# LESSON PLANS FOR JUNIOR HIGH SCHOOLS

REL. & MORAL EDUCATION

BASIC

7

TERM

1
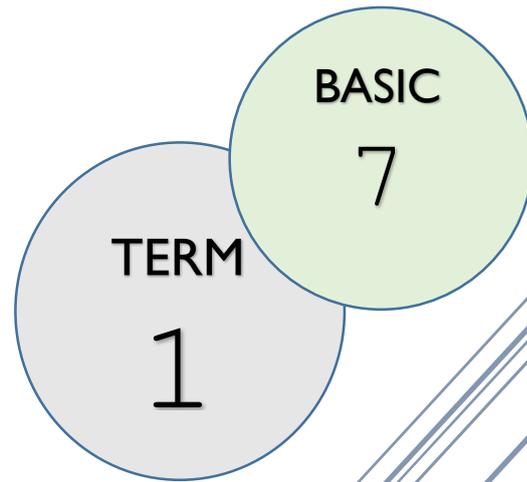
TERM 1 SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	God, His Creation & Attributes	God, His Nature & Attributes	B7.1.1.1	B7.1.1.1.1	Pictures, wall charts, etc.
2		God, His Nature & Attributes	B7.1.1.1	B7.1.1.1.1.	Pictures, wall charts, etc.
3	God, His Creation & Attributes	God, His Nature & Attributes	B7.2.1.1	B7.1.1.1.2.	Pictures, wall charts, etc.
4		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 1

WEEK ENDING:		DAY:		Subject: R.M.E	
Duration:				Strand: God, His Creation & Attributes	
Class: B7		Class Size:		Sub Strand: Attributes of God	
Content Standard: B7 1.1.1: Explain the nature of God seen through His attributes		Indicator: B7 1.1.1.1: Explain the nature of God through His attributes in the three major religions			Lesson: 1 of 3
Performance Indicator: Learners can identify the attributes of God in the Christian religion			Core Competencies: CG 5.2, CG 5.3, CP 5.6, DL 5.5, DL 6.4		
References : RME Curriculum Pg.2					
Keywords: omnipotent, omnipresent, omniscient					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to find out what they already know about God. Share with learners the performance indicators.	Pictures, wall charts, etc.
PHASE 2: **NEW LEARNING**	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 1. what is meant by attribute of God. 2. state and explain five (5) Christian attributes of God.	
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: God, His Creation & Attributes	
Class: B7		Class Size:		Sub Strand: Attributes of God	
Content Standard: B7 1.1.1: Explain the nature of God seen through His attributes		Indicator: B7 1.1.1.1: Explain the nature of God through His attributes in the three major religions			Lesson: 1 of 3
Performance Indicator: Learners can identify the attributes of Allah in the Islamic religion			Core Competencies: CG 5.2, CG 5.3, CP 5.6, DL 5.5, DL 6.4		
References : RME Curriculum Pg.2					
Keywords: Majestic, authority					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to find out what they already know about Allah. Share with learners the performance indicators.	Pictures, wall charts, etc.
PHASE 2: **NEW LEARNING**	Guide learners to Identify and explain the attributes of 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-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 1. what is meant by attribute of Allah. 2. state and explain five (5) Islamic attributes of Allah.	
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:** God, His Creation & Attributes	
Class: B7	**Class Size:**		**Sub Strand:** Attributes of God	
Content Standard: B7 1.1.1: Explain the nature of God seen through His attributes		**Indicator:** B7 1.1.1.1: Explain the nature of God through His attributes in the three major religions		**Lesson:** 1 of 3
Performance Indicator: Learners can identify the attributes of God in the ATR			**Core Competencies:** CG 5.2, CG 5.3, CP 5.6, DL 5.5, DL 6.4	
References : RME Curriculum Pg.2				
Keywords: omnipotent, omnipresent, omniscient				

