

SECOND TERM LESSON PLAN
RELIGIOUS & MORAL EDUCATION – B7
WEEK I

Date: 13 TH MAY, 2022	DAY:	Subject: R.M.E
Duration: 50mins		Strand: Religious Practices
Class: B7	Class Size:	Sub Strand: Religious Songs and Recitations
Content Standard: B7 2.2.1: Analyze and apply the moral values in religious songs and recitations.	Indicator: B7 2.2.1.3: Identify the moral values in religious songs and recitations.	Lesson: 3 of 4
Performance Indicator: Learners can identify the moral values in religious songs and recitations		Core Competencies: PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:
References: R.M.E Curriculum Pg. 8		



Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners on the meaning of religious songs. <i>Religious songs - are music that express the belief of worshippers and their dependence on God or the Supreme being.</i></p> <p>Have learners to state the characteristic of religious songs. Characteristics</p> <ul style="list-style-type: none"> • Express religious beliefs • Draw worshippers to God • Give hope to the hopeless, etc. <p>Have learners give some examples of Christian and Islamic religious songs. Example: <i>To God to be the Glory, Salam, etc.</i></p> <p>Guide learners to explain non-religious songs. <i>Non-religious songs deal with social, political and economic matters.</i></p> <p>Guide learners to discuss the types of non-religious songs. Example: <i>Hi-life, Hip-life, Reggae, Raga, Rap, etc.</i></p> <p>Have learners give some examples of non-religious songs. Examples: <i>odo ye owu, Ghana Mbaa, etc.</i></p>	Pictures, wall charts, etc.

	<p>Learners listen to a variety of songs and identify if they are religious songs or not.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are Religious Songs? 2. State three features of religious songs. 3. State five moral values of religious songs. 	
<p>PHASE 3: REFLECTION</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>	

Date: 13 TH MAY, 2022	DAY:	Subject: R.M.E
Duration: 50mins		Strand: Religious Practices
Class: B7	Class Size:	Sub Strand: Religious Songs and Recitations
Content Standard: B7 2.2.1: Analyze and apply the moral values in religious songs and recitations.	Indicator: B7 2.2.1.3: Identify the moral values in religious songs and recitations.	Lesson: 4 of 4
Performance Indicator: Learners can discuss the importance of traditional songs.		Core Competencies: PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:
References: R.M.E Curriculum Pg. 8		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to discuss the moral values in religious songs and recitations.</p> <p>E.g.</p> <ul style="list-style-type: none"> • motivation • humility • contentment • acknowledgement of the power of God. <p>With the help of role play, learners demonstrate how they apply the moral values in their daily life.</p> <p>Brainstorm learners to talk about traditional songs. Traditional songs are songs that are sung by people in the traditional areas on different occasions for different reasons.</p> <p>Have learners talk about the importance of traditional songs.</p> <p>Example:</p> <ol style="list-style-type: none"> i. They are sung to promote good morals in society ii. To promote unity in society, etc. <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Explain five moral lessons that can be learnt from such songs. 2. Explain the moral importance of traditional songs. 	Pictures, wall charts, etc.
PHASE 3: REFLECTION	<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>	

WEEKLY LESSON PLAN – B7

WEEK 2

Date: 20 th MAY, 2022	DAY:	Subject: Religious & Moral Education	
Duration:		Strand: The Family And The Community	
Class: B7	Class Size:	Sub Strand: : Family Systems	
Content Standard: B7 3.1.1 Identify and Explain the Importance of the Family Systems		Indicator: B7.3.1.1.1: Explain the concept and types of family systems in Ghana	Lesson:
Performance Indicator: Learners can explain the concept of family in Ghana		Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 6.1: CP 5.2:	
Reference: Religious & Moral Education curriculum P.g. 8			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.		
PHASE 2: NEW LEARNING	Let learners explain the concept of family. <i>Family is a human social unit whose members are bound by blood ties, marriage or covenant/adoption.</i> Show learners pictures to observe the type of family system in Ghana. <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="text-align: center;">  <i>Nuclear family</i> </div> <div style="text-align: center;">  <i>Extended family</i> </div> </div> Guide learners to mention the types of family systems in Ghana. Example: 1. Nuclear family system 2. Extended family system <u>ASSESSMENT</u>	video clip./ pictures	

	<ol style="list-style-type: none">1. What is a family system?2. Name the types of family system in Ghana.	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Date: 20 th MAY, 2022	DAY:	Subject: Religious & Moral Education
Duration:		Strand: The Family And The Community
Class: B7	Class Size:	Sub Strand: : Family Systems
Content Standard: B7 3.1.1 Identify and Explain the Importance of the Family Systems		Indicator: B7.3.1.1.1 Explain the concept and types of family systems in Ghana
Performance Indicator: Learners can describe the two-family systems in Ghana.		Lesson:
		Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 6.1: CP 5.2:
Reference: Religious & Moral Education curriculum P.g. 8		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	Guide learners to describe the nuclear family system. <i>The nuclear family system consists of the father, mother and children.</i> <i>The nuclear family can also consist of one of the parents and the children.</i> <i>The size of the family is very small.</i> <i>The control of the family lies in the hands of the father.</i> <i>The father is responsible for all matters concerning the welfare of the family members.</i> Have learners talk about the merits and demerits of the nuclear family system. Through think- pair share, let learners discuss extended family system in Ghana. <i>Extended family system consists of all relatives from the paternal and maternal family relations.</i> Have learners talk about the merits and demerits of the extended family system. ASSESSMENT: Describe the two-family systems in Ghana.	video clip./ pictures
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from have learnt during the lesson. Take feedback from learners and summarize the lesson.	

