

**RELIGIOUS AND MORAL EDU. – BASIC 9**  
**THIRD TERM SCHEME OF LEARNING**

<b>WEEKS</b>	<b>STRAND</b>	<b>SUB STRAND</b>	<b>INDICATORS</b>	<b>RESOURCES</b>
1	Ethics & Moral Life	<b>Reward, Punishment &amp; Repentance</b> <ul style="list-style-type: none"> <li>B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment</li> </ul>	B9.5.1.1.1 Describe the basis for good deeds and reward	Charts & Pictures
2	Ethics & Moral Life		B9.5.1.1.1 Describe the basis for good deeds and reward	Charts & Pictures
3	Ethics & Moral Life	<b>Reward, Punishment &amp; Repentance</b> <ul style="list-style-type: none"> <li>B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment</li> </ul>	B9.5.1.1.2 Identify and explain acts that attract punishment	Charts & Pictures
4	Ethics & Moral Life	<b>Reward, Punishment &amp; Repentance</b> <ul style="list-style-type: none"> <li>B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment</li> </ul>	B9.5.1.1.3 Outline the stages of repentance	Charts & Pictures
5	Ethics & Moral Life	<b>Reward, Punishment &amp; Repentance</b> <ul style="list-style-type: none"> <li>B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment</li> </ul>	B9.5.1.1.3 Outline the stages of repentance	Charts & Pictures
6	Religion & Economic Life	<b>Time &amp; Leisure</b> <ul style="list-style-type: none"> <li>B9 6.1.1: Develop skills in managing time profitably</li> </ul>	B9.6.1.1.1 Explain the meaning of the terms “time”, “leisure” and “idleness”	Charts & Pictures
7	Religion & Economic Life		B9.6.1.1.2 Demonstrate how to plan and use time wisely:	Charts & Pictures
8	Religion & Economic Life	<b>Time &amp; Leisure</b> <ul style="list-style-type: none"> <li>B9 6.1.1: Develop skills in managing time profitably</li> </ul>	B9.6.1.1.2 Demonstrate how to plan and use time wisely:	Charts & Pictures

9	Religion & Economic Life		B9.6.1.1.3 Explain the need for leisure	Charts & Pictures
10	Religion & Economic Life	<b>Time &amp; Leisure</b> B9 6.1.1: Develop skills in managing time profitably	B9.6.1.1.3 Explain the need for leisure	
11	<b>REVISION</b>			
12	<b>EXAMINATION AND VACATION</b>			

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK I

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> R.M.E	
<b>Duration:</b> 60MINS		<b>Strand:</b> Ethics & Moral Life	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Reward, Punishment & Repentance	
<b>Content Standard:</b> B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment		<b>Indicator:</b> B9.5.1.1.1 Describe the basis for good deeds and reward	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can explore the moral teachings of Christianity, Islam, and African Traditional Religion (ATR) regarding "good deeds" and "reward."		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References:</b> R.M.E Curriculum Pg. 69			
<b>Keywords:</b> Good Deeds, Reward, Christianity, Islam			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin with a question: "What does it mean to do something good?" Allow learners to share their thoughts and experiences.</p> <p>Introduce the concept of moral teachings in religions and explain that today's lesson will focus on the teachings of Christianity, Islam, and ATR.</p>		
<b>PHASE 2: MAIN</b>	<p>Explain the concept of "good deeds" in Christianity as actions that align with God's commandments and teachings of love, kindness, and charity.</p> <p>Discuss the belief in heavenly rewards for those who perform good deeds, such as eternal life and blessings.</p> <p>Discuss the concept of "good deeds" (known as "Hasanat" in Arabic) in Islam, emphasizing actions that benefit others and follow the teachings of the Quran and Hadith.</p> <p>Explore the belief in rewards in the afterlife, such as Paradise (Jannah), for those who perform good deeds sincerely.</p> <p>Explain that ATR encompasses various indigenous beliefs and practices in Ghana, including the emphasis on community harmony, respect for elders, and environmental stewardship as "good deeds."</p> <p>Discuss the idea of spiritual rewards and blessings from ancestors and deities for living a virtuous life according to ATR principles.</p> <p><u>Assessment</u> Write True or False for each statement.</p>	Pictures and charts	

