

## WEEK 1

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| <b>WEEK ENDING:</b>  |  | <b>DAY:</b>  | <b>Subject:</b> R.M.E       |
| <b>Duration:</b>   |  | <b>Strand:</b> God, His Creation & Attributes  |                             |
| <b>Class:</b> B7   | <b>Class Size:</b>   | <b>Sub Strand:</b> Attributes of God   |                             |
| <b>Content Standard:</b><br>B7 I.1.1: Explain the nature of God seen through His attributes            |  | <b>Indicator:</b><br>B7 I.1.1.1: Explain the nature of God through His attributes in the three major religions | <b>Lesson:</b><br>1 of 3    |
| <b>Performance Indicator:</b><br>Learners can identify the attributes of God in the Christian religion |  | <b>Core Competencies:</b><br>CG 5.2, CG 5.3, CP 5.6, DL 5.5, DL 6.4  |                             |
| <b>References :</b> RME Curriculum Pg.2  |  |  |                             |
| <b>Keywords:</b> omnipotent, omnipresent, omniscient   |  |  |                             |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   |  | <b>Resources</b>            |
| <b>PHASE 1: STARTER</b>  | <p>Recap with learners to find out what they already know about God.</p> <p>Share with learners the performance indicators.</p>  |  | Pictures, wall charts, etc. |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Guide learners to Identify and explain the attributes of God by christians.<br/>E.g. omnipotent, omnipresent, omniscient, love, patience.</p> <p>Let learners explain the attributes of God in English and in their local languages.<br/>E.g., Amowia – giver of sunlight (Akan);</p> <p>Binnamdanaa – the Creator of all creatures(Dagbani);</p> <p>Mawu Kitikata – God is the source of life (Ewe)</p> <p>Engage learners to role-play situations to depict some of the attributes of God.</p> <p>Learners to discuss the Christian moral implications of the attributes of God.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. what is meant by attribute of God.</li> <li>2. state and explain five (5) Christian attributes of God.</li> </ol> |  |                             |
| <b>PHASE 3: REFLECTOIN</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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>  |  |                             |

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>        | <b>Subject: R.M.E</b>  |                             |
| <b>Duration:</b>   |                    | <b>Strand: God, His Creation &amp; Attributes</b>  |                             |
| <b>Class: B7</b>   | <b>Class Size:</b> | <b>Sub Strand: Attributes of God</b>   |                             |
| <b>Content Standard:</b><br>B7 1.1.1: Explain the nature of God seen through His attributes            |                    | <b>Indicator:</b><br>B7 1.1.1.1: Explain the nature of God through His attributes in the three major religions   | <b>Lesson:</b><br>1 of 3    |
| <b>Performance Indicator:</b><br>Learners can identify the attributes of Allah in the Islamic religion |                    | <b>Core Competencies:</b><br>CG 5.2, CG 5.3, CP 5.6, DL 5.5, DL 6.4  |                             |
| <b>References :</b> RME Curriculum Pg.2  |                    |  |                             |
| <b>Keywords:</b> Majestic, authority   |                    |  |                             |
| <b>Phase/Duration</b>  |                    |  |                             |
| <b>Phase/Duration</b>  |                    | <b>Learners Activities</b>   | <b>Resources</b>            |
| <b>PHASE 1: STARTER</b>  |                    | Recap with learners to find out what they already know about Allah.<br><br>Share with learners the performance indicators.   | Pictures, wall charts, etc. |
| <b>PHASE 2: NEW LEARNING</b>   |                    | Guide learners to Identify and explain the attributes of God by muslims.<br>E.g. Al-Adi, Al-Alim, Allah, Al-Aziz, Al-Rabb, etc.<br><br>Let learners explain the attributes of Allah in English and in their local languages.<br>E.g., Al-Adi – The Just One, <ul style="list-style-type: none"> <li>• Al-Alim – The authority that is all knowing,</li> <li>• Allah – The only true God that deserve praises, worship and respect,</li> <li>• Al-Aziz – The Majestic One,</li> <li>• Al-Rabb – The Lord who maintains nature in the most appropriate manner.</li> </ul> Engage learners to role-play situations to depict some of the attributes of Allah.<br><br>Learners to discuss the Islamic moral implications of the attributes of God.<br><br><u>Assessment</u><br>1. what is meant by attribute of Allah.<br>2. state and explain five (5) Islamic attributes of Allah. |                             |
| <b>PHASE 3: REFLECTOIN</b>   |                    | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.<br><br>Ask learners how the lesson will benefit them in their daily lives.   |                             |

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| <b>WEEK ENDING:</b>   | <b>DAY:</b>  | <b>Subject:</b> R.M.E   |
| <b>Duration:</b>  | <b>Strand:</b> God, His Creation & Attributes  |   |
| <b>Class:</b> B7  | <b>Class Size:</b>   | <b>Sub Strand:</b> Attributes of God                                |
| <b>Content Standard:</b><br>B7 I.1.1: Explain the nature of God seen through His attributes | <b>Indicator:</b><br>B7 I.1.1.1: Explain the nature of God through His attributes in the three major religions   | <b>Lesson:</b><br>1 of 3  |
| <b>Performance Indicator:</b><br>Learners can identify the attributes of God in the ATR     |  | <b>Core Competencies:</b><br>CG 5.2, CG 5.3, CP 5.6, DL 5.5, DL 6.4 |
| <b>References :</b> RME Curriculum Pg.2   |  |   |
| <b>Keywords:</b> omnipotent, omnipresent, omniscient  |  |   |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>   | Recap with learners to find out what they already know about God.<br><br>Share with learners the performance indicators.   | Pictures, wall charts, etc.   |
| <b>PHASE 2: NEW LEARNING</b>  | Guide learners to Identify and explain the attributes of God by christians.<br>E.g. omnipotent, omnipresent, omniscient, love, patience.<br><br>Let learners explain the attributes of God in English and in their local languages.<br>E.g., Amowia – giver of sunlight (Akan);<br><br>Binnamdanaa – the Creator of all creatures(Dagbani);<br><br>Mawu Kitikata – God is the source of life (Ewe)<br><br>Engage learners to role-play situations to depict some of the attributes of God.<br><br>Learners to discuss the Traditional moral implications of the attributes of God.<br><br>Have learners talk about how they are going to apply the attributes of God in their own daily lives<br><br><u>Assessment</u><br>1. state and explain four attributes of God by the ATR.<br>2. state three moral implications of the attributes of God. |   |
| <b>PHASE 3: REFLECTOIN</b>  | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.<br><br>Ask learners how the lesson will benefit them in their daily lives.   |   |