WEEKLY LESSON PLAN – B7

WEEK 3

Date: 27 TH MAY, 2022	DAY:	Subject: R.M.E
Duration:		Strand: The Family & The Community
Class: B7	Class Size:	Sub Strand: The Family Systems
Content Standard: B7 3.1.1: Identify and Explain the Importance of the Family Systems	Indicator: B7.3.1.1.1: Explain the concept and types of family systems in Ghana	Lesson: 3 OF 4
Performance Indicator: Learners can describe the two-family systems in Ghana.		Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 6.1: CP 5.2:
References: R.M.E Curriculum Pg. 10-11		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to explain the concept of family. E.g. It is a social unit whose members are bound by blood ties, marriage or covenant.</p> <p>Learners identify the types of family systems in Ghana. E. g., Nuclear and Extended.</p> <p>Guide learners to describe the two-family systems in Ghana. E.g. the nuclear family system consists of the father, mother and children (if any). The nuclear family can also consist of one of the parents and the children. Extended family system consists of all relatives from the paternal and maternal family relations.</p> <p>With the help of parents, learners create/draw a poster to show their family tree indicating both the nuclear and extended families.</p> <p>Have learners to discuss the merits and demerits of both family systems. Nuclear family system – Merits i. Easy to take care of the family members. ii. Effective supervision, etc.</p> <p>Demerits i. Inadequate or lack of support in the absence of parents.</p>	Pictures and Charts

	<p><i>ii. Members suffer if the breadwinner dies (or passes on), etc.</i></p> <p>Extended Family System – Merits <i>i. Family support in terms of economic assistance and moral guidance</i> <i>ii. Ensures security and protection of family members, etc.</i></p> <p>Demerits <i>i. Encourages laziness</i> <i>ii. Less privacy, etc.</i></p> <p>Divide class into two and ask them to debate on the motion “The extended family system is more important than the nuclear family system.”</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Explain the nuclear family system 2. Mention any three advantages and three disadvantages of the extended family system. 3. Which type of family system operates in Ghana? 	
<p>PHASE 3: REFLECTION</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>	

Date: 27 TH MAY, 2022		DAY:	Subject: R.M.E
Duration:		Strand: The Family & The Community	
Class: B7	Class Size:	Sub Strand: The Family Systems	
Content Standard: B7 3.1.1: Identify and Explain the Importance of the Family Systems		Indicator: B7 3.1.1.2: Identify the role of family members.	Lesson: 4 OF 4
Performance Indicator: Learners can describe the roles of family members.		Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 6.1: CP 5.2:	
References: R.M.E Curriculum Pg. 10-11			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>		
PHASE 2: NEW LEARNING	<p>Guide learners to identify the members in the extended family system.</p> <p>Let learners understand that, the extended family system is headed by the family head.</p> <p>Learners to mention how they call a family head in their local languages. Example: Abusuapanyin, weku nukpa, fiaga, etc.</p> <p>In a discussion, learners identify the roles of family head. Example:</p> <ol style="list-style-type: none"> 1. He is in charge of family properties. 2. He performs the functions of a religious head of the family 3. He represent the family during important occasions 4. He settles all family disputes and conflicts. <p>Have learners discuss the role of the parents (father and mother)</p> <ol style="list-style-type: none"> 1. They support the family financially 2. They help in socialization 3. They facilitate procreation 4. They help maintain peace, law and order <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. State the obligations of each member of the family. 	Pictures and Charts	
PHASE 3: REFLECTION	<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>		

SECOND TERM LESSON NOTES

WEEK 4

Date: 3 rd JUNE, 2022	DAY:	Subject: R.M.E
Duration:		Strand: The Family & The Community
Class: B7	Class Size:	Sub Strand: The Family Systems
Content Standard: B7 3.1.1: Identify and Explain the Importance of the Family Systems	Indicator: B7 3.1.1.2: Identify the role of family members.	Lesson: 4 OF 4
Performance Indicator: Learners can describe the roles of family members.		Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4:
References: R.M.E Curriculum Pg. 10-11		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	In a discussion, revise with learners on the role of the family head and parents. Brainstorm from learners the role of the father and the mother. <u>Father</u> <ul style="list-style-type: none"> • Provides shelter for the family • Maintains discipline at home • Educate the children <u>Mother</u> <ul style="list-style-type: none"> • She prepares meals for the family • She is in charge of sanitation at home • She supports the husband financially Guide learners to discuss the role children in the family. Example: <ul style="list-style-type: none"> • Running of errands • Obedience to parents • Assist parents on their farms or businesses. • Taking care of younger siblings. Have learners talk about the importance of the family system in society. Example: <ul style="list-style-type: none"> • Procreation or reproduction • Provision of basic necessities of life 	Pictures and Charts

	<ul style="list-style-type: none"> • Socialization • Economic support <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. State three characteristics of the <ol style="list-style-type: none"> a. Extended family system b. Nuclear family system 2. State three advantages of the nuclear family over the extended family system. 3. State two roles of each of the members of the nuclear family system. 	
<p>PHASE 3: REFLECTION</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>	

Date: 3 rd JUNE, 2022	DAY:	Subject: R.M.E
Duration:	Strand: The Family & The Community	
Class: B7	Class Size:	Sub Strand: The Family Systems
Content Standard: B7 3.1.1: Identify and Explain the Importance of the Family Systems	Indicator: B7 3.1.1.2: Identify the traditional system of inheritance	Lesson: 4 OF 4
Performance Indicator: Learners can describe the traditional system of inheritance in Ghana.		Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4:
References: R.M.E Curriculum Pg. 10-11		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorm learners for the meaning of inheritance in their local languages. Example: Inheritance means the right to succeed a deceased relation.</p> <p>Have learners to discuss the forms of traditional system of inheritance in Ghana.</p> <ul style="list-style-type: none"> • Matrilineal inheritance • Patrilineal inheritance <p>In groups, leaders ballot for a form of inheritance.</p> <p>Each group brainstorms, generates and organizes ideas on the form of inheritance.</p> <p>Groups present their ideas to the whole class for peer feedback.</p> <p>Guide learners to discuss the advantages and disadvantages of the forms of inheritance in Ghana.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is the difference between matrilineal and patrilineal system of inheritance? 2. State two advantages of patrilineal system of inheritance 3. State two disadvantage of matrilineal system of inheritance 	Pictures and Charts

PHASE 3: REFLECTION	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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SECOND TERM LESSON NOTES