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to find out what they already know about God. Share with learners the performance indicators.	Pictures, wall charts, etc.
PHASE 2: **NEW LEARNING**	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 Traditional moral implications of the attributes of God. Have learners talk about how they are going to apply the attributes of God in their own daily lives <u>Assessment</u> 1. state and explain four attributes of God by the ATR. 2. state three moral implications of the attributes of God.	
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 2

WEEK ENDING:		DAY:		Subject: R.M.E	
Duration:				Strand: God, His Creation & Attributes	
Class: B7		Class Size:		Sub Strand: Attributes of God	
Content Standard: B7 1.1.1: Explain the nature of God seen through His attributes		Indicator: B7 1.1.1.1: Explain the nature of God through His attributes in the three major religions			Lesson: 1 of 3
Performance Indicator: Learners can discuss the purpose and usefulness of creation			Core Competencies: CG 5.2, CG 5.3, CP 5.6, DL 5.5, DL 6.4		
References : RME Curriculum Pg.2					
Keywords: attributes,					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Using questions and answers, revise with learners on what was studied previously. Share with learners the performance indicators.	Pictures, wall charts, etc.
PHASE 2: **NEW LEARNING**	Engage learners to review the creation stories of the three main Religions. Learners in groups, to discuss the purpose and usefulness of creation Guide learners to explain the purpose and usefulness of things created by God Engage learners to role-play situations to depict some of the things God created. Assessment 1. Write an essay on any one of the Creation Stories. 2. Explain the usefulness of four created things	
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 3

WEEK ENDING:		DAY:		Subject: R.M.E	
Duration:				Strand: God, His Creation & Attributes	
Class: B7		Class Size:		Sub Strand: Attributes of God	
Content Standard: B7 1.1.1: Explain the nature of God seen through His attributes			**Indicator:** B7 1.1.1.2: Describe ways in which you demonstrate attributes of God in your life		**Lesson:** 1 of 3
Performance Indicator: Learners can describe the application of Gods attributes in their lives				**Core Competencies:** CG 5.2, CG 5.3, CP 5.6, DL 5.5, DL 6.4	
References : RME Curriculum Pg.2					
Keywords: attributes,					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Tell learners a story about the Good Samaritan. Ask learners to tell the part of the story they like best and why. Learners tell what they make of the story heard. They also make resolutions to be like the good Samaritan. Introduce the lesson by sharing the performance indicators.	Pictures, wall charts, etc.
PHASE 2: **NEW LEARNING**	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. Assessment 1. Explain five attributes of God from the Christian point of view. 2. state two moral implications of the attributes of God mentioned in 1 above.	
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 4

WEEK ENDING:		DAY:		Subject: R.M.E	
Duration:				Strand: God, His Creation & Attributes	
Class: B7		Class Size:		Sub Strand: God, His Nature & Attributes	
Content Standard: B7 1.1.1: Explain the nature of God seen through His attributes		Indicator: B 7.1.1.1.3: Identify the similarities in the way that the nature of God is understood through His attributes in the three major religions in Ghana			Lesson: 3 of 3
Performance Indicator: Learners can relate to attributes of God			Core Competencies:		
References : RME Curriculum Pg.3					
Keywords: attributes,					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	Using Think-Pair-Share, learners identify the similarities in the way the nature of God is understood in His attributes in the three major religions. Examples The nature of God as everlasting can be found from the following attributes giving to God by the three major religions. ATR *Tetekwaframoa (the ancient of days)* Christianity *Alpha and Omega (the beginning and end)* Islam *Al-Awwalu wal A'khirun (the beginner and the end)* The nature of God as omnipotent can be found in the following attributes. ATR *- Mawu (Almighty)* *- Otumfour (Almighty)* Christianity *El-Shaddai (God Almighty)* Islam *Azza wa Jalla (Almighty God)*	Pictures, wall charts, etc.