## WEEK 2

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>  | <b>Subject:</b> R.M.E                |
| <b>Duration:</b>   | <b>Strand:</b> God, His Creation & Attributes  |                                      |
| <b>Class:</b> B7   | <b>Class Size:</b>   | <b>Sub Strand:</b> Attributes of God |
| <b>Content Standard:</b><br>B7 1.1.1: Explain the nature of God seen through His attributes  | <b>Indicator:</b><br>B7 1.1.1.1: Explain the nature of God through His attributes in the three major religions   | <b>Lesson:</b><br>1 of 3             |
| <b>Performance Indicator:</b><br>Learners can discuss the purpose and usefulness of creation | <b>Core Competencies:</b><br>CG 5.2, CG 5.3, CP 5.6, DL 5.5, DL 6.4  |                                      |
| <b>References :</b> RME Curriculum Pg.2  |  |                                      |
| <b>Keywords:</b> attributes,   |  |                                      |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>                     |
| <b>PHASE 1: STARTER</b>  | Using questions and answers, revise with learners on what was studied previously.<br><br>Share with learners the performance indicators.   | Pictures, wall charts, etc.          |
| <b>PHASE 2: NEW LEARNING</b>   | Engage learners to review the creation stories of the three main Religions.<br><br>Learners in groups, to discuss the purpose and usefulness of creation<br><br>Guide learners to explain the purpose and usefulness of things created by God<br><br>Engage learners to role-play situations to depict some of the things God created.<br><br><u>Assessment</u><br>1. Write an essay on any one of the Creation Stories.<br>2. Explain the usefulness of four created things |                                      |
| <b>PHASE 3: REFLECTOIN</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.<br><br>Ask learners how the lesson will benefit them in their daily lives.   |                                      |

## WEEK 3


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| <b>WEEK ENDING:</b>  |   | <b>DAY:</b>  | <b>Subject:</b> R.M.E    |
| <b>Duration:</b>   |   | <b>Strand:</b> God, His Creation & Attributes  |                          |
| <b>Class:</b> B7   | <b>Class Size:</b>  | <b>Sub Strand:</b> Attributes of God   |                          |
| <b>Content Standard:</b><br>B7 1.1.1: Explain the nature of God seen through His attributes              |   | <b>Indicator:</b><br>B7 1.1.1.2: Describe ways in which you demonstrate attributes of God in your life | <b>Lesson:</b><br>1 of 3 |
| <b>Performance Indicator:</b><br>Learners can describe the application of Gods attributes in their lives |   | <b>Core Competencies:</b><br>CG 5.2, CG 5.3, CP 5.6, DL 5.5, DL 6.4                                    |                          |
| <b>References :</b> RME Curriculum Pg.2  |   |  |                          |
| <b>Keywords:</b> attributes,   |   |  |                          |
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| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |                          |
| <b>PHASE 1: STARTER</b>  | <p>Tell learners a story about the Good Samaritan.</p> <p>Ask learners to tell the part of the story they like best and why.</p> <p>Learners tell what they make of the story heard.</p> <p>They also make resolutions to be like the good Samaritan.</p> <p>Introduce the lesson by sharing the performance indicators.</p>  | Pictures, wall charts, etc.  |                          |
| <b>PHASE 2: NEW LEARNING</b>   | <p>In groups, ask learners to identify the attributes of God that are found in humankind and present to class for discussion<br/>E.g. love, patience, merciful. Kindness, honesty, faithfulness, tolerance, dependable, etc.</p> <p>Through questions and answers, let learners show how they can relate the attributes of God to their lives.</p> <p>Engage learners to role play how they relate the attributes of God to their life.</p> <p><u>Assessment</u><br/>1. Explain five attributes of God from the Christian point of view.<br/>2. state two moral implications of the attributes of God mentioned in 1 above.</p> |  |                          |
| <b>PHASE 3: REFLECTOIN</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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>   |  |                          |

## WEEK 4


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| <b>WEEK ENDING:</b>   |  | <b>DAY:</b>  | <b>Subject:</b> R.M.E    |
| <b>Duration:</b>  |  | <b>Strand:</b> God, His Creation & Attributes  |                          |
| <b>Class:</b> B7  | <b>Class Size:</b>   | <b>Sub Strand:</b> God, His Nature & Attributes  |                          |
| <b>Content Standard:</b><br>B7 I.1.1: Explain the nature of God seen through His attributes |  | <b>Indicator:</b><br>B 7.1.1.1.3: Identify the similarities in the way that the nature of God is understood through His attributes in the three major religions in Ghana | <b>Lesson:</b><br>3 of 3 |
| <b>Performance Indicator:</b><br>Learners can relate to attributes of God                   |  | <b>Core Competencies:</b>  |                          |
| <b>References :</b> RME Curriculum Pg.3   |  |  |                          |
| <b>Keywords:</b> attributes,  |  |  |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>   |                          |
| <b>PHASE 1: STARTER</b>   | <p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>  |  |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Using Think-Pair-Share, learners identify the similarities in the way the nature of God is understood in His attributes in the three major religions.</p> <p>Examples The nature of God as everlasting can be found from the following attributes giving to God by the three major religions.</p> <p><u>ATR</u><br/><i>Tetekwaframo</i> (the ancient of days)</p> <p><u>Christianity</u><br/><i>Alpha and Omega</i> (the beginning and end)</p> <p><u>Islam</u><br/><i>Al-Awwalu wal A'khirun</i> (the beginner and the end)</p> <p>The nature of God as omnipotent can be found in the following attributes.</p> <p><u>ATR</u><br/>- <i>Mawu</i> (Almighty)<br/>- <i>Otumfour</i> (Almighty)</p> <p><u>Christianity</u><br/><i>El-Shaddai</i> (God Almighty)</p> <p><u>Islam</u><br/><i>Azza wa Jalla</i> (Almighty God)</p> | Pictures, wall charts, etc.  |                          |

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|                                       | <p>The nature of God as the sustainer of all creations are found in attributes such as:</p> <p><u>ATR</u></p> <ul style="list-style-type: none"> <li>- Amosu (<i>giver of rain</i>)</li> <li>- Amowia (<i>giver of sunlight</i>)</li> </ul> <p><u>Christianity</u></p> <p><i>Jehovah-Jireh (God the Provider)</i></p> <p><u>Islam</u></p> <p><i>Al-Razak (the Provider)</i></p> |  |
| <p>PHASE 3:<br/><b>REFLECTOIN</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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>   |  |


## WEEK 5

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>   | <b>Subject:</b> R.M.E  |                          |
| <b>Duration:</b>   |   | <b>Strand:</b> Religious Practices   |                          |
| <b>Class:</b> B7   | <b>Class Size:</b>  | <b>Sub Strand:</b> Worship   |                          |
| <b>Content Standard:</b><br>B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. |   | <b>Indicator:</b><br>B7 2.1.1.1: Identify the types of worship in the three major religions                  | <b>Lesson:</b><br>1 of 3 |
| <b>Performance Indicator:</b><br>Learners can describe the mode of Christian worship   |   | <b>Core Competencies:</b><br>CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6: |                          |
| <b>References :</b> RME Curriculum Pg.4  |   |  |                          |
| <b>Keywords:</b> submission, congregational  |   |  |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |                          |
| <b>PHASE 1: STARTER</b>  | Recap with learners to review their understanding in the previous lesson.<br><br>Introduce the lesson by sharing the performance indicators.  |  |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Through questions and answers, learners explain the meaning of worship.<br>E.g. worship is the submission to the will of God.<br><br>Show pictures or video clip of people at worship.<br><br><br><br>Let learners Identify the types of worship in Christian religion,<br>E.g. private (individual or family) and congregational.<br><br>Guide learners to discuss the times and mode of worship in the Christian religions..<br>Example:<br><u>Time of worship</u><br>Any time for the individual worship and families. | Pictures, wall charts, etc.  |                          |

