

ESSENTIAL



Religious and Moral Education

Basic 7

Facilitator's Guide



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Religious and Moral Education

Basic 7

Facilitator's Guide

Authors: Bansah Semanu Kwame • Gloria Stephanie Neequaye
David Kwaku Anani Etsey • Leoni Hofmeyr • Angela Briggs • Edna Rooth

Reviewers: Very Rev. Mrs. Naana Danyame • Rev. Andrew Jackson T. Odjawo
Sheikh Imam Kaashif • Sheikh Jawad Yakubu • Sheikh Abdullah Seidu
Sheikh Amin Durmus



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Introduction

The new Common Core Programme (CCP) is a Standards-based Curriculum for Basic 7 to Basic 9. It follows the Standards-based Curriculum for Primary School and offers seamless progress from Basic 7 to Basic 9.

The GES new curriculum is standards-based, meaning that every student or learner must demonstrate competency and mastery of knowledge. It has a strong focus on building the character of learners to create individuals who will excel in the world and the workplace.

It emphasises a set of high internationally benchmarked career and tertiary education readiness standards. The curriculum forms a strong foundation for learners to continue their studies or prepare for the workplace or both.

Religious Moral and Education is one of the nine learning areas included in the CCP.

This Facilitator's Guide clearly sets out the standards recorded in the Religious and Moral Education Common Core Programme curriculum for Basic 7. The Guide outlines how teachers should teach and assess the standards. It provides a set of core competencies and standards that learners should know, understand, and demonstrate as they progress through the content standards and phases.

Rationale for the Religious and Moral Education curriculum

Morality and religion inform how human beings interact with one another and with the world, known and unknown. It forms a critical part of global human development and the development of society, such as in Ghana. This learning area aims to build on the religious and moral education learners receive at home and in their communities.

Moral issues such as corruption and disregard for the environment require citizens to be aware of the dangers they could pose. Both individuals and society need a solid foundation to address these challenges backed by the proper attitudes and values. It is not always possible for parents or caregivers to offer adequate learning opportunities, necessitating schools to help shape morally responsible and patriotic citizens.

The learning and teaching of Religious and Moral Education reflect the belief that each learner in Ghana's classrooms can be nurtured into an honest, creative, and responsible citizen, irrespective of their diverse needs.

Philosophy for teaching and learning the Religious and Moral Education curriculum

The teaching of Religious and Moral Education (RME) should be learner-centred. This means that when learners are fully involved in teaching and learning processes, they develop great interest and contribute actively to lessons.

Table 1: Teaching and learning philosophy for teaching Religious and Moral Education

Teaching philosophy	Learning philosophy
<p>RME teachers should not attempt to impart information solely by themselves but encourage active participation and provide opportunities for learners to be fully engaged.</p> <p>Teachers should incorporate resources such as charts, audio-visual resources, or other relevant materials. Teachers should guide learners during group activities, so there is order and balance. This will cultivate a spirit of teamwork, agreement, and tolerance.</p> <p>Teachers should always be sensitive of culture and religion. A fundamental belief of the curriculum is that education should be inclusive and gender-responsive, so that every learner can participate and enjoy learning. The role of the teacher is maintaining this.</p>	<p>Learners should learn through practical activities, such as demonstrations, roleplays, recitals, and games. Learners often work in groups. They carry out some of the functions of the teacher, and act as leaders of groups. The rationale is to instil in learners the spirit of teamwork, consensus-building and tolerance to ensure peace and unity.</p> <p>The focus is to move teaching and learning from the didactic acquisition of 'knowledge' to a new position, called deep learning. In the former, facts are memorised without critiquing them or relating them to the real world (surface learning).</p>

Aims

General aims

The curriculum aims to develop learners who are literate, good problem solvers and creative thinkers. They should have the confidence and competence to participate fully in local and global society as responsible citizens. This course endorses these aims by including material that challenges learners to offer their own opinion and to make informed interpretations, for example:

- The 'Let's talk' activity introduces concepts through peer discussion, in which learners consider each other's interpretations and explanations. Creativity is encouraged by the interpretation of images.
- The 'Let's reflect' activities encourage learners to apply what they have learnt to their lives. They are encouraged to give a personal and independent response to questions, based on moral principles.
- The 'Let's explore' activities allow learners to engage with content relating to the topic in more depth and detail, often focusing on problem-solving.

By including these activities, the series contributes to developing the type of skills described above.

Specific aims

The content and approach in this course support the curriculum guidelines for teaching and learning Religious and Moral Education, which is to encourage and enable learners to:

- develop an awareness of their Creator and the purpose of their existence
- develop an understanding and tolerance of other faiths and cultures
- draw the difference between acceptable and unacceptable behaviours so that they can make the right decisions in any situation and thus become responsible citizens

- acquire the socio-cultural values inherent in the three major religions in Ghana (Christianity, Islam, and Indigenous African Religion), which will help them cope with the variety of moral choices they have to make
- develop a spirit of teamwork, collaboration, and togetherness in nation-building
- develop the ability to respond to religious beliefs and practices in an informed, rational, and responsible way
- acquire the ability to challenge stereotypes that limit their socio-cultural development, such as gender, disability, religion, and ethnicity, among others.

Expected learning behaviours

Three integral learning domains should be the basis for instruction and assessment:

- Knowledge, understanding, and application
- Skills and processes
- Attitudes and values

Knowledge, understanding, and application

Under this domain, learners may acquire some knowledge through learning experiences. They may also show understanding of concepts by comparing, summarising, rewriting etc., in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts.

At a higher level, the learner may be required to synthesise knowledge by integrating several ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learners may be required to evaluate, estimate, and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design, and construct.

Each action word in any indicator outlines the underlying expected outcome. The following keywords reflect coverage of the domain:

- Knowing
- Understanding
- Applying
- Analysis
- Synthesising
- Evaluating
- Creating.

The activities in this course are carefully planned to cover each of these actions.

