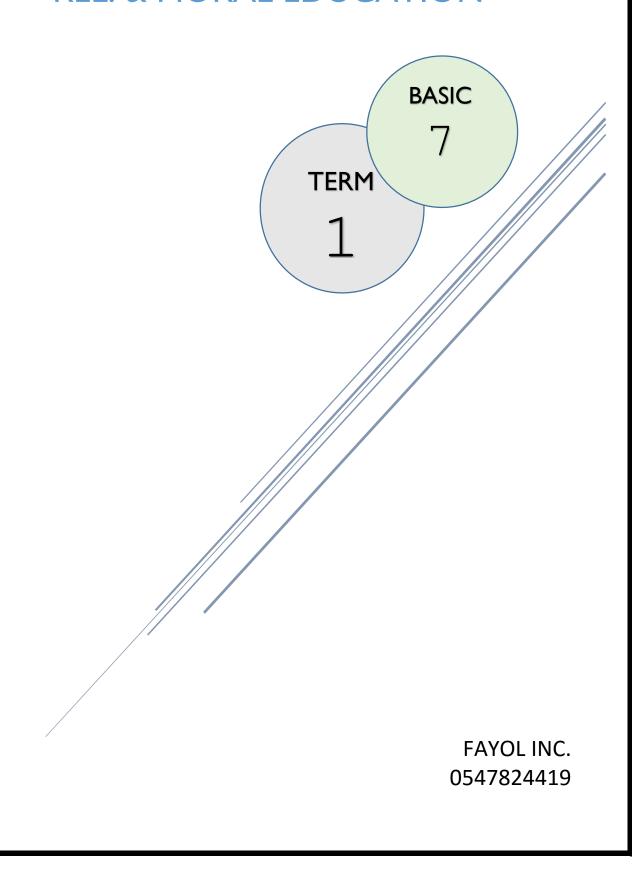
LESSON PLANS FOR JUNIOR HIGH SCHOOLS REL. & MORAL EDUCATION



TERM I SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	God, His Creation	God, His Nature & Attributes	B7.1.1.1	B7.1.1.1	Pictures, wall charts, etc.
2	& Attributes	God, His Nature & Attributes	B7.1.1.1	B7.1.1.1.1	Pictures, wall charts, etc.
3	God, His Creation	God, His Nature & Attributes	B7.2.1.1	B7.1.1.1.2.	Pictures, wall charts, etc.
4	& Attributes	God, His Nature & Attributes	B7.2.1.1	B7.1.1.1.3:	Pictures, wall charts, etc.
5	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.1:	Pictures, wall charts, etc.
6	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.1:	Pictures, wall charts, etc.
7	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.2:	Pictures, wall charts, etc.
8	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.2	Pictures, wall charts, etc.
9	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.3	Pictures, wall charts, etc.
10	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.4	Pictures, wall charts, etc.
11	Religious Practices	Religious Songs and Recitations	B7 2.2.1	B7 2.2.1.1	Pictures, wall charts, etc.
12	Religious Practices	Religious Songs and Recitations	B7 2.2.1	B7 2.2.1.2	Pictures, wall charts, etc.

WEEK I

WEEK ENDING:	DAY:		Subject: R.M.E					
Duration:			Str	Strand: God, His Creation & Attributes			ttributes	
Class: B7 Class Size: Sub Strand: Attributes of							of God	
Content Standard:Indicator:B7 1.1.1: Explain the nature of God seen through His attributesB7 1.1.1.1: Explain the nature of God through attributes in the three major religions								Lesson: I of 3
Performance Indicator: Learners can identify the att	ributes of C	od in th	Christian roligion			Core Competenci		
References : RME Curricul						CG 5.2, CG 5.3, C	r 5.0, Di	_ J.J, DL 0. 1
Keywords: omnipotent, c	-	t omni	scient					
Reywords. on inpotent, e	minpresen	, onni	Science					
Phase/Duration	Learners	Activiti	es				Resour	ces
PHASE I: STARTER	about Go	d.	ers to find out wh				Picture etc.	s, wall charts,
PHASE 2: NEW LEARNING	Share with learners the performance indicators. Guide learners to Identify and explain the attributes of God by christians. E.g. omnipotent, omnipresent, omniscient, love, patience. Let learners explain the attributes of God in English and in their local languages. E.g., Amowia – giver of sunlight (Akan); Binnamdanaa – the Creator of all creatures(Dagbani); Mawu Kitikata – God is the source of life (Ewe) Engage learners to role-play situations to depict some of the attributes of God. Learners to discuss the Christian moral implications of the attributes of God. Assessment							
PHASE 3: REFLECTOIN	Use peer from learr Take feed	discuss ners wh back fr ers hov	ain five (5) Christia ion and effective q nat they have learn om learners and so v the lesson will be	uest t du umm	rin rin	ning to find out ng the lesson. rize the lesson.		

WEEK ENDING: DAY:		Subject: R.M.E			
Duration:			Strand: God, His Creation & Attributes		
Class: B7 Class S			bo		
			Lesson:		
			I of 3		
Performance Indicator:			Core Competencies:		
Learners can identify the attributes of Allah in the Islamic religion					
	Class	Class Size: Indicator: B7 1.1.1.1: Explain His attributes in th	Strand: God, His Creation Class Size: Sub Strand: Attributes of God Indicator: B7 1.1.1.1: Explain the nature of God through His attributes in the three major religions Core Competencies:		

References : RME Curriculum Pg.2

Keywords: Majestic, authority

Phase/Duration	Learners Activities	Resources
PHASE I: STARTER	Recap with learners to find out what they already know about Allah.	Pictures, wall charts, etc.
	Share with learners the performance indicators.	
PHASE 2: NEW	Guide learners to Identify and explain the attributes of	
LEARNING	God by muslims.	
	E.g. Al-Adi, Al-Alim, Allah, Al-Aziz, Al-Rabb, etc.	
	Let learners explain the attributes of Allah in English and in their local languages.	
	E.g., Al-Adi – The Just One,	
	Al-Alim – The authority that is all knowing,	
	 Allah – The only true God that deserve praises, worship and respect, 	
	 Al-Aziz – The Majestic One, 	
	 Al-Aziz – The Trajestic One, Al-Rabb – The Lord who maintains nature in the 	
	most appropriate manner.	
	Engage learners to role-play situations to depict some of the attributes of Allah.	
	Learners to discuss the Islamic moral implications of the attributes of God.	
	Assessment	
	I. what is meant by attribute of Allah.	
	2. state and explain five (5) Islamic attributes of Allah.	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTOIN	from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	
	Ask learners how the lesson will benefit them in their daily lives.	