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|  | <p>- Congregational worship at specific agreed times<br/>e.g. Sundays, Saturdays, etc.</p> <p><u>Mode of worship:</u><br/>Meditation, Bible reading, prayer, singing, drumming<br/>and dancing, teaching/preaching, offertory, etc</p> <p>In three mixed ability groups, learners dramatize the<br/>mode and types of worship in the Christian religion.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Describe the times and mode of worship in the<br/>Christian religions.</li> <li>2. What is worship?</li> </ol> |  |
| <p><b>PHASE 3:</b><br/><b>REFLECTION</b></p> | <p>Use peer discussion and effective questioning to find out<br/>from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>   |  |


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| <b>WEEK ENDING:</b>  | <b>DAY:</b>   | <b>Subject: R.M.E</b>  |                |
| <b>Duration:</b>   |   | <b>Strand: Religious Practices</b>   |                |
| <b>Class: B7</b>   | <b>Class Size:</b>  | <b>Sub Strand: Worship</b>   |                |
| <b>Content Standard:</b><br>B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. |   | <b>Indicator:</b><br>B7 2.1.1.1: Identify the types of worship in the three major religions                  | <b>Lesson:</b> |
| <b>Performance Indicator:</b><br>Learners can describe the mode of Islamic worship   |   | <b>Core Competencies:</b><br>CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6: |                |
| <b>References :</b> RME Curriculum Pg.4  |   |  |                |
| <b>Keywords:</b> submission, congregational  |   |  |                |
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| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |                |
| <b>PHASE 1: STARTER</b>  | Recap with learners to review their understanding in the previous lesson.<br><br>Introduce the lesson by sharing the performance indicators.  |  |                |
| <b>PHASE 2: NEW LEARNING</b>   | Through questions and answers, learners explain the meaning of worship.<br>E.g. worship is the submission to the will of Allah.<br><br>Show pictures or video clip of people at worship.<br><br><br><br>Let learners Identify the types of worship in islamic religion,<br>E.g. private (individual or family) and congregational.<br><br>Guide learners to discuss the times and mode of worship in the Islamic religion.<br>Example:<br><u>Time of worship:</u><br>At any time, except when the sun is rising, when sun is right up (Zenith), and when the sun is setting.<br><br>Guide learners to discuss the Five daily prayers of islam.<br>• Fajr      5:00am – 5:30am | Pictures, wall charts, etc.  |                |

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|                                       | <ul style="list-style-type: none"> <li>• Zuhr 1:00pm – 2:00pm</li> <li>• Asr 3: 30pm – 5:00pm</li> <li>• Maghrib 6:00pm – 6:30pm</li> <li>• Isha 7:00pm – late night</li> </ul> <p>In three mixed ability groups, learners dramatize the mode and types of worship in the Islamic religion.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is worship?</li> <li>2. State and explain the five daily prayers of Islam.</li> </ol> |  |
| <p>PHASE 3:<br/><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>  |  |

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>  | <b>Subject: R.M.E</b>  |                             |
| <b>Duration:</b>   |  | <b>Strand: Religious Practices</b>   |                             |
| <b>Class: B7</b>   | <b>Class Size:</b>   | <b>Sub Strand: Worship</b>   |                             |
| <b>Content Standard:</b><br>B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. |  | <b>Indicator:</b><br>B7 2.1.1.1: Identify the types of worship in the three major religions                  | <b>Lesson:</b>              |
| <b>Performance Indicator:</b><br>Learners can describe the mode of African Traditional Religion.   |  | <b>Core Competencies:</b><br>CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6: |                             |
| <b>References :</b> RME Curriculum Pg.4  |  |  |                             |
| <b>Keywords:</b> submission, congregational, Libation, sacrifice   |  |  |                             |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   |  | <b>Resources</b>            |
| <b>PHASE 1: STARTER</b>  | <p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>  |  |                             |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Through questions and answers, learners explain the meaning of worship.<br/>E.g. worship is the submission to the will of a supernatural gods.</p> <p>Show pictures or video clip of people at worship.</p>  <p>Let learners Identify the types of worship in ATR religion,<br/>E.g. private (individual or family) and congregational.</p> <p>Guide learners to discuss the times and mode of worship in the ATR religion.<br/>Example:<br/><u>Time of worship:</u><br/>Any time for individual and family worship.<br/>- Congregational worship on sacred days, special occasions and in times of need.</p> |  | Pictures, wall charts, etc. |


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|  | <p>Guide learners to discuss the mode of worship of the ATR.</p> <p><u>Mode of worship</u></p> <p>Libation, sacrifice, prayer, drumming, singing and dancing, recitation, spirit possession, etc</p> <p><i>1. Libation – A libation is a ritual pouring of liquid, or grains such as rice, as an offering to a deity or spirit.</i></p> <p><i>2. Sacrifice – An act of slaughtering an animal or person or surrendering a possession as an offering to a deity.</i></p> <p>In three mixed ability groups, learners dramatize the mode and types of worship in the ATR religion.</p> <p><u>Assessment.</u></p> <p>1. What is libation?</p> <p>2. Identify any two items for performing libation.</p> |  |
| <p><b>PHASE 3:</b><br/><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>  |  |

## WEEK 6


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| <b>WEEK ENDING:</b>  | <b>DAY:</b>  | <b>Subject: R.M.E</b>  |                          |
| <b>Duration:</b>   |  | <b>Strand: Religious Practices</b>   |                          |
| <b>Class: B7</b>   | <b>Class Size:</b>   | <b>Sub Strand: Worship</b>   |                          |
| <b>Content Standard:</b><br>B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. |  | <b>Indicator:</b><br>B7 2.1.1.1: Identify the types of worship in the three major religions                  | <b>Lesson:</b><br>1 of 3 |
| <b>Performance Indicator:</b><br>Learners can describe the mode of Christian worship   |  | <b>Core Competencies:</b><br>CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6: |                          |
| <b>References :</b> RME Curriculum Pg.4  |  |  |                          |
| <b>Keywords:</b> submission, congregational  |  |  |                          |
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| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |                          |
| <b>PHASE 1: STARTER</b>  | Recap with learners to review their understanding in the previous lesson.  |  |                          |
|  | Introduce the lesson by sharing the performance indicators.  |  |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Through questions and answers, learners explain the meaning of worship.<br>E.g. worship is the submission to the will of God.  | Pictures, wall charts, etc.  |                          |
|  | Show pictures or video clip of people at worship. <div style="text-align: center;">  </div>  |  |                          |
|  | Put learners in groups to discuss the purpose of Christian worship<br><b>Example:</b> <ul style="list-style-type: none"> <li>• <i>To show appreciation and gratitude to God</i></li> <li>• <i>Worship serves as an avenue to communicate with God.</i></li> <li>• <i>It is used to express obedience to God and his commandments.</i></li> </ul> |  |                          |
|  | Engage learners to discuss the types of Christian prayer<br><b>Example:</b> <ul style="list-style-type: none"> <li>• <i>Thanksgiving</i></li> <li>• <i>Petition</i></li> <li>• <i>Prevailing</i></li> <li>• <i>Adoration or worship</i></li> <li>• <i>Expiation</i></li> </ul>   |  |                          |

