DIAGNOSTIC ASSESSMENT TEST

The Diagnostic Assessment Test is intended to help you reflect on various learning and teaching methods and strategies employed in imparting knowledge. This is expected to put you 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: Women in Religion and Leadership Positions:

Learner's Book 9, Pages 71-93

Content standard:

Learners should recognise leadership role of women in society

Performance Indicators

The learner will:

1. discuss the contributions of key women in the three major religions in Ghana.
2. discuss how to apply the moral lessons from the lives of key women in the three major religions in your daily life.
3. identify and explain the contributions of women to the development of Ghana.

Core – Competencies:

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

Subject Specific Practices:

As learners recognise leadership role of women in society, they develop and exhibit a sense of cultural identity. They also develop and express respect, recognition and appreciation of others' cultures.

Planning to Teach Chapter 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 **Chapter 4** as indicated in the Guide. Prepare by researching into the following indicators:

1. The Contributions of Key Women in the Three Major Religions
2. How to apply the moral lessons from the lives of these key women in our daily lives
3. the contribution of women to the development of Ghana

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 for 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 9 to teach the various indicators or themes.

Use participatory method to ensure that lessons do not turn into giving 'talk' or 'speech'. 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 families and 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 confidence 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 66 to 68, R.M.E. Learner's Book 9, Video clips or pictures, the Holy Bible, the Holy Qur'an and Oral Traditions (Resource persons from the local community).

Diagnostic Assessment Questions.

Ask learners to mention the role of their parents at home.

Expected Answers to Diagnostic Assessment Questions.

Learners may state and discuss the different role their parents play at home.

Keywords: *Learner's Book, Page 71*

murderous, vocation, interceded, resurrection, extraordinary, explore, compassionate, diligent, courteous

Ask learners to use their dictionaries or the Internet to find the meaning of the keywords.

Brainstorm and then discuss with learners that:

Women play significant role in religion and nation building. The role of women in religion and nation building include preaching the gospel, teaching and missionary roles. They raise and teach children and also maintain a Godly household in society.

In recent times, women contributions towards sustainable development from the home to the workplace and especially in public positions of leadership help in achieving an equitable, peaceful and more prosperous society.

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

Task learners to use any available I.C.T tool and search the Internet on the contributions of key women in religion and society.

Let them discuss their findings in class.

Critical Thinking: *Learner's Book, Page 71*

Let learners answer the critical questions below. Discuss the various answers provided by learners with the whole class.

1. Do you think women play significant role in the development of societies?
2. Give reasons for your answer.

B9.4.1.1.1: The Contributions of Key Women in the Three Major Religions

Learner's Book 9, Pages 72-80

Lead learners to read and discuss the following themes from the Learner's Book pages...

- a. The Contributions of Key Women in Christian Religion.

- b. The Contribution of Some key Women in Islamic Religion.
- c. The Contribution of Some key Women in Traditional Religion



Okomfo Oparebea



Yaa Asantewaa

Task/Home Activity: *Learner's Book, Page 74*

Task learners to do the 'Home Activity' as indicated in the Learner's Book 9.

Create the opportunity for learners from both Christian and Islamic religions to discuss the Holy Scriptures they have read and discussed at home (quoted in the Learner's Book).

Task/Home Activity:

Task learners to use any ICT device to search more information on Khadijah and Aisha Abu Bakr. Let them summarise in class what they have read on the two personalities.

Critical Thinking: *Learner's Book, page 78*

Pose the question to learners in class and allow them few minutes to think about the question and answer.

Discus the different answers with learners.

Task / Home Activity: *Learner's Book, Page 80*

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

Critical Thinking: *Learner's Book, Page 81*

Let learners answer the critical questions and then discuss the different answers of learners with the class.

What simple moral value do you think runs through these key women in religion?

Group Activity: *Learner's Book, Page 81*

Ask learners to form groups in class and make a skit (a short comedy or a play) to demonstrate the life of a woman from each of the three religions.