Skills and processes

These are the specific activities or tasks that indicate a learner's grasp of the learning content. They are useful benchmarks for planning lessons and developing exemplars, and are the core of inquiry-based learning.

The following keywords reflect coverage of the domain and are all included in the activities in this course.

- Observing
- Classifying
- Comparing
- Communication (reporting)

- Predicting
- Analysing
- Generating possibilities
- Evaluating
- Designing
- Interpreting
- Recording
- Generalising.

Attitudes and values

Learners should be exposed to situations that challenge them to raise questions and solve problems. Only then can they become effective, competent, and reflective citizens who can solve personal and societal problems. Learners, therefore, need to acquire positive attitudes, values and psychosocial skills that will enable them to participate in debates and take a stand on issues affecting them and others.

At the heart of this curriculum is the belief in nurturing honest, creative, and responsible citizens. Every part of this curriculum, including the related pedagogy, should be consistent with a certain set of values.

These keywords have been considered in the activities in the Learner's Book and the methodological support in the Facilitator's Guide to ensure that learning is in line with the attitudes promoted by the curriculum:

- Curiosity
- Perseverance
- Flexibility in ideas
- Respect for evidence
- Reflection.

Similarly, these keywords have been considered in both the Learner's Book and Facilitator's Guide to ensure that learning is in line with the values promoted by the curriculum:

- Respect
- Diversity
- Equity
- Commitment to achieving excellence
- Teamwork/collaboration
- Truth
- Integrity
- Equity.

Pedagogical approaches

This Facilitator's Guide provides the teaching methodology for each lesson and concept to ensure that the correct pedagogical approach is used. However, this may need to change based on the skills levels of your class in any year, so use your own experience and discretion to adapt these methodologies as needed.

Religious and Moral Education should be taught to continually develop learners' ability to respond to religious beliefs and practices in an informed, rational, and responsible way. Learners should draw the differences between acceptable and understandable behaviours to become responsible citizens who make correct and informed choices.

In addition to covering the core competencies, teachers should apply creative and inclusive approaches, methods and strategies to facilitate collaborative, cooperative, differentiated, holistic, and cross-disciplinary learning (i.e., the 4Rs across the curriculum). The teacher should:

- create learner-centred classrooms using creative approaches
- position inclusion and equity at the centre of quality teaching and learning
- use differentiation and scaffolding as teaching and learning strategies
- use Information Communications Technology (ICT) as a pedagogical tool
- identify subject-specific instructional expectations to make the subject relevant
- integrate all assessment strategies
- use questioning techniques that promote deep learning.

Learning-centred pedagogy

A learner-centred classroom creates the opportunity for learners to engage in meaningful hands-on activities that relate what they are learning to the real world. It is a place for learners to discuss ideas, become actively engaged in looking for answers, working in groups to solve problems. They also research, analyse and evaluate information. The aim of the learner-centred classroom is to enable learners to take ownership of their learning.

Inclusion

Inclusion is ensuring access and learning for all learners in Ghana. Learners' experiences in the classroom should support their right to equal access to quality education.

Learners come from different backgrounds and, as such, have different needs. These requirements need to be respected and supported throughout learners' education. Various approaches may be adopted, which will contribute to the development of each learner. Each learner also has unique needs, learning styles and varying levels of motivation. Furthermore, some learners in a classroom may be disadvantaged. This may refer to gender, ability, ethnicity, socio-economic status, or religious beliefs, to name a few.

The curriculum advises the following to consider the varying backgrounds in a classroom:

- learning that is linked to the learner's background and prior experiences, interests, potential and capacity
- learning that aligns with the learner's ability
- encouraging learners to take an active role in selecting and organising their learning experience and allowing them to assess their own learning outcomes
- identifying subject-specific instructional expectations to make the subject relevant
- integrating all assessment strategies
- using questioning techniques that promote deep learning.

Differentiation and scaffolding

Differentiation is a process by which differences (learning styles, interest, and readiness to learn) between learners are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by content, tasks, questions, outcome, groupings, and support.

Table 2: Differentiation and scaffolding

Technique	Process	Example
Differentiation by task	Teachers set different tasks for learners of different abilities.	When sketching the plan and shape of their classroom, some learners could be made to sketch with free hand while others would be made to trace the outline of the plan.
Differentiation by support	The teacher gives needed support.	The teacher refers weak learners to the Guidance and Counselling Unit for academic support.
Differentiation by outcome	The teacher allows learners to respond at different levels.	Weaker learners are allowed more time for complicated tasks.
Scaffolding	The teacher uses a variety of instructional techniques to progress learners towards stronger understanding.	Break up the learning task, experience or concept into smaller parts and then provide learners with the support they need to learn each part.

Classroom strategies

Teachers are encouraged to use different activity styles to engage learners while developing different thinking and problem-solving skills. This will also allow the teacher to gauge learners' grasp of curriculum content. The table below offers guidance on how to present the different styles in the classroom.

Table 3: Classroom strategies

Type	Application
Brainstorming	This is a method to get learners to produce ideas in a group or as a class. Learners share their ideas quickly. Encourage all learners to participate.
Case study analysis	Collect short, interesting, and relevant current news items and stories. Ask questions to develop the learning and skills you want to focus on as highlighted in the curriculum. Learners are interested in the events of the day of local and national, as well as international, importance. For example, if a local religious festival is due to take place and a news article appears, use that as a case study. Similarly, there could be a local news article about solutions to illegal tree felling, which can again be used as a case study.
Debate	Get learners to prepare for debates by studying the facts and necessary information and by preparing their motions and speeches. Allow them to practise their critical thinking and decision-making skills when deciding which viewpoint to support. Also get them to practise their communication skills by being good listeners, by not interrupting others and by speaking clearly and briefly. Guide them to keep to the topic and to keep to time limits.
Demonstration	Give learners opportunities to show what they have learnt, fixed, made, or created and what they can do. This also helps the class to learn from one another.
Discussion	When learners discuss, always give a specific topic, and ask well-planned and structured questions to stimulate discussion. Ensure learners keep to the topic. In the Learner's Book there are many examples of excellent discussion questions that will hold learners' interest. It is useful to follow up with a short, written exercise, after a discussion, to help learners to consolidate what they have discussed and learnt. Ensure they keep to the topic.