WEEK 5

Date: 10 th JUNE, 2022	DAY:	Subject: R.M.E
Duration:		Strand: The Family & The Community
Class: B7	Class Size:	Sub Strand: The Family Systems
Content Standard: B7 3.1.1: Identify and Explain the Importance of the Family Systems	Indicator: B7 3.1.1.3: Describe ways of promoting good relationships among family members	Lesson: 1 OF 2
Performance Indicator: Learners can describe the roles of family members.		Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4:
References: R.M.E Curriculum Pg. 10-11		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	<p>Guide learners to identify factors that promote good relationships in the family. Example:</p> <ul style="list-style-type: none"> • <i>Learn to respect other family members.</i> • <i>Show appreciation to family members.</i> • <i>Obey rules set by your parents and guardian.</i> • <i>Support your parents when the time is right.</i> <p>Learners to identify the need for healthy relationships among family members. Present findings to class for discussion. Example:</p> <ul style="list-style-type: none"> • <i>It promotes peace in the family.</i> • <i>It facilitates unity</i> • <i>It promotes progress</i> • <i>It promotes good interactions among members.</i> <p>Engage learners to discuss the meaning of self-examination. <i>Self-examination means that one takes a critical look at himself in order to improve on his past experience.</i></p> <p>Have learners analyze the need for self-examination when things go wrong in the family. E.g.</p> <ul style="list-style-type: none"> • <i>avoidance of false accusations and counter accusations, avoid third party intervention (e.g. consultation of mediums such as pastors, mallams, diviners),</i> 	Pictures and Charts

	<ul style="list-style-type: none"> • <i>taking full responsibility for one's actions and inactions.</i> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. State four advantages of healthy family relationship. 2. State four ways of sustaining healthy family relationship. 	
PHASE 3: REFLECTION	<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>	

Date: 10 th JUNE, 2022	DAY:	Subject: R.M.E
Duration:	Strand: The Family & The Community	
Class: B7	Class Size:	Sub Strand: The Family Systems
Content Standard: B7 3.1.1: Identify and Explain the Importance of the Family Systems	Indicator: B7 3.1.1.3: Describe ways of promoting good relationships among family members	Lesson: 2 OF 2
Performance Indicator: Learners can describe the importance of family systems in Ghana	Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4:	
References: R.M.E Curriculum Pg. 10-11		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	Guide learners to discuss the importance of family systems in Ghana. Example: <ul style="list-style-type: none"> • Procreation or reproduction • Provision of basic necessities of life. • Socialization • Economic support • Source of training • Emotional stability. Engage learners to dramatize behaviors that show good relationships among family members. <u>Assessment</u> <ol style="list-style-type: none"> 1. State four effects of unhealthy relationship among family members. 2. Write four importance of the family system. 	Pictures and Charts
PHASE 3: REFLECTION	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.	

SECOND TERM LESSON NOTES

WEEK 6

Date: 17 th JUNE, 2022	DAY:	Subject: R.M.E
Duration:		Strand: Rel. Leaders & Personalities
Class: B7	Class Size:	Sub Strand: Religious Leaders
Content Standard: B7 4.1.1: Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.		Indicator: B7 4.1.1.1: Discuss the early life and call of the religious leaders
Performance Indicator: Learners can describe the early life and call of Jesus Christ		Lesson: I OF I
Performance Indicator: Learners can describe the early life and call of Jesus Christ		Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4:
References: R.M.E Curriculum Pg. 13-14		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	Have learners discuss the leaders of the three major religions in Ghana: - <u>The Lord Jesus Christ</u> Jesus Christ was born in 6 B.C. in Bethlehem. His mother Mary was a virgin who was betrothed to Joseph, a carpenter. Christians believe Jesus was born through immaculate conception. He was baptized in River Jordan by John the baptize etc. Guide learners to discuss what they have heard about Jesus Christ. In groups, ask learners to dramatize or role-play the call of Jesus Christ. Let learners write on the call of Jesus Christ and present their works to class for discussion <u>Assessment</u> 1. <i>At what age did Jesus Christ started his ministry?</i> 2. <i>Who baptized Jesus Christ?</i> 3. <i>In which river was Jesus baptized?</i> 4. <i>Who are the earthly parents of Jesus Christ?</i>	Wall charts, wall words, posters, video clip, etc.
PHASE 3: REFLECTION	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.	

Date: 17 th JUNE, 2022	DAY:	Subject: R.M.E
Duration:	Strand: Rel. Leaders & Personalities	
Class: B7	Class Size:	Sub Strand: Religious Leaders
Content Standard: B7 4.1.1: Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.	Indicator: B7 4.1.1.1: Discuss the early life and call of the religious leaders	Lesson: I OF I
Performance Indicator: Learners can describe the early life and call of Prophet Mohammed	Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4:	
References: R.M.E Curriculum Pg. 13-14		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	Have learners discuss the leaders of the three major religions in Ghana: - <u>Prophet Mohammed</u> Prophet Mohammed was born in 571 AD into a merchant family. His father died before he was born and his mother died at the age of six. Entrusted into a Bedouin nurse, Muhammad spends much of his childhood among nomads, accompanying the caravans of Arabia's main trade route through Mecca. A widow Khadija, considerably older than Muhammad, has sufficient faith in him to entrust him with her business affairs. They later got married when he was 25 years. Etc. Guide learners to discuss what they have heard about Prophet Mohammed. In groups, ask learners to dramatize or role-play the call of Prophet Mohammed. Assessment: Let learners write on the call of Prophet Mohammed and present their works to class for discussion	Wall charts, wall words, posters, video clip, etc.
PHASE 3: REFLECTION	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.	