The Contributions of Women to the Development of Ghana: *Learner's Book, Pages 81-90*

Introduce this theme by asking learners to mention some key women who have contributed significantly to the development of their communities.

Again, discuss with them that:

Women in Ghana have contributed in diverse ways towards the development of the country from the pre- to post-independence era. The contribution of women in leadership positions to the development of Ghana is significant. This came about as a result of the systematic educational and empowerment programmes championed by civil society organisations and gender activists. Gradually, women have moved from the general notion of being the primary caretakers of the family to national as well as international role. Women play key role in areas such as: Politics, Legal or Judicial Service, Education, Health, Sports Agriculture and Industry to the development of Ghana.

Lead learners to read and thoroughly discuss the text on pages 71-90 of Learner's Book 9.

The Contributions of Women to the Development of Ghana

Guide learners to thoroughly discuss that, women in Ghana have contributed in diverse ways towards the development of Ghana, from Pre to post-independence era. The contribution of women in leadership positions to the development of Ghana is significant. This came about as a result of the systematic educational and empowerment programmes championed by civil society organisations and gender activists. Let them also discuss that, women have moved from the general notion of being the primary caretakers of the family and that women play key roles in areas such as: Politics, Judicial Service, Education, Health, Sports, Agriculture and Industry of Ghana.

Also, discuss with learners that one of such women who distinguished herself to the development of Ghana was the late **Mrs Theodosia Salome Okoh**. She was born on **13th June, 1922** in Wenchi in the

present day, Bono- Region. She was the originator and designer of the Ghana National flag. She died in April, 2015.



Mrs Theodosia Salome Okoh



The Ghana Flag

Women in Ghana made and continue to make contributions in leadership positions in national development:

1. **Politics:** Politics includes all the activities that are associated with the smooth running (governance) of a country or an area. Women in Ghana play vital roles in the area of politics for the development of the nation.

One such woman who played a significant role in Ghanaian politics was **Mrs Hannah Esi Badu Kudjoe**. She was a strong activist for Ghana's Independence. She was one of the first high-profile female nationalists in the movement for Independence. She was also the first National Propaganda Secretary for the Convention People's Party (CPP) who fought alongside other leaders to attain Independence of Ghana.

The **Right Honourable Mrs Joyce Adeline Bamford-Addo**, a retired Supreme Court Judge, is also another respectable woman who made significant contributions to the development of Ghana. She was Ghana's first female Speaker of Parliament appointed and sworn into office in January, 2009.



Joyce Bamford-Addo



Susan Alhassan

The late Honourable Susan Alhassan, a Ghanaian author and politician was the first appointed female minister.

In recent times, we have many women in ministerial positions and as Members of Parliament, Metropolitan, Municipal and District Chief Executives as well as Assembly Members.

2. **Legal or Judicial Service:** The Judicial service is in charge of interpreting the laws of the state. How to apply the laws to real situations in the country. Women's contribution in legal issues to development of Ghana is key.

Justice Georgina Theodora Wood was the first Ghanaian female Chief Justice appointed in 2007 and held the position till 2017. She was a judicial reformer and also focused on improving access to justice and enhancing the public's trust in the court system.

Mrs. Betty Mould-Iddrisu was also the first Ghanaian female Attorney- General appointed in 2009 to 2011. Before her appointment, she was the Head of Legal and Constitutional Affairs of the Commonwealth Secretariat in London.

Justice Sophia Abena Bofo Akuffo was the second female Chief Justice of Ghana appointed in 2016.

Mrs. Marietta Brew Appiah-Oppong was the second Ghanaian female attorney general appointed in 2013. Gloria Akuffo was the third female Attorney General of Ghana appointed in 2017.

Ghana also has numerous female judges and lawyers who contribute positively to the development of the country.

3. **Education:** The Ministry of Education is responsible for all policies on education including apprenticeship and wider skills acquisition in Ghana. Women have made significant contributions in the educational sector of Ghana. Some women also have held and continue to hold leadership positions in education.