Type	Application
Drama	Get learners to create, direct and present a short play, drama, or skit to show a problem situation and to explore a range of solutions. Learners have such enthusiasm, energy and creativity to participate in drama so it becomes a most useful educational tool. Keep the dramas short. They should not present for more than 3–5 minutes. The shorter the play, the stronger the educational message that will be retained. All participants should always face the rest of the class so they can be heard, and learners can see what they do.
Drawings, mind maps, cartoons	Drawing is a useful activity because it encourages thinking and is an alternative to using words and writing. It promotes visual literacy as well. Drawing also helps to accommodate learners with reading and writing challenges.
Pair-share and group work	Let learners share their understanding in pairs, work in small groups and discuss content matter.
Peer-teaching	Use an ‘each one teaches one’ approach where learners take turns to present lessons or work in small groups to teach each other. They do learn a great deal from teaching.
Presentations	Let learners showcase and explain their group discussion findings, items they made, posters or reports, for example.
Problem-solving	Give learners opportunities to solve real-life problems related to content of the curriculum.
Projects	Get learners to do investigations, conduct research, gather information, take part in events, create products, volunteer to help others, find out more about a topic, and write short reports to describe what they had done and learnt, and write essays.
Questions	Ask questions that arouse interest, to help learners to focus on the topic, to find out what they know and where they need more information, and to assess their progress. Ask open-ended questions that require more than a yes or no answer.
Role plays	By playing a specific role, learners get opportunities to practise their skills and prepare for real-life scenarios. Prepare short scenarios that learners can act out or let them prepare their own scenarios. Give learners opportunities to discuss what they learnt from the role play and write short notes on their learning. Role play should have more than merely entertainment value; it is a core teaching and learning tool if used correctly.
Scenarios	These are short, relevant one to three-line descriptions of issues or problems that learners can discuss, act out, role-play, give advice on, and practise skills in ‘what if’ situations.
Storytelling	This is a useful method for teaching much of the curriculum content. Always follow a story up by asking good questions and giving short written tasks. Get learners to also write or tell stories on subject-related themes and use these as the central content of your lesson.
Visuals	Use pictures, mind maps, graphs, images, posters, cartoons, photographs, drawings, flashcards, and real-life items to promote visual literacy and interactive learning.
Written work	Ensure you give learners time to do written work. For example, they can summarise a discussion, make a mind map of what they have learnt during a role play, write sentences or a paragraph, write letters, or give written answers to questions.

Participation

To further enhance learners' experiences, ensure that all learners participate. Avoid the situation where only a few learners participate and speak up in class. Use these ideas:

- Ask the class a question, then throw a soft ball or wad of paper to a learner. Ask that learner to respond to the question. The learner can then throw the ball back to you for the next question, or you can ask the learner to throw it to someone else to respond to the next question.
- Write each learner's name on a piece of paper and then put the papers into a container. Ask the class a question. Then, pull a piece of paper with the learner's name from the container and ask them to respond to the question. Leave their name out of the container. Then, pull other learners' names out and ask them to answer the other questions. When everyone has responded to a question, return all the names to the container. Another option is to put the learner's name back into the container immediately. If you replace each name immediately, they will need to be prepared to answer all further questions.
- Make use of pair work. Often, shy learners do better in a one-on-one situation.
- When you ask questions, always wait for learners to respond. Give them enough thinking time. Shy learners especially need time to think and prepare their responses.
- Gender inequality plays a big role in how learners participate in discussions. Often, male learners are more confident to participate and take leadership roles, while female learners keep quiet. Similarly, when deciding on group spokespersons, it is often the male learner rather than the female learner who is chosen. Address this by building confidence in female learners. Choose an equal number of male and female learners when assigning group roles or appointing spokespersons.

Group work

Learners should often work in pairs or small groups of three, four or five during the lessons. If groups are too large, some learners will not participate. Even if your classes are large, please consider using small groups for group feedback or presentation. To save time, each group could present only one idea or answer one question.

Small groups give more time for learners to share ideas. It is easier for shy learners to share their thoughts in a small group of three or four learners than when discussing an issue in a larger group. Small groups allow several learners to practise a skill or technique at the same time. These simultaneous practice sessions save time. It takes too much time for each learner to practise a skill in a large group.

Please change the membership of the groups often. To save time, you can keep the group members together for a period or lesson but change again in the next lesson. However, keep groups the same if they need to work on a group project that continues over a few weeks.

A group must always sit or stand in a circle or half-circle; every group member needs to see and hear all other group members. Do not let learners sit or stand in a row when they work in a group.

Do not spend time getting learners into groups. If you often use interesting ways to get learners in groups, they quickly learn not to waste time. Getting learners into groups should never take more than 2–3 minutes.

When managing group feedback sessions, you are encouraged to be firm. Make these five group presentation rules:

- All groups must be back from the group activity. They need to stop working on their group tasks once you call them back.
- All learners must listen to group feedback and presentations. They cannot continue talking to group members.
- If learners are demonstrating, for example, to show how to do something, ensure they face the class and speak towards the class so everybody can hear.
- There should be no teasing, no name-calling, and no interrupting those who present.
- Presenters must keep to the time limit you give them for presenting.

When learners give group feedback, don't let them report back on everything they have written down. Let them choose, for example, the best statement not mentioned by other groups. If there are many groups, learners easily get bored listening to long presentations that are often repetitive.

When selecting a spokesperson for the group, there is often arguing about who will give the group feedback if only one team member is required. Often, male learners get to do the feedback instead of female learners, and shy learners don't get a chance. Girls must also be spokespersons and group leaders. Use quick ways to select a spokesperson, for example:

- The learner who travelled the longest or shortest distance to get to the school will be the spokesperson.
- The learner with the longest or shortest last name in each group will be the spokesperson.
- The learner with the largest/smallest shoe can be the spokesperson.
- The youngest learner in the group can be the spokesperson.
- The shortest learner in the group can be the spokesperson.