SECOND TERM LESSON NOTES

WEEK 7

Date: 24 th JUNE, 2022	DAY:	Subject: R.M.E
Duration:	Strand: Rel. Leaders & Personalities	
Class: B7	Class Size:	Sub Strand: Religious Leaders
Content Standard: B7 4.1.1: Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.	Indicator: B7 4.1.1.1: Discuss the early life and call of indigenous religious leaders	Lesson: 1 OF 2
Performance Indicator: Learners can describe the early life and call of some traditional leaders	Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4:	
References: R.M.E Curriculum Pg. 13-14		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners on the early life of Jesus christ and Prophet Mohammed.</p> <p>Have learners discuss the call of an indigenous religious leader. Example: Okomfo Anokye, Egya Ahor, Toha Zie, Togbe Tsali, Osofo Okomfo Damoah, etc.</p> <p>Show pictures or video clips to depict the birth and early life of religious leaders.</p> <p><u>OKOMFO ANOKYE</u> Okomfo Anokye was not the founder of an African traditional religion. He was the greatest traditional fetish priest in the history of traditional religion in Ghana. his real name was Kwame Agyei Frimpong. Hy7ye was born around the year 1640 at Awukugua in Akuapem in the Eastern Region of Ghana. His father's name was Agya Annor and mother's name was Maame Nkobe. Okomfo Anokye stayed with a king called Nana Ansah Sasraku where he learnt a lot of things.</p> <p><u>EGYA (OSOFO) AHOR</u> <i>Egya Ahor was the chief priest of the Fante state god called Akyen He was among the eminent Fante leaders who led the Fantes in their migration from Techiman to their present settlement He operated from his shrine called "Akyen" where people consulted the gods and oracles and sought medical treatment for their ailments He prepared many medicinal herbs and concoctions that protected the people from many diseases, evil spirits, calamities and infections</i></p>	Wall charts, wall words, posters, video clip, etc.

	<p><i>He also predicted times and seasons for the people to help them in their farming and fishing expeditions. He could tell when there will be rain, drought, windy conditions and bush fires. This enabled the people to plan their activities without fear of climatic failure.</i></p> <p><i>During the Akyemmu festival, he offered sacrifices and poured libation on behalf of the people. This gave them protection and divine direction: He ensured that there was always peace and unity among the Fantes He planted a tree which symbolized peace in Fanteland. He devoted much of his time to the service of the Fante state. He was a great farmer and a hunter.</i></p> <p>Guide learners to discuss what they have heard about Okomfo Anokye and Egya Ahor.</p> <p>In groups, ask learners to dramatize or role-play the call of Okomfo Anokye and Egya Ahor.</p> <p><u>Assessment</u> Let learners write on the call of Okomfo Anokye and Egya Ahor and present their works to class for discussion</p>	
<p>PHASE 3: REFLECTION</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>	

Date: 24 th JUNE, 2022	DAY:	Subject: R.M.E
Duration:		Strand: Rel. Leaders & Personalities
Class: B7	Class Size:	Sub Strand: Religious Leaders
Content Standard: B7 4.1.1: Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.	Indicator: B7 4.1.1.1: Discuss the early life and call of indigenous religious leaders	Lesson: 2 OF 2
Performance Indicator: Learners can describe the early life and call of some traditional leaders	Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4:	
References: R.M.E Curriculum Pg. 13-14		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	<p>Have learners discuss the call of an indigenous religious leader. Example: Okomfo Anokye, Egya Ahor, Toha Zie, Togbe Tsali, Osofo Okomfo Damoah, etc.</p> <p>Show pictures or video clips to depict the birth and early life of religious leaders.</p> <p><u>TOGBE TSALI</u> <i>Togbe Tsali was a great Anlo Traditional leader who had super natural powers. He was a member of the Tsiamé royal clan of present day Volta Region. He lived during the reign of the wicked king called Agorkoli at Notsie. As a result of the wicked treatment the people received from their king, he decided to run away to a new location (Eweland) with some of the people.</i></p> <p><i>He transformed himself into a flying spirit and surveyed the Eweland. On his return. Tsali convinced the people that the land is good; hence, they should run at night and possess it. Late in the night, they poured water on the land to make it dust free in order to escape without being detected. When king Agorkoli realized the next day that most of his people had fled, he organized his army to chase them and bring them back. However, on their way. Togbe Tsali asked the people to move backwards. This confused the soldiers because they could not determine the direction the people moved. Other account has it that he changed into a mouse and changed the direction of their footprints in order to confuse the soldiers of king Agorkoli.</i></p> <p><i>When they arrived at the Eweland, he took to farming and hunting. He cleared a large portion of land in a day, caused rain to fall on the land. He planted maize which matured and was harvested on the same day.</i></p>	Wall charts, wall words, posters, video clip, etc.

	<p><i>Since there was no rain on the other farm lands, the people were forced to buy food from him alone. This made the people unhappy because he had used his supernatural power to satisfy his selfish ends.</i></p> <p>Guide learners to discuss what they have heard about Togbe Tsali.</p> <p>In groups, ask learners to dramatize or role-play the call of Togbe Tsali.</p> <p><u>Assessment</u> Let learners write on the call of Togbe Tsali and present their works to class for discussion.</p>	
<p>PHASE 3: REFLECTION</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>	