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|                                       | <ul style="list-style-type: none"> <li>• <i>Interceding</i></li> </ul> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is Christian worship?</li> <li>2. State four reasons why christians worship God</li> <li>3. What is a prayer?</li> <li>4. State and explain four types of Christian prayer.</li> </ol> |  |
| <p>PHASE 3:<br/><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>  |  |

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>        | <b>Subject: R.M.E</b>  |                          |
| <b>Duration:</b>   |                    | <b>Strand: Religious Practices</b>   |                          |
| <b>Class: B7</b>   | <b>Class Size:</b> | <b>Sub Strand: Worship</b>   |                          |
| <b>Content Standard:</b><br>B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. |                    | <b>Indicator:</b><br>B7 2.1.1.1: Identify the types of worship in the three major religions                  | <b>Lesson:</b><br>2 of 3 |
| <b>Performance Indicator:</b><br>Learners can describe the mode of Islamic worship   |                    | <b>Core Competencies:</b><br>CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6: |                          |
| <b>References :</b> RME Curriculum Pg.4  |                    |  |                          |
| <b>Keywords:</b> submission, congregational  |                    |  |                          |


| Phase/Duration               | Learners Activities   | Resources                   |
|------------------------------|---|-----------------------------|
| <b>PHASE 1: STARTER</b>      | Recap with learners to review their understanding in the previous lesson.<br><br>Introduce the lesson by sharing the performance indicators.  |                             |
| <b>PHASE 2: NEW LEARNING</b> | Through questions and answers, learners explain the meaning of worship.<br>E.g. worship is the submission to the will of Allah.<br><br>Show pictures or video clip of people at worship.<br><br><br><br>Put learners in groups to discuss the five pillars of islam.<br>Example: <ul style="list-style-type: none"> <li>• <i>Shahadah</i></li> <li>• <i>Salah or Salat</i></li> <li>• <i>Sawm</i></li> <li>• <i>Zakat</i></li> <li>• <i>Haji</i> .</li> </ul> Engage learners to discuss the purpose of the shahadah. Shahadah is an islamic requirement that every muslim must declare his/her faith to serve Allah as the only true God.<br>Example: <ul style="list-style-type: none"> <li>• <i>It enables a Muslim to remain faithful and dedicated to Allah.</i></li> <li>• <i>It testifies to the whole world that the individual is now a true follower of Allah.</i></li> </ul> | Pictures, wall charts, etc. |

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|                                       | <p>Call volunteer learners to demonstrate how to perform Salat.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>5. State and explain the five pillars of Islam.</li> <li>6. State the importance each of the pillars of Islam.</li> <li>7. Describe how the Salat is performed.</li> </ol> |  |
| <p><b>PHASE 3:<br/>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>   |  |

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>   | <b>Subject: R.M.E</b>  |                             |
| <b>Duration:</b>   |   | <b>Strand: Religious Practices</b>   |                             |
| <b>Class: B7</b>   | <b>Class Size:</b>  | <b>Sub Strand: Worship</b>   |                             |
| <b>Content Standard:</b><br>B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. |   | <b>Indicator:</b><br>B7 2.1.1.1: Identify the types of worship in the three major religions                  | <b>Lesson:</b><br>3 of 3    |
| <b>Performance Indicator:</b><br>Learners can describe the mode of African Traditional Religion.   |   | <b>Core Competencies:</b><br>CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6: |                             |
| <b>References :</b> RME Curriculum Pg.4  |   |  |                             |
| <b>Keywords:</b> submission, congregational  |   |  |                             |
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| <b>Phase/Duration</b>  | <b>Learners Activities</b>  |  | <b>Resources</b>            |
| <b>PHASE 1: STARTER</b>  | <p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>   |  |                             |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Through questions and answers, learners explain the meaning of worship.<br/>E.g. worship is the submission to the will of a supernatural gods.</p> <p>Show pictures or video clip of people at worship.</p>  <p>Put learners in groups to discuss the purpose of traditional worship.<br/>Example:</p> <ul style="list-style-type: none"> <li>• To express appreciation, devotion and reverence to the gods, ancestors and God Almighty.</li> <li>• Worship draws the traditionalist closer to the object of worship.</li> <li>• Worship is used as an avenue for the worshippers to seek divine intervention for their problems, etc.</li> </ul> <p>Engage learners to discuss the types of traditional prayer<br/>Example:</p> <ul style="list-style-type: none"> <li>• Votive prayer</li> <li>• Thanksgiving prayer</li> <li>• Prayer of request</li> </ul> |  | Pictures, wall charts, etc. |


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|  | <ul style="list-style-type: none"> <li>• <i>Preventive prayer</i></li> <li>• <i>Intercessory prayer</i></li> </ul> <p>Guide learners to describe the process involved in pouring libation.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. State three facts about traditional worship.</li> <li>2. Describe how libation is poured by the traditionalist.</li> <li>3. State two differences between offering and sacrifice.</li> </ol> |  |
| <p><b>PHASE 3:</b><br/><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>   |  |

## WEEK 7

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|--|---|---|-----------------------------|
| <b>Date:</b> 4 <sup>th</sup> MARCH, 2022   |   | <b>Day:</b>   | <b>Subject:</b> R.M.E       |
| <b>Duration:</b>   |   | <b>Strand:</b> Religious Practices  |                             |
| <b>Class:</b> B7   | <b>Class Size:</b>  | <b>Sub Strand:</b> Worship  |                             |
| <b>Content Standard:</b><br>B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. |   | <b>Indicator:</b><br>B7 2.1.1.1: Identify the types of worship in the three major religions | <b>Lesson:</b><br>1 of 3    |
| <b>Performance Indicator:</b><br>Learners can describe the mode of Christian worship   |   | <b>Core Competencies:</b><br>CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1:                |                             |
| <b>References :</b> RME Curriculum Pg.4  |   |   |                             |
| <b>Keywords:</b> submission, congregational  |   |   |                             |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  |   | <b>Resources</b>            |
| <b>PHASE 1: STARTER</b>  | <p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>   |   |                             |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Through questions and answers, revise with learners the meaning of worship.<br/>E.g. <i>worship is the submission to the will of God.</i></p> <p>Show pictures or video clip of people at worship.</p>  <p>In groups, learners to identify activities that take place during Christian worship and report to class.</p> <p>Example: Christianity – Meditation, Bible reading, prayer, singing and dancing, offertory, sermon, communion, baptism, etc</p> <p>Put learners in groups to discuss the purpose of Christian worship</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>To show appreciation and gratitude to God</i></li> <li>• <i>Worship serves as an avenue to communicate with God.</i></li> <li>• <i>It is used to express obedience to God and his commandments.</i></li> </ul> |   | Pictures, wall charts, etc. |


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|                                       | <p>Engage learners to discuss the types of Christian prayer</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>Thanksgiving</i></li> <li>• <i>Petition</i></li> <li>• <i>Prevailing</i></li> <li>• <i>Adoration or worship</i></li> <li>• <i>Expiation</i></li> <li>• <i>Interceding</i></li> </ul> <p><u>Assessment</u></p> <p>8. What is Christian worship?</p> <p>9. State four reasons why christians worship God</p> <p>10. What is a prayer?</p> <p>11. State and explain four types of Christian prayer.</p> |  |
| <p>PHASE 3:<br/><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>   |  |