Professor Naana Opoku-Agyeman was the first female Vice Chancellor of a state University in Ghana (i.e. University of Cape Coast) in the Central Region. She served as a Vice Chancellor of the University from 2008 to 2012. She has also served as a Minister of Education from January, 2013 -2017.

Professor Rita Akosua Dickson is the second female Vice-Chancellor of a state University in Ghana. She is also the first woman Vice-Chancellor of Kwame Nkrumah University of Science and Technology (KNUST). She was appointed in August, 2020.

Professor Nana Aba Appiah Amfo is the third female Vice-Chancellor of a public University. She is also the first woman Vice-Chancellor of University of Ghana appointed in 2021.

There are other highly educated and respected women in Ghana who have contributed and continue to contribute in the educational sector for National development. Examples of some female education ministers in Ghana include:

Class Debate: *Learner's Book 9, Page 90*

Guide learners to form two groups in class.

In their groups, let them debate for or against the topic 'Women in high positions perform better than their male counterparts'.

Project: *Learner's Book, Page 90*

Task learners to form groups and make posters on a woman who had played a key role in the development of Ghanaian society to celebrate their achievements.

In this sub- strand, you have learnt that: *Learner's Book 9, Page 90*

These are the salient points of what learners have learnt in Chapter4. Use questions and answers to discuss the points with them. Ensure that every individual learner takes active part in the discussion.

Exercises: *Learner's Book, Pages 91-93*

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 91-93*

Answers to questions in section A

1. (D) Jesus Christ
2. (B) Khadijah
3. (B) the virgin Mary
4. (C) Yaa Asantewaa
5. (D) Mrs Theodosia Salome Okoh
6. (A) Mrs Joyce Adeline Bamford-Addo
7. (B) Professor Nana Opoku-Agyeman
8. (D) Yaa Asantewaa
9. (C) Dr Esther Ocloo
10. (A) Justice Georgina Theodora Wood

Sections B and C

(What you are expected to do)

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

Refer to pages 71-90 of Learner's Book 9 for some expected answers.

Answers to Revision Exercise A

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

REVISION EXERCISE B

(What you are expected to do)

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

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 9, Pages 95-105

Content Standard:

Learners should demonstrate an understanding that good deeds attract reward but bad deeds attract punishment

Performance Indicators

The learner will:

1. describe the basis for good deeds and rewards.
2. identify and explain acts that attract punishment.
3. outline the stages of repentance.

Core-Competencies

- Critical Thinking and Problem Solving
- Personal Development and Leadership
- Effective and Efficient Communication and Collaboration
- Cultural Identity
- Global Citizenship
- Digital Literacy.

Subject Specific Practices:

As learners learn about reward, punishment and repentance, they demonstrate an understanding that good deeds attract reward but bad deeds attract punishment.

Planning to Teach Chapter 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 **Chapter 5** as indicated in this Teacher's Guide. Prepare by researching into the following indicators:

1. The Basis for Good deeds and rewards
2. Acts that attract punishment
3. The stages of repentance

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

Methods and Strategies to be Used.

Test learners' 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 9 to teach the various indicators or themes.

To a large extent use participatory method to ensure that lessons do not turn into giving speech or talk. Thus, lead learners to discover concepts on their own rather than telling them everything. 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 9, R.M.E. Curriculum for Basic 7-9 (Common Core Programme), September, 2020 Pages 69 to 72 charts/pictures/ video clips showing of individuals being rewarded for their good deeds.

Diagnostic Assessment Questions

1. State some of the things your parents teach you at home.
2. Demonstrate to your friends in class how you obey your parents' orders.
3. What happens when you obey your parents/teachers?

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 9, Page 95*

criminals, errands, relinquish, lure, negligence, reconciliation

Have learners use their dictionary or the Internet to find the meaning of the keywords.

Lead learners to read the text at Learner's Book 9 page 95

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

B9.51.1.1: The Basis for Good Deeds and Rewards

Learner's Book, Page 95

Have learners explain that; Good deeds are actions, attitudes and practices which are acceptable and upheld in society. Also, people who indulge in good deeds are rewarded.



