

TERM THREE
WEEKLY LESSON NOTES
WEEK I

Date: 16 th SEPT, 2022	DAY:	Subject: R.M.E
Duration: 50MINS		Strand: Ethics & Moral Life
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 identify and explain behaviors considered to be good manners in the society		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>Let learners sing songs in relation to the lesson.</p> <p>Ask learners ;</p> <ul style="list-style-type: none"> • What is good manners? • What behaviors depicts good manners? • Why is it important to observe good manners? <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorm learners for the meaning of manners. <i>Manners are attitudes and behaviors that society accept or frowns on.</i></p> <p>Guide learners to identify good manners in the home. <i>Example: greetings, helping others, showing respect and obedience to parents, respect for the elderly, obedience to authority.</i></p> <p>Ask learners; mention the importance of observing good manners or etiquette in the home. <i>E.g. Good manners show the best you have to offer and encourage others to do their best.</i></p> <p>Engage learners to play games, role play or engage in other activities that teach good manners and etiquette in the home.</p> <ul style="list-style-type: none"> • What other activities depicts good deeds. • Why should I be courteous? <p>Brainstorm from learners to find out what constitute bad manners.</p> <ul style="list-style-type: none"> • What behaviors attract punishment at home? • What are bad manners • At what instance can one exhibit a bad manner? <p>In groups, learners research for behaviors that attract punishment or frown and the effects of it. <i>Example: Spitting in the open</i> <i>Effect: seen as not being 'cultured'</i></p> <p><u>Assessment</u> What is good manners?</p>	Pictures and charts

	<p>What are bad deeds? Describe five ways that can show good manners Describe five habits which constitute bad manners.</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> <p><u>Homework</u> Find out from the community the different forms of greetings for various categories of people. Comment on the dressing of the youth of today</p>	

Date: 16 th SEPT, 2022	DAY:	Subject: R.M.E
Duration: 50MINS		Strand: Ethics & Moral Life
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: 2 OF 2
Performance Indicator: Learners can explain behaviors considered to be good manners in the society		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>Show learners a 4min video or a slide show on how people dress.</p> <ul style="list-style-type: none"> • What did you like/dislike about the video or slide show? • What kinds of dressing did you see? • Is it good to dressing decently as a child? <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Have in groups share the views and opinions on the video.</p> <p>Brainstorm learners for the meaning of decency. <i>It is the acceptable behavior in a given society.</i></p> <p>In groups, learners discuss the decent way of dressing. Learners present their findings to the class.</p> <p>Guide learners to discuss what it means to dress decently. Example:</p> <ul style="list-style-type: none"> • Your dress should be clean and ironed • The dress should cover all delicates or sensitive parts of the body <p>Have learners to discuss the importance of decent dressing. Example:</p> <ul style="list-style-type: none"> • Decent dressing depicts the kind of person is. • Decent dressing especially among women helps to avoid unnecessary attraction from men <p><u>Assessment</u> Describe how Ghanaians greet each other State five important of decent dressing State four moral benefits that can be derived from greeting.</p>	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> <p><u>Homework</u> Have learners to explain the importance of showing good table manners</p>	

TERM THREE
WEEKLY LESSON NOTES
WEEK 2

Date: 23 rd SEPT, 2022	DAY:	Subject: R.M.E
Duration: 50MINS		Strand: Ethics & Moral Life
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: B7.5.1.1.2: Discuss the importance of good manners and decency.	Lesson: 1 OF 2
Performance Indicator: Learners can discuss the importance of good manners and decency		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>Let learners sing songs in relation to the lesson.</p> <p>Ask learners ;</p> <ul style="list-style-type: none"> • What is good manners? • What behaviors depicts good manners? • Why is it important to observe good manners? <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorm learners for the meaning of manners. <i>Manners are attitudes and behaviors that society accept or frowns on.</i></p> <p>Guide learners to identify good manners in the home. <i>Example: greetings, helping others, showing respect and obedience to parents, respect for the elderly, obedience to authority.</i></p> <p>Ask learners; mention the importance of observing good manners or etiquette in the home. <i>E.g. Good manners show the best you have to offer and encourage others to do their best.</i></p> <p>Engage learners to play games, role play or engage in other activities that teach good manners and etiquette in the home.</p> <ul style="list-style-type: none"> • What other activities depicts good deeds. • Why should I be courteous? <p>Brainstorm from learners to find out what constitute bad manners.</p> <ul style="list-style-type: none"> • What behaviors attract punishment at home? • What are bad manners • At what instance can one exhibit a bad manner? <p>In groups, learners research for behaviors that attract punishment or frown and the effects of it. <i>Example: Spitting in the open</i> <i>Effect: seen as not being 'cultured'</i></p> <p><u>Assessment</u> What is good manners?</p>	Pictures and charts