WEEK ENDING:	DAY	Y:	Subject: R.M.E					
Duration:			Strand: God, His Crea	tion & Attributes				
Class: B7	Clas	s Size:	Sub Strand: Attributes of God					
Content Standard: B7 1.1.1: Explain the nature through His attributes Performance Indicator:		h His I of 3						
	Learners can identify the attributes of God in the ATR CG 5.2, CG 5.3, CP 5.							
References : RME Curricu								
Keywords: omnipotent, o	omnipresent, om	niscient						
Phase/Duration	Learners Activi	ities		Resources				
PHASE I: STARTER	about God.	rners to find out v mers the performa	what they already know ance indicators.	Pictures, wall charts, etc.				
PHASE 2: NEW LEARNING PHASE 3: REFLECTOIN	God by christia E.g. omnipoten Let learners ex in their local la E.g., Amowia – Binnamdanaa – Mawu Kitikata Engage learners the attributes of Learners to dis the attributes of Have learners to attributes of G <u>Assessment</u> I. state and ex 2. state three r Use peer discu from learners of	ans. t, omnipresent, or cplain the attribute nguages. giver of sunlight (the Creator of all – God is the source s to role-play situated of God. cuss the Tradition of God. talk about how the od in their own data plain four attribute noral implications ssion and effective what they have lea	l creatures(Dagbani); ce of life (Ewe) ations to depict some of al moral implications of ey are going to apply the					
	Ask learners he daily lives.	ow the lesson will	benefit them in their					

WEEK ENDING:		DAY:		Subject: R.M.E		
Duration:				Strand: God, His Creat	tion & /	Attributes
Class: B7		Class	Size:	Sub Strand: Attributes of	of God	
Content Standard: B7 1.1.1: Explain the nature through His attributes	7 1.1.1: Explain the nature of God seen arough His attributesB7 1.1.1.1: Explain the nature of God throug attributes in the three major religions					
Performance Indicator: Learners can discuss the p References : RME Curricu	Core Competencies: CG 5.2, CG 5.3, CP 5.6	6, DL 5.	5, DL 6.4			
Keywords: attributes,	iuiii i g.2					
	1.				-	
Phase/Duration	Learners	Activiti	es		Resou	urces
PHASE I: STARTER	what was	studied	and answers, revis I previously. ers the performan	e with learners on ce indicators.	Pictur etc.	res, wall charts,
PHASE 2: NEW LEARNING PHASE 3:	Engage le three mai Learners of creatic Guide lea things cre Engage le the things <u>Assessme</u> I. Write 2. Explain Use peer	in Religi in grou m rners to ated by arners to God c ent an essay the use				
REFLECTOIN	Use peer from lear Take feed Ask learn daily lives	ners wł Iback fr ers hov				

WEEK ENDING:	DAY:		Subject: R.M.E			
Duration:				Strand: God, His Creation & Attributes		
Class: B7		Class Size:		Sub Strand: Attributes of G		d
Content Standard: B7 1.1.1: Explain the nature of God seen throug attributes				Describe ways in which you e attributes of God in your life I of 3		
Performance Indicator: Learners can describe the a lives	ies: CP 5.6, DL	5.5, DL 6.4				
References : RME Currice	ulum Pg.2					
Keywords: attributes,						
Phase/Duration	Learners	Activities			Res	ources
PHASE I: STARTER			bout the Go	od Samaritan.		ures, wall charts,
				story they like best	etc.	
	Learners	tell what the	y make of th	e story heard.		
	They also	make resolu	itions to be l	ike the good Samari	tan.	
	Introduce indicators					
PHASE 2: NEW LEARNING	 indicators. In groups, ask learners to identify the attributes of God that are found in humankind and present to class for discussion E.g. love, patience, merciful. Kindness, honesty, faithfulness, tolerance, dependable, etc. Through questions and answers, let learners show how they can relate the attributes of God to their lives. Engage learners to role play how they relate the attributes of God to their life. <u>Assessment</u> I. Explain five attributes of God from the Christian point of view. 2. state two moral implications of the attributes of 				n	
PHASE 3: REFLECTOIN	from lear Take feed	ners what the Iback from le ers how the	ey have learr arners and s	questioning to find o nt during the lesson. ummarize the lesson enefit them in their		

WEEK ENDING:			ſ :	Subject: R.M.E			
Duration:				Strand: God, His Creation &	Attributes		
Class: B7		Clas	s Size:	Sub Strand: God, His Nature	& Attributes		
	B7 1.1.1: Explain the nature of God seen through His attributes B7.1.1.1.3: Identify the similarities in the way that the nature of God is understood through His attributes the three major religions in Ghana						
Performance Indica Learners can relate to				Core Competencies:			
References : RME C	urriculum Pg.3						
Keywords: attribute	es,						
					Resources		
Phase/Duration PHASE I: STARTER	Recap with lear lesson.	Learners Activities Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.					
PHASE 2: NEW LEARNING	way the nature three major re- Examples The the following a religions. <u>ATR</u> Tetekwaframoa <u>Christianity</u> Alpha and Omeg <u>Islam</u> Al-Awwalu wal A	e of (eligio attrib (the c ga (the c'khiru God ty) nighty) Almig	God is understood ns. The of God as ever putes giving to God uncient of days) the beginning and end) n (the beginner and the as omnipotent ca	ntify the similarities in the d in His attributes in the lasting can be found from d by the three major the end) n be found in the following	Pictures, wall charts, etc.		