	<p>Explain your answer briefly.</p> <ol style="list-style-type: none"> <li>1. Doing good deeds is important in Christianity, but there are no rewards for them. True / False Explanation:</li> <li>2. Hasanat refers to good deeds in Islam, and believers are promised rewards in the afterlife. True / False Explanation:</li> <li>3. African Traditional Religion emphasizes community harmony and respect for elders as good deeds, with rewards from ancestors and deities. True / False Explanation:</li> <li>4. Name one similarity and one difference in the concept of "reward" among Christianity, Islam, and ATR.</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: R.M.E</b>	
<b>Duration: 60MINS</b>		<b>Strand: Ethics &amp; Moral Life</b>	
<b>Class: B9</b>	<b>Class Size:</b>	<b>Sub Strand: Reward, Punishment &amp; Repentance</b>	
<b>Content Standard:</b> B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment		<b>Indicator:</b> B9.5.1.1.1 Describe the basis for good deeds and reward	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can identify acts or behaviors considered as good deeds and explain the need for performing good deeds.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References: R.M.E Curriculum Pg. 69</b>			
<b>Keywords: Good Deeds, Kindness, Empathy, Community</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin with a discussion: "What do you think are examples of good deeds?"</p> <p>Allow learners to brainstorm and write down their ideas on the board.</p> <p>Introduce the concept of good deeds as actions that benefit others or contribute positively to society.</p>		
<b>PHASE 2: MAIN</b>	<p>Present a list of common good deeds (e.g., helping others, showing kindness, volunteering, respecting elders).</p> <ul style="list-style-type: none"> <li>• Assisting the elderly or the weak in society to carry or transport load</li> <li>• Relinquishing one's seat to the pregnant, elderly, challenged or sick in society</li> <li>• Assisting children, the weak and people with disability to cross the road, give them direction to places, etc.</li> </ul> <p>Discuss each deed with examples and encourage learners to share personal experiences or observations of good deeds.</p> <p>Discuss the importance of good deeds in creating a harmonious and caring community.</p> <p>Explain that performing good deeds fosters empathy, builds trust, and promotes positive relationships.</p> <ul style="list-style-type: none"> <li>• Rendering service to humankind is service to God/Allah</li> <li>• It draws us closer to God and attracts God's blessings (see Mathew 25: 34 -36; Luke 17:11-16 and Qur'an 99: 7-8; Qur'an 7:165; Qur'an 18:2; Qur'an 2:183; 2:197; Qur'an 29:45; Qur'an 11:114)</li> <li>• Proverbs – "If you are in the habit of doing what is just, you live long"; " Good name is better than riches."</li> </ul> <p>Highlight the impact of good deeds on individuals' well-being and the</p>	Pictures and charts	

	<p>broader society.</p> <p><u>Assessment</u> Write True or False for each statement. Explain your answer briefly.</p> <p>1. Helping others and showing kindness are examples of good deeds. True / False Explanation:</p> <p>2. Good deeds have no impact on building positive relationships in a community. True / False Explanation:</p> <p>3. Why is it important to perform good deeds? Explain in your own words.</p> <p>4. Name one benefit of performing good deeds for individuals and one benefit for society.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 2

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Ethics & Moral Life
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Reward, Punishment & Repentance
<b>Content Standard:</b> B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment	<b>Indicator:</b> B9.5.1.1.1 Describe the basis for good deeds and reward	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can identify and explain types of rewards for doing a good deed.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:
<b>References:</b> R.M.E Curriculum Pg. 69		
<b>Keywords:</b> Rewards, Appreciation, Recognition, Gratitude		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin with a question: "What do you think are some rewards for doing a good deed?"</p> <p>Allow learners to brainstorm and share their ideas.</p> <p>Introduce the concept of rewards as positive outcomes or acknowledgments received for performing good deeds.</p>	
<b>PHASE 2: MAIN</b>	<p>Present a list of types of rewards for good deeds (e.g., verbal appreciation like "thank you," blessings like "God/Allah bless you," commendation and good reputation in society, tangible rewards like certificates or testimonials, physical expressions of gratitude like hugs or pats on the shoulder).</p> <p>Explain each type of reward with examples and discuss the significance of each in recognizing and encouraging good behavior.</p> <p><u>Assessment</u> Describe each type of reward and explain why receiving rewards for good deeds is important.</p> <p>I. Verbal appreciation (e.g., saying "thank you")</p> <p>Description: Explanation of Importance:</p>	Pictures and charts

	<p>2. Tangible rewards (e.g., certificates)</p> <p>Description: Explanation of Importance:</p> <p>3. Physical expressions of gratitude (e.g., hugs)</p> <p>Description: Explanation of Importance:</p> <p>4. Commendation and good reputation in society</p> <p>Description: Explanation of Importance:</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Ethics & Moral Life
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Reward, Punishment & Repentance
<b>Content Standard:</b> B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment	<b>Indicator:</b> B9.5.1.1.1 Describe the basis for good deeds and reward	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can discuss the importance of rewarding people for their actions and behaviors.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:
<b>References:</b> R.M.E Curriculum Pg. 69		
<b>Keywords:</b> Rewards, Encouragement, Dedication, Inspiration		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin with a question: "Why do you think it's important to reward people?"</p> <p>Allow learners to brainstorm and share their thoughts.</p> <p>Introduce the concept of rewards as positive acknowledgments or incentives given for good actions or behaviors.</p>	
<b>PHASE 2: MAIN</b>	<p>Discuss how rewarding individuals for their good deeds encourages them to continue performing positive actions.</p> <ul style="list-style-type: none"> <li>• it encourages the individual to do more good deeds</li> <li>• it ensures hard work, dedication, commitment and selflessness</li> <li>• it encourages other persons in society to emulate the performance of good deeds, etc.</li> </ul> <p>Explain that rewards can be verbal appreciation, tangible gifts, recognition, or other forms of acknowledgment.</p> <p>Explore how rewards ensure that individuals remain dedicated, committed, and selfless in their actions.</p> <p>Discuss examples where people work hard and selflessly, knowing that their efforts will be recognized and rewarded.</p> <p>Discuss how rewarding people for their actions inspires others in society to emulate similar positive behaviors.</p>	Pictures and charts