	The nature of God as the sustainer of all creations are found in attributes such as: ATR *- Amosu (giver of rain)* *- Amowia (giver of sunlight)* Christianity *Jehovah-Jireh (God the Provider)* Islam *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 5

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.		Indicator: B7 2.1.1.1: Identify the types of worship in the three major religions			Lesson: 1 of 3
Performance Indicator: Learners can describe the mode of Christian worship			Core Competencies: CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6:		
References : RME Curriculum Pg.4					
Keywords: submission, congregational					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	Through questions and answers, learners explain the meaning of worship. E.g. worship is the submission to the will of God. Show pictures or video clip of people at worship. Let learners Identify the types of worship in Christian religion, E.g. private (individual or family) and congregational. Guide learners to discuss the times and mode of worship in the Christian religions.. Example: <u>Time of worship</u> Any time for the individual worship and families.	Pictures, wall charts, etc.

	- Congregational worship at specific agreed times e.g. Sundays, Saturdays, etc. Mode of worship: 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. Assessment 1. 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 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.		Indicator: B7 2.1.1.1: Identify the types of worship in the three major religions		Lesson:
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 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6:		
References : RME Curriculum Pg.4				
Keywords: submission, congregational				

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	Through questions and answers, learners explain the meaning of worship. E.g. worship is the submission to the will of Allah. Show pictures or video clip of people at worship. Let learners Identify the types of worship in islamic religion, E.g. private (individual or family) and congregational. Guide learners to discuss the times and mode of worship in the Islamic religion. Example: <u>Time of worship</u>: At any time, except when the sun is rising, when sun is right up (Zenith), and when the sun is setting. Guide learners to discuss the Five daily prayers of islam. • Fajr 5:00am – 5:30am	Pictures, wall charts, etc.

| | • Zuhr   1:00pm – 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.

<u>Assessment</u>
1. What is worship?
2. State and explain the five daily prayers of Islam. | |
| 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 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		Lesson:
Performance Indicator: Learners can describe the mode of African Traditional Religion.			Core Competencies: CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6:		
References : RME Curriculum Pg.4					
Keywords: submission, congregational, Libation, sacrifice					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	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. Let learners Identify the types of worship in ATR religion, E.g. private (individual or family) and congregational. Guide learners to discuss the times and mode of worship in the ATR religion. Example: <u>Time of worship</u>: Any time for individual and family worship. - Congregational worship on sacred days, special occasions and in times of need.	Pictures, wall charts, etc.

	Guide learners to discuss the mode of worship of the ATR.	
	Mode of worship	
	Libation, sacrifice, prayer, drumming, singing and dancing, recitation, spirit possession, etc	
	1. Libation – A libation is a ritual pouring of liquid, or grains such as rice, as am offering to a deity or sprit.	
	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.	
	1. What is libation?	
	2. Identify any two items for performing libation.	
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 6

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.		Indicator: B7 2.1.1.1: Identify the types of worship in the three major religions			Lesson: 1 of 3
Performance Indicator: Learners can describe the mode of Christian worship			Core Competencies: CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6:		
References : RME Curriculum Pg.4					
Keywords: submission, congregational					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	Through questions and answers, learners explain the meaning of worship. E.g. worship is the submission to the will of God. 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 prayer Example: • *Thanksgiving* • *Petition* • *Prevailing* • *Adoration or worship* • *Expiation*	Pictures, wall charts, etc.

	• *Interceding*	
	<u>Assessment</u> 1. What is Christian worship? 2. State four reasons why christians worship God 3. What is a prayer? 4. 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:				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.			Indicator: B7 2.1.1.1: Identify the types of worship in the three major religions		Lesson: 2 of 3
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 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6:		
References : RME Curriculum Pg.4					
Keywords: submission, congregational					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	Through questions and answers, learners explain the meaning of worship. E.g. worship is the submission to the will of Allah. Show pictures or video clip of people at worship. Put learners in groups to discuss the five pillars of islam. Example: *Shahadah* *Salah or Salat* *Sawm* *Zakat* *Hajj* . Engage learners to discuss the purpose of the shahadah. Shahadah is an islamic requirement that every muslim must declare his/her faith to serve Allah as the only true God. 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.*	Pictures, wall charts, etc.