	What are bad deeds? Describe five ways that can show good manners Describe five habits which constitute bad manners.	
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. <u>Homework</u> Find out from the community the different forms of greetings for various categories of people. Comment on the dressing of the youth of today	

Date: 23 rd SEPT, 2022	DAY:	Subject: R.M.E
Duration: 50MINS		Strand: Ethics & Moral Life
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: B7.5.1.1.2: Discuss the importance of good manners and decency.	Lesson: 2 OF 2
Performance Indicator: Learners can discuss the importance of good manners and decency		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>Show learners a 4min video or a slide show on how people dress.</p> <ul style="list-style-type: none"> • What did you like/dislike about the video or slide show? • What kinds of dressing did you see? • Is it good to dressing decently as a child? <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Have in groups share the views and opinions on the video.</p> <p>Brainstorm learners for the meaning of decency. <i>It is the acceptable behavior in a given society.</i></p> <p>In groups, learners discuss the decent way of dressing. Learners present their findings to the class.</p> <p>Guide learners to discuss what it means to dress decently. Example:</p> <ul style="list-style-type: none"> • Your dress should be clean and ironed • The dress should cover all delicate or sensitive parts of the body <p>Have learners to discuss the importance of decent dressing. Example:</p> <ul style="list-style-type: none"> • Decent dressing depicts the kind of person is. • Decent dressing especially among women helps to avoid unnecessary attraction from men <p><u>Assessment</u> Describe how Ghanaians greet each other State five important of decent dressing State four moral benefits that can be derived from greeting.</p>	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> <p><u>Homework</u> Have learners to explain the importance of showing good table manners</p>	

TERM THREE
WEEKLY LESSON NOTES
WEEK 3

Week Ending: 23 rd SEPT, 2022		DAY:	Subject: R.M.E
Duration: 50MINS		Strand: Ethics & Moral Life	
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 5.1.1.3: Discuss the significance of chastity	Lesson: 1 OF 2
Performance Indicator: Learners can discuss the significance of chastity		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. 17			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners in conversation and ask; <ul style="list-style-type: none"> • Do you know of any Catholic priest or Roman sister in your community? • Do Catholic priest or Roman sister marry? Why? • Describe the way of lives of catholic priest and roman sisters. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Brainstorm learners for the meaning of chastity. Chastity is the total abstinence from all sexually related activities until marriage. Relate to the Catholic priests, Roman sisters, Nun and Monks to further explain chastity. In groups, learners discuss how adolescent can remain chaste or live a chaste life. Call groups to present their solutions to the tasks. Encourage peer assessment and comments on other issues. Guide learners to identify how adolescent can remain chaste or live a chaste life. <ul style="list-style-type: none"> • Adolescent should be assertive • They should avoid friends that can force them to engage in premarital sex. • Avoid watching pornographic films and materials <u>Assessment</u> What is chastity? State four ways of living a chaste life.	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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Homework

List four benefits of living a chaste life,

Mention four effects of teenage pregnancy.

Week Ending: 23 rd SEPT, 2022	DAY:	Subject: R.M.E
Duration: 50MINS	Strand: Ethics & Moral Life	
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 5.1.1.3: Discuss the significance of chastity	Lesson: 2 OF 2
Performance Indicator: Learners can discuss the significance of chastity	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. 17		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <ul style="list-style-type: none"> • One way of living a chaste life is to avoid • A vow to remain chaste for religious reasons is known as? • What are the effects of premarital sex on a school boy and girl? <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to write scripts to Role play ways of leading a chaste life.</p> <p>Allow learners to role play in groups, so that everyone will have equal opportunity of participating.</p> <p>Pause after every performance to analyze and appreciate what went well and what didn't.</p> <p>In groups, learners discuss the importance or benefits of leading a chaste life. Example:</p> <ul style="list-style-type: none"> • It helps one to avoid STDs • It makes one socially acceptable and respected. • It helps girls to prevent unplanned pregnancies and abortion. <p>Through a whole class discussion, guide learners to discuss the effects of not leading a chaste life. Example:</p> <ul style="list-style-type: none"> • One can contract STDs. • Unplanned pregnancy and abortion • School dropout <p><u>Assessment</u> State four advantages of leading a chaste life State three effects of not leading a chaste life</p>	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> <p><u>Homework</u></p>	