SECOND TERM LESSON NOTES

WEEK 8

Date: 1 st JULY, 2022	DAY:	Subject: R.M.E
Duration:		Strand: Rel. Leaders & Personalities
Class: B7	Class Size:	Sub Strand: Religious Leaders
Content Standard: B7 4.1.1: Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.	Indicator: B7.4.1.1.2: Describe the ministries of the religious leaders.	Lesson: I OF 2
Performance Indicator: Learners can describe the ministry of Jesus Christ		Core Competencies: CG 5.1 CG 5.4:CG 6.1: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:
References: R.M.E Curriculum Pg. 14-15		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Summarize the key events associated with the ministry of Jesus Christ – <i>Call of the disciples, Sermon on the Mount, teaching and parables and miracles, etc.</i></p> <p>Narrate how Jesus began his ministry and calling of his disciples</p> <p><i>In the Christian gospels, the ministry of Jesus begins with his baptism in the river Jordan by John the Baptist, and ends in Jerusalem, following the Last Supper with his disciples. The Gospel of Luke (Luke 3:23) states that Jesus was "about 30 years of age" at the start of his ministry.</i></p> <p><u>Jesus Calls His First Disciples</u></p> <p><i>18 As Jesus was walking beside the Sea of Galilee, he saw two brothers, Simon called Peter and his brother Andrew. They were casting a net into the lake, for they were fishermen.</i></p> <p><i>19 "Come, follow me," Jesus said, "and I will send you out to fish for people."</i></p> <p><i>20 At once they left their nets and followed him.</i></p> <p><i>21 Going on from there, he saw two other brothers, James son of Zebedee and his brother John. They were in a boat with their father Zebedee, preparing their nets. Jesus called them,</i></p> <p><i>22 and immediately they left the boat and their father and followed him.</i></p> <p>Have learners explore some parables of Jesus Christ.</p> <p>PARABLES:</p> <p><i>A parable is an imaginary story used to illustrate a moral (or spiritual) lesson. Jesus used parables to convey his religious message. Below are examples of Parables used by Jesus Christ:</i></p> <ol style="list-style-type: none"> <i>1. The Good Samaritan- Luke 10:25-37.</i> <i>2. The Prodigal Son- Luke 15:11-32.</i> <i>3. The Unforgiving Servant- Matthew 18:23-35.</i> <i>4. The Good Shepherd- John 10:1-21.</i> 	<p>Wall charts, wall words, posters, video clip, etc.</p>

	<p>5. <i>The Rich Fool- Luke 12:16-21.</i> 6. <i>The Watchful Servant- Luke 12:35-48.</i> 7. <i>The Barren Fig Tree- Luke 13:6-9.</i> 8. <i>The Lost Coin- Luke 15:8-10.</i></p> <p>In groups, let learners discuss the moral lessons associated with the sermon on the mount.</p> <p>SERMON ON THE MOUNT The Sermon on the Mount is moral teaching found in the Book of Matthew a collection of Jesus' sayings, which emphasizes his</p> <p>Now when Jesus saw the crowds, he went up on a mountainside and sat down Introduction to the Sermon on the Mount His disciples came to him, and he began to teach them.</p> <p><u>The Beatitude</u></p> <ul style="list-style-type: none"> • <i>He said: "Blessed are the poor in spirit, for theirs is the kingdom of heaven. Blessed are those who mourn, for they will be comforted.</i> • <i>Blessed are the meek, for they will inherit the earth. are those who hunger and thirst for righteousness, for they will be filled.</i> • <i>Blessed are the merciful, for they will be shown mercy.</i> • <i>Blessed are the pure in heart, for they will see God.</i> • <i>Blessed are the peacemakers, for they will be called children of God.</i> • <i>Blessed are those who are persecuted because of righteousness, for theirs is the Kingdom of heaven.</i> • <i>"Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me.</i> • <i>Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you.</i> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is a parable? 2. State two reasons why Jesus Christ used parables in his teachings. 3. Give an account of the story of the prodigal son. 	
<p>PHASE 3: REFLECTION</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>	

Date: 1 st JULY, 2022	DAY:	Subject: R.M.E
Duration:		Strand: Rel. Leaders & Personalities
Class: B7	Class Size:	Sub Strand: Religious Leaders
Content Standard: B7 4.1.1: Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.	Indicator: B7.4.1.1.2: Describe the ministries of the religious leaders.	Lesson: 2 OF 2
Performance Indicator: Learners can describe the ministry of Prophet Mohammed	Core Competencies: CG 5.1 CG 5.4:CG 6.1: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
References: R.M.E Curriculum Pg. 14-15		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	Summarize the key events associated with the ministry of Muhammad (SAW) – triumphant entry to Makkah, forgiveness of the unbelieving folks, the farewell sermon etc. <u>Divine Revelation</u> <i>In his late 30s. Muhammad took to regularly visiting a cave in Mount Hira, on the outskirts of Mecca, to seek solitude and contemplation In 610, at the age of 40. Muhammad returned from one such visit telling his wife he had either gone mad or become a prophet, for he had been visited by an angel Khadija who was initially shocked became Muhammad's first convert Muhammad reported that while in a trance-like state, the Angel Gabriel appeared to him and said "Proclaim!" But like Moses, Muhammad was a reluctant prophet</i> <i>He replied. "I am not a proclaimer The angel persisted, and the Muhammad repeatedly resisted, until the angel finally overwhelmed him and commanded him: "Proclaim in the name of your Lord who Created man from a clot of blood Proclaim. Your Lord is the Most Generous, Who teaches by the pen: teaches man what he knew not (Qur'an 96:1-3)</i> <i>After receiving Khadija's support and additional angelic visits. Muhammad became confident he had indeed been chosen as the messenger of God and began to proclaim as he had been commanded Muhammad's message to his countrymen was to convert from pagan polytheism, immorality and materialism, repent from evil and worship Allah, the only true God.</i> <u>Hijira</u> <i>Persecution continued to increase until Muhammad received some welcoming news he had gained followers in the city of Yathrib, 280 miles north of Mecca The city was in need of a strong leader, and a delegation from Yathrib proposed that Muhammad take the job In return, they pledged to worship Allah only, obey Muhammad and defend him and his followers.</i> <i>Allah revealed to Muhammed his approval of this arrangement, and Muhammad made plans to escape to Yathrib The leaders in Mecca heard of the planned escape, and therefore, attempted to prevent it. But Muhammad</i>	Wall charts, wall words, posters, video clip, etc.