For some activities, assign group roles to learners to ensure they all participate.

For example, have a scribe, leader, presenter, timekeeper, and mediator who keeps the peace and ensures they keep to the topic.

Information and Communication Technology (ICT)

ICT has been integrated into the Religious and Moral Education curriculum to promote deep and independent learning. It can be used to achieve certain outcomes:

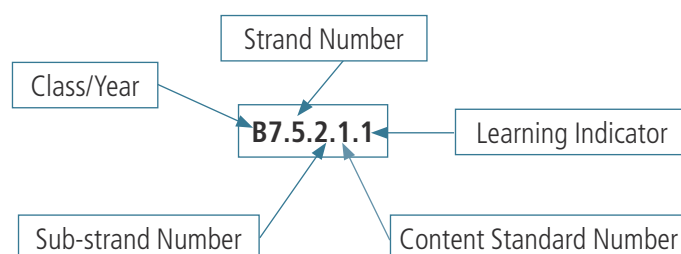
- Improved teaching and learning processes.
- Improved consistency and quality of teaching and learning.
- Increased opportunities for more learner-centred pedagogical approaches.
- Improved inclusive education practices by addressing inequalities in gender, language, ability.
- Improved collaboration, creativity, higher-order thinking skills.
- Enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool provides learners with access to large quantities of information online and offline. It also provides the framework for analysing data to investigate patterns and relationships within context. Once learners have made their findings, ICT can help them organise, edit, and print the information in different ways.

The exposure of learners at primary school level to use ICT for learning will build their confidence and increase their motivation to apply ICT in later years, both within and outside of education. Using ICT for teaching and learning will enhance the quality and competence level of learners.

Organisation and structure of the RME curriculum

The Learner's Book follows the curriculum in organising its content under key headings and annotations as shown here:



- Class is the level or year being studied, Basic 7 in this case.
- Strands are the main branches of the Religious and Moral Education content to be studied. Note that Strands are referred to as *Modules* in the Learner's Book.
- Sub-strands are the sub-divisions of the main branches (Strands). These are referred to as *Chapters* in the Learner's Book.
- Content Standards are the expected level of knowledge, skill and/or attitude that a learner must attain at each grade level. They are referred to as *Units* in the Learner's Book.
- Indicators are learning outcomes that define what learners should know and be able to do at completion of each Content Standard.
- Exemplars clearly explain the Indicators. They support and guide the facilitator/teacher in helping learners achieve the Content Standards.

Scope and sequence

Strands and Sub-strands are organised and covered in this course as shown in Table 4.

Table 4: Organisation of Strands and Sub-strands

Strand (Module)	Sub-strands (Chapters)
1. God, His creation and attributes	<ul style="list-style-type: none"> • God, His nature and attributes (Basic 7) • The Creation Stories of the three major religions in Ghana (Basic 8) • The purpose and usefulness of God's creation and the environment (Basic 9)
2. Religious practices	<ul style="list-style-type: none"> • Worship (Basic 7) • Religious songs and recitations (Basic 7) • Rites of passage (Basic 8) • Religious festivals (Basic 9)

Strand (Module)	Sub-strands (Chapters)
3. The family and the community	<ul style="list-style-type: none"> Family systems (Basic 7) Authority and obedience (Basic 8) Religion and social cohesion (Basic 9)
4. Religious leaders and personalities	<ul style="list-style-type: none"> Religious leaders (Basic 7) Prophets and Caliphs (Basic 8) Women in religion and leadership positions (Basic 9)
5. Ethics and moral life	<ul style="list-style-type: none"> Manners and decency (Basic 7) Substance abuse (Basic 7) Moral teachings in the three major religions in Ghana (Basic 8) Reward, punishment and repentance (Basic 9)
6. Religion and economic life	<ul style="list-style-type: none"> Work, entrepreneurship and social security (Basic 7) Money, bribery and corruption (Basic 8) Time and leisure (Basic 9)

Suggested time allocation

The teaching of Religious and Moral Education is allocated three periods per week, each consisting of 50 minutes.

Assessment

Assessment is the process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. Assessment should always promote learning.

In CCP, it should involve all three of these forms of assessment:

- **Assessment for learning (AFL)**, which includes all the activities undertaken by the teacher and by their learners, provides information to be used as feedback to modify the teaching and learning activities in which they are engaged. This is part of formative assessment. The activities in this Learner's Book are suitable for this.
- **Assessment as learning (AAL)** occurs when students reflect on and monitor their own progress by doing self-assessment and peer reviews. Since it informs their future learning goals, AAL is also formative assessment. Learners' portfolios, journal entries and project work are all suitable ways of conducting this form of assessment.
- **Assessment of learning (AOL)** provides a picture of the achieved standards of the teacher and performance of students at the terminal stage of the learning. It is therefore also called summative assessment. The Class Assessment Tasks (CAT), end-of-term test and end-of-year tests are used for this form of assessment. A national standards assessment test is conducted in Basic 8 to provide national level indicators on learners' achievement.

Table 5: Summary of the different forms and modes of assessment related to purposes of assessment

Diagnostic	Formative	Summative
Form of assessment		
Everyday classroom assessment	Everyday classroom assessment	
Class exercises (from textbook or teacher directed)	Class exercises (from textbook or teacher directed)	
Quizzes		
Class tests		Class tests
	SBA internal assessment tasks	
		Examinations <ul style="list-style-type: none"> • School level: end of term • School level: end of year • District level • International level
Mode of assessment		
Test with objective response questions (e.g. multiple-choice) only	Enquiry activities; information searching	Test with objective response questions (e.g. multiple-choice) only
Test with a combination of objective and constructed response questions		Test with a combination of objective and constructed response questions
Oral	Oral	Oral
	Aural	Aural
	Practical	Practical
Portfolio	Portfolio	Portfolio
	Project work	Project work
Group activity	Group activity	
Self-assessment	Self-assessment	
Peer assessment	Peer assessment	
	Checklist	Checklist
Method of assessment		
On paper	On paper	On paper
On screen	On screen	On screen
Assessment by questioning	Assessment by questioning	Assessment by questioning
Assessment by observation	Assessment by observation	Assessment by observation

School-Based Assessments (SBAs)

Broadly, the SBA is simply all forms/modes of assessment that can be undertaken internally by any school-level actor (learner, teacher, head teacher): class tests, class exercises, group work, portfolio, rubric, homework, projects and other assessment procedures to measure what learners have achieved through a teaching/learning process.