	List four benefits of living a chaste life, Mention four effects of teenage pregnancy.	
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TERM THREE
WEEKLY LESSON NOTES
WEEK 4

Week Ending: 7 th OCT, 2022	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Ethics & Moral Life
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 5.1.1.4: Discuss the teachings of the three main religions on manners, decency and chastity	Lesson: 1 OF 2
Performance Indicator: Learners can discuss the teachings of the three main religions on manners, decency and chastity.	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>Let learners sing songs in relation to the lesson.</p> <p>Ask learners ;</p> <ul style="list-style-type: none"> • What are good manners? • What behaviors depicts good manners? • Why is it important to observe good manners? <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: MAIN	<p>Revise with learners on the importance of observing good manners or etiquette in the home.</p> <p>Learners to play games, role play or engage in activities that teach good manners and etiquette in the home.</p> <p>Have learners to demonstrate the proper way of dressing and discuss the importance of decent dressing.</p> <p>Through questions and answers, learners identify and explain teachings on manners, decency and chastity. For example: <u>Indigenous African Religion</u> Ghanaian culture frowns on pre- marital and extra marital sex. Adolescents are asked to refrain from sex before the performance of puberty rites. Ghanaian proverbs “Good name is better than riches” and “God hates evil” encourage general good behavior.</p> <p><u>Assessment</u> State two African proverbs that frowns on pre- marital and extra marital sex.</p>	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>	

Week Ending: 7 th OCT, 2022		DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Ethics & Moral Life	
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 5.1.1.4: Discuss the teachings of the three main religions on manners, decency and chastity	Lesson: 2 OF 2
Performance Indicator: Learners can discuss the teachings of the three main religions on manners, decency and chastity.		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>Revise with learners on the previous lesson.</p> <ul style="list-style-type: none"> • One way of living a chaste life is to avoid? • A vow to remain chaste for religious reasons is known as? • What are the effects of premarital sex on a school boy and girl? <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: MAIN	<p>Revise with learners on the importance or benefits of leading a chaste life.</p> <p>Learners to play games, role play or engage in activities that teach ways of leading a chaste life.</p> <p>Have learners to demonstrate good manners, proper way of dressing and discuss the importance of decent dressing.</p> <p>Through questions and answers, learners identify and explain teachings on manners, decency and chastity. For example:</p> <ul style="list-style-type: none"> • Christianity: Exodus 20:14 and Matthew 5: 28 warns on adultery Corinthians 7 – encourages chastity and cautions against adultery • Islamic: Qur’an 49: 11 – cautions against insult Qur’an 25: 63 – encourages humility even in walking <p><u>Assessment</u> Mention two quotes from the Quran and Bible that talks about manners, decency and chastity</p>	Bible, Quran	
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>		

TERM THREE

WEEKLY LESSON NOTES

WEEK 5

Week Ending: 14 th OCT, 2022	DAY:	Subject: R.M.E								
Duration: 60MINS		Strand: Ethics & Moral Life								
Class: B7	Class Size:	Sub Strand: Substance Abuse								
Content Standard: B7 5.2.1: Demonstrate the need to stay away from immoral thoughts and actions, with a key focus on substance abuse		Indicator: B7.5.2.1.1: Summarize the causes of substance abuse								
Performance Indicator: Learners can identify the types and causes of substance abuse.		Lesson: 1 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. 18-20										
Phase/Duration	Learners Activities	Resources								
PHASE 1: STARTER	<p>Show a picture of person smoking and drinking alcohol.</p> <p>Let learners relate to it and share their ideas.</p> <ul style="list-style-type: none"> • What is written on the cigarette box? • What happens when you get drunk with alcohol? • Do you see people in your locality abusing a drug before? <p>Write learners responds and discuss with them.</p>									
PHASE 2: MAIN	<p>Brainstorm on the meaning of substance abuse. <i>Taking drugs without medical prescription or excessive use of drugs.</i></p> <p>In groups, learners discuss and identify the types of substances abused.</p> <ul style="list-style-type: none"> • The abuse of legal drugs – <i>Paracetamol, Tramadol, Benylin, antacid, tobacco, Alcohol, etc.</i> • The abuse of illegal drugs – <i>cocaine, heroin, cannabis, hashish, etc.</i> <p>Divide the class into three groups. Let each group identify and discuss one of the classification of drugs that are abused and their effects.</p> <p>Hallucinogens – marijuana(wee or Indian hemp) Stimulants – caffeine, Nicotine, cocaine, Amphetamines. Depressants – alcohol, barbiturates, tranquilizers, Narcotics.</p> <p>Allow learners to present their findings to class for further discussion.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Classification</th> <th>Substance(Drug)</th> </tr> </thead> <tbody> <tr> <td>Hallucinogens</td> <td>Marijuana (wee or Indian hemp)</td> </tr> <tr> <td>Stimulants</td> <td>Caffeine, Nicotine, cocaine, Amphetamines</td> </tr> <tr> <td>Depressants</td> <td>Alcohol, barbiturates, tranquilizers, Narcotics</td> </tr> </tbody> </table> <p>Example:</p>	Classification	Substance(Drug)	Hallucinogens	Marijuana (wee or Indian hemp)	Stimulants	Caffeine, Nicotine, cocaine, Amphetamines	Depressants	Alcohol, barbiturates, tranquilizers, Narcotics	Pictures and charts
Classification	Substance(Drug)									
Hallucinogens	Marijuana (wee or Indian hemp)									
Stimulants	Caffeine, Nicotine, cocaine, Amphetamines									
Depressants	Alcohol, barbiturates, tranquilizers, Narcotics									