	<p><i>and his close friend Abu Bakr managed to make narrow escape out of the city, evading a Meccan search party and arriving safely in Yathrib This event is celebrated by Muslims as the Hijira. The year in which it occurred. 622, is the date on which the Muslim calendar begins. Yathrib was renamed Medinat al-Nabi, "The City of the Prophet." and is now known simply as Medina, "The City.</i></p> <p><i>In Medina, Muhammad proved himself an able politician and statesman as we as a prophet. Exercising superb statecraft, he welded the five heterogeneous and conflicting tribes of the city, three of which were Jewish, into an orderly confederation His reputation spread and people began to flock from every pan of Arabia to see the man who had produced this 'miracle'.</i></p> <p><u>Battle for Mecca</u> <i>After establishing himself in Medina and accomplishing the job he had been invited to do, the people of Medina began several years of battle with Muhammad's former home city, Mecca. In 624, the Muslims won their first battle against the Meccans. As the meccan had a much larger army, the Muslims took the victory as a sign that God was on their side. However, a subsequent battle was not victorious, and Muhammad himself was wounded. But in 627, the Meccans attacked the Muslims in Medina and the Muslims won the battle</i></p> <p><i>In 630, Muhammad and his forces marched to Mecca and defeated it. The Prophet rededicated the Ka'ba temple to Allah, witnessed the conversion to Islam of nearly the entire Meccan population, and then returned to Medina. Muhammad died in 632, having conquered nearly all of Arabia for Islam.</i></p> <p><u>Assessment</u> 1. Give an account of the triumphant entry to Makkah. 2. State four moral lessons that can be learnt from the life of Prophet Muhammed.</p>	
<p>PHASE 3: REFLECTION</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>	

SECOND TERM LESSON NOTES

WEEK 9

Date: 8 th JULY, 2022	DAY:	Subject: R.M.E
Duration:		Strand: Rel. Leaders & Personalities
Class: B7	Class Size:	Sub Strand: Religious Leaders
Content Standard: B7 4.1.1: Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.		Indicator: B7.4.1.1.2: Describe the ministries of the religious leaders.
Performance Indicator: Learners can describe the ministry of Okomfo Anokye and Egya Ahor		Lesson: I OF 2
Core Competencies: CG 5.1 CG 5.4:CG 6.1: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:		
References: R.M.E Curriculum Pg. 14-15		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	Summarize the key events associated with the ministry of Okomfo Anokye and Egya Ahor. <u>Okomfo Anokye</u> <i>Okomfo Anokye became the spiritual leader, chief priest and advisor to Nana Osei Tutu I when he ascended to the Kingship in 1690. Working together, they united the Ashantis and conquered many new territories. They were successful in the Ashanti expansionary policy. They organized a powerful army that defeated two powerful kingdoms namely the Denkyiras and Akan Dormas in Brong Ahafo today.</i> <i>Okomfo Anokye employed not only his political influence of his priesthood, but also his spiritual powers and ties of his people. This led to great transformation of the loose Ashanti alliances to a strong and vibrant force that spread from the northern half to the southern part of the country. The Asante Nation Union was formed in 1695 through his co-operation with Nana Osei Tutu I.</i> <i>He established rituals and customs of the Ashanti Nation States or Union to reduce the influence of other local traditions and customs.</i> Have learners discuss some of the miracles Okomfo Anokye performed. <ul style="list-style-type: none"> • He walked through rain without getting wet. • He cured barren women • He walked on a suspended silk string. • He made food appear from thin air. • He hit a raw egg against a wall without the shell breaking. Guide learners to summarize the key events associated with the ministry of Egya Ahor.	Wall charts, wall words, posters, video clip, etc.

	<p><i>Egya Ahor was the chief priest of the Fante state god called Akyen He was among the eminent Fante leaders who led the Fantes in their migration from Techiman to their present settlement He operated from his shrine called "Akyen" where people consulted the gods and oracles and sought medical treatment for their ailments</i></p> <p>Have learners discuss some of the miracles Egya Ahor performed.</p> <ul style="list-style-type: none"> • <i>He ensured that there was always peace and unity among the Fantes</i> • <i>He planted a tree which symbolized peace in Fanteland.</i> • <i>He devoted much of his time to the service of the Fante state.</i> • <i>He supported the poor and the needy with his wealth</i> 	
<p>PHASE 3: REFLECTION</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>	

Date: 8 th JULY, 2022		DAY:	Subject: R.M.E
Duration:		Strand: Rel. Leaders & Personalities	
Class: B7	Class Size:	Sub Strand: Religious Leaders	
Content Standard: B7 4.1.1: Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.		Indicator: B7.4.1.1.2: Describe the ministries of the religious leaders.	Lesson: 2 OF 2
Performance Indicator: Learners can describe the ministry of some traditional leaders		Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4:	
References: R.M.E Curriculum Pg. 13-14			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.		
PHASE 2: NEW LEARNING	<p>Guide learners to summarize the key events associated with the ministry of Togbe Tsali.</p> <p>Show pictures or video clips to depict the birth and early life of religious leaders.</p> <p><u>TOGBE TSALI</u> <i>Togbe Tsali was a great Anlo Traditional leader who had super natural powers. He was a member of the Tsiame royal clan of present day Volta Region. He lived during the reign of the wicked king called Agorkoli at Notsie. As a result of the wicked treatment the people received from their king, he decided to run away to a new location (Eweland) with some of the people.</i></p> <p><i>He transformed himself into a flying spirit and surveyed the Eweland. On his return. Tsali convinced the people that the land is good; hence, they should run at night and possess it. Late in the night, they poured water on the land to make it dust free in order to escape without being detected. When king Agorkoli realized the next day that most of his people had fled, he organized his army to chase them and bring them back. However, on their way. Togbe Tsali asked the people to move backwards. This confused the soldiers because they could not determine the direction the people moved. Other account has it that he changed into a mouse and changed the direction of their footprints in order to confuse the soldiers of king Agorkoli.</i></p> <p><i>When they arrived at the Eweland, he took to farming and hunting. He cleared a large portion of land in a day, caused rain to fall on the land. He planted maize which matured and was harvested on the same day.</i></p> <p><i>Since there was no rain on the other farm lands, the people were forced to buy food from him alone. This made the people unhappy because he had used his supernatural power to satisfy his selfish ends.</i></p>	Wall charts, wall words, posters, video clip, etc.	