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>        | <b>Subject: R.M.E</b>   |                          |
| <b>Duration:</b>   |                    | <b>Strand: Religious Practices</b>  |                          |
| <b>Class: B7</b>   | <b>Class Size:</b> | <b>Sub Strand: Worship</b>  |                          |
| <b>Content Standard:</b><br>B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. |                    | <b>Indicator:</b><br>B7 2.1.1.1: Identify the types of worship in the three major religions | <b>Lesson:</b><br>2 of 3 |
| <b>Performance Indicator:</b><br>Learners can describe the mode of Islamic worship   |                    | <b>Core Competencies:</b><br>CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1:                |                          |
| <b>References :</b> RME Curriculum Pg.4  |                    |   |                          |
| <b>Keywords:</b> submission, congregational  |                    |   |                          |

| Phase/Duration               | Learners Activities   | Resources                   |
|------------------------------|---|-----------------------------|
| <b>PHASE 1: STARTER</b>      | <p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>   |                             |
| <b>PHASE 2: NEW LEARNING</b> | <p>Through questions and answers, revise with learners the meaning of worship.<br/>E.g. <i>worship is the submission to the will of Allah.</i></p> <p>Show pictures or video clip of people at worship.</p>  <p>In groups, learners to identify activities that take place during Islamic worship and report to class.</p> <p>Example: Islam – Niyyat (intention), ablution, genuflections in prayers, the five pillars of Islam, Qur’anic recitation, sermon, glorification to Allah, sadaqah, offertory, etc</p> <p>Learners in groups, revise the five pillars of islam.<br/>Example:</p> <ul style="list-style-type: none"> <li>• <i>Shahadah</i></li> <li>• <i>Salah or Salat</i></li> <li>• <i>Sawm</i></li> <li>• <i>Zakat</i></li> <li>• <i>Haji .</i></li> </ul> | Pictures, wall charts, etc. |


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|  | <p>Engage learners to revise on the purpose of the shahadah.</p> <p>Shahadah is an islamic requirement that every muslim must declare his/her faith to serve Allah as the only true God.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>It enables a Muslim to remain faithful and dedicated to Allah.</i></li> <li>• <i>It testifies to the whole world that the individual is now a true follower of Allah.</i></li> </ul> <p>Call volunteer learners to demonstrate how to perform Salat.</p> <p><u>Assessment</u></p> <p>12. State and explain the five pillars of Islam.<br/> 13. State the importance each of the pillars of Islam.<br/> 14. Describe how the Salat is performed.</p> |  |
| <p>PHASE 3:<br/> <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>   |  |

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>        | <b>Subject: R.M.E</b>  |                          |
| <b>Duration:</b>   |                    | <b>Strand: Religious Practices</b>   |                          |
| <b>Class: B7</b>   | <b>Class Size:</b> | <b>Sub Strand: Worship</b>   |                          |
| <b>Content Standard:</b><br>B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. |                    | <b>Indicator:</b><br>B7 2.1.1.1: Identify the types of worship in the three major religions                  | <b>Lesson:</b><br>3 of 3 |
| <b>Performance Indicator:</b><br>Learners can describe the mode of African Traditional Religion.   |                    | <b>Core Competencies:</b><br>CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6: |                          |
| <b>References :</b> RME Curriculum Pg.4  |                    |  |                          |
| <b>Keywords:</b> submission, congregational  |                    |  |                          |

| Phase/Duration               | Learners Activities  | Resources                   |
|------------------------------|--|-----------------------------|
| <b>PHASE 1: STARTER</b>      | <p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>  |                             |
| <b>PHASE 2: NEW LEARNING</b> | <p>Through questions and answers, revise with learners the meaning of worship.<br/>E.g. <i>worship is the submission to the will of a supernatural gods.</i></p> <p>Show pictures or video clip of people at worship.</p>  <p>In groups, learners to identify activities that take place during worship and report to class.</p> <p>Example: Indigenous African Religion – offer of libation, sacrifice, prayer, drumming, singing and dancing, incantations, spirit possession, divination, etc.</p> <p>Learners in groups to revise the purpose of traditional worship.<br/>Example:</p> <ul style="list-style-type: none"> <li>To express appreciation, devotion and reverence to the gods, ancestors and God Almighty.</li> <li>Worship draws the traditionalist closer to the object of worship.</li> </ul> | Pictures, wall charts, etc. |


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|  | <ul style="list-style-type: none"> <li>• <i>Worship is used as an avenue for the worshippers to seek divine intervention for their problems, etc.</i></li> </ul> <p>Engage learners to revise on the types of traditional prayer</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>Votive prayer</i></li> <li>• <i>Thanksgiving prayer</i></li> <li>• <i>Prayer of request</i></li> <li>• <i>Preventive prayer</i></li> <li>• <i>Intercessory prayer</i></li> </ul> <p>Guide learners to describe the process involved in pouring libation.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>4. State three facts about traditional worship.</li> <li>5. Describe how libation is poured by the traditionalist.</li> <li>6. State two differences between offering and sacrifice.</li> </ol> |  |
| <p><b>PHASE 3:</b><br/><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>  |  |

## WEEK 8

|  |   |   |                          |
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| <b>WEEK ENDING:</b>  | <b>DAY:</b>   | <b>Subject: R.M.E</b>   |                          |
| <b>Duration:</b>   |   | <b>Strand: Religious Practices</b>  |                          |
| <b>Class: B7</b>   | <b>Class Size:</b>  | <b>Sub Strand: Worship</b>  |                          |
| <b>Content Standard:</b><br>B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. |   | <b>Indicator:</b><br>B7 2.1.1.1: Identify the types of worship in the three major religions | <b>Lesson:</b><br>1 of 3 |
| <b>Performance Indicator:</b><br>Learners can describe the mode of Christian worship   |   | <b>Core Competencies:</b><br>CP 5.6, DL 5.5: DL 6.4: DL 6.6:                                |                          |
| <b>References :</b> RME Curriculum Pg.4  |   |   |                          |
| <b>Keywords:</b> submission, congregational  |   |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | <p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>   |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Through questions and answers, revise with learners the meaning of worship.<br/><i>E.g. worship is the submission to the will of God.</i></p> <p>Show pictures or video clip of people at worship.</p>  <p>In groups, learners to identify activities that take place during Christian worship and report to class.</p> <p>Example: Christianity – Meditation, Bible reading, prayer, singing and dancing, offertory, sermon, communion, baptism, etc</p> <p>Put learners in groups to discuss the purpose of Christian worship</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>To show appreciation and gratitude to God</i></li> <li>• <i>Worship serves as an avenue to communicate with God.</i></li> <li>• <i>It is used to express obedience to God and his commandments.</i></li> </ul> | Pictures, wall charts, etc.   |                          |


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|                                       | <p>Engage learners to discuss the types of Christian prayer</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>Thanksgiving</i></li> <li>• <i>Petition</i></li> <li>• <i>Prevailing</i></li> <li>• <i>Adoration or worship</i></li> <li>• <i>Expiation</i></li> <li>• <i>Interceding</i></li> </ul> <p><u>Assessment</u></p> <p>15. What is Christian worship?</p> <p>16. State four reasons why christians worship God</p> <p>17. What is a prayer?</p> <p>18. State and explain four types of Christian prayer.</p> |  |
| <p>PHASE 3:<br/><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>   |  |