	<p>Narcotics: <i>These are depressants drugs that act on the brain to inhibit the perception of pain. Examples of narcotics are opium, morphine, codeine and heroine.</i></p> <p><u>Assessment</u> What is substance abuse? State and explain the types of substance abuse.</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>	

Week Ending: 14 th OCT, 2022	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Ethics & Moral Life
Class: B7	Class Size:	Sub Strand: Substance Abuse
Content Standard: B7 5.2.1: Demonstrate the need to stay away from immoral thoughts and actions, with a key focus on substance abuse		Indicator: B7.5.2.1.1: Summarize the causes of substance abuse
Performance Indicator: Learners can identify the types and causes of substance abuse.		Lesson: 2 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. 18-20		

Phase/Duration	Learners Activities	Resources								
PHASE 1: STARTER	<p>Show a picture of person smoking and drinking alcohol.</p> <p>Let learners relate to it and share their ideas.</p> <ul style="list-style-type: none"> • What is written on the cigarette box? • What happens when you get drunk with alcohol? • Do you see people in your locality abusing a drug before? <p>Write learners responds and discuss with them.</p>									
PHASE 2: MAIN	<p>Divide the class into three groups. Let each group identify and discuss one of the classification of drugs that are abused and their effects.</p> <p>Hallucinogens – marijuana(wee or Indian hemp) Stimulants – caffeine, Nicotine, cocaine, Amphetamines. Depressants – alcohol, barbiturates, tranquilizers, Narcotics.</p> <p>Allow learners to present their findings to class for further discussion.</p> <table border="1"> <thead> <tr> <th>Classification</th> <th>Substance(Drug)</th> </tr> </thead> <tbody> <tr> <td>Hallucinogens</td> <td>Marijuana (wee or Indian hemp)</td> </tr> <tr> <td>Stimulants</td> <td>Caffeine, Nicotine, cocaine, Amphetamines</td> </tr> <tr> <td>Depressants</td> <td>Alcohol, barbiturates, tranquilizers, Narcotics</td> </tr> </tbody> </table> <p>Example: <i>Amphetamines: These are stimulants that are only prescribed by a medical doctor, but are abused. Students use it to stimulate the central nervous system in order to keep wake at night to study. Regular use may lead to impulse reaction and out of control behavior such as fighting and aggression.</i></p> <p>Through a class discussion, guide learners to discuss the causes of substance abuse.</p> <ul style="list-style-type: none"> • Peer pressure • To relieve them tension and boredom • Curiosity • Advertisement by the media <p><u>Assessment</u> I. Explain the term addiction with respect to drugs.</p>	Classification	Substance(Drug)	Hallucinogens	Marijuana (wee or Indian hemp)	Stimulants	Caffeine, Nicotine, cocaine, Amphetamines	Depressants	Alcohol, barbiturates, tranquilizers, Narcotics	Pictures and charts
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Hallucinogens	Marijuana (wee or Indian hemp)									
Stimulants	Caffeine, Nicotine, cocaine, Amphetamines									
Depressants	Alcohol, barbiturates, tranquilizers, Narcotics									

	<ol style="list-style-type: none">2. Give three examples of drugs that are abused mostly by students.3. State three reasons why students abuse drugs.	
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>	