Rewards on the other hand are incentives, either material or non-material, given to or received from persons in appreciation of acceptable behaviours. They are normally given with the hope that the good deeds or behaviour that enabled one to merit them would be repeated.

Acts Considered as Good Deeds

Learner's Book, Page 95

Lead learners to discuss in detail some of the Acts that are considered as good deeds:

1. When one co-operates with others for a good cause.
2. Reporting criminals to the security agents like the Police when you are very sure.
3. Running errands for an elderly person without receiving payment or anything in return.
4. Helping to teach someone something he or she does not understand or know.
5. When one puts up a good performance in an examination.
6. Taking care of the environment, planting trees, and catering for water supplies.
7. Assisting the elderly or the weak in society to carry or transport load.
8. Relinquishing one's seat to a pregnant woman, an elderly person, a physically challenged person or the sick in society.
9. Assisting children, the weak and the physically challenged persons to cross the road and giving them direction to places.
10. Punctuality or regularity at school or at work.

11. Giving your seat to an elderly, a pregnant woman or a sick person.

Need for Performance of Good Deeds

Learner's Book 9, Page 96

1. Rendering service to humankind is service to God / Allah.
2. Good deeds draw individuals closer to God.
3. The need for performance of good deeds attracts blessings from God.
4. It helps people receive rewards.
5. It makes one feel psychologically elated and recognised.
6. It ensures peace and happiness in the society.
7. It brings about success and progress in whatever we do.
8. It promotes love and friendship among people in the society.
9. It helps one to fit into the society.
10. People who are in the habit of doing what is just, live long.

Activity 1: *Learner's Book 9, page 96*

Guide learners to recollect the moral teachings of the three main religions.

Types of Rewards that go with Good Deeds: *Learner's Book, Pages 96-97*

1. *Certificates:* It is an official document which gives credence to certain facts about a person. It qualifies a person as being capable of doing or achieving something.
2. *Trophies or medals:* They are objects such as a silver cup that is given as a prize for an achievement.
3. *Praise or applause:* They are words which show approval of or admiration for somebody or something. It also involves clapping the hands to show appreciation for something good.
4. *Good testimonial:* It is a formal written statement indicating a person's abilities, qualities and character. It also involves clapping the hands to show appreciation for something good.
5. *Money / gifts / prize / award / scholarship:* Monies or gifts are normally given to somebody especially on special occasions to show one's appreciation for a favour done him or her.
6. *Promotion:* It is a move to a more important job or rank; a move to the top or a move to the next class.
7. *Recommendation / good name:* This is the act of telling somebody that something is good or useful, or that somebody would be suitable for a particular course.
8. *Citation or complementary card:* It contains an official statement about something special that somebody has done.
9. *Embracing or hugging:* To put one's hands around somebody and hold them tightly to show one's love or appreciation.

10. *Handshake*: This refers to shaking hands with someone to show appreciation for a good thing done and to encourage him or her. It is sometimes done with nobles.
11. *Smile*: This refers to giving someone a nice and decent smile to show appreciation for a good thing done and to encourage him or her.
12. Saying “thank you” or “God/ Allah bless you” to show one’s gratitude.

Importance of Rewarding People: *Learner’s Book, Page 97*

1. Rewards attract God’s blessings upon a person.
2. They make people feel elated and recognised.
3. They encourage others to work harder or behave properly.
4. They encourage people, especially the youth, to be morally upright.

Activity 2: *Learner’s Book 9, Page 97*

Guide learners to act as indicated below:

form groups and act a play on the theme “good deeds have rewards”
discuss the scenes that show good deeds in the Play.

Critical Thinking: *Learner’s Book 9, Page 98*

1. Why do you think it is necessary for a person to lead good behaviour in society?
2. Mention four things a person can do in society to show good deeds.

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 different answers given by learners with whole class.

B9.5.1.1.2: Acts That Attract Punishment: *Learner’s Book 9, Page 98*

Have learners read and discuss in detail the text on pages 98 -100

Learner’s Book 9. Ensure that every individual learner takes active part in this class activity.