This means that SBA can include formative assessments and summative assessments that can be completed while at the school.

For describing the overall learner achievement at the end of a term/grade-level or programme, the following must be generated and put together:

- An Internal Assessment Score (IAS), which contributes 30% to the process of describing learner achievement,
- An End-of-Term Exam Score (ETES), which contributes 70% to the process of describing learner achievement.

Internal Assessment Score (IAS)

The score is the total score of four (4) different assessments completed at distinct times in a term, as shown in Table 6. In this Facilitator's Guide, we indicate which activities from each chapter are suitable for inclusion in the Class Assessment Tasks (CATs) for each term.

Table 6: Summary of SBA (Learners' Progress) for Term 1–3

Class Assessment Task (CAT)			Modes	Weeks of the Term													
				1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	5	9	Group work														
2	6	10	Class test														
3	7	11	Group work														
4	8	12	Project														

Through SBA, the teacher is also involved in the final grading of the learner. Details of using the SBA, such as grading and reporting, have been provided in the revised SBA Document, which is available for teachers on the NaCCA's website.

The CCP uses a criterion-referenced model of presenting and reporting school-based assessment data. School-based assessment throughout the three-year duration of CCP is done against criteria linked to performance standards and not against the work of other learners. The CCP provides levels of proficiency to be attained and descriptors for all grade levels of the programme (see Table 7). These levels and descriptors cannot be changed by individual schools and are, therefore, common to all learners as well as learning areas nationwide. For each assessment criterion (benchmark for the level of proficiency), a few descriptors are defined, as shown in Table 7.

Table 7: Benchmarks, levels of proficiency and the grade level descriptors

Level of Proficiency	Benchmark	Grade Level Descriptor
1: Highly proficient (HP)	80% +	Learner shows high level of proficiency in knowledge, skills, and values and can transfer them automatically and flexibly through authentic performance tasks
2: Proficient (P)	68–79%	Learner demonstrates sufficient level of proficient knowledge, skills, and values; can transfer them independently through authentic performance tasks
3: Approaching proficiency (AP)	54–67%	Learner is approaching proficiency in terms of knowledge, skills, and values with little guidance and can transfer understanding through authentic performance tasks
4: Developing (D)	40–53%	Learner demonstrates developing level of knowledge, skills, and values but needs help throughout the performance of authentic tasks
5: Emerging (E)	39% and below	Learner is emerging with minimal understanding in terms of knowledge, skills, and values but needs a lot of help

The grading system presented shows the letter grade system and equivalent grade boundaries. In assigning grades to learners' test results, or any form of evaluation, the above grade boundaries and the descriptors may be applied. The descriptors (Highly Proficient [HP], Proficient [P], Approaching Proficiency [AP], Developing [D], Emerging [E]) indicate the meaning of each grade.

End-of-Term Exam Score (ETES)

Internal end-of-term and end-of-year examinations are to be conducted by teachers. These examinations should focus on how well learners can demonstrate their thinking, communication, and problem-solving skills relevant to the areas of the curriculum, which are most essential for continuing to the next grade. Guidelines on internal assessment are captured in the revised SBA, including how teachers will plan and deliver this form of assessment.

Keeping accurate records

The following are possible ways of keeping records of the learner's learning:

- Learner's Progress Record (Cumulative Record)
- Learner's Report Card
- School-Based Assessment Termly Recording Register

Introduction

In this module, you will work through this chapter and these units:

Chapter 1: The nature of God seen through His attributes

- Unit 1.1: The nature of God through His attributes in the three major religions
- Unit 1.2: Ways in which we demonstrate attributes of God in our lives
- Unit 1.3: Similarities in the understanding of God's attributes in the three major religions in Ghana

Objectives

By the end of this chapter, you should be able to achieve the following Content Standards:

- B7 1.1.1.1: Explain the nature of God through His attributes in the three major religions (Unit 1.1)
- B7 1.1.1.2: Describe ways in which you demonstrate attributes of God in your life (Unit 1.2)
- B7 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 (Unit 1.3)

Chapter 1

The nature of God seen through His attributes

Introduction

This chapter deals with the attributes of God as seen in all three major religions in Ghana: Christianity, Islam and African Traditional Religions. It covers content that is part of Module 1 of the RME curriculum: God, His creation and attributes. Ensure learners realise that the word 'God' in this chapter refers to any Supreme Being in all three religions, not only the Christian God.

At the start of the chapter, the proverb introduces the concept of attributes by focusing on one attribute of God: that he provides healing if misfortune strikes, such as illness. The image of medicine represents God as a healer.

The concept 'attributes' shows how God is understood or perceived by followers. Religious texts, like the Bible and the Qur'an, reveal these attributes. The attributes are also revealed in what is passed on from one generation to another in the form of proverbs and in oral traditions. Names used to describe the Supreme Being also reflect attributes.

Unpack the concept of attributes with learners and encourage them to suggest practical examples from their own religious experiences.

Overview of the chapter

The chapter guides learners by focusing on these aspects of attributes in each of the units that form part of the chapter:

- In the first unit (**Unit 1.1**), learners identify attributes as recorded in the names for God found in the Bible, the Qur'an and in traditional proverbs and symbols. They discuss and explain the meaning of complex concepts such as omnipotence and omniscience. They find examples of how they can recognise these attributes. Learners also study names for God in local languages. At the end of the unit, learners write an essay to demonstrate their understanding.
- In the second unit (**Unit 1.2**), learners think about and describe ways in which the attributes of God can be demonstrated in their own lives, for example by being just and merciful. Examples are drawn from all three major religions.
- In the third unit (**Unit 1.3**), learners identify the similarities in how God is understood through His attributes in the three major religions in Ghana. Through group discussions, they find the commonalities.