TERM THREE
WEEKLY LESSON NOTES
WEEK 6

Week Ending: 21 st OCT, 2022	DAY:	Subject: R.M.E									
Duration: 60MINS		Strand: Ethics & Moral Life									
Class: B7	Class Size:	Sub Strand: Substance Abuse									
Content Standard: B7 5.2.1: Demonstrate the need to stay away from immoral thoughts and actions, with a key focus on substance abuse		Indicator: B7 5.2.1.2: Discuss the effects of substance abuse	Lesson: 2 OF 2								
Performance Indicator: Learners can identify the types and causes of substance abuse.		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. 18-20											
Phase/Duration	Learners Activities	Resources									
PHASE 1: STARTER	<p>Show a picture of person smoking and drinking alcohol.</p> <p>Let learners relate to it and share their ideas.</p> <ul style="list-style-type: none"> • What is written on the cigarette box? • What happens when you get drunk with alcohol? • Do you see people in your locality abusing a drug before? <p>Write learners responds and discuss with them.</p>										
PHASE 2: MAIN	<p>Divide the class into three groups. Let each group identify and discuss one of the classification of drugs that are abused and their effects.</p> <p>Hallucinogens – marijuana(wee or Indian hemp) Stimulants – caffeine, Nicotine, cocaine, Amphetamines. Depressants – alcohol, barbiturates, tranquilizers, Narcotics.</p> <p>Allow learners to present their findings to class for further discussion.</p> <table border="1"> <thead> <tr> <th>Classification</th> <th>Substance(Drug)</th> </tr> </thead> <tbody> <tr> <td>Hallucinogens</td> <td>Marijuana (wee or Indian hemp)</td> </tr> <tr> <td>Stimulants</td> <td>Caffeine, Nicotine, cocaine, Amphetamines</td> </tr> <tr> <td>Depressants</td> <td>Alcohol, barbiturates, tranquilizers, Narcotics</td> </tr> </tbody> </table> <p>Example: Amphetamines: <i>These are stimulants that are only prescribed by a medical doctor, but are abused. Students use it to stimulate the central nervous system in order to keep wake at night to study. Regular use may lead to impulse reaction and out of control behavior such as fighting and aggression.</i></p> <p>Through a class discussion, guide learners to discuss the causes of substance abuse.</p> <ul style="list-style-type: none"> • Peer pressure 	Classification	Substance(Drug)	Hallucinogens	Marijuana (wee or Indian hemp)	Stimulants	Caffeine, Nicotine, cocaine, Amphetamines	Depressants	Alcohol, barbiturates, tranquilizers, Narcotics	Pictures and charts	
Classification	Substance(Drug)										
Hallucinogens	Marijuana (wee or Indian hemp)										
Stimulants	Caffeine, Nicotine, cocaine, Amphetamines										
Depressants	Alcohol, barbiturates, tranquilizers, Narcotics										

	<ul style="list-style-type: none"> • To relieve them from tension and boredom • Curiosity • Advertisement by the media <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Explain the term addiction with respect to drugs. 2. Give three examples of drugs that are abused mostly by students. 3. State three reasons why students abuse drugs. 	
<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>	

Week Ending: 21 st OCT, 2022	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Ethics & Moral Life
Class: B7	Class Size:	Sub Strand: Substance Abuse
Content Standard: B7 5.2.1: Demonstrate the need to stay away from immoral thoughts and actions, with a key focus on substance abuse	Indicator: B7 5.2.1.2: Discuss the effects of substance abuse	Lesson: 1 OF 2
Performance Indicator: Learners can discuss the effects of substance abuse.	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. 18-20		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Show a picture of person smoking and drinking alcohol.</p> <p>Let learners relate to it and share their ideas.</p> <ul style="list-style-type: none"> • What is written on the cigarette box? • What happens when you get drunk with alcohol? • Do you see people in your locality abusing a drug before? <p>Write learners responds and discuss with them.</p>	
PHASE 2: MAIN	<p>Show pictures of effects of substance abuse. With the aid of the pictures, learners identify and explain the effects of substance abuse.</p> <p>Example:</p> <ul style="list-style-type: none"> • It damages the brain by causing lapses in memory and exaggerating reactions to events. • It causes mood swings, madness, hallucinations, physical damage to the body, etc. <p>In groups, learners discuss how to control substance and present their ideas to the class for further discussion.</p> <p>Example:</p> <ul style="list-style-type: none"> • Improved public education • Implementation of government policies on drug peddling and trafficking • Improvement in mental health facilities, etc. <p>Have learners design posters to explain the need to avoid substance abuse.</p> <p>Example: To be able to live a decent and healthy life.</p> <p>Through a class discussion guide learners to discuss defensive skills that protect and defend an individual against substance abuse.</p> <p>Example: use assertive behavior, Avoid saying 'NO thank you', Avoid bad friends and company, etc.</p> <p><u>Assessment</u> What four reasons do students give for abusing drugs?</p>	Pictures and charts

	State three defensive skills you would use to protect yourself against substance abuse.	
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.	