	The nature of God as the sustainer of all creations are found in attributes such as: <u>ATR</u> - Amosu (giver of rain) - Amowia (giver of sunlight)
	<u>Christianity</u> Jehovah-Jireh (God the Provider) <u>Islam</u>
	Al-Razak (the Provider)
PHASE 3: REFLECTOIN	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. Ask learners how the lesson will benefit them in their daily lives.

WEEK ENDING:		DAY:		Subject: R.M.E			
Duration:				Strand: Religious Pract	ices		
Class: B7		Class Size:		Sub Strand: Worship			
Content Standard: B7 2.1.1: Explain how wor three major religions in G lessons in the worship in t	hana and apply			Identify the types of wor e major religions	Lesson: rship I of 3		
Performance Indicator Learners can describe the	•	stian worship		Core Competencies: CC 9.1: CC 9.4: CG 5.2: CP 5.6, DL 5.5: DL 6.4: D			
References : RME Curric	ulum Pg.4						
Keywords: submission,	congregatio	nal					
					-		
Phase/Duration		Activities			Resources		
PHASE I: STARTER	Recap wi previous		o review thei	r understanding in the			
	indicators	s.	, ,	e performance			
PHASE 2: NEW LEARNING	meaning E.g. wor	of worship. ship is the si	ubmission to	a, learners explain the o the will of God. Deople at worship.	Pictures, wall charts, etc.		
	Christian E.g. priva Guide le worship Example <u>Time of</u>	n religion, ate (individu arners to di in the Chris : <u>worship</u>	al or family) scuss the ti stian religion	of worship in and congregational. mes and mode of ns ship and families.			

	- Congregational worship at specific agreed times e.g. Sundays, Saturdays, etc.	
	<u>Mode of worship</u> : Meditation, Bible reading, prayer, singing, drumming and dancing, teaching/preaching, offertory, etc	
	In three mixed ability groups, learners dramatize the mode and types of worship in the Christian religion.	
	 <u>Assessment</u> I. Describe the times and mode of worship in the Christian religions. 2. What is worship? 	
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:		DAY:		Subject: R.M.E		
Duration:				Strand: Religious Pract	ices	
Class: B7		Class Size:		Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life.Indicator: B7 2.1.1.1: Identify the ty in the three major religion					rship	Lesson:
Performance Indicator: Learners can describe the m	Performance Indicator: Learners can describe the mode of Islamic worship Core Competencies: CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG					
References : RME Curricu	lum Pg.4					
Keywords: submission, c	ongregatior	nal				
Phase/Duration PHASE I: STARTER	previous Introduce	th learners to lesson. e the lesson b		r understanding in the e performance	Reso	urces
PHASE 2: NEW LEARNING	meaning E.g. wors Show pice Show pice International Show pice International Let learn religion, E.g. priva Guide let worship Examples <u>Time of</u> At any ti is right u	questions a of worship. ship is the su ctures or vid worship. hers Identify ate (individua arners to dis in the Islami worship: me, except y p (Zenith), a arners to dis	ubmission to leo clip of p Internet of the types of al or family) scuss the time ic religion. When the su	, learners explain the o the will of Allah. eople at worship.	Pictur etc.	res, wall charts,

	• Zuhr I:00pm – 2:00pm
	• Asr 3: 30pm – 5:00pm
	 Maghrib 6:00pm – 6:30pm
	• Isha 7:00pm – late night
	In three mixed ability groups, learners dramatize the mode and types of worship in the Islamic religion.
	Assessment
	I. What is worship?
	2. State and explain the five daily prayers of Islam.
PHASE 3:	Use peer discussion and effective questioning to find out
REFLECTION	from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

WEEK ENDING:	DAY: Subject: R.M.E					
Duration:				Strand: Religious Pract	ices	
Class: B7		Class Size:		Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how worsh three major religions in Gha lessons in the worship in th	ana and apply			Identify the types of wor e major religions	rship	Lesson:
Performance Indicator: Learners can describe the n	node of Afric	an Traditional	Religion.	Core Competencies: CC 9.1: CC 9.4: CG 5.2: CP 5.6, DL 5.5: DL 6.4: D		CG 5.3: CG 6.1:
References : RME Curricu	llum Pg.4					
Keywords: submission, c	ongregatio	nal, Libation,	sacrifice			
Phase/Duration	Learners	Activitios			Reso	17000
PHASE I: STARTER		th learners to	o review thei	r understanding in the	Neso	
	Introduce		y sharing the	e performance		
PHASE 2: NEW LEARNING	meaning E.g. wors supernat Show pic Show pic Unit of the supernation Show picture Show picture S	of worship. ship is the su aural gods. tures or vid further supervised to the supervised tures or vid sets Identify ate (individual	ubmission to leo clip of p Intervention of p Intervention of p Intervention of p Intervention of p Intervention of p Intervention of p	, learners explain the o the will of a eople at worship. If worship in ATR and congregational. mes and mode of	Pictur etc.	res, wall charts,
	worship Example <u>Time of</u> Any time - Congre	in the ATR : <u>worship</u> : e for individu	religion. ual and fami ırship on sao			

	2. Sacrifice – An act of slaughtering an animal or person or surrendering a possession as an offering to a deity.
	In three mixed ability groups, learners dramatize the mode and types of worship in the ATR religion.
	Assessment. I. What is libation?
	2. Identify any two items for performing libation.
PHASE 3:	Use peer discussion and effective questioning to find out
REFLECTION	from learners what they have learnt during the lesson.