Useful resources

- **Copies of the Bible and Qur'an.** The Learner's Book includes the relevant texts from the Bible and Qur'an listed in the syllabus. However, learners may also want to read these texts in their own copies, or class copies, of the Bible and Qur'an. Access to the Bible and the Qur'an will also allow them to do further reading and contextualise the quotes in the Learner's Book. You can find full versions online if you don't have printed copies, and learners can access the internet (see under 'ICT' below). Help learners to understand why their own Bible or Qur'an translation may differ slightly from the extracts given in the Learner's Book.

- **Recordings of proverbs, including in local languages.** Learners would benefit from exposure to oral versions of proverbs or other references to symbolism in African Traditional Religion. Encourage learners to use adults in the community as resources for oral information and support to understand local languages. You can make some recordings, using a cell phone.
- **Charts and posters.** Ask local churches, mosques or community organisations for charts or posters that support the faith. Such posters may have pictures that show some attributes, which could be useful as a classroom display.
- **Word cards.** The chapter contains many difficult concepts and vocabulary that will be new to learners. You can make a classroom display of these words. Write the words in thick letters on big cardboard strips that you can put up and take down during discussions. You can also make your own posters. You can make word cards that learners can use for quizzes and tests. Write the word on one side of the card, and an explanation on the other side.
- **Props.** In dramatisations/role plays, use simple items to indicate gender or age, such as a headscarf or a walking stick. Keep old clothes and other such items in a class box for this use.
- **ICT tools.** If there are no computers or internet access at your school, facilitate alternative access to videos and other ICT resources. For example, you can download videos beforehand on phones and tablets. Using a cell phone as a modem, you can also establish temporary data connections if there is no Wi-Fi at school.

Use of ICT

- **Digital versions of the Qur'an and Bible.** Learners could find it helpful to access digital versions of the Qur'an and Bible when they need to find additional commentary and explanations of the texts and quotes in the Learner's Book. Digital and online copies are handy when searching for a word or passage to do research. Accessing more than one version could help compare the different translations. There are numerous websites and apps with online versions of the Bible and the Qur'an. Find ones best suited to your learners' needs and skills, and guide learners towards using these. Consider factors such as how easy it is to navigate the website or not; and, if relevant, whether it would be possible to access it on a phone or small tablet. You might also find it helpful to have versions with an audio component, which means that learners can listen to the texts. Also, look carefully at the language used and gauge whether your learners will find it accessible. You could explore these options, but search for alternatives if necessary, to enable you to advise learners regarding which online version you think will be the best source for them. Possibilities include:
<https://quran.com/>, <https://www.clearquran.com/>, <https://www.bible.com/>, <https://www.biblica.com/>,
<https://www.biblegateway.com/>.
- **Online research.** This is an important tool for learning. Several activities in the Learner's Book are based on research using ICT, for example, in Participate 4 (LB p. 9). If you have internet access at your school, allow learners to work in pairs or small groups to do their own research. This is frequently required in Activities or Internet Interact boxes, for example, on pp. 3, 9 and 18 of the Learner's Book. Alternatively, support learners who can do online research as homework, using cell phones, tablets or computers at home or wherever internet access is available. Some good online references for the content in this chapter are:
<https://www.gotquestions.org/attributes-God.html>
<https://www.whyislam.org/allah/god/names-and-attributes-of-allah/>
<https://www.navigators.org/resource/praying-names-attributes-god>
<https://www.islamic-relief.org.uk/islamic-resources/99-names-of-allah/>
<https://realfaith.com/what-christians-believe/gods-attributes/>

- **Quality and validity of information.** Support learners to develop the ability to judge the information they find on the internet, as per *Core Competency DL 5.5: Evaluate the quality and validity of information*. Learners need to understand that there are many inaccuracies on the internet, such as ‘fake news’ and conspiracy theory websites. Some websites simply portray the personal opinions of people. Give them some examples of reputable websites, such as Wikipedia, www.primaryhomeworkhelp.co.uk, <https://www.khanacademy.org/>. Warn them that YouTube, although a rich source of video material, also contains inaccurate and inappropriate content. Go through some examples to demonstrate this.
 - **Online behavioural protocols.** Ensure learners understand how to behave online, and not partake in some of the unsavoury practices found online, especially on social media. This is part of *Core Competency DL 6.4: Adhere to behavioural protocols that prevail in cyberspace*. This is a useful article on the topic that can help you to guide the learners: <https://edu.gcfglobal.org/en/internetsafetyforkids/teaching-kids-about-internet-safety/1/>. Check that learners understand not to:
 - post or trade personal pictures
 - reveal personal information, such as an address, phone number, or school name or location
 - share passwords (other than with parents)
 - respond to a threatening email, message, post, or text.
- **Ethical use of information.** Support learners to develop the ability to search effectively and to utilise the information correctly. They have to learn not to just cut and paste from sources but to read the information and work it into their essays, summaries, or research answers. Learners must learn not to present information found online word for word (verbatim) but develop it into their own content. Copying and pasting from the internet is a form of plagiarism and has no place in research. It does not promote learning. Rephrasing content in their own words promotes learning. These practices are part of *Core Competency DL 6.6: Knowledge and recognition of ethical use of information*.