TERM THREE
WEEKLY LESSON NOTES
WEEK 7

Week Ending: 28 th OCT, 2022	DAY:	Subject: R.M.E
Duration: 60MINS	Strand: Ethics & Moral Life	
Class: B7	Class Size:	Sub Strand: Substance Abuse
Content Standard: B7 5.2.1: Demonstrate the need to stay away from immoral thoughts and actions, with a key focus on substance abuse	Indicator: B7 5.2.1.3: Demonstrate knowledge of teachings from the three religions on defensive skills in protecting yourself against substance abuse	Lesson: 1 OF 2
Performance Indicator: Learners can demonstrate knowledge of teachings from the three religions on defensive skills in protecting yourself against substance abuse.	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. 18-20		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: MAIN	Guide learners to identify and explain the teachings of the major religions on the need to avoid substance abuse. Teachings: <ul style="list-style-type: none"> • Christianity Bible (Proverbs 20:1 and I Corinthians 6: 19-20) . • Islam: Qur'an (2:219 and 5: 90-91) • Indigenous African Religion: Oral traditions "A man is called a drunkard when he misbehaves, not when he drinks" etc. In groups, learners role play some of the moral Lesson: <ul style="list-style-type: none"> • Adherence to the teachings of one's religion • Say no to drugs when offered • Seek help from a counsellor, religious teacher, elders or any trusted adult • Avoid bad company of friends, etc. Learners dramatize the effects of drug abuse and how they will apply lessons from the religious teachings on substance abuse in their life	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.	

Week Ending: 28 th OCT, 2022	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Ethics & Moral Life
Class: B7	Class Size:	Sub Strand: Substance Abuse
Content Standard: B7 5.2.1: Demonstrate the need to stay away from immoral thoughts and actions, with a key focus on substance abuse	Indicator: B7 5.2.1.3: Demonstrate knowledge of teachings from the three religions on defensive skills in protecting yourself against substance abuse	Lesson: 2 OF 2
Performance Indicator: Learners can demonstrate knowledge of teachings from the three religions on defensive skills in protecting yourself against substance abuse	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. 18-20		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: MAIN	Guide learners to identify and explain the teachings of the major religions on the need to avoid substance abuse. Teachings: <ul style="list-style-type: none"> • Christianity Bible (Proverbs 20:1 and I Corinthians 6: 19-20) . • Islam: Qur'an (2:219 and 5: 90-91) • Indigenous African Religion: Oral traditions "A man is called a drunkard when he misbehaves, not when he drinks" etc. In groups, learners role play some of the moral Lesson: <ul style="list-style-type: none"> • Adherence to the teachings of one's religion • Say no to drugs when offered • Seek help from a counsellor, religious teacher, elders or any trusted adult • Avoid bad company of friends, etc. Learners dramatize the effects of drug abuse and how they will apply lessons from the religious teachings on substance abuse in their life	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.	

TERM THREE
WEEKLY LESSON NOTES
WEEK 8

Week Ending: 4 th NOV, 2022	DAY:	Subject: R.M.E
Duration: 60MINS	Strand: Rel. & Economic Life	
Class: B7	Class Size:	Sub Strand: Work & Entrepreneurship
Content Standard: B7 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship	Indicator: B7 6.1.1.1: Explain the meaning of work and entrepreneurship	Lesson: 1 OF 2
Performance Indicator: Learners can explain the meaning of work and entrepreneurship		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. 21-24		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: MAIN	<p>Guide learners to distinguish among the concepts; “work”, “entrepreneurship” and “social security.”</p> <ul style="list-style-type: none"> • Work – <i>activity which has the aim of producing something or achieving a purpose or results.</i> • Entrepreneurship – <i>the process of setting up a new business and assuming control of it.</i> • Social Security – <i>a social protection programme often backed by law to provide monetary assistance to individuals in the event of unforeseen future circumstances or upon retirement from work.</i> <p>Learners in groups identify and explain the various types of work</p> <p><u>Types of Work</u></p> <ul style="list-style-type: none"> • Domestic – <i>washing, sweeping, cooking, etc.</i> • Community – <i>clean-up exercises, building of schools, clinics, etc.</i> • School (<i>academic and non-academic</i>) – <i>studying, sweeping, games, work of school prefects, etc.</i> • Work for livelihood/Occupational – <i>teaching, farming, carpentry, nursing, policing, etc.</i> • Religious work — <i>the work of priests/priestesses, imams, church administrators, evangelist etc.</i> <p><u>Assessment</u> What is work? State three types of work? How is work different from entrepreneurship?</p>	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.	