B9.5.1.1.3: The Stages of Repentance: *Learner's Book, Pages 100 and 101*

Have a class discussion with learners to explain that; Repentance means showing true and absolute regret for a bad deed or for causing pain to another person and refusing to repeat such a mistake or bad deed.

It is also the act of being remorseful, the realisation and resolve not to repeat past misconduct.

Let them read and discuss the text on pages 100 - 101 of Learner's Book 9.

Activity 3: *Learner's Book, Page 101*

Guide learners to form suitable groups and:

1. Do a research on the story of the prodigal son in the Bible or the Qur'an.
2. Summarise the story of the prodigal son to your friends in class in your next lesson.
3. State the need for repentance, forgiveness and reconciliation.

Discuss individual learners' feedback with the whole class.

ADDITIONAL INFORMATION FOR THE TEACHER

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.
- Observe table manners
- 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 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.

You have learnt that: *Learner's Book, Page 101*

These are the summary of all the indicators discussed under Chapter 5.

In a form of revision, discuss the core-points with learners in class to help you find out the extent to which learners have understood the various themes discussed.

Exercises: *Learner's Book, page 102*

(What you are expected to do)

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 for Section A

- 1 C. good deeds
- 2 A. name calling
- 3 B. rewards make people proud and arrogant
- 4 D. bad deeds
- 5 B. helping the needy in society
- 6 A. prize
- 7 C. reprimand
- 8 C. it promotes good relationships in society
- 9 D. to learn and cause injury to their body
- 10 B. apologising for wrong doing

Sections B and C

Learners are expected to revise the text under Strand 5 and answer all questions.

Refer to pages 95-101 of Learner's Book for some expected answers to the questions.

Answers to Revision Exercise A

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

Section B

Guide learners to revise the text on pages 95-101 and answer the questions under Revision Exercise B.

Diagnostic Assessment Test

The Diagnostic Assessment Test is intended to help the you reflect on various learning and teaching methods and strategies employed in impacting knowledge. This is expected to put the you in a good state of preparedness to plan and execute subsequent lessons. It also helps you 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 develop skills in managing time profitably

Performance Indicators

The learner will:

1. explain the meaning of the terms “time”, “leisure” and “idleness”.
2. demonstrate how to plan and use time wisely.
3. explain the need for leisure.

Core-Competences:

- Critical Thinking Problem Solving
- Personal Development and Leadership
- Effective and Efficient Communication and Collaboration
- Cultural Identity and Global Citizenship
- Digital Literacy.

Subject Specific Practices:

As learners how to use time profitably, they demonstrate a thorough understanding of a generalised concept of time consciousness in their daily activities.

Planning to teach Chapter 6:

Chapter 6 should be taught as indicated in the Guide. Read and research on the following indicators or themes:

1. The Meaning of Time, Leisure and Idleness
2. How to plan and use Time Wisely
3. The need for Leisure

Methods and strategies to be used

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

Use 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 do research on some of the themes.

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

Teaching Learning Resources (TLRs):

Religious and Moral Education (R.M.E) for Basic 8, R.M.E. Curriculum for Basic 7-9 (Common Core Programme), September, 2020 Pages 73 to 75 charts/pictures/ video clips performing different roles in the local community.

Diagnostic Assessment Questions.

1. Use your dictionary or the Internet to find the meaning of the word 'time, leisure and idleness'.
2. Tell your friends how you use your time on daily basis.
3. How do you spend your free time?

Expected Answers to Diagnostic Assessment Questions.

1. Learners may use their dictionaries or search the Internet and find the meaning of 'time, leisure and idleness'.
2. Learners may give different answers to questions 2 and 3.

Keywords: *Learner's Book 9, Page 107:*

psychological, cognitive, physical health, recreational, procrastinate

Ask learners to use their dictionary or the Internet to find the meaning of the keywords.