Teaching methodology

Create a learner-centred classroom

- The best way of learning Religious and Moral Education is through practical activities such as demonstrations, role plays, recitals, games, and group work. The activities in the Learner’s Book include these types of activities. Group work is the basis for the activities in, for example, Participate 1 (LB p. 5) and Participate 7 (LB p. 18). In particular, these activities in Chapter 1 promote learner-centred learning:
 - Let’s talk activities on pp. 3, 11 and 16 of the Learner’s Book, in which learners share practical examples from their own life experiences
 - Let’s reflect activities on p. 10, 15 and 20 of the Learner’s Book, in which learners apply what they have learnt to their own lives and give personal and independent responses to the questions
 - The role play in Participate 5 (LB p. 14)
 - Writing and presenting a poem in Participate 9 (LB p. 19).
 - Suppose your learners struggle to engage with dense clusters of content, such as Table 1.1 on p. 8 of the Learner’s Book. Use additional learner-centred strategies, for example, a class quiz or developing a crossword puzzle that will involve learners. Unpack the material by eliciting class discussions and by asking learners for contributions from their own experiences.
- Teaching resources such as charts, real objects and drawings help to make lessons interesting and practical. Be resourceful and look for relevant teaching materials in the environment and online, for example, pictures, posters, and real-life objects.

Inclusion and equity

Inclusion involves addressing the varied needs of learners based on gender, ability, economic status, religious affiliation, geographical location, etc. These are all factors that impact how young people learn. In an inclusive classroom, you need varied approaches to overcome challenges.

For example:

- You will likely have learners from all three religions in your class. Throughout the chapter, you must show sensitivity and tolerance to the sometimes different, but often shared, morals and values underlying all three religions. Your learners will then receive a positive view of religion and how essential it is in our lives. Ensure, that if there is a majority religion in your classroom, these learners do not dominate group activities and discussions.
- In the group work activities, encourage the female learners to participate as actively as the male learners and not be intimidated. Assign female group leaders and spokespersons. Role-playing real-world scenarios can help female learners to develop confidence and learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion).

Mixed ability

Keep in mind throughout the chapter that you will have learners of differing abilities, including their grasp of English language skills, in your class. Be mindful of this to facilitate growth by all. Some useful techniques are listed below.

- Encourage active participation by all during group and pair learning. Where appropriate, ensure that stronger learners can guide and support weaker learners in a mutually agreeable learning environment. However, ensure that the more abled learners do not do all the work while the lesser abled learners shut down. As an example, both learners should actively participate in completing the table in Participate 8 on p. 19 of the Learner's Book. Make learners aware of being tolerant and listening to those who take longer to respond and are less confident.
- Use differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind. Use questioning techniques with all the learners to promote learning by all, for example, to check understanding on p. 17 of the Learner's Book.
- Use additional resources as support where needed, for example:
 - Word cards for the vocabulary on pp. 4, 8, 12–13 of the Learner's Book.
 - Additional audio-visual support for the content on pp. 6–7, 17 of the Learner's Book.
 - Examples of existing poems for Participate 9 (LB p. 19), in audio recordings or by writing it on the chalkboard.
- Use the Unit summaries for repetition and remedial learning.

Assessment

There are several opportunities in this chapter for both formative and summative assessment.

Formative assessment opportunities

- Participate 2 (LB p. 7). Learners work independently and write down answers to the content questions. Assess these for accuracy.
- Participate 3 (LB p. 9). For assessment, ask the learner pairs to write down their answers to the content questions. They can also do oral peer assessment of each other's responses.
- Participate 4 (LB p. 9). Assess learners' essays using the grid provided on pp. 10–11 of this Facilitator's Guide.

- Participate 5 (LB p. 14). Assess learners' role plays using the checklist provided on p. 14 of this Facilitator's Guide.
- Participate 8 (LB p. 19). Mark learners' tables to a total of 24 marks.
- Participate 9 (LB p. 19). Assess learners' poems using the checklist provided on p. 20 of this Facilitator's Guide.

Summative assessment opportunities

(Can be included in the CAT mark for Term 1)

- Group work: Participate 1 (LB p. 5). Score the group's answers for question 1 and 2 out of 10 (1 mark per answer).
- Group work: Participate 7 (LB p. 18). Score the group's answers out of 13 in total, you can choose only some of the questions (1 mark per answer).
- Class test (LB p. 22) (30 marks).

Homework activities

Learners do the following activities on their own, which makes them suitable for homework activities.

- Participate 2 (LB p. 7) (questions and answers)
- Participate 4 (LB p. 9) (research and essay)
- Participate 9 (LB p. 19) (poem)
- Let's reflect, pp. 10, 15, 20 of the Learner's Book.

Additional homework activities after completing Unit 1.1

1. Ask learners to rewrite a story from the Bible showing some of God's attributes that they have learnt about in this unit. They must tell the story in their own words.
2. Ask learners to rewrite a story from the Qur'an showing some of God's attributes that they have learnt about in this unit. They must tell the story in their own words.
3. Ask learners to rewrite a story from African Traditional Religions showing some of God's attributes that they have learnt about in this unit. They must tell the story in their own words.

Additional homework activities after completing Unit 1.2

Ask learners to write a paragraph, with examples, on how:

1. Doing what is best for others, not ourselves, shows love.
2. Waiting for good things to happen shows patience.
3. Accepting fair rules and abiding by them shows just behaviour.
4. Seeing tasks through to the end shows being true to one's word.

Additional homework activities after completing Unit 1.3

Ask learners to choose one of these attributes of God shared by all three religions and to write a paragraph about it. Each paragraph can give examples of how this attribute is revealed in each of the three religions.

- creator of the universe
- everlasting or eternal
- omnipotent (all-powerful)
- provider and sustainer of life
- omniscient (ever-present and all-knowing)
- protector

Teaching strategies and answers

Unit 1.1: The nature of God through His attributes in the three major religions

LET'S TALK

(Learner's Book page 3)

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

DL 5.5: Evaluate the quality and validity of information.

DL 6.4: Adhere to behavioural protocols that prevail in cyberspace.

DL 6.6: Knowledge and recognition of ethical use of information.

In groups, learners look at the photographs depicting attributes of God that appear in the Learner's Book and answer the questions in groups.

This is a warm-up activity to introduce the focus of the lessons that follow, which is taking a closer look at the attributes of God. If possible, all three religions should be represented in each group. It also gives learners an opportunity to come to grips with the concept of 'attributes' and formulate ideas about it. Some learners might find it challenging to establish the link between the theoretical and practical. During the group discussions, walk around in the classroom and give support where possible.