	<p>Encourage learners to share examples of how they were inspired by seeing others being rewarded for their good deeds.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"><li>1. Why is it important to reward people for their good deeds?</li><li>2. How do rewards encourage individuals to continue doing good deeds?</li><li>3. Explain the impact of rewards on inspiring others in society.</li><li>4. Give an example of how receiving a reward can motivate someone to work harder or be more selfless.</li></ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 3

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Ethics & Moral Life
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Reward, Punishment & Repentance
<b>Content Standard:</b> B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment	<b>Indicator:</b> B9.5.1.1.2: Identify and explain acts that attract punishment	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can explain the meanings of "bad deed" and "punishment" and identify acts considered as bad deeds.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:
<b>References:</b> R.M.E Curriculum Pg. 71		
<b>Keywords:</b> Bad Deeds, Punishment, Consequences, Morality		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin with a question: "What do you think are examples of bad deeds?"</p> <p>Allow learners to brainstorm and share their ideas.</p> <p>Introduce the concept of bad deeds as actions that attract undesirable or negative reactions from God and society, leading to consequences.</p>	
<b>PHASE 2: MAIN</b>	<p>Define bad deeds as traits or actions that go against moral or ethical principles, resulting in negative consequences.</p> <p>Provide examples of bad deeds such as lying, bearing false witness, stealing, and disobedience to authority.</p> <p>Discuss the impact of bad deeds on individuals, relationships, and society.</p> <p>Define punishment as the act of imposing sanctions or discomfort on someone for an offense committed.</p> <p>Explain that punishment serves as a consequence for bad deeds, aiming to discourage such behavior and uphold moral values.</p>	Pictures and charts

	<p>Discuss different forms of punishment, such as legal consequences, social sanctions, or internal guilt.</p> <p>Project Work: have learners do a research in your community on the life of one person the community punished for a bad deed. Explain three moral lessons you learn from the life of the person.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What are bad deeds, and why are they considered undesirable?</li> <li>2. Define punishment and explain its purpose in society.</li> <li>3. Name two acts that are considered bad deeds and explain why they are harmful.</li> <li>4. Discuss the importance of avoiding bad deeds and the role of punishment in maintaining order.</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: R.M.E</b>	
<b>Duration: 60MINS</b>		<b>Strand: Ethics &amp; Moral Life</b>	
<b>Class: B9</b>	<b>Class Size:</b>	<b>Sub Strand: Reward, Punishment &amp; Repentance</b>	
<b>Content Standard:</b> B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment		<b>Indicator:</b> B9.5.1.1.2: Identify and explain acts that attract punishment	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can describe various types of punishment and understand the reasons for punishment.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References: R.M.E Curriculum Pg. 71</b>			
<b>Keywords: Punishment, Types, Reasons, Reformation</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin with a question: "What do you think are the different types of punishment?"</p> <p>Allow learners to share their ideas and write them on the board.</p> <p>Introduce the concept of punishment and explain that there are various forms of punishment for different offenses.</p>		
<b>PHASE 2: MAIN</b>	<p>Mention and explain various types of punishment such as reprimanding (verbal correction), physical/corporal punishment, receiving a bad testimonial, psychological or emotional punishment (e.g., withdrawal of family support), imprisonment, fines, etc.</p> <ul style="list-style-type: none"> <li>● <i>Reprimanding: This involves verbal criticism or scolding for wrongdoing. For example, a teacher might reprimand a student for not completing their homework on time.</i></li> <li>● <i>Physical/Corporal Punishment: This includes any punishment that involves physical harm or discomfort. An example would be a parent spanking their child for misbehaving.</i></li> <li>● <i>Bad Testimonial: This is a form of punishment where a negative evaluation or feedback is given regarding someone's behavior or performance. For instance, a supervisor might give an employee a bad testimonial for consistently showing up late to work.</i></li> </ul>	Pictures and charts	