	Call volunteer learners to demonstrate how to perform Salat. Assessment 5. 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 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.		Indicator: B7 2.1.1.1: Identify the types of worship in the three major religions			Lesson: 3 of 3
Performance Indicator: Learners can describe the mode of African Traditional Religion.			Core Competencies: CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6:		
References : RME Curriculum Pg.4					
Keywords: submission, congregational					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	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. 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 Example: • *Votive prayer* • *Thanksgiving prayer* • *Prayer of request*	Pictures, wall charts, etc.

	• *Preventive prayer* • *Intercessory prayer* Guide learners to describe the process involved in pouring libation. <u>Assessment</u> 1. 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.	

WEEK 7

Date: 4th MARCH, 2022		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.		**Indicator:** B7 2.1.1.1: Identify the types of worship in the three major religions			**Lesson:** 1 of 3
Performance Indicator: Learners can describe the mode of Christian worship			**Core Competencies:** CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1:		
References : RME Curriculum Pg.4					
Keywords: submission, congregational					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	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. 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.* • *It is used to express obedience to God and his commandments*.	Pictures, wall charts, etc.

	Engage learners to discuss the types of Christian prayer Example: • *Thanksgiving* • *Petition* • *Prevailing* • *Adoration or worship* • *Expiation* • *Interceding* <u>Assessment</u> 8. What is Christian worship? 9. State four reasons why christians worship God 10. What is a prayer? 11. 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:				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.			Indicator: B7 2.1.1.1: Identify the types of worship in the three major religions		Lesson: 2 of 3
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 5.3: CG 6.1:		
References : RME Curriculum Pg.4					
Keywords: submission, congregational					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	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: • *Shahadah* • *Salah or Salat* • *Sawm* • *Zakat* • *Hajj* .	Pictures, wall charts, etc.

	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:				**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.			**Indicator:** B7 2.1.1.1: Identify the types of worship in the three major religions		**Lesson:** 3 of 3
Performance Indicator: Learners can describe the mode of African Traditional Religion.			**Core Competencies:** CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6:		
References : RME Curriculum Pg.4					
Keywords: submission, congregational					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	Through questions and answers, revise with learners 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. In groups, learners to identify activities that take place during worship and report to class. Example: Indigenous African Religion – offer of libation, sacrifice, prayer, drumming, singing and dancing, incantations, spirit possession, divination, etc. Learners in groups to revise 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.*	Pictures, wall charts, etc.

	• *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 8

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.		Indicator: B7 2.1.1.1: Identify the types of worship in the three major religions		Lesson: 1 of 3	
Performance Indicator: Learners can describe the mode of Christian worship				Core Competencies: CP 5.6, DL 5.5: DL 6.4: DL 6.6:	
References : RME Curriculum Pg.4					
Keywords: submission, congregational					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	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. 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.* • *It is used to express obedience to God and his commandments.*	Pictures, wall charts, etc.

	Engage learners to discuss the types of Christian prayer Example: *Thanksgiving* *Petition* *Prevailing* *Adoration or worship* *Expiation* *Interceding* <u>Assessment</u> 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: **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 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		**Lesson:** 2 of 3
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 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6:		
References : RME Curriculum Pg.4					
Keywords: submission, congregational					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	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: • *Shahadah* • *Salah or Salat* • *Sawm* • *Zakat* • *Hajj* .	Pictures, wall charts, etc.

	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 1. 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 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.			Indicator: B7 2.1.1.1: Identify the types of worship in the three major religions		Lesson: 3 of 3
Performance Indicator: Learners can describe the mode of African Traditional Religion.				Core Competencies: CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6:	
References : RME Curriculum Pg.4					
Keywords: submission, congregational					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	Through questions and answers, revise with learners 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. In groups, learners to identify activities that take place during worship and report to class. Example: Indigenous African Religion – offer of libation, sacrifice, prayer, drumming, singing and dancing, incantations, spirit possession, divination, etc. Learners in groups to revise 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.*	Pictures, wall charts, etc.