WEEK 6	5
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WEEK ENDING:		DAY:		Subject: R.M.E		
Duration:				Strand: Religious Pract	ices	
Class: B7		Class Size:		Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how worst three major religions in Gha lessons in the worship in th	ana and apply			Identify the types of wornajor religions	rship in	Lesson: I of 3
Performance Indicator:Core Competencies:Learners can describe the mode of Christian worshipCC 9.1: CC 9.4: CG 5.2: CCP 5.6, DL 5.5: DL 6.4: D						CG 5.3: CG 6.1:
References : RME Curricu	ılum Pg.4					
Keywords: submission, c	ongregatio	nal				
	· · ·	A				
Phase/Duration		Activities	<u> </u>	h	Resour	ces
PHASE I: STARTER	previous	lesson. e the lesson b		r understanding in the e performance		
PHASE 2: NEW			nd answers	, learners explain the	Picture	s, wall charts,
LEARNING	-	of worship.		, learners explain the	etc.	.s, wan charts,
	-		ubmission to	o the will of God.	<i>c.c.</i>	
		Show pictures or video clip of people at worship.				
	 Put learners in groups to discuss the purpose of Christian worship Example: To show appreciation and gratitude to God Worship serves as an avenue to communicate with God. It is used to express obedience to God and his commandments. Engage learners to discuss the types of Christian 					
	PetitioPrevai	sgiving n ling tion or worship				

	Interceding	
	 <u>Assessment</u> What is Christian worship? State four reasons why christians worship God What is a prayer? State and explain four types of Christian prayer. 	
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:		DAY:		Subject: R.M.E		
Duration:		L		Strand: Religious Pract	ices	
Class: B7		Class Size:		Sub Strand: Worship		
					rship in	Lesson: 2 of 3
Performance Indicat Learners can describe t	icator: be the mode of Islamic worship CC 9.1: CC 9.4: CG 5.2: CP 5.6, DL 5.5: DL 6.4: D					CG 5.3: CG 6.1:
References : RME Cur	rriculum Pg.4					
Keywords: submissio	n, congregation	nal				
Phase/Duration	Learners Acti	ivities			Resour	ces
PHASE I: STARTER	previous lesso	on.		derstanding in the formance indicators.		
PHASE 2: NEW LEARNING	Through que meaning of v E.g. worship Show pictur Show pictur Put learners Example: Shahadah Salah or Sa Sawm Zakat Hajj . Engage learn Shahadah is must declare God. Example: It enables of	estions and a worship. is the subm es or video In groups to hat hers to discu an islamic re his/her fait	answers, lea ission to the clip of peop of peop of discuss the ss the purp equirement h to serve A	rners explain the e will of Allah. le at worship. If at worship. If a wo	Picture etc.	s, wall charts,

	Call volunteer learners to demonstrate how to perform Salat.
	Assessment5. State and explain the five pillars of Islam.6. State the importance each of the pillars of Islam.7. Describe how the Salat is performed.
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:	DAY: Subject: R.M.E					
Duration:				Strand: Religious Pract	ices	
Class: B7		Class Size:		Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how worsh three major religions in Gha lessons in the worship in the	na and apply			: Lesson: 1: Identify the types of worship ee major religions		
Performance Indicator:Core Competencies:Learners can describe the mode of African Traditional Religion.CC 9.1: CC 9.4: CG 5.2:CP 5.6, DL 5.5: DL 6.4: D						CG 5.3: CG 6.1:
References : RME Curricul	um Pg.4					
Keywords: submission, co	ongregation	nal				
Phase/Duration	Learners	Activities			Resou	ILCOS
PHASE I: STARTER	Recap wit previous	th learners to lesson.		r understanding in the	Resor	
	Introduce indicators		y sharing the	e performance		
PHASE 2: NEW LEARNING	 Through questions and answers, learners explain the meaning of worship. E.g. worship is the submission to the will of a supernatural gods. Show pictures or video clip of people at worship. Show pictures or video clip of people at worship. Put learners in groups to discuss the purpose of traditional worship. Example: To express appreciation, devotion and reverence to the gods, ancestors and God Almighty. Worship draws the traditionalist closer to the object of worship. Worship is used as an avenue for the worshippers to seek divine intervention for their problems, etc. Engage learners to discuss the types of traditional prayer Xotive prayer Thanksgiving prayer Prayer of request 					res, wall charts,

	 Preventive prayer Intercessory prayer 	
	Guide learners to describe the process involved in pouring libation.	
	 <u>Assessment</u> I. State three facts about traditional worship. 2. Describe how libation is poured by the traditionalist. 3. State two differences between offering and sacrifice. 	
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: 4 th MARCH, 2022		Day:		Subject: R.M.E		
Duration:				Strand: Religious Pract	ices	
Class: B7		Class Size:		Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how wors three major religions in Gh lessons in the worship in th	ana and apply					Lesson: I of 3
Performance Indicator: Learners can describe the r		stian worship		Core Competencies: CC 9.1: CC 9.4: CG 5.2:	CG 5.3: C	CG 5.3: CG 6.1:
References : RME Curricu	ulum Pg.4					
Keywords: submission, c	congregatio	nal				
Phase/Duration PHASE I: STARTER	Recap wi previous Introduce	lesson. e the lesson b		r understanding in the e performance	Resour	rces
PHASE 2: NEW LEARNING	the mean E.g. wors Show pio Show pio In group place du Example prayer, s commun Put learr Christian Example • To sho • Worsh	questions a ning of wors hip is the sub ctures or vid video of the sub ctures or vid s, learners to ring Christianity singing and d ion, baptism ners in group ners in group ners in group ners in group ners in group	hip. mission to the leo clip of p leo clip of p o identify active o identify active an worship active y – Meditative ancing, offer h, etc os to discuss and gratitude is avenue to corr	revise with learners and will of God. eople at worship. The will of God. and report to class. on, Bible reading, rtory, sermon, s the purpose of to God amunicate with God. d and his commandments.	Picture etc.	s, wall charts,

	Engage learners to discuss the types of Christian
	prayer
	Example:
	Thanksgiving
	Petition
	Prevailing
	Adoration or worship
	Expiation
	Interceding
	Assessment
	8. What is Christian worship?
	9. State four reasons why christians worship God
	10. What is a prayer?
	II. State and explain four types of Christian prayer.
PHASE 3:	Use peer discussion and effective questioning to find out
REFLECTION	from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