	<ul style="list-style-type: none"> <li>● <i>Psychological or Emotional Punishment (Withdrawal of Support from Family): This type of punishment involves withholding emotional support or affection as a consequence of behavior. For example, parents might withdraw privileges like going out with friends if their child breaks curfew repeatedly.</i></li> <li>● <i>Imprisonment: This is a legal punishment where a person is confined to a prison or correctional facility as a consequence of committing a crime. For instance, someone convicted of theft might be sentenced to a year in prison.</i></li> <li>● <i>Fines: Fines are monetary penalties imposed as punishment for various offenses. For example, a person caught speeding might receive a fine from law enforcement.</i></li> </ul> <p>Discuss the purpose and impact of each type of punishment on individuals and society.</p> <p>State and explain the reasons for punishment, including reformation (helping the offender change for the better), fitting retribution (ensuring the punishment matches the offense), deterrence (discouraging others from committing similar offenses), protection (keeping society safe from harmful individuals), and maintenance of law and order.</p> <p>Discuss real-life examples or scenarios where these reasons for punishment apply.</p> <p><u>Assessment</u> Explain the types of punishment and give an example in each case.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 4

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> R.M.E	
<b>Duration:</b> 60MINS		<b>Strand:</b> Ethics & Moral Life	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Reward, Punishment & Repentance	
<b>Content Standard:</b> B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment		<b>Indicator:</b> B9 5.1.1.3: Outline the stages of repentance	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can explain the term "repentance" as remorseful realization and resolve not to repeat past misconduct.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References:</b> R.M.E Curriculum Pg. 72			
<b>Keywords:</b> Repentance, Remorse, Realization, Resolve			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin with a question: "Have you ever felt sorry for something you did wrong?"</p> <p>Allow learners to share their experiences and discuss the feelings associated with realizing and regretting past mistakes.</p>		
<b>PHASE 2: MAIN</b>	<p>Introduce the concept of repentance as a process of remorse, realization, and resolve not to repeat misconduct.</p> <p>Define repentance as feeling remorseful for one's actions, realizing the wrongdoing, and making a sincere commitment not to repeat the same mistakes.</p> <p>Discuss the importance of repentance in personal growth, learning from mistakes, and improving behavior.</p> <p>Break down the steps of repentance into remorse (feeling sorry), realization (understanding the impact of actions), and resolve (making a commitment to change).</p> <p>Provide examples or scenarios where individuals demonstrate repentance and its positive outcomes.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Define repentance in your own words.</li> <li>2. Describe the steps of repentance and explain why each step is important.</li> <li>3. Give an example of a situation where someone demonstrates repentance.</li> <li>4. Why is it important to learn from mistakes and practice repentance?</li> </ol>		Pictures and charts
<b>PHASE 3:</b>	Use peer discussion and effective questioning to find out from		

<b>REFLECTION</b>	learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> R.M.E	
<b>Duration:</b> 60MINS		<b>Strand:</b> Ethics & Moral Life	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Reward, Punishment & Repentance	
<b>Content Standard:</b> B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment		<b>Indicator:</b> B9 5.1.1.3: Outline the stages of repentance	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can identify and understand the stages of repentance, including realization and acceptance of one's fault, regret for doing wrong, request for pardon, and promise never to repeat the same bad deed(s).		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References:</b> R.M.E Curriculum Pg. 72			
<b>Keywords:</b> Repentance, Realization, Regret, Forgiveness			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin with a quote: "An honest confession is difficult to make but it brings peace of mind." Discuss the meaning of this quote with learners.</p> <p>Introduce the topic of repentance and explain that today's lesson will focus on the stages of repentance.</p> <p>Ask learners if they have ever experienced or witnessed someone going through the process of repentance.</p>		
<b>PHASE 2: MAIN</b>	<p>Explain the first stage of repentance as realizing and accepting one's fault or wrongdoing. Refer to 1 John 1:8-9 and Qur'an 25:70-71; Qur'an 66:8 as examples of scriptures that emphasize the importance of acknowledging one's mistakes.</p> <p>Discuss the proverb about honest confession bringing peace of mind.</p> <p>Discuss the second stage of repentance as feeling regretful for the actions that caused harm or hurt.</p> <p>Explain the emotional aspect of regret and how it motivates individuals to seek forgiveness.</p> <p>Explain that the third stage of repentance involves asking for forgiveness or pardon from those affected by one's actions and from a higher authority (e.g., God).</p> <p>Discuss the importance of sincerity and humility in seeking forgiveness.</p> <p>Discuss the final stage of repentance as making a genuine promise</p>	Pictures and charts	

	<p>never to repeat the same bad deed(s).</p> <p>Emphasize the importance of learning from mistakes and striving to become a better person.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Describe the first stage of repentance and explain why it's important.</li> <li>2. What is the emotional aspect of the second stage of repentance?</li> <li>3. Why is it important to seek forgiveness and make a promise never to repeat the same bad deed(s)?</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 5