B 9.6.1.1.1: The Meaning of Time, Leisure and Idleness: *Learner's Book, Pages 107-108*

Begin the lesson by brainstorming with learners how they use their time and leisure. Also, discuss with them the meaning of 'time', 'leisure', and 'iddleness'.

Discuss with learners that; Time and leisure are very important parts of every individual's life.

Class Activity 1: *Learner's Book, Page 107*

Let learners be in pairs, think and share the meaning of 'time', 'leisure' and 'idleness'.

Ask them to do a class presentation for further discussion.

Lead learners to read and discuss the text on pages 107 and 108 of learner's Book

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

Task learners to investigate from an elderly person at home some of the traditional games that can be played at leisure times.

Learners may investigate and mention traditional games such as: *ampe, oware, pilolo* etc.

Let learners discuss with their friends in class how these games are played.

Encourage individual learners to describe these games in class to help them improve on their communication skills, public speaking and critical thinking.

B 9.6.1.1.2: How to Plan and Use Time Wisely: *Learner's Book, Pages 108-111*

Brainstorm with learners to discuss that; Time plays an essential role in the life of every individual. Time helps to make a good habit of structuring and organising our daily activities. Time is the most valuable resource because it cannot be taken back. It is said that "**Time and tide wait for no man**". This proverbial phrase, alludes to the fact that **human events or concerns cannot stop the passage of time or the movement of the tides**. It is important that people understand the value and importance of time so as to act appropriately.

Have learners read and discuss into detail the text on pages 108-111 of Learner's Book.

Project: *Learner's Book 9, Page 111*

Task learners to:

1. prepare a personal comprehensive time- table on daily activities (both at home and school) for one month.
2. at the end of each week, assess the level of compliance to the time-table.
3. in their views, say what made them comply or not to comply with the time-table?

Critical Thinking: *Learner's Book, Page 111*

Pose the question to the whole class. Allow learners few minutes to think about the question and answer. This is to help learners think and state the essence of leisure in the life of the individual. In

answering this question, learners may give different answers such as:

1. When individuals engage in leisure activities, it helps them lower their stress levels and have better mood.
2. Leisure times help individuals to relax and recover their lost energies.
3. Leisure times help to exercise the body through games and other recreational activities.
4. It helps individuals to plan for future activities.
5. It also helps to maintain positive mental wellbeing of the individual.

Have learners read and discuss the text on page 111 of Learner's Book.

Project: *Learner's Book, Page 112*

Discuss the demand of the project with learners and let them undertake the project. Note that learners have varied personal programme for hobbies out of school activities.

Guide learners to discuss their prepared personal programmes for hobbies in class.

Let individual learners discuss their prepared programme with their friends in class and show how they intend to go about the programme.

ADDITIONAL INFORMATION FOR THE TEACHER

Managing your time well means managing your life well. People who handle their time well do it creatively. They make short and long-term plans, set and keep realistic schedules, take efficient and timely breaks, and view tasks to be done as opportunities rather than dreaded obligations. These individuals practice creative time management by taking control of their time and therefore, their life.

We are not all endowed with brilliance, good looks, or lots of money, but we each get the same number of hours every day. A great deal may be achieved in those 24 hours, or not much at all. It is up to every individual to make optimum use of those hours.

The principles of creative time management are based on the following:

1. Be active, not just reactive. It will be easier to be active if you also follow principle numbered 2, thus, setting goals.
2. Set goals.
3. Prioritise actions.
4. Keep your focus.
5. Create realistic deadlines

6. D-O I-T- N-O-W! Once you decide on a plan and are focused, just do it now. Here is an easy way to help you remember how to use your time wisely:
 - D = Divide and complete what you have to do. Break big tasks into smaller tasks and give each part of that task a realistic deadline.
 - O = Organise your materials according to how you will do them.
 - I = Ignore interruptions that will not help you meet your deadlines.
 - T = Take the time to learn how to do things yourself always.
 - N = Now, not tomorrow. Do not procrastinate.
 - O = Opportunity is knocking. Take advantage of opportunities.
 - W = Watch out for time. Keep track of, and in control of, how much time you spend on the Internet, reading and sending emails, watching TV, or talking on the phone.
7. Balance your life.