WEEK ENDING: DAY		NDING: DAY: Subject: R.M.E			Subject: R.M.E		
Duration:		Strand: Religious Pract		ices			
	Class Size:		Sub Strand: Worship				
Content Standard: B7 2.1.1: Explain how worship is performe three major religions in Ghana and apply t lessons in the worship in their life. Performance Indicator:			2.1.1.1: Identify the types of worship 2 ne three major religions				
	nic worship			CG 5.3:	CG 5.3: CG 6.1:		
congregation	nal						
Learners	Activities			Reso	urces		
		o review thei	r understanding in the				
		y sharing the	e performance				
the mean	ning of wors	hip.		Pictures, wall charts, etc.			
Show pic	ctures or vid	leo clip of p	eople at worship.				
place du Example	ring Islamic : Islam – Niy	worship and vyat (intention	l report to class. on), ablution,				
Qur'anic	recitation,	sermon, glo	•				
Example • Shaha • Salah • Sawm • Zakat	: dah or Salat	revise the fi	ve pillars of islam.				
	Ana and apply eir life. node of Islam Jum Pg.4 congregation Learners Recap wir previous Introduce indicators Through the mean E.g. worsh Show pio Show pio In group place du Example genuflect Qur'anic sadaqah, Learners Example o Shaha o Salah o Sawm	Class Size: hip is performed in the ana and apply the moral eir life. node of Islamic worship Ilum Pg.4 congregational Learners Activities Recap with learners to previous lesson. Introduce the lesson b indicators. Through questions a the meaning of wors E.g. worship is the subm Show pictures or vic Show pictures or vic In groups, learners to place during Islamic of Example: Islam – Niy genuflections in pray Qur'anic recitation, s sadaqah, offertory, e Learners in groups, r Example: Showa Salat Salah or Salat Sawm Zakat	Class Size: Indicator: B7 2.1.1.1: in the three B7 2.1.1.1: in the three Indicator: B7 2.1.1.1: in the three Indicator: Recap with learners to review thei previous lesson. Introduce the lesson by sharing the indicators. Through questions and answers the meaning of worship. E.g. worship is the submission to the Show pictures or video clip of p Im groups, learners to identify ac place during Islamic worship and Example: Islam – Niyyat (intenti- genuflections in prayers, the five Qur'anic recitation, sermon, glo sadaqah, offertory, etc Learners in groups, revise the fir Example: Shahadah Shahadah Sadah or Salat Sawm Sawm	Strand: Religious Pract Sub Strand: Worship Indicator: B7 2.1.1.1: Identify the types of wo in the three major religions Core Competencies: CC 9.1: CC 9.4: CG 5.2: Indum Pg.4 congregational Learners Activities Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators. Through questions and answers, revise with learners the meaning of worship. E.g. worship is the submission to the will of Allah. Show pictures or video clip of people at worship. Improves, learners to identify activities that take place during Islamic worship and report to class. Example: Islam – Niyyat (intention), ablution, genuflections in prayers, the five pillars of Islam, Qur'anic recitation, sermon, glorification to Allah, sadaqah, offertory, etc Learners in groups, revise the five pillars of islam. Example: Shahadah Sadah or Salat Sowm Sadah or Salat Sawm	Strand: Religious Practices Line Sub Strand: Worship hip is performed in the ana and apply the moral eir life. Indicator: B7 2.1.1.1: Identify the types of worship in the three major religions node of Islamic worship Core Competencies: C 9.1: C 9.4: C 9.2: C 9.3: C 9.3: Idum Pg.4 congregational Earners Activities Recap with learners to review their understanding in the previous lesson. Picture of Walah. Introduce the lesson by sharing the performance indicators. Picture of Walah. Through questions and answers, revise with learners the meaning of worship. E.g. worship is the submission to the will of Allah. Show pictures or video clip of people at worship. In groups, learners to identify activities that take place during Islamic worship and report to class. Example: Islam – Niyyat (intention), ablution, genuflections in prayers, the five pillars of Islam, Qur'anic recitation, sermon, glorification to Allah, sadaqah, offertory, etc Learners in groups, revise the five pillars of islam. Example: Shahadh Shahadh Sadah or Salat		

	 Engage learners to revise on the purpose of the shahadah. Shahadah is an islamic requirement that every muslim must declare his/her faith to serve Allah as the only true God. Example: It enables a Muslim to remain faithful and dedicated to Allah. It testifies to the whole world that the individual is now a true follower of Allah. Call volunteer learners to demonstrate how to perform Salat. 	
	Assessment 12. State and explain the five pillars of Islam. 13. State the importance each of the pillars of Islam. 14. Describe how the Salat is performed.	
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:	DAY: Subject: R.M.E					
Duration:	Duration:			Strand: Religious Pract	ices	
Class: B7	Class Size: Sub Strand: Worship					
Content Standard: B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. Indicator: B7 2.1.1: Ide the three major					rship in	Lesson: 3 of 3
Performance Indicator: Learners can describe the n	node of Afric	an Traditional	Religion.	Core Competencies: CC 9.1: CC 9.4: CG 5.2: CP 5.6, DL 5.5: DL 6.4: D		G 5.3: CG 6.1:
References : RME Curricu	lum Pg.4					
Keywords: submission, c	ongregation	nal				
Phase/Duration	Learners	Activities			Resour	ces
PHASE I: STARTER		th learners to	o review thei	r understanding in the		
	Introduce		y sharing the	e performance		
PHASE 2: NEW LEARNING	the mear E.g. worsh gods. Show pic	ning of wors nip is the subm ctures or vid	hip. hission to the leo clip of p	revise with learners will of a supernatural eople at worship.	Picture etc.	s, wall charts,
	libation, dancing, etc. Learners tradition Example: • To exp ancest	sacrifice, pra incantations in groups to al worship. oress appreciations oress and God Ali	ayer, drumn , spirit poss o revise the on, devotion an mighty.	igion – offer of ning, singing and ession, divination, e purpose of d reverence to the gods, er to the object of worship.		