Week Ending: 4 th NOV, 2022	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Rel. & Economic Life
Class: B7	Class Size:	Sub Strand: Work & Entrepreneurship
Content Standard: B7 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship	Indicator: B7 6.1.1.1: Explain the meaning of work and entrepreneurship	Lesson: 1 OF 2
Performance Indicator: Learners can explain the meaning of work and entrepreneurship		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. 21-24		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Learners in their groups identify and discuss types of work at home, school, and community.</p> <p>Engage learners to do a presentation on their findings. Example; Types of work at home</p> <ul style="list-style-type: none"> • Sweeping the compound, kitchen, living and bed rooms. • Fetching water before and after school. • Washing cooking utensils, plates, cutlery sets and cups that have been used <p>Types of work at school</p> <ul style="list-style-type: none"> • Allocate time to study and read books and notes. • Obey school rules and regulations • Sweep the school compound and empty the bins • Weeding of the school compound <p>Types of work in the community</p> <ul style="list-style-type: none"> • Taking part in communal labor • Assist in clearing footpaths to the public places of convenience, stand pipes, etc. • Take part in tree planting exercises. <p>Engage learners to role play some of the work at home, school and community.</p> <p><u>Assessment</u> Identify 3 work each, a child must do in the home, school and community.</p>	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>	

TERM THREE
WEEKLY LESSON NOTES
WEEK 9

Week Ending: 11 th NOV, 2022		DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Rel. & Economic Life	
Class: B7	Class Size:		Sub Strand: Work & Entrepreneurship
Content Standard: B7 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship		Indicator: B7 6.1.1.2: Discuss the relevance of work from the religious and ethical perspectives	Lesson: 1 OF 2
Performance Indicator: Learners can discuss the relevance of work from the religious and ethical perspectives		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. 21-24			
New words: Entrepreneurship, economics, work, financial management, planning, time management, financial independence			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: MAIN	Learners brainstorm to demonstrate knowledge of good work habits. E.g., <ul style="list-style-type: none"> • be punctual to work • avoid over dependence on religion. All three religions teach that a hand that does not work, should not eat. • eschew laziness and encourage hard work (Proverbs 6:6-11; Ghanaian proverbs: 'Laziness leads to poverty' and 'Hard work does not break bones.' Salih Bukhari 1401) • plan in advance • show dedication to work, etc. (E.g. the Parable of the talents (Matthew 25:14-30; Proverbs 10:4-5; Ghanaian proverb: 'One achieves success by taking care of another person's work.') In groups learners demonstrate the need to work <ul style="list-style-type: none"> • it enables us buy our basic needs • work is good for our health and well-being. • develop and use of talents, etc. 		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.		

Week Ending: 11 th NOV, 2022		DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Rel. & Economic Life	
Class: B7	Class Size:		Sub Strand: Work & Entrepreneurship
Content Standard: B7 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship		Indicator: B7 6.1.1.2: Discuss the relevance of work from the religious and ethical perspectives	Lesson: 1 OF 2
Performance Indicator: Learners can discuss the relevance of work from the religious and ethical perspectives		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. 21-24			
New words: Entrepreneurship, economics, work, financial management, planning, time management, financial independence			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Learners brainstorm to demonstrate knowledge of good work habits.</p> <p>E.g.,</p> <ul style="list-style-type: none"> • be punctual to work • avoid over dependence on religion. All three religions teach that a hand that does not work, should not eat. • eschew laziness and encourage hard work (Proverbs 6:6-11; Ghanaian proverbs: 'Laziness leads to poverty' and 'Hard work does not break bones.' Salih Bukhari 1401) • plan in advance • show dedication to work, etc. (E.g. the Parable of the talents (Matthew 25:14-30; Proverbs 10:4-5; Ghanaian proverb: 'One achieves success by taking care of another person's work.') <p>In groups learners demonstrate the need to work</p> <ul style="list-style-type: none"> • it enables us buy our basic needs • work is good for our health and well-being. • develop and use of talents, etc. 		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>		