	• *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> 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.	

WEEK 9

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.			Indicator: B7 2.1.1.3: Identify and explain the moral lessons from worship		Lesson:
Performance Indicator: Learners can explain the moral lessons from worship				Core Competencies: CC 9.1: CC 9.4: CG 5.2: CG 5.3: CG 5.3: CG 6.1: CP 5.6, DL 5.5: DL 6.4: DL 6.6:	
References : RME Curriculum Pg.5					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	Through questions and answers, learners identify the moral lessons from worship. E.g., It encourages discipline in society, it encourages togetherness and unity of people, it gives confidence to face life, etc. Learners to dramatize how they relate the moral lessons from worship to their life. Project Work: Consult a pastor/priest/an Imam and parents to discuss why we need to be in constant touch with God.	Pictures, wall charts, etc.
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 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 significance of prayer		Lesson:
Performance Indicator: Learners can explain the significance of prayer				Core Competencies: CC 9.1: CC 9.4: CG 6.1: CG 5.2: CG 5.3:	
References : RME Curriculum Pg.6-7					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	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., *it is a command from God/Allah, prayer brings us closer to our Creator, etc.*	Pictures, wall charts, etc.
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

WEEK 10

WEEK ENDING:	DAY:		Subject: R.M.E	
Duration:			Strand: Religious Practices	
Class: B7	Class Size:		Sub Strand: Christian and Islamic Religious Songs and Recitations	
Content Standard: B7 2.2.1: Analyze and apply the moral values in religious songs and recitations		Indicator: B7 2.2.1.1: Differentiate between religious songs and non- religious songs		Lesson:
Performance Indicator: Learners can sing religious songs and non- religious songs			Core Competencies: PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:	
Reference: R.M.E Curriculum Pg. 25				

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	Brainstorm learners to come up with the meaning of religious songs. *Religious songs - are music that express the belief of worshippers and their dependence on God or the Supreme being.* Have learners to state the characteristic of religious songs. Characteristics • *Express religious beliefs* • *Draw worshippers to God* • *Give hope to the hopeless, etc.* Have learners give some examples of Christian and Islamic religious songs. Example: *To God to be the Glory, Salam, etc.* Guide learners to explain non-religious songs. *Non-religious songs deal with social, political and economic matters.* Guide learners to discuss the types of non-religious songs. Example: Hi-life, Hip-life, Reggae, Raga, Rap, etc. Have learners give some examples of non-religious songs. Examples: odo ye owu, Ghana Mbaa, etc. Learners listen to a variety of songs and identify if they are religious songs or not.	Pictures, wall charts, etc.
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

WEEK ENDING:		DAY:		Subject: R.M.E	
Duration:				**Strand:** Religious Practices	
Class: B7		**Class Size:**		**Sub Strand:** Christian and Islamic Religious Songs and Recitations	
Content Standard: B7 2.2.1: Analyze and apply the moral values in religious songs and recitations			**Indicator:** B7 2.2.1.1: Differentiate between religious songs and non- religious songs		**Lesson:**
Performance Indicator: Learners can sing religious songs and non- religious songs				**Core Competencies:** PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:	
Reference: R.M.E Curriculum Pg. 25					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: **NEW LEARNING**	Guide learners to distinguish between religious and non-religious songs. <table><tr><td>Religious Songs</td><td>Non-Religious Song</td></tr><tr><td>Religious songs emphasize on Allah or God</td><td>Emphasize on social issues</td></tr><tr><td>Express the key attributes of God or Allah</td><td>Songs are secular in nature and express lifestyle of people</td></tr><tr><td>They used to worship God or Allah</td><td>Songs gratify and entertain society</td></tr></table> Assessment • State three features of religious songs. • State four difference between religious songs and non-religious songs	Pictures, wall charts, etc.
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