	<p>Have learners discuss some of the miracles Togbe Tsali performed</p> <p><u>Assessment</u> Let learners write on the ministry of Toha Zie, , Osofo Okomfo Damoah, and present their works to class for discussion.</p>	
<p>PHASE 3: REFLECTION</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>	

SECOND TERM LESSON NOTES

WEEK 10

Date: 15 th JULY, 2022	DAY:	Subject: R.M.E
Duration:	Strand: Rel. Leaders & Personalities	
Class: B7	Class Size:	Sub Strand: Religious Leaders
Content Standard: B7 4.1.1: Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.	Indicator: B7 4.1.1.3: Discuss the moral lessons from the exemplary lives of the religious leaders.	Lesson: 1 OF 2
Performance Indicator: Learners can discuss the moral lessons from the exemplary lives of the religious leaders	Core Competencies: CG 5.1 CG 5.4:CG 6.1: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
References: R.M.E Curriculum Pg. 14-15		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	Guide learners to identify the moral lessons from the religious leaders. <u>The Moral Teachings Of Prophet Muhammad</u> The teachings of Prophet Muhammad are largely found in the Hadith. The Qur'an is the Holy book of the Islamic faith-Hadith Verse 5. Below are the moral teachings of the prophet: 1. One should show kindness and respect to the young and old-Hadith verse 9 2. It is a great sin for someone to abuse his or her parents-Hadith verse 15. 3. Any young person who shows respect to an elderly person because of his age will get someone to respect him when he grows old-Hadith verse 21. 4. Islamic faithful are to be generous to the poor, needy and destitute-Hadith verse 84. The donation or alms to those in need is a key moral lesson the Prophet wants Muslims to hold on to. 5. One should be good to friends and neighbors-Hadith 85. 6. Muslims should hold fast to the tenets of the five pillars of Islam.	Bible, Quran

	<p><u>Moral Teachings Of The Traditional Leaders</u> All the African Traditional Religious leaders taught morality through proverbs and wise sayings. Below are some of these wise sayings and their meanings.</p> <ol style="list-style-type: none"> 1. One finger cannot pick a stone 2. Train the child the way he should go so that when he grows he will not depart from it 3. The child breaks the shell of a snail and not that of the tortoise 4. If you do good you do it for yourself 5. There is unity in strength or together we build. 6. Good name is better than riches. 7. Had I known is always at last. 8. Two heads are better than one. 9. Patience moves mountains. 10. Tasty soup draws people to itself 11. A bird in hand is better than two in the forest. 12. A single hand cannot cover the face of God 13. A word to a wise is enough. 14. If a bird does not fly or go out it will go hungry. 15. Charity begins at home. 16. To err (go wrong) is human. To forgive is divine <p>Have learners role play the virtues from the exemplary life of religious leaders.</p> <p>Guide them to demonstrate how to apply the moral virtues in their life. E.g., obedience to authority, forgiving one another.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> I. Narrate the parable of the sower. <ol style="list-style-type: none"> a. State two lessons that can be learnt from the story. b. Narrate the parable of the good Samaritan and state three moral lessons from it. 	
<p>PHASE 3: REFLECTION</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>	

Date: 15 th JULY, 2022		DAY:	Subject: R.M.E
Duration:		Strand: Rel. Leaders & Personalities	
Class: B7	Class Size:	Sub Strand: Religious Leaders	
Content Standard: B7 4.1.1: Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.		Indicator: B7 4.1.1.3: Discuss how to apply moral values or teachings from the religious leaders to our lives.	Lesson: 2 OF 2
Performance Indicator: Learners can describe how they can apply these moral values or teachings from the religious leaders to our lives.		Core Competencies: CG 5.1 CG 5.4:CG 6.1: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
References: R.M.E Curriculum Pg. 14-15			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.		
PHASE 2: NEW LEARNING	Engage learners to discuss the moral lesson from the teachings of the three religious leaders. The Bible, the Qur'an and traditional wise sayings and proverbs have many virtues and moral lessons. Below are the main moral values and lessons from their teachings: <ol style="list-style-type: none"> 1. We should love our neighbors. This imposes a responsibility on every individual to love his friends, enemies, close associates and relations. 2. We should be obedient to those in authority e.g. teachers, prefects, presidents, Members of Parliament etc. 3. We should be humble and sincere to our fellow human beings 4. We should be courageous to defend our religious faith or belief. 5. We should tolerate opposing views. 6. We should be honest and truthful to people we relate with. Parents must relate well with their children and other extended relations. 7. People in society should unite and live peacefully irrespective of the circumstances. 8. Individuals in society should be selfless and patriotic to their collective interest. 9. We should be kind to one another. This implies that when others are in need, we should contribute our resources to assist or support them. 10. We should exhibit a high sense of respect and care for each other. 	Bible, Quran	

	<p>Brainstorm learners to come up with how they can apply these moral values or teachings from the religious leaders to our lives .</p> <p>Example:</p> <ol style="list-style-type: none"> 1. We should avoid fighting or quarrelling with those who share different religious beliefs or faith. Blessed are the peace makers for they shall be called the sons of God. 2. We should perform our duties or responsibilities without waiting for others to instruct us. We should remember that God rewards hard work with success, wealth and eternal life. 3. We should avoid falsehood or telling lies to our parents, teachers, peers, friends, those in authority and siblings. Telling lies is a sin and God his own time will punish us or we will live to bear the effects or consequences of telling lies. 4. We should obey rules and regulations, laws, customs, traditions and norms in society. Obedience is better than sacrifice. Obeying laws in society will bring peace. 5. We should live with virtues such as patience, brotherly kindness, truthfulness, humility and the desire to achieve good results or excellence. 6. We should comport ourselves in the midst of others especially strangers, visitor and close associates. 7. We should have a sense of common belonging, loyalty, nationalism or patriotism. We should champion the interest and wellbeing of the country and the religious faith we profess. All Ghanaians should assist the state by using what we have to the benefit of others in the country. 8. We should endeavor to follow the examples set by these religious leaders. They led their followers in humility, love, honesty, peace and respect. They were servant-leaders. For example, Jesus Christ died to liberate humanity from the yoke of sin. <p>Have learners role play applications of moral values or teachings from the religious leaders in our lives.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. State five ways in which we can apply the moral values or teachings from the religious leaders in our lives 	
<p>PHASE 3: REFLECTION</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>	