	• Worship is used as an avenue for the worshippers to seek divine intervention for their problems, etc.
	Engage learners to revise on the types of traditional prayer Example: • Votive prayer • Thanksgiving prayer • Prayer of request • Preventive prayer • Intercessory prayer
	Guide learners to describe the process involved in pouring libation.
	 <u>Assessment</u> 4. State three facts about traditional worship. 5. Describe how libation is poured by the traditionalist. 6. State two differences between offering and sacrifice.
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:	DAY: Subject: R.M.E					
Duration:				Strand: Religious Practices		
Class: B7	Class Size: Sub S			Sub Strand: Worship)	
Content Standard: B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life.			Indicator: B7 2.1.1.1: Identify the types of worship in the three major religions			
Performance Indicator: Learners can describe the r	node of Chri	stian worship		Core Competencies CP 5.6, DL 5.5: DL 6.4:		
References : RME Curricu		•		, , , , , , , , , , , , , , , , , , ,		
Keywords: submission, o	congregation	nal				
	1					
Phase/Duration		Activities			Resources	
PHASE I: STARTER	previous	lesson. e the lesson b		r understanding in the e performance		
PHASE 2: NEW LEARNING	the mean E.g. worst Show pio Show pio In group place du Example prayer, s commun Put learr Christiar Example • To sho	 Through questions and answers, revise with learners the meaning of worship. E.g. worship is the submission to the will of God. Show pictures or video clip of people at worship. Improve the submission of the will of cod. In groups, learners to identify activities that take place during Christian worship and report to class. Example: Christianity – Meditation, Bible reading, prayer, singing and dancing, offertory, sermon, communion, baptism, etc. Put learners in groups to discuss the purpose of Christian worship Example: To show appreciation and gratitude to God Worship serves as an avenue to communicate with God. 				

	Engage learners to discuss the types of Christian
	prayer
	Example:
	Thanksgiving
	Petition
	Prevailing
	Adoration or worship
	Expiation
	Interceding
	Assessment 15. What is Christian worship? 16. State four reasons why christians worship God 17. What is a prayer? 18. State and explain four types of Christian prayer.
PHASE 3:	Use peer discussion and effective questioning to find out
REFLECTION	from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

WEEK ENDING:	DAY: Subject: R.M.E					
Duration:				Strand: Religious Practices		
Class: B7	Class Size: Sub Strand: Wors			Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life.				: Identify the types of worship in 2 of 3 major religions		
Performance Indicator: Learners can describe the m	node of Islam	ic worship		Core Competencies: CC 9.1: CC 9.4: CG 5.2: (CP 5.6, DL 5.5: DL 6.4: D		CG 5.3: CG 6.1:
References : RME Curricu	lum Pg.4					
Keywords: submission, c	ongregatior	nal				
Phase/Duration	Learners	Activities			Resour	ces
PHASE I: STARTER		th learners to	review thei	r understanding in the		
	Introduce indicators		y sharing the	e performance		
LEARNING	Through questions and answers, revise with learners the meaning of worship.Pictures, w etc.E.g. worship is the submission to the will of Allah.Show pictures or video clip of people at worship.Pictures, w etc.Show pictures or video clip of people at worship.Image: Comparison of the will of Allah.Show pictures or video clip of people at worship.Pictures, w etc.In groups, learners to identify activities that take place during Islamic worship and report to class.Example: Islam – Niyyat (intention), ablution, genuflections in prayers, the five pillars of Islam, Qur'anic recitation, sermon, glorification to Allah, sadaqah, offertory, etcLearners in groups, revise the five pillars of islam. Example: 					

	 Engage learners to revise on the purpose of the shahadah. Shahadah is an islamic requirement that every muslim must declare his/her faith to serve Allah as the only true God. Example: It enables a Muslim to remain faithful and dedicated to Allah. It testifies to the whole world that the individual is now a true follower of Allah. Call volunteer learners to demonstrate how to perform Salat. 	
	 <u>Assessment</u> I. State and explain the five pillars of Islam. 2. State the importance each of the pillars of Islam. 3. Describe how the Salat is performed. 	
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:	DAY:		Subject: R.M.E			
Duration:			Strand: Religious Pract			
Class: B7	Class Size: Sub Strand: Worship					
Content Standard: B7 2.1.1: Explain how worst three major religions in Gha lessons in the worship in th			· · ·			
Performance Indicator: Learners can describe the n	node of Afric	an Traditional	Religion.	Core Competencies: CC 9.1: CC 9.4: CG 5.2: CP 5.6, DL 5.5: DL 6.4: D		6 5.3: CG 6.1:
References : RME Curricu	ılum Pg.4					
Keywords: submission, c	ongregation	nal				
Phase/Duration	Learners	Activition			Resource	
PHASE I: STARTER			roviow thei	r understanding in the	Resource	es
THASE I. STARTER	previous					
	F					
	Introduce	e the lesson b	y sharing the	e performance		
	indicators					
PHASE 2: NEW				, revise with learners		wall charts,
LEARNING	the meaning of worship.				etc.	
	E.g. worship is the submission to the will of a supernatural					
	gods.					
	In group	P	o identify ac	eople at worship.		
	libation, dancing, etc. Learners tradition Example • To exp ancest	sacrifice, pra incantations in groups to al worship. press appreciations ors and God Ali	ayer, drumn , spirit poss o revise the on, devotion an mighty.	ligion – offer of ning, singing and session, divination, e purpose of d reverence to the gods, er to the object of worship.		

	• Worship is used as an avenue for the worshippers to seek divine intervention for their problems, etc.
	Engage learners to revise on the types of traditional prayer Example: • Votive prayer • Thanksgiving prayer • Prayer of request • Preventive prayer • Intercessory prayer
	Guide learners to describe the process involved in pouring libation.
	 Assessment 7. State three facts about traditional worship. 8. Describe how libation is poured by the traditionalist. 9. State two differences between offering and sacrifice.
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.