TERM THREE
WEEKLY LESSON NOTES
WEEK 10

Week Ending: 18 th NOV, 2022		DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Rel. & Economic Life	
Class: B7	Class Size:		Sub Strand: Work & Entrepreneurship
Content Standard: B7 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship		Indicator: B7 6 1.1.3: Identify steps to be taken to become a successful entrepreneur	Lesson: 1 OF 2
Performance Indicator: Learners can identify steps to be taken to become a successful entrepreneur		Core Competencies: CG 5.1, CG 5.4:CG 6.1: CP 5.2: CP 6 .3PL 5.4	
References: R.M.E Curriculum Pg. 21-24			
New words: Entrepreneurship, economics, work, financial management, planning, time management, financial independence			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: MAIN	Using Think-Pair and Share, learners identify steps to be taken to become a successful entrepreneur. • Learners state the various steps to become an entrepreneur Prerequisite for Entrepreneurship <ul style="list-style-type: none"> • One has to be innovative • Setting personal goals and mission for the future • Calculative risks taker etc. In groups, learners discuss the benefits of entrepreneurship. E.g. <ul style="list-style-type: none"> • freedom to pursue one's vision • flexibility of time • employment to other members of society • helps in nation-building • sense of pride when vision of business is achieved, etc. Learners in groups take a field research in their community into how to become a successful entrepreneur and present findings for class discussion.		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.		

Week Ending: 18 th NOV, 2022		DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Rel. & Economic Life	
Class: B7	Class Size:	Sub Strand: Work & Entrepreneurship	
Content Standard: B7 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship		Indicator: B7 6 1.1.3: Identify steps to be taken to become a successful entrepreneur	Lesson: 1 OF 2
Performance Indicator: Learners can identify steps to be taken to become a successful entrepreneur		Core Competencies: CG 5.1, CG 5.4:CG 6.1: CP 5.2: CP 6 .3PL 5.4	
References: R.M.E Curriculum Pg. 21-24			
New words: Entrepreneurship, economics, work, financial management, planning, time management, financial independence			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: MAIN	Using Think-Pair and Share, learners identify steps to be taken to become a successful entrepreneur. • Learners state the various steps to become an entrepreneur Prerequisite for Entrepreneurship • One has to be innovative • Setting personal goals and mission for the future • Calculative risks taker etc. In groups, learners discuss the benefits of entrepreneurship. E.g. • freedom to pursue one's vision • flexibility of time • employment to other members of society • helps in nation-building • sense of pride when vision of business is achieved, etc. Learners in groups take a field research in their community into how to become a successful entrepreneur and present findings for class discussion.	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.		

TERM THREE
WEEKLY LESSON NOTES
WEEK 11

Week Ending: 25 th NOV, 2022		DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Rel. & Economic Life	
Class: B7	Class Size:		Sub Strand: Work & Entrepreneurship
Content Standard: B7 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship		Indicator: B7 6.1.1.4: Justify the need to become an entrepreneur	Lesson: 1 OF 2
Performance Indicator: Learners can justify the need to become an entrepreneur		Core Competencies: CG 5.1, CG 5.4:CG 6.1: CP 5.2: CP 6 .3PL 5.4	
References: R.M.E Curriculum Pg. 21-24			
New words: Entrepreneurship, economics, work, financial management, planning, time management, financial independence			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: MAIN	In groups, learners discuss the benefits of entrepreneurship. E.g. <ul style="list-style-type: none"> • freedom to pursue one’s vision • flexibility of time • employment to other members of society • helps in nation-building • sense of pride when vision of business is achieved, etc. Learners in three groups take a field research in their community into how to become a successful entrepreneur and present findings for class discussion. Have learners create a poster outlining the steps they would go through to set up their own company.		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.		

Week Ending: 25 th NOV, 2022		DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Rel. & Economic Life	
Class: B7	Class Size:	Sub Strand: Work & Entrepreneurship	
Content Standard: B7 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship		Indicator: B7 6.1.1.4: Justify the need to become an entrepreneur	Lesson: 2 OF 2
Performance Indicator: Learners can justify the need to become an entrepreneur		Core Competencies: CG 5.1, CG 5.4:CG 6.1: CP 5.2: CP 6 .3PL 5.4	
References: R.M.E Curriculum Pg. 21-24			
New words: Entrepreneurship, economics, work, financial management, planning, time management, financial independence			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: MAIN	In groups, learners discuss the benefits of entrepreneurship. E.g. <ul style="list-style-type: none"> • freedom to pursue one’s vision • flexibility of time • employment to other members of society • helps in nation-building • sense of pride when vision of business is achieved, etc. Learners in three groups take a field research in their community into how to become a successful entrepreneur and present findings for class discussion. Have learners create a poster outlining the steps they would go through to set up their own company.	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.		