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> R.M.E	
<b>Duration:</b> 60MINS		<b>Strand:</b> Ethics & Moral Life	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Reward, Punishment & Repentance	
<b>Content Standard:</b> B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment		<b>Indicator:</b> B9 5.1.1.3: Outline the stages of repentance	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can discuss the importance of repentance in promoting good relationships, drawing humankind to God, and relieving the conscience of the individual.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References:</b> R.M.E Curriculum Pg. 72			
<b>Keywords:</b> Repentance, Relationships, Spirituality, Conscience			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin with a question: "Why do you think it's important to admit when we've done something wrong?"</p> <p>Allow learners to share their thoughts and experiences related to admitting mistakes or wrongdoing.</p>		
<b>PHASE 2: MAIN</b>	<p>Introduce the concept of repentance as a way to acknowledge mistakes, seek forgiveness, and make positive changes.</p> <p>Discuss how repentance promotes good relationships by showing sincerity, humility, and a willingness to make amends.</p> <p>Explain that admitting mistakes and seeking forgiveness can strengthen trust and respect in relationships.</p> <p>Explore how repentance is a spiritual concept that draws individuals closer to God or a higher power.</p> <p>Discuss the role of repentance in various religious teachings and scriptures that emphasize the importance of seeking forgiveness.</p> <p>Explain that repentance relieves the conscience of the individual by providing a sense of closure and peace.</p> <p>Discuss how acknowledging mistakes and making amends can alleviate guilt and promote personal growth.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>Why is repentance important for promoting good relationships?</li> <li>How does repentance draw humankind closer to God or a higher power?</li> </ol>	Pictures and charts	

	3. Discuss the impact of repentance on relieving the conscience of the individual.	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: R.M.E</b>	
<b>Duration: 60MINS</b>		<b>Strand: Ethics &amp; Moral Life</b>	
<b>Class: B9</b>	<b>Class Size:</b>	<b>Sub Strand: Reward, Punishment &amp; Repentance</b>	
<b>Content Standard:</b> B9 5.1.1: Demonstrate an understanding that good deeds attract reward but bad deeds attract punishment		<b>Indicator:</b> B9 5.1.1.3: Outline the stages of repentance	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can explore the themes of repentance, forgiveness, and reconciliation using the story of the prodigal son from the Bible.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References: R.M.E Curriculum Pg. 72</b>			
<b>Keywords: Repentance, Forgiveness, Reconciliation, Dramatization</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin by asking learners if they have heard the story of the prodigal son before.</p> <p>Briefly summarize the story for those who are unfamiliar or need a refresher.</p> <p>Discuss the key themes of the story: repentance, forgiveness, and reconciliation.</p>		
<b>PHASE 2: MAIN</b>	<p>Divide learners into groups and assign roles from the story (prodigal son, father, elder son, etc.).</p> <p>Have each group dramatize a scene from the story, focusing on moments that highlight repentance, forgiveness, or reconciliation.</p> <p>Encourage creativity and interpretation of the characters' emotions and actions.</p> <p>After the dramatizations, lead a discussion on each theme:</p> <ul style="list-style-type: none"> <li>• Repentance: What actions or words from the prodigal son demonstrate repentance? Why is repentance important?</li> <li>• Forgiveness: How does the father's response show forgiveness? Why is forgiveness a crucial aspect of the story?</li> <li>• Reconciliation: What does the reunion between the prodigal son and the father symbolize? How does reconciliation bring about healing?</li> </ul> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Describe a scene from the dramatization that depicts repentance. Explain why it shows repentance.</li> <li>2. How does the father in the story demonstrate forgiveness? Why is forgiveness important in this context?</li> <li>3. Discuss the significance of reconciliation in the prodigal son</li> </ol>	Pictures and charts	

	story. How does reconciliation bring about healing?	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 6

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> R.M.E	
<b>Duration:</b> 60MINS		<b>Strand:</b> Ethics & Moral Life	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Religion & Economic Life	
<b>Content Standard:</b> B9 6.1.1: Develop skills in managing time profitably		<b>Indicator:</b> B9 6.1.1.1: Explain the meaning of the terms "time", "leisure" and "idleness"	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can explain and differentiate the meanings of the terms "time," "leisure," and "idleness."		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References:</b> R.M.E Curriculum Pg. 73			
<b>Keywords:</b> Time, Leisure, Idleness, Productivity			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin by asking learners what they think the word "time" means. Write their responses on the board.</p> <p>Discuss different ways people use their time, such as studying, working, spending time with family, and leisure activities.</p>		
<b>PHASE 2: MAIN</b>	<p>Introduce the terms "leisure" and "idleness" and ask learners if they have heard these words before.</p> <p>Define "time" as a continuous progression of events that occur in irreversible succession from the past, through the present, and into the future.</p> <p>Discuss the importance of time management and making productive use of time.</p> <p>Define "leisure" as free time available for relaxation, enjoyment, and activities that bring pleasure and fulfillment.</p> <p>Discuss healthy leisure activities such as hobbies, sports, reading, and spending time with friends and family.</p> <p>Define "idleness" as the state of being inactive or lazy, not using one's time productively or purposefully.</p> <p>Discuss the negative effects of idleness, such as boredom, lack of accomplishment, and wasted opportunities.</p> <p><u>Assessment</u></p> <p>1. _____ is the continuous progression of events that occur in irreversible succession.</p> <p>2. _____ is free time available for relaxation and</p>		Pictures and charts