SECOND TERM LESSON NOTES

WEEK 11

Date: 22 ND JULY, 2022	DAY:	Subject: R.M.E
Duration:	Strand: Rel. Leaders & Personalities	
Class: B7	Class Size:	Sub Strand: Religious Leaders
Content Standard: B7 4.1.1: Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.	Indicator: B7 4.1.1.3: Discuss how to apply moral values or teachings from the religious leaders to our lives.	Lesson: 2 OF 2
Performance Indicator: Learners can describe how they can apply these moral values or teachings from the religious leaders to our lives.	Core Competencies: CG 5.1 CG 5.4:CG 6.1: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
References: R.M.E Curriculum Pg. 14-15		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	Engage learners to discuss the moral lesson from the teachings of the three religious leaders. The Bible, the Qur'an and traditional wise sayings and proverbs have many virtues and moral lessons. Below are the main moral values and lessons from their teachings: <ol style="list-style-type: none"> 1. We should love our neighbors. This imposes a responsibility on every individual to love his friends, enemies, close associates and relations. 2. We should be obedient to those in authority e.g. teachers, prefects, presidents, Members of Parliament etc. 3. We should be humble and sincere to our fellow human beings 4. We should be courageous to defend our religious faith or belief. 5. We should tolerate opposing views. 6. We should be honest and truthful to people we relate with. Parents must relate well with their children and other extended relations. 7. People in society should unite and live peacefully irrespective of the circumstances. 8. Individuals in society should be selfless and patriotic to their collective interest. 9. We should be kind to one another. This implies that when others are in need, we should contribute our resources to assist or support them. 10. We should exhibit a high sense of respect and care for each other. 	Bible, Quran

	<p>Brainstorm learners to come up with how they can apply these moral values or teachings from the religious leaders to our lives .</p> <p>Example:</p> <ol style="list-style-type: none"> 1. We should avoid fighting or quarrelling with those who share different religious beliefs or faith. Blessed are the peace makers for they shall be called the sons of God. 2. We should perform our duties or responsibilities without waiting for others to instruct us. We should remember that God rewards hard work with success, wealth and eternal life. 3. We should avoid falsehood or telling lies to our parents, teachers, peers, friends, those in authority and siblings. Telling lies is a sin and God his own time will punish us or we will live to bear the effects or consequences of telling lies. 4. We should obey rules and regulations, laws, customs, traditions and norms in society. Obedience is better than sacrifice. Obeying laws in society will bring peace. 5. We should live with virtues such as patience, brotherly kindness, truthfulness, humility and the desire to achieve good results or excellence. 6. We should comport ourselves in the midst of others especially strangers, visitor and close associates. 7. We should have a sense of common belonging, loyalty, nationalism or patriotism. We should champion the interest and wellbeing of the country and the religious faith we profess. All Ghanaians should assist the state by using what we have to the benefit of others in the country. 8. We should endeavor to follow the examples set by these religious leaders. They led their followers in humility, love, honesty, peace and respect. They were servant-leaders. For example, Jesus Christ died to liberate humanity from the yoke of sin. <p>Have learners role play applications of moral values or teachings from the religious leaders in our lives.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. State five ways in which we can apply the moral values or teachings from the religious leaders in our lives 	
<p>PHASE 3: REFLECTION</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>	

Date: 22 ND JULY, 2022		DAY:	Subject: R.M.E
Duration:		Strand: Rel. Leaders & Personalities	
Class: B7	Class Size:	Sub Strand: Manners & Decency	
Content Standard: B7 5.1.1: Develop good manners and learn how to apply them in their daily lives.		Indicator: B7 5.1.1.1: Identify and explain behaviors considered to be good manners in the society.	Lesson: 1 OF 2
Performance Indicator: Learners can discuss the moral lessons from the exemplary lives of the religious leaders		Core Competencies: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
References: R.M.E Curriculum Pg. 15-16			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.		
PHASE 2: NEW LEARNING	Guide learners to explain the meaning of the concepts “manners” and “decency.” <ul style="list-style-type: none"> • Manners – behavior desirable in society. E.g. courtesy, comportment, mode of dressing, greetings, etc. • Decency – acceptable behavior in a given society. E.g. respect, obedience, tolerance, humility, etc. Let learners, in groups, discuss attitudes and behaviors of a responsible family member: <ul style="list-style-type: none"> - <i>taking part in family activities,</i> - <i>obedience to elders of the family,</i> - <i>respect for family members,</i> - <i>accepting responsibility (performing assigned duties),</i> - <i>taking initiatives,</i> - <i>helping needy relatives, etc.</i> 	Bible, Quran	
PHASE 3: REFLECTION	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.		

SECOND TERM LESSON NOTES

WEEK 12

Date: 29 th JULY, 2022	DAY:	Subject: R.M.E
Duration:	Strand: Rel. Leaders & Personalities	
Class: B7	Class Size:	Sub Strand: Manners & Decency
Content Standard: B7 5.1.1: Develop good manners and learn how to apply them in their daily lives.	Indicator: B7 5.1.1.1: Identify and explain behaviors considered to be good manners in the society.	Lesson: 1 OF 2
Performance Indicator: Learners can discuss the moral lessons from the exemplary lives of the religious leaders		Core Competencies: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:
References: R.M.E Curriculum Pg. 15-16		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	Guide learners to explain the meaning of the concepts “manners” and “decency.” <ul style="list-style-type: none"> • Manners – behavior desirable in society. E.g. courtesy, comportment, mode of dressing, greetings, etc. • Decency – acceptable behavior in a given society. E.g. respect, obedience, tolerance, humility, etc. <p>Let learners, in groups, discuss attitudes and behaviors of a responsible family member:</p> <ul style="list-style-type: none"> - <i>taking part in family activities,</i> - <i>obedience to elders of the family,</i> - <i>respect for family members,</i> - <i>accepting responsibility (performing assigned duties),</i> - <i>taking initiatives,</i> - <i>helping needy relatives, etc.</i> 	Bible, Quran
PHASE 3: REFLECTION	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.	