W	EEK	9
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WEEK ENDING:		DAY:	Subject: R.M.E			
Duration:			Strand: Religious Practices			
Class: B7		Class Size:	Sub Strand: Worship			
Content Standard: B7 2.1.1 Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life.			dentify and explain the ns from worship	Lesson:		
Performance Indicator: Learners can explain the mo	oral lessons f	rom worship	Core Competencies CC 9.1: CC 9.4: CG 5.2 CP 5.6, DL 5.5: DL 6.4:	2: CG 5.3: CG 5.3: CG 6.1:		
References : RME Curricu	lum Pg.5					
Phase/Duration	Learners	Activities		Resources		
PHASE I: STARTER	previous	e the lesson b				
PHASE 2: NEW LEARNING	moral les E.g., lt er it encour it gives c Learners lessons f Project parents touch wi		e Pictures, wall charts, etc.			
PHASE 3: REFLECTION	from lear	discussion ar ners what the lback from le				

WEEK ENDING:	DAY: Subject: R.M.E			Subject: R.M.E		
Duration:		•		Strand: Religious Pra	ctices	
Class: B7		Class Size:		Sub Strand: Worship		
Content Standard: B7 2.1.1 Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. Indicator: B7.2.1.1.4: Explain the so of prayer			Explain the significance	Lesson:		
Performance Indicator:				Core Competencies		
Learners can explain the sign	nificance of	prayer		CC 9.1: CC 9.4: CG 6.	: CG 5.2: CG 5.3:	
References : RME Curricul	lum Pg.6-7					
Phase/Duration	Learners	Activities			Resources	
PHASE I: STARTER	previous Introduce	lesson. e the lesson b		r understanding in the e performance		
PHASE 2: NEW	indicators				Pictures, wall charts,	
LEARNING	 Learners to explain the meaning of prayer. E.g. the act of communication between the worshipper and the object of worship In groups, learners to identify the types of prayer in the three major religions and present findings for discussion in class. Learners use skits to demonstrate how prayer is performed in the three major religions. Learners should compare the use of prayer across the three major religions in Ghana and identify similarities and differences. In groups, learners to discuss the significance of prayer in their daily life. E.g., <i>it is a command from God/Allah, prayer brings us</i> 				etc.	
PHASE 3: REFLECTION	Use peer	our Creator, discussion ar ners what the				
	Take feed	lback from le	arners and s	ummarize the lesson.		

WEEK ENDING:		DAY:		Subject: R.M.E		
Duration:				Strand: Religious Practices		
Class: B7		Class Size:		Sub Strand: Christian and I Songs and Recitations	slamic Religious	
Content Standard B7 2.2.1: Analyze and religious songs and r	d apply the moral va	Indicator:			Lesson:	
Performance Indi				Core Competencies:		
Learners can sing re			ngs	PL 6.4: CI 6.1: CP 5.1: CP 6.4	l: CP 5.6:	
Reference: R.M.E	Curriculum Pg. 25					
	1				_	
Phase/Duration	Learners Activiti		<u> </u>		Resources	
PHASE I: STARTER	Recap with learn lesson.	ers to review	v their under	standing in the previous		
PHASE 2: NEW				mance indicators. he meaning of religious	Pictures, wall	
LEARNING	songs.			• •	charts, etc.	
	Religious songs - are dependence on Goo			of worshippers and their		
	Have learners to Characteristics • Express religious b • Draw worshippers • Give hope to the h Have learners g religious songs. Example: To Good Guide learners Non-religious song Guide learners Example: Hi-life Have learners g Examples: odo Learners listen religious songs	eliefs to God hopeless, etc. give some ex to be the Glory to explain n ts deal with so to discuss th e, Hip-life, Ra give some ex ye owu, Gha to a variety				
PHASE 3:	Use peer discuss	religious songs or not. Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.				
REFLECTION	Take feedback fr		-			

WEEK ENDING:		DAY:		Subject: R.M.E		
Duration:				Strand: Religious Pr	actic	es
Class: B7		Class Size:		Sub Strand: Christi Songs and Recitation	nd Islamic Religious	
Content Standard: B7 2.2.1: Analyze and apply the moral values in religious songs and recitations				Indicator:B7 2.2.1.1: Differentiate betweenreligious songs and non- religious		-esson:
Performance Indicator:Core Competencies:Learners can sing religious songs and non- religious songsPL 6.4: CI 6.1: CP 5.1: CP						6.4: CP 5.6:
Reference: R.M.E Curric	culum Pg. 25			·		
	1.					
Phase/Duration	Learners /					Resources
PHASE I: STARTER	previous l	h learners to esson. the lesson by				
	indicators					
PHASE 2: NEW LEARNING	Guide learners to distinguish between religious and non- religious songs.				Pictures, wall charts, etc.	
	Religious	Songs	Non-R	leligious Song		
	Religious emphasiz God	songs e on Allah or		size on social		
	Express	the key	Songs	are secular in		
		s of God or	nature	and express e of people		
	They use	ed to worship	Songs	gratify and		
	God or /	Allah	entert	ain society		
	• State	<u>nt</u> three feature: four differenc ous songs				
PHASE 3: REFLECTION	Use peer	discussion and ners what the				
	Take feed	back from lea				