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>        | <b>Subject: R.M.E</b>  |                          |
| <b>Duration:</b>   |                    | <b>Strand: Religious Practices</b>   |                          |
| <b>Class: B7</b>   | <b>Class Size:</b> | <b>Sub Strand: Worship</b>   |                          |
| <b>Content Standard:</b><br>B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. |                    | <b>Indicator:</b><br>B7 2.1.1.1: Identify the types of worship in the three major religions                  | <b>Lesson:</b><br>2 of 3 |
| <b>Performance Indicator:</b><br>Learners can describe the mode of Islamic worship   |                    | <b>Core Competencies:</b><br>CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6: |                          |
| <b>References :</b> RME Curriculum Pg.4  |                    |  |                          |
| <b>Keywords:</b> submission, congregational  |                    |  |                          |

| Phase/Duration               | Learners Activities   | Resources                   |
|------------------------------|---|-----------------------------|
| <b>PHASE 1: STARTER</b>      | <p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>   |                             |
| <b>PHASE 2: NEW LEARNING</b> | <p>Through questions and answers, revise with learners the meaning of worship.<br/>E.g. <i>worship is the submission to the will of Allah.</i></p> <p>Show pictures or video clip of people at worship.</p>  <p>In groups, learners to identify activities that take place during Islamic worship and report to class.</p> <p>Example: Islam – Niyyat (intention), ablution, genuflections in prayers, the five pillars of Islam, Qur’anic recitation, sermon, glorification to Allah, sadaqah, offertory, etc</p> <p>Learners in groups, revise the five pillars of islam.<br/>Example:</p> <ul style="list-style-type: none"> <li>• <i>Shahadah</i></li> <li>• <i>Salah or Salat</i></li> <li>• <i>Sawm</i></li> <li>• <i>Zakat</i></li> <li>• <i>Hajj .</i></li> </ul> | Pictures, wall charts, etc. |

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|                                       | <p>Engage learners to revise on the purpose of the shahadah.</p> <p>Shahadah is an islamic requirement that every muslim must declare his/her faith to serve Allah as the only true God.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>It enables a Muslim to remain faithful and dedicated to Allah.</i></li> <li>• <i>It testifies to the whole world that the individual is now a true follower of Allah.</i></li> </ul> <p>Call volunteer learners to demonstrate how to perform Salat.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. State and explain the five pillars of Islam.</li> <li>2. State the importance each of the pillars of Islam.</li> <li>3. Describe how the Salat is performed.</li> </ol> |  |
| <p>PHASE 3:<br/><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>   |  |

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>        | <b>Subject: R.M.E</b>  |                          |
| <b>Duration:</b>   |                    | <b>Strand: Religious Practices</b>   |                          |
| <b>Class: B7</b>   | <b>Class Size:</b> | <b>Sub Strand: Worship</b>   |                          |
| <b>Content Standard:</b><br>B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. |                    | <b>Indicator:</b><br>B7 2.1.1.1: Identify the types of worship in the three major religions                  | <b>Lesson:</b><br>3 of 3 |
| <b>Performance Indicator:</b><br>Learners can describe the mode of African Traditional Religion.   |                    | <b>Core Competencies:</b><br>CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6: |                          |
| <b>References :</b> RME Curriculum Pg.4  |                    |  |                          |
| <b>Keywords:</b> submission, congregational  |                    |  |                          |

| Phase/Duration               | Learners Activities  | Resources                   |
|------------------------------|--|-----------------------------|
| <b>PHASE 1: STARTER</b>      | <p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>  |                             |
| <b>PHASE 2: NEW LEARNING</b> | <p>Through questions and answers, revise with learners the meaning of worship.<br/>E.g. <i>worship is the submission to the will of a supernatural gods.</i></p> <p>Show pictures or video clip of people at worship.</p>  <p>In groups, learners to identify activities that take place during worship and report to class.</p> <p>Example: Indigenous African Religion – offer of libation, sacrifice, prayer, drumming, singing and dancing, incantations, spirit possession, divination, etc.</p> <p>Learners in groups to revise the purpose of traditional worship.<br/>Example:</p> <ul style="list-style-type: none"> <li>• <i>To express appreciation, devotion and reverence to the gods, ancestors and God Almighty.</i></li> <li>• <i>Worship draws the traditionalist closer to the object of worship.</i></li> </ul> | Pictures, wall charts, etc. |

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|  | <ul style="list-style-type: none"> <li>• <i>Worship is used as an avenue for the worshippers to seek divine intervention for their problems, etc.</i></li> </ul> <p>Engage learners to revise on the types of traditional prayer</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>Votive prayer</i></li> <li>• <i>Thanksgiving prayer</i></li> <li>• <i>Prayer of request</i></li> <li>• <i>Preventive prayer</i></li> <li>• <i>Intercessory prayer</i></li> </ul> <p>Guide learners to describe the process involved in pouring libation.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>7. State three facts about traditional worship.</li> <li>8. Describe how libation is poured by the traditionalist.</li> <li>9. State two differences between offering and sacrifice.</li> </ol> |  |
| <p><b>PHASE 3:</b><br/><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>  |  |

## WEEK 9

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| <b>WEEK ENDING:</b>   | <b>DAY:</b>  | <b>Subject:</b> R.M.E       |
| <b>Duration:</b>  | <b>Strand:</b> Religious Practices   |                             |
| <b>Class:</b> B7  | <b>Class Size:</b>   | <b>Sub Strand:</b> Worship  |
| <b>Content Standard:</b><br>B7 2.1.1 Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. | <b>Indicator:</b><br>B7 2.1.1.3: Identify and explain the moral lessons from worship   | <b>Lesson:</b>              |
| <b>Performance Indicator:</b><br>Learners can explain the moral lessons from worship  | <b>Core Competencies:</b><br>CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6:   |                             |
| <b>References :</b> RME Curriculum Pg.5   |  |                             |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>            |
| <b>PHASE 1: STARTER</b>   | Recap with learners to review their understanding in the previous lesson.<br><br>Introduce the lesson by sharing the performance indicators.   |                             |
| <b>PHASE 2: NEW LEARNING</b>  | Through questions and answers, learners identify the moral lessons from worship.<br>E.g., It encourages discipline in society, it encourages togetherness and unity of people, it gives confidence to face life, etc.<br><br>Learners to dramatize how they relate the moral lessons from worship to their life.<br><br>Project Work: Consult a pastor/priest/an Imam and parents to discuss why we need to be in constant touch with God. | Pictures, wall charts, etc. |
| <b>PHASE 3: REFLECTION</b>  | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.  |                             |