WEEK 11

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

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Group learners according to the religion they belong. 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 the Bible. Example: Psalm 23 (RSV), Exodus 20 (The Ten Commandments), etc Call learners in turns to sing and recite texts from the Bible. In groups learners tell the class some moral lessons from the Bible text.	Bible
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.	
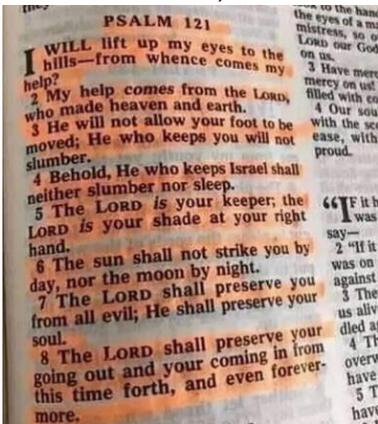
WEEK ENDING:		DAY:		Subject: R.M.E
Duration:				Strand: Religious Practices
Class: B7		Class Size:		Sub Strand: Religious Songs and Recitations
Content Standard: B7 2.2.1 Analyze and apply the moral values in religious songs and recitations		Indicator: B7 2.2.1.2: Demonstrate understanding of basic scripture recitations/oral traditions in the Islamic religions		
Performance Indicator: Learners can recite Islamic religious passages or recitations			Core Competencies: PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:	
References: R.M.E Curriculum Pg.8				

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Group learners according to the religion they belong. 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 the Quran. Example: Al- Fatihah (Qur'an chapter 1), Al-Ikhlas (Qur'an Chapter 112), etc. Call learners in turns to sing and recite texts from the Quran. In groups learners tell the class some moral lessons from the Quran text.	Quran
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

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

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Group learners according to the religion they belong. 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). "Only a fool tests the depth of a river with both feet". - African Proverb "a rolling stone gathers no 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	Wall charts, wall words, posters, video clip, etc.
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
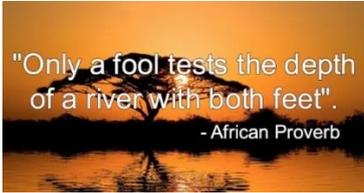
WEEK 12

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: Demonstrate knowledge and understanding in the topics treated so far.			Indicator: Recall and summarize all what they have learnt within the term.	
Performance Indicator: Learners can recall and summarize all what they have learnt within the term			Core Competencies: PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:	
References: R.M.E Curriculum Pg. 1 to 9				

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise previous lesson with learners using questions and answers.	
PHASE 2: **NEW LEARNING**	Revise with learners to explain the nature of God through His attributes in the three major religions. Engage learners to review the creation stories of the three main Religions. Learners in groups, to discuss the purpose and usefulness of creation Guide learners to explain the purpose and usefulness of things created by God Engage learners to role-play situations to depict some of the things God created. Revise with learners to identify the types of worship in the three major religions. Assessment 1. Write an essay on any one of the Creation Stories. 2. Explain the usefulness of four created things. 3. Describe the times and mode of worship in the Christian religions. 4. State and explain the five daily prayers of Islam 5. Identify any two items for performing libation.	Wall charts, wall words, posters, video clip, etc.
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

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: Demonstrate knowledge and understanding in the topics treated so far.			**Indicator:** Preparation towards vacation		
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books.				**Core Competencies:** PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:	
References: R.M.E Curriculum Pg. 1 to 9					

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Ask learners to bring and display all the materials needed for the assessment. Educate them on the consequences of examination mal practice.	Exercise books, pen, pencils, erasers, Answer sheets.
PHASE 2: **NEW LEARNING**	Engage learners to arrange themselves properly to sit for the assessment test. Mark learners answer sheets or exercise books. Fill in learner's SBA books and report cards. Distribute learners answer sheets or exercise books for feedback.	SBA, Assessment Questions and exercise books.