WEEK ENDING:	DAY	' :	Subject: R.M.E			
Duration:	<u>.</u>		Strand: Religious Pract	ices		
Class: B7	Class	Songs and Recitations				
Content Standard: B7 2.2.1 Analyze and apply t in religious songs and recita	f basic scripture religions					
Performance Indicator:			Core Competencies:			
Learners can recite Christia		es or recitations	PL 6.4: CI 6.1: CP 5.1: CF	6.4: CP 5.6:		
References: R.M.E Curric	culum Pg.8					
Phase/Duration	Learners Activi	tios		Resources		
PHASE I: STARTER		rs according to the	e religion they	Resources		
	belong.		e religion they			
	belong.					
	Have each gro worship of tha		l perform any act of			
	Share perform	nance indicators a	nd introduce the			
	lesson.					
PHASE 2: NEW	Show real or i	dictures of songs a	and recitations from	Bible		
LEARNING	the Bible.					
		n 23 (RSV). Exodi	us 20 (The Ten			
	Commandmen PSALM WILL lift up my hills-from when hills-from when help? 2 My help comes f who made heaven at 3 He will not allow moved; He who kees sumber. 4 Behold, He who la neither slumber nor 5 The Lord is your shack hand. 6 The sun shall r day, nor the moon 7 The Lord shi from all evil; He si soul. 8 The Lord shi going out and you this time forth, more. Call learners in	4 Behold, He wild the provide a state a the slumber nor sleep. 5 The LORD is your keeper, the LORD is your shade at your right. 6 The sun shall not strike you by 6 The sun shall not strike you by 7 The LORD shall preserve you from all evil; He shall preserve your ded as				
	the Bible. In groups lear from the Bible					
PHASE 3:	Use peer discus	ssion and effective o	uestioning to find out			
REFLECTION			nt during the lesson.			
	Take feedback	from learners and s	ummarize the lesson.			

WEEK ENDING:	DAY	:	Subject: R.M.E			
Duration:			Strand: Religious Pract	ices		
Class: B7	Class	s Size:	Sub Strand: Religious Songs and Recitations			
Content Standard: B7 2.2.1 Analyze and apply t in religious songs and recitat		nstrate understanding of raditions in the Islamic re	-			
Performance Indicator:			Core Competencies:			
Learners can recite Islamic		or recitations	PL 6.4: CI 6.1: CP 5.1: CP	9 6.4: CP 5.6:		
References: R.M.E Curric	culum Pg.8					
Phase/Duration	Learners Activit			Resources		
PHASE I: STARTER		s according to the	e religion they	Resources		
	belong.					
	Have each gro worship of tha		perform any act of			
	lesson.	ance indicators a				
PHASE 2: NEW LEARNING	the Quran. Example: Al- F (Qur'an Chapt Image: Chapter of the Quran. Call learners in the Quran.	turns to sing and	Quran			
PHASE 3:	In groups learners tell the class some moral lessons from the Quran text. Use peer discussion and effective questioning to find out					
REFLECTION			nt during the lesson.			
	Take feedback f	rom learners and s	ummarize the lesson.			

WEEK ENDING:		DAY	:		Subject:	R.M.E		
Duration:	Strand: Relig				eligio	us Practices		
Class: B7						Sub Strand: Religious Songs and Recitations		
Content Standard: B7 2.2.1 Analyze and apply the moral values in religious songs and recitationsIndicator: B7 2.2.1.2: Demonstrate understanding o recitations/oral traditions in the Islamic re					nic re	ligions		
Performance Indicator: Learners can recite tradit	ional religio	ous pas	ssages or recitat	ions	Core Cor PL 6.4: Cl		e ncies: P 5.1: CP 6.4: CP 5.6:	
References: R.M.E Curric	culum Pg. 8							
Phase/Duration	Learners						Resources	
PHASE I: STARTER	belong.		rs according to	-	-	of		
	Have each group sing songs and perform any act of worship of that religion. Share performance indicators and introduce the lesson.							
PHASE 2: NEW LEARNING	Show real or pictures of songs and recitations from any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).						words, posters, video	
	"Only a fool tests the depth of a river with both feet". - African Proverb "moss"							
	Call learners in turns to sing and recite Traditional myths, riddle or proverbs.							
	In groups, learners tell the class some moral lessons from the myths, riddle or proverbs							
PHASE 3: REFLECTION			ssion and effectiv hat they have le					
	Take feed	lback f	from learners an	d summariz	e the lesso	n.		

REVISION AND END OF TERM ASSESSMENT

WEEK ENDING:	DAY:			Subject: R.M.E		
Duration:				Strand: Strands treated for the term		
Class: B7	Class Size:			Sub Strand: Sub strands for the term		
Content Standard:Indicator:Demonstrate knowledge and understanding in the topics treated so far.Recall and summarize all term.					ave learnt within the	
Performance Indicator: Learners can recall and sum term	ies: 1: CP 6.4: CP 5.6:					
References: R.M.E Currie	culum Pg. I	to 9				
Phase/Duration	Learners	Activities			Resources	
PHASE I: STARTER			with learners us	ing questions and		
PHASE 2: NEW LEARNING	attributes Engage le three ma Learners of creatio Guide lea things crea Engage le the things Revise w in the th <u>Assessme</u> I. Write 2. Explain 3. Descr Christiar 4. State a 5. Identif	arners to explai eated by God arners to role- s God created. vith learners t ree major reli	Wall charts, wall words, posters, video clip, etc.			
REFLECTION	from lear	ners what they	have learnt du	ring the lesson.		
	Take feed	back from lear	rners and summ	narize the lesson.		

WEEK ENDING:	DAY:			Subject: R.M.E		
Duration:			Strand: Strands treated for the term			
Class: B7		Class Size:		Sub Strand: Sub st	trands for the term	
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.Indicator: Preparation topics				wards vacation		
Performance Indicator: Learners can answer all end exercise books.	of term asso	essment questio	ns in their	Core Competenci PL 6.4: Cl 6.1: CP 5.		
References: R.M.E Curric	ulum Pg. I	to 9				
	1 -					
Phase/Duration	Learners	Activities			Resources	
PHASE I: STARTER			id display all the	e materials needed	Exercise books, pen,	
	for the as	sessment.			pencils, erasers,	
					Answer sheets.	
	Educate t practice.	hem on the co				
PHASE 2: NEW	Engage learners to arrange themselves properly to				SBA, Assessment	
LEARNING		e assessment	Questions and exercise books.			
	Mark lea	rners answer				
	Fill in lea	rner's SBA bo				
	Distribut for feedt	te learners an back.				