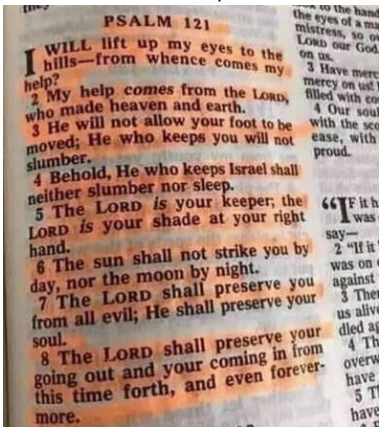
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| <b>WEEK ENDING:</b>   | <b>DAY:</b>   | <b>Subject: R.M.E</b>  |                             |
| <b>Duration:</b>  |   | <b>Strand: Religious Practices</b>                                   |                             |
| <b>Class: B7</b>  | <b>Class Size:</b>  | <b>Sub Strand: Worship</b>   |                             |
| <b>Content Standard:</b><br>B7 2.1.1 Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. |   | <b>Indicator:</b><br>B7. 2.1.1.4: Explain the significance of prayer | <b>Lesson:</b>              |
| <b>Performance Indicator:</b><br>Learners can explain the significance of prayer  |   | <b>Core Competencies:</b><br>CC 9.1: CC 9.4: CG 6.1: CG 5.2: CG 5.3: |                             |
| <b>References : RME Curriculum Pg.6-7</b>   |   |  |                             |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  |  | <b>Resources</b>            |
| <b>PHASE 1: STARTER</b>   | <p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>   |  |                             |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Learners to explain the meaning of prayer. E.g. the act of communication between the worshipper and the object of worship</p> <p>In groups, learners to identify the types of prayer in the three major religions and present findings for discussion in class.</p> <p>Learners use skits to demonstrate how prayer is performed in the three major religions.</p> <p>Learners should compare the use of prayer across the three major religions in Ghana and identify similarities and differences.</p> <p>In groups, learners to discuss the significance of prayer in their daily life.<br/>E.g., <i>it is a command from God/Allah, prayer brings us closer to our Creator, etc.</i></p> |  | Pictures, wall charts, etc. |
| <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>  |  |                             |

## WEEK 10


| <b>WEEK ENDING:</b>   | <b>DAY:</b>  | <b>Subject:</b> R.M.E   |                |
|---|--|---|----------------|
| <b>Duration:</b>  |  | <b>Strand:</b> Religious Practices  |                |
| <b>Class:</b> B7  | <b>Class Size:</b>   | <b>Sub Strand:</b> Christian and Islamic Religious Songs and Recitations                        |                |
| <b>Content Standard:</b><br>B7 2.2.1: Analyze and apply the moral values in religious songs and recitations |  | <b>Indicator:</b><br>B7 2.2.1.1: Differentiate between religious songs and non- religious songs | <b>Lesson:</b> |
| <b>Performance Indicator:</b><br>Learners can sing religious songs and non- religious songs                 |  | <b>Core Competencies:</b><br>PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:                            |                |
| <b>Reference:</b> R.M.E Curriculum Pg. 25   |  |   |                |
|   |  |   |                |
| Phase/Duration  | Learners Activities  | Resources   |                |
| <b>PHASE 1:<br/>STARTER</b>   | Recap with learners to review their understanding in the previous lesson.  |   |                |
|   | Introduce the lesson by sharing the performance indicators.  |   |                |
| <b>PHASE 2: NEW<br/>LEARNING</b>  | Brainstorm learners to come up with the meaning of religious songs.<br><i>Religious songs - are music that express the belief of worshippers and their dependence on God or the Supreme being.</i>   | Pictures, wall charts, etc.   |                |
|   | Have learners to state the characteristic of religious songs.<br><b>Characteristics</b><br><ul style="list-style-type: none"> <li>• Express religious beliefs</li> <li>• Draw worshippers to God</li> <li>• Give hope to the hopeless, etc.</li> </ul> |   |                |
|   | Have learners give some examples of Christian and Islamic religious songs.<br>Example: <i>To God to be the Glory, Salam, etc.</i>  |   |                |
|   | Guide learners to explain non-religious songs.<br><i>Non-religious songs deal with social, political and economic matters.</i>   |   |                |
|   | Guide learners to discuss the types of non-religious songs.<br>Example: Hi-life, Hip-life, Reggae, Raga, Rap, etc.<br>Have learners give some examples of non-religious songs.<br>Examples: odo ye owu, Ghana Mbaa, etc.                               |   |                |
|   | Learners listen to a variety of songs and identify if they are religious songs or not.   |   |                |
| <b>PHASE 3:<br/>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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| <b>WEEK ENDING:</b>   | <b>DAY:</b>  | <b>Subject: R.M.E</b>   |                  |                    |   |                            |  |   |                                   |                                     |                             |
| <b>Duration:</b>  |  | <b>Strand: Religious Practices</b>  |                  |                    |   |                            |  |   |                                   |                                     |                             |
| <b>Class: B7</b>  | <b>Class Size:</b>   | <b>Sub Strand: Christian and Islamic Religious Songs and Recitations</b>                        |                  |                    |   |                            |  |   |                                   |                                     |                             |
| <b>Content Standard:</b><br>B7 2.2.1: Analyze and apply the moral values in religious songs and recitations |  | <b>Indicator:</b><br>B7 2.2.1.1: Differentiate between religious songs and non- religious songs | <b>Lesson:</b>   |                    |   |                            |  |   |                                   |                                     |                             |
| <b>Performance Indicator:</b><br>Learners can sing religious songs and non- religious songs                 |  | <b>Core Competencies:</b><br>PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:                            |                  |                    |   |                            |  |   |                                   |                                     |                             |
| <b>Reference: R.M.E Curriculum Pg. 25</b>   |  |   |                  |                    |   |                            |  |   |                                   |                                     |                             |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   |   | <b>Resources</b> |                    |   |                            |  |   |                                   |                                     |                             |
| <b>PHASE 1: STARTER</b>   | Recap with learners to review their understanding in the previous lesson.<br><br>Introduce the lesson by sharing the performance indicators.   |   |                  |                    |   |                            |  |   |                                   |                                     |                             |
| <b>PHASE 2: NEW LEARNING</b>  | Guide learners to distinguish between religious and non-religious songs. <table border="1" data-bbox="470 929 1129 1243"> <tr> <td>Religious Songs</td> <td>Non-Religious Song</td> </tr> <tr> <td>Religious songs emphasize on Allah or God</td> <td>Emphasize on social issues</td> </tr> <tr> <td>Express the key attributes of God or Allah</td> <td>Songs are secular in nature and express lifestyle of people</td> </tr> <tr> <td>They used to worship God or Allah</td> <td>Songs gratify and entertain society</td> </tr> </table> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>State three features of religious songs.</li> <li>State four difference between religious songs and non-religious songs</li> </ul> |   | Religious Songs  | Non-Religious Song | Religious songs emphasize on Allah or God | Emphasize on social issues | Express the key attributes of God or Allah | Songs are secular in nature and express lifestyle of people | They used to worship God or Allah | Songs gratify and entertain society | Pictures, wall charts, etc. |
| Religious Songs   | Non-Religious Song   |   |                  |                    |   |                            |  |   |                                   |                                     |                             |
| Religious songs emphasize on Allah or God   | Emphasize on social issues   |   |                  |                    |   |                            |  |   |                                   |                                     |                             |
| Express the key attributes of God or Allah  | Songs are secular in nature and express lifestyle of people  |   |                  |                    |   |                            |  |   |                                   |                                     |                             |
| They used to worship God or Allah   | Songs gratify and entertain society  |   |                  |                    |   |                            |  |   |                                   |                                     |                             |
| <b>PHASE 3: REFLECTION</b>  | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.  |   |                  |                    |   |                            |  |   |                                   |                                     |                             |