	<p>enjoyable activities.</p> <p>3. _____ is the state of being inactive or lazy, not using time productively.</p> <p>4. It is important to use _____ wisely and avoid _____.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: R.M.E</b>	
<b>Duration: 60MINS</b>		<b>Strand: Ethics &amp; Moral Life</b>	
<b>Class: B9</b>	<b>Class Size:</b>	<b>Sub Strand: Religion &amp; Economic Life</b>	
<b>Content Standard:</b> B9 6.1.1: Develop skills in managing time profitably		<b>Indicator:</b> B9 6.1.1.1: Explain the meaning of the terms "time", "leisure" and "idleness"	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can distinguish the meanings of the terms "time," "leisure," and "idleness."		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References: R.M.E Curriculum Pg. 73</b>			
<b>Keywords: Time Management, Productive Leisure, Avoiding Idleness, Balancing Activities</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin by asking learners to recall what they learned about time, leisure, and idleness from the previous lesson.</p> <p>Review the definitions of each term and ask learners to provide examples of activities that fall under each category.</p>		
<b>PHASE 2: MAIN</b>	<p>Introduce the concept of balancing productive time, leisure activities, and avoiding idleness.</p> <p>Discuss the importance of time management skills in balancing academic, personal, and leisure activities.</p> <p>Introduce strategies for effective time management, such as creating schedules, setting priorities, and avoiding procrastination.</p> <p>Encourage learners to brainstorm and list various leisure activities they enjoy or would like to try.</p> <p>Discuss the benefits of engaging in diverse leisure activities for mental health, relaxation, and personal growth.</p> <p>Discuss the negative consequences of idleness, such as wasted potential, missed opportunities, and boredom.</p> <p>Explore ways to combat idleness, such as setting goals, staying motivated, and finding meaningful activities to fill free time.</p> <p><u>Assessment</u>          What are two strategies you can use to improve your time management skills?          List three leisure activities you enjoy or would like to try during your free time.          Explain why avoiding idleness is important for personal development and well-being.</p>	Pictures and charts	

<b>PHASE 3:</b> <b>REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	
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# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 7

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: R.M.E</b>	
<b>Duration: 60MINS</b>		<b>Strand: Ethics &amp; Moral Life</b>	
<b>Class: B9</b>	<b>Class Size:</b>	<b>Sub Strand: Religion &amp; Economic Life</b>	
<b>Content Standard:</b> B9 6.1.1: Develop skills in managing time profitably		<b>Indicator:</b> B9 6.1.1.2: Demonstrate how to plan and use time wisely:	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can identify and discuss the teachings of Christianity and Islam regarding time.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References: R.M.E Curriculum Pg. 74</b>			
<b>Keywords: Time Management, Stewardship, Punctuality, Fulfilling Commitments</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin by asking learners what they think about time and its significance in their lives.</p> <p>Introduce the concept of religious teachings on time and ask learners if they are familiar with any teachings from Christianity or Islam related to time.</p> <p>Share a brief overview of the importance of time in both religions.</p>		
<b>PHASE 2: MAIN</b>	<p>Discuss the Christian perspective on time, emphasizing the teachings of being good stewards of time, using time wisely, and living purposefully (e.g., Ephesians 5:15-16).</p> <ul style="list-style-type: none"> <li>• Everything must be done at the right time (Ecclesiastes 3:1)</li> <li>• There is the need to make good use of time (John 9:14)</li> <li>• Make use of opportunities (Ephesians 5:15-17)</li> <li>• There is the need to plan for the future (Proverbs 6:6-8)</li> </ul> <p>etc.</p> <p>Explore the concept of time as a gift from God and the importance of using it to serve others and fulfill one's responsibilities.</p> <p>Discuss the Islamic perspective on time, focusing on teachings about punctuality, fulfilling commitments, and making the most of opportunities (e.g., Hadiths emphasizing the value of time).</p> <ul style="list-style-type: none"> <li>• Avoid procrastination (A-Tirmidhi)</li> <li>• Do things at the right time before it is too late (Musnad Imam Ahmad)</li> <li>• Time must be planned (Qur'an 103), etc.</li> </ul> <p>Explain the concept of Barzakh in Islam, the period between life and death where one's deeds are accounted for, highlighting the significance of using time productively.</p>		Pictures and charts