In this Unit, you have learnt that: *Learner's Book, Page 112*

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

Exercises: Learner's Book, pages 113-115.

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

Answers to questions in section A

1. (D) leisure
2. (B) idleness
3. (B) it cannot be taken back
4. (C) time
5. (C) people who are lazy are not successful in society
6. (b) leisure times do not help for a person's wellbeing

Section B.

Refer to Learner's Book page 114 for some expected answer to questions 1 to 4.

Answers to Revision Exercise A

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

REVISION EXERCISE B

Learners are expected to revise the text on pages 107-112 of the Learner's Book 9 and provide brief answers to all the questions.

Examples:

Q1. Idleness can briefly be explained as the state of while away of time or doing nothing when there is something to be done.

Q2. (i) Idleness can lead to indulgence in harmful habits advices such as drug-abuse.

(ii) It brings about poverty.

Refer to Learner's Book, Pages 107-112 for some expected answers to Revision Exercise B.

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:

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- E. How were learners organised for the various activities? Did learners work individually, in pairs, in groups or as a class?
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Glossary

ascension - the action of rising to an important position or a higher level.

bias - a tendency to believe that some people are better than others that usually results in treating some people unfairly

cognitive - involving the processes of thinking and reasoning

commemorate - mark or celebrate (an event or person) by doing or producing something

compassionate- a strong feeling of sympathy and sadness for the suffering of others and a wish to help them

conflict- state of disagreement between people, groups, countries etc

courteous- polite and showing respect

creatures- something that is created either animate or inanimate

criminal- a person who has committed a crime or commits crime.

crucifixion- an ancient form of execution in which a person was nailed or bound to a cross

degradation- the process of destroying the beauty or quality of something

destruction- the action of destroying something

diligent- constant in effort to accomplish something; attentive and persistent in doing anything

disunity- disagreement and conflict within individuals or a group.

diverse- including many different types of people or things

domestic- having to do with the home or housekeeping; of the house or family

ecosystem- it is a community or group of living organisms that live in and interact with each other in a specific environment

erosion- it is the wearing away of sand or soil or rock by water or wind

errands- a short journey undertaken to deliver or collect something

explore- to try to discover something

extraordinary- something that is unique or uncommon

fur- the short, fine, soft hair of certain animals.

hero- a man who is admired for doing something extremely brave

heroines- a woman who is admired for doing something extremely brave

illegal- something that is against the law or rules

indiscriminate - done at random or without careful judgement

industrial- relating to factories, the people who work in factories, or the things made in factories

inhabitant- a person or animal that lives in or occupies a place

interceded- to plead for the needs of someone else

intolerance- the feeling of being unable to accept or bear something

irrigation- the supply of water to land or crops to help growth, typically by means of channels

lure- something that is used to attract or tempt someone to do something

marine- relating to the sea or the plants and animals that live in the sea

murderous - extremely dangerous and likely to commit murder

nature- the physical world and everything in it

negligence- failure to take proper care over something

physical health- is the overall condition of a living organism at a given time

procrastinate- the action of postponing something

procreate- to produce or create

psychological- affecting, or arising in the mind; related to the mental and emotional state of a person.

reconciliation- a situation in which two people or groups become friendly again after a period of disagreement

recreational- relating to things people do in their spare time to relax.

relinquish- to give up on something

resurrection- a supposed act or instance of a dead person coming back to life

resurrection- to come back to life after death

retreat- move away from something or someone to pray

rituals- a ritual is a way of behaving or a series of actions which people regularly carry out in a particular situation, because it is their custom to do so.

tolerance- the ability to bear something unpleasant or annoying, or to keep going despite difficulties

tourist- a person who is travelling or visiting a place for pleasure

triumphant- feeling or expressing jubilation after a victory or achievement

vegetation cover- defines the percentage of soil which is covered by green vegetation

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