## WEEK 11

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>   | <b>Subject:</b> R.M.E  |
| <b>Duration:</b>   | <b>Strand:</b> Religious Practices  |  |
| <b>Class:</b> B7   | <b>Class Size:</b>  | <b>Sub Strand:</b> Religious Songs and Recitations   |
| <b>Content Standard:</b><br>B7 2.2.1 Analyze and apply the moral values in religious songs and recitations |   | <b>Indicator:</b><br>B7 2.2.1.2: Demonstrate understanding of basic scripture recitations/oral traditions in the Christian religions |
| <b>Performance Indicator:</b><br>Learners can recite Christian religious passages or recitations           |   | <b>Core Competencies:</b><br>PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:   |
| <b>References:</b> R.M.E Curriculum Pg.8   |   |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | <p>Group learners according to the religion they belong.</p> <p>Have each group sing songs and perform any act of worship of that religion.</p> <p>Share performance indicators and introduce the lesson.</p>   |  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Show real or pictures of songs and recitations from the Bible.</p> <p>Example: Psalm 23 (RSV), Exodus 20 (The Ten Commandments), etc</p>  <p>Call learners in turns to sing and recite texts from the Bible.</p> <p>In groups learners tell the class some moral lessons from the Bible text.</p> | Bible  |
| <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>  |  |

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>        | <b>Subject:</b> R.M.E  |
| <b>Duration:</b>   |                    | <b>Strand:</b> Religious Practices   |
| <b>Class:</b> B7   | <b>Class Size:</b> | <b>Sub Strand:</b> Religious Songs and Recitations   |
| <b>Content Standard:</b><br>B7 2.2.1 Analyze and apply the moral values in religious songs and recitations |                    | <b>Indicator:</b><br>B7 2.2.1.2: Demonstrate understanding of basic scripture recitations/oral traditions in the Islamic religions |
| <b>Performance Indicator:</b><br>Learners can recite Islamic religious passages or recitations             |                    | <b>Core Competencies:</b><br>PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:   |
| <b>References:</b> R.M.E Curriculum Pg.8   |                    |  |

| Phase/Duration               | Learners Activities   | Resources |
|------------------------------|---|-----------|
| <b>PHASE 1: STARTER</b>      | <p>Group learners according to the religion they belong.</p> <p>Have each group sing songs and perform any act of worship of that religion.</p> <p>Share performance indicators and introduce the lesson.</p>   |           |
| <b>PHASE 2: NEW LEARNING</b> | <p>Show real or pictures of songs and recitations from the Quran.<br/>Example: Al- Fatihah (Qur'an chapter 1), Al-Ikhlās (Qur'an Chapter 112), etc.</p>  <p>Call learners in turns to sing and recite texts from the Quran.</p> <p>In groups learners tell the class some moral lessons from the Quran text.</p> | Quran     |
| <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>  |           |

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>   | <b>Subject:</b> R.M.E  |
| <b>Duration:</b>   | <b>Strand:</b> Religious Practices  |  |
| <b>Class:</b> B7   | <b>Class Size:</b>  | <b>Sub Strand:</b> Religious Songs and Recitations   |
| <b>Content Standard:</b><br>B7 2.2.1 Analyze and apply the moral values in religious songs and recitations |   | <b>Indicator:</b><br>B7 2.2.1.2: Demonstrate understanding of basic scripture recitations/oral traditions in the Islamic religions |
| <b>Performance Indicator:</b><br>Learners can recite traditional religious passages or recitations         |   | <b>Core Competencies:</b><br>PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:   |
| <b>References:</b> R.M.E Curriculum Pg. 8  |   |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | <p>Group learners according to the religion they belong.</p> <p>Have each group sing songs and perform any act of worship of that religion.</p> <p>Share performance indicators and introduce the lesson.</p>   |  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Show real or pictures of songs and recitations from any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>"Only a fool tests the depth of a river with both feet".<br/>- African Proverb</p> </div> <div style="background-color: #e1f5fe; padding: 10px; border: 1px solid #ccc;"> <p>"a rolling stone gathers no moss"</p> </div> </div> <p>Call learners in turns to sing and recite Traditional myths, riddle or proverbs.</p> <p>In groups, learners tell the class some moral lessons from the myths, riddle or proverbs</p> | Wall charts, wall words, posters, video clip, etc.   |
| <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>  |  |

## WEEK 12

### REVISION AND END OF TERM ASSESSMENT

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>   | <b>Subject:</b> R.M.E  |
| <b>Duration:</b>   |   | <b>Strand:</b> Strands treated for the term  |
| <b>Class:</b> B7   | <b>Class Size:</b>  | <b>Sub Strand:</b> Sub strands for the term  |
| <b>Content Standard:</b><br>Demonstrate knowledge and understanding in the topics treated so far.            |   | <b>Indicator:</b><br>Recall and summarize all what they have learnt within the term. |
| <b>Performance Indicator:</b><br>Learners can recall and summarize all what they have learnt within the term |   | <b>Core Competencies:</b><br>PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:                 |
| <b>References:</b> R.M.E Curriculum Pg. 1 to 9   |   |  |
|  |   |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | Revise previous lesson with learners using questions and answers.   |  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Revise with learners to explain the nature of God through His attributes in the three major religions.</p> <p>Engage learners to review the creation stories of the three main Religions.</p> <p>Learners in groups, to discuss the purpose and usefulness of creation</p> <p>Guide learners to explain the purpose and usefulness of things created by God</p> <p>Engage learners to role-play situations to depict some of the things God created.</p> <p>Revise with learners to identify the types of worship in the three major religions.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Write an essay on any one of the Creation Stories.</li> <li>2. Explain the usefulness of four created things.</li> <li>3. Describe the times and mode of worship in the Christian religions.</li> <li>4. State and explain the five daily prayers of Islam</li> <li>5. Identify any two items for performing libation.</li> </ol> | Wall charts, wall words, posters, video clip, etc.                                   |
| <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>  |  |

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| <b>WEEK ENDING:</b>  | <b>DAY:</b>  | <b>Subject:</b> R.M.E  |
| <b>Duration:</b>   |  | <b>Strand:</b> Strands treated for the term                          |
| <b>Class:</b> B7   | <b>Class Size:</b>   | <b>Sub Strand:</b> Sub strands for the term                          |
| <b>Content Standard:</b><br>Demonstrate knowledge and understanding in the topics treated so far.                  |  | <b>Indicator:</b><br>Preparation towards vacation                    |
| <b>Performance Indicator:</b><br>Learners can answer all end of term assessment questions in their exercise books. |  | <b>Core Competencies:</b><br>PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6: |
| <b>References:</b> R.M.E Curriculum Pg. 1 to 9   |  |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | Ask learners to bring and display all the materials needed for the assessment.<br><br>Educate them on the consequences of examination mal practice.  | Exercise books, pen, pencils, erasers, Answer sheets.                |
| <b>PHASE 2: NEW LEARNING</b>   | Engage learners to arrange themselves properly to sit for the assessment test.<br><br>Mark learners answer sheets or exercise books.<br><br>Fill in learner's SBA books and report cards.<br><br>Distribute learners answer sheets or exercise books for feedback. | SBA, Assessment Questions and exercise books.                        |