	<p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is one teaching from Christianity about time management and living purposefully? Explain its significance.</li> <li>2. What is one teaching from Islam about punctuality and making the most of opportunities? How does this teaching guide believers in using time wisely?</li> <li>3. Give an example of a situation where being mindful of time and its importance would have a positive impact.</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: R.M.E</b>	
<b>Duration: 60MINS</b>		<b>Strand: Ethics &amp; Moral Life</b>	
<b>Class: B9</b>	<b>Class Size:</b>	<b>Sub Strand: Religion &amp; Economic Life</b>	
<b>Content Standard:</b> B9 6.1.1: Develop skills in managing time profitably		<b>Indicator:</b> B9 6.1.1.2: Demonstrate how to plan and use time wisely:	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can identify and discuss the teachings of African Traditional Religion (ATR) regarding time.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References: R.M.E Curriculum Pg. 74</b>			
<b>Keywords: Time Cycles, Ancestral Time, Rituals, Natural Cycles</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin by asking learners if they are familiar with any teachings from African Traditional Religion (ATR) related to time.</p> <p>Introduce the concept of time in ATR, emphasizing its significance in rituals, ceremonies, and daily life.</p>		
<b>PHASE 2: MAIN</b>	<p>Discuss the cyclical nature of time in ATR, including concepts like seasons, lunar cycles, and ancestral connections.</p> <p>Discuss the ATR teachings on time as interconnected with nature, spirituality, and community rhythms.</p> <ul style="list-style-type: none"> <li>• Things must be done a bit at a time (“The best way to eat an elephant in your path is to cut it up in pieces”)</li> <li>• Idleness does not bring success (“A lazy man’s farm is the breeding grounds for snakes”)</li> <li>• One must avoid procrastination (“It is because of ‘I will do it tomorrow’, ‘I will do it tomorrow’ (procrastination) that is why the vulture could not build a house”)</li> <li>• Planning is important (“One does not step into a river before one takes in breath”).</li> <li>• Folktales, proverbs, wise sayings, etc.</li> </ul> <p>Explore concepts such as the importance of honoring ancestors' time, respecting natural cycles, and marking significant life events based on celestial movements.</p> <p>Discuss specific ATR rituals or ceremonies that are time-bound, such as harvest festivals, moon phases for divination, or seasonal ceremonies.</p> <p>Explain how these rituals reflect ATR's understanding of time as a sacred and cyclical force.</p> <p>Assessment</p> <p>4. How does African Traditional Religion (ATR) view time in relation to nature and spirituality? Provide an example.</p>	Pictures and charts	

	<p>5. Discuss one ATR ritual or ceremony that is time-bound and explain its significance in honoring time.</p> <p>6. In what ways can understanding ATR's teachings on time contribute to a deeper appreciation of nature and community rhythms?</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 8

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS	<b>Strand:</b> Ethics & Moral Life	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Religion & Economic Life
<b>Content Standard:</b> B9 6.1.1: Develop skills in managing time profitably	<b>Indicator:</b> B9 6.1.1.2: Demonstrate how to plan and use time wisely:	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can create a personal comprehensive timetable for their daily activities at home and school for one month, and assess their compliance at the end of each week.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:
<b>References:</b> R.M.E Curriculum Pg. 74		
<b>Keywords:</b> Time Management, Comprehensive Timetable, Compliance Assessment, Reflection		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Start with a discussion on the importance of time management in achieving goals and maintaining a balanced life.</p> <p>Ask learners to reflect on their current daily routines and identify areas where they can improve time management.</p>	
<b>PHASE 2: MAIN</b>	<p>Introduce the concept of a comprehensive timetable and explain its benefits for organizing daily activities effectively.</p> <p>Provide learners with a template or guide to create their personal comprehensive timetable for one month.</p> <p>Encourage them to include time slots for school activities, homework/study time, chores, meals, exercise, leisure activities, and rest.</p> <p>Emphasize the importance of allocating realistic time for each activity and prioritizing tasks.</p> <p>Instruct learners to assess their compliance with the timetable at the end of each week.</p> <p>Ask them to reflect on what helped them comply with the timetable (e.g., planning ahead, staying focused) and what challenges they faced (e.g., distractions, unexpected events).</p> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. List your daily activities and time slots for each activity (e.g., school, homework/study, chores, leisure).</li> <li>2. Rate your compliance with the timetable (e.g., High, Medium, Low).</li> <li>3. List factors that helped you comply and challenges you faced.</li> </ol>	Pictures and charts

	4. Identify one improvement you can make for the following week.	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Ethics & Moral Life
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Religion & Economic Life
<b>Content Standard:</b> B9 6.1.1: Develop skills in managing time profitably	<b>Indicator:</b> B9 6.1.1.2: Demonstrate how to plan and use time wisely:	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can describe how to use time wisely by developing a personal comprehensive timetable and reflecting on time management strategies.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:
<b>References:</b> R.M.E Curriculum Pg. 74		
<b>Keywords:</b> Time Management, Self-Reflection, Prioritization, Productivity		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin by discussing the concept of time as a valuable resource and the importance of using it wisely.</p> <p>Ask learners to share examples of how they currently manage their time and any challenges they face.</p>	
<b>PHASE 2: MAIN</b>	<p>Introduce the idea of creating a personal comprehensive timetable as a tool for effective time management.</p> <p>Provide learners with a blank template or guide to create their personal comprehensive timetables.</p> <p>Guide them to allocate time slots for various activities such as schoolwork, hobbies, family time, exercise, and relaxation.</p> <p>Emphasize the importance of prioritizing tasks and balancing academic, personal, and leisure activities.</p> <p>Discuss the concept of self-reflection and its role in evaluating time management habits.</p> <p>Instruct learners to reflect on how they currently use their time and identify areas where they can improve.</p> <p>Encourage them to set realistic goals for time allocation and productivity.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Why is it important to prioritize tasks and activities when managing your time?</li> <li>2. How can self-reflection help you improve your time management skills? Provide an example.</li> <li>3. List three strategies you can use to ensure you use your time wisely and achieve your goals.</li> </ol>	Pictures and charts
<b>PHASE 3: REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 9

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: R.M.E</b>	
<b>Duration: 60MINS</b>		<b>Strand: Ethics &amp; Moral Life</b>	
<b>Class: B9</b>	<b>Class Size:</b>	<b>Sub Strand: Religion &amp; Economic Life</b>	
<b>Content Standard:</b> B9 6.1.1: Develop skills in managing time profitably		<b>Indicator:</b> B9 6.4.1.3: Explain the need for leisure	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can learn strategies for using leisure time profitably and reflect on their leisure activities.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References: R.M.E Curriculum Pg. 75</b>			
<b>Keywords: Profitable Leisure, Sports and Activities, Reading and Learning, Cultural Enrichment</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin by asking learners how they usually spend their leisure time.</p> <p>Discuss the concept of using leisure time profitably and its benefits for personal development and well-being.</p>		
<b>PHASE 2: MAIN</b>	<p>Introduce the various ways they can use their leisure time profitably, such as sports, reading, gardening, tourism, and listening to enriching music.</p> <p>Guide learners to discuss each profitable leisure activity identified.</p> <ul style="list-style-type: none"> <li>• To play football, hockey and other sporting activities</li> <li>• To read story books</li> <li>• To do backyard gardening</li> <li>• Visits to historical sites (tourism)</li> <li>• Listening to “good” music, etc.</li> </ul> <p>Explain the benefits of each activity, such as physical fitness, mental stimulation, creativity, cultural enrichment, and relaxation.</p> <p>Divide learners into groups and ask them to choose one profitable leisure activity to discuss in detail.</p> <p>Each group presents the benefits and potential challenges of their chosen activity, and how to overcome those challenges.</p> <p><u>Assessment</u> Choose one profitable leisure activity you enjoy or would like to try.</p> <ol style="list-style-type: none"> <li>1. Describe the activity and explain why it is considered a profitable leisure activity.</li> <li>2. What benefits do you personally gain from engaging in this activity? List at least three.</li> <li>3. Explain how engaging in this profitable leisure activity contributes to your overall well-being and personal growth.</li> </ol>	Pictures and charts	

	4. Share one challenge you might face in pursuing this activity and suggest a solution to overcome that challenge.	
PHASE 3: <b>REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: R.M.E</b>	
<b>Duration: 60MINS</b>		<b>Strand: Ethics &amp; Moral Life</b>	
<b>Class: B9</b>	<b>Class Size:</b>	<b>Sub Strand: Religion &amp; Economic Life</b>	
<b>Content Standard:</b> B9 6.1.1: Develop skills in managing time profitably		<b>Indicator:</b> B9 6.4.1.3: Explain the need for leisure	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can describe the importance of leisure and its role in personal well-being and growth.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References: R.M.E Curriculum Pg. 75</b>			
<b>Keywords: Leisure Importance, Relaxation, Self-Reflection, Well-Being</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin by asking learners what comes to mind when they hear the word "leisure."</p> <p>Discuss the different activities they associate with leisure and how they feel after engaging in leisure activities.</p>		
<b>PHASE 2: MAIN</b>	<p>Introduce the concept of the need for leisure and its significance in maintaining a balanced life.</p> <p>Discuss the various reasons why leisure is important, such as relaxation, energy recovery, divine law, self-reflection, meditation, reading scriptures, and helping others.</p> <p>Explain how leisure activities contribute to mental, emotional, and physical well-being.</p> <p>Divide learners into groups and assign each group a benefit of leisure to discuss (e.g., relaxation, self-reflection, helping others).</p> <ul style="list-style-type: none"> <li>• Relaxation and recovery of energy</li> <li>• It is a divine law</li> <li>• For reflection on personal life</li> <li>• For meditation and reading scriptures</li> <li>• For helping others etc.</li> </ul> <p>Have each group present their findings and examples of activities that fulfill that specific benefit.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Why is relaxation an important aspect of leisure? How does it contribute to overall well-being?</li> <li>2. Discuss the role of leisure in self-reflection and personal growth. Provide an example of how leisure activities can help individuals gain insights about themselves.</li> <li>3. Explain the connection between leisure and helping others. How can engaging in leisure activities benefit both the individual and the</li> </ol>	Pictures and charts	

	community? 4. Explain how your own leisure activities and how they contribute to your overall happiness and fulfillment.	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	