1. The images are intended to depict these names mentioned on p. 2 of the Learner's Book: A. Amowia (Giver of Sunlight), B. Our Lord the Shepherd, and C. Al-Muhaymin (The Protector). However, if learners give other arguments, allow the discussion.
2. Encourage learners to come up with practical examples of God as a provider and protector from their own life experiences. You could support the discussion by displaying more images, for example of things such as rain, food, books, clothes, and homes, to stimulate thinking about what protecting and providing means to them.
3. Learners contribute by drawing on knowledge of their own religions and suggest examples of God as provider or protector, for example in Christian Parables. Encourage the discussion to be as wide as possible, and for learners to find similarities between the different religions discussed.
4. Learners draw on their own experiences for this discussion, most likely basing it on the discussion in question 3. If they are not able to give adequate examples here, provide some yourself, but ensure learners are familiar with the names or words.
5. Learners can ask caregivers or church leaders for examples, but encourage and support them to do online research to arrive at answers. If they cannot search online at school, they can be given this research as a homework, using ICT tools at home or at a shared facility. Support learners with online research, by demonstrating how to do a search. Give examples of how to evaluate the quality and validity of information found online, and how to use it in a way that identifies the answers they are looking for.

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

Learners work in small groups, ideally made up of learners with different religious backgrounds. The focus in this discussion is attributes of God, as specifically revealed in the Christian faith (the Bible). For some learners, this would mean drawing on their understanding and knowledge of their own cultural beliefs, practices and norms. For others, it would mean developing understanding of other learners' culture. Learners discuss the questions and come to an agreement about their answers, learning from each other.

1. Learners can look at the table on page 8 of the Learner's Book to decide on their answers.
 - a. eternal: God is the beginning and the end.
 - b. transcendent: God is set apart from humans and life on earth.
 - c. omnipotent: God is all-powerful, mightier than anything or anybody
 - d. omnipresent: God is everywhere at all times.
 - e. omniscient: God has endless wisdom and knows everything.
2. Some of the quotes refer to more than one attribute, especially those that overlap in some respects. Focus on the vocabulary used and concepts described in the attributes, and observe whether learners are building up an understanding of the concepts.
 - a. creator, omniscient, eternal
 - b. omnipresent
 - c. loving
 - d. omnipresent, omnipresent
 - e. merciful
3. Learners study the pictures. They can mention more than one attribute for each picture. More importantly, learners should use the vocabulary for the concepts described in the attributes to explain their choices.

A: God as a creator, a protector, omnipotent, eternal, a provider

B: God as loving and holy

There are not absolute wrong or right answers to these questions, and learners can mention more than one attribute for each picture.
4. There are no absolute wrong or right answers to these questions. Learners' discussions should demonstrate how they arrive at their answers, which are likely to be as follows:
 - a. forgiving, loving
 - b. protector, provider
 - c. provider
 - d. omniscience
 - e. omnipotence

PARTICIPATE 2**Identify and explain attributes of God in local languages**

(Learner's Book page 7)

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

Learners work on their own. They write down their answers. This activity could be done as homework.

1. Learners write down a proverb that matches each of the attributes listed. They can choose from those on p. 7 of the Learner's Book or write down a proverb they know from home.
2. Learners use local languages to write down two names of God and write a description of the attributes it names. They can choose from those on p. 6 of the Learner's Book or write down a name they know from home.

PARTICIPATE 3**Identify and explain attributes of Allah**

(Learner's Book page 9)

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

Learners work in pairs. They work together to arrive at answers.

1. Learners take turns to assess each other's understanding.
 - a. Omnipresent: "Indeed, He alone (Al-Basir) is all-hearing and all-seeing."
 - b. Omnipotent: "That is because Allah is al-Jalil, the Most High, the Grand."
 - c. Eternal: "He is al-Awwal, the First and the Last, the Most High (and the Most Near)."
 - d. Creator: "He is al-Khaaliq: the Creator, the Originator, the Shaper."
 - e. Provider: "Indeed, it is Allah who is the Provider, He is al-Razzak."
 - f. Omniscient: "Allah knows all that is in the heavens and on the earth; He is al-Alim, knowing all things."
2. There are no wrong or correct answers. It is important that learners' examples are coherent and show understanding.

PARTICIPATE 4**Research and write an essay to explain the attributes of God**

(Learner's Book page 9)

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

DL 5.5: Evaluate the quality and validity of information.

DL 6.4: Adhere to behavioural protocols that prevail in cyberspace.

DL 6.6: Knowledge and recognition of ethical use of information.

Encourage and support learners to do research to add to the information they will present in their essay. If they cannot search online at school, guide them to use ICT tools at home or at a shared facility. Support learners with online research, by demonstrating how to do a search. Give examples of how to evaluate the quality and validity of information found online, and how to use it effectively to develop their own content.

It is important that learners learn not to present information found online word for word (verbatim), but develop it into their own content. Copying and pasting from the internet is a form of plagiarism and has no place in research. It also does not promote learning, whereas rephrasing content in their own words promotes learning.

Learners' essays should be about two pages long and contain at least seven paragraphs:

- an introduction
- a paragraph on each of the five attributes
- an argument for choosing an attribute that holds the most powerful message in your opinion
- a conclusion.

This activity can be used as formative assessment using the following grid.

Criteria	Poor 0–3 marks	Average 4–5 marks	Good 6–7 marks	Excellent 8–10 marks	Sub-total marks
1. Did the learner understand the topic?	Learner shows no or very little understanding of the topic.	Learner shows some understanding of the topic.	Learner understands and shows good comprehension of the topic.	Learner shows deep insight and full understanding of the topic.	
2. Is the essay well-structured?	Essay shows little structure and is a jumble of sentences and paragraphs.	Essay is structured but there are some lapses in logic and flow.	Essay is well structured, and logic and flow are mostly present.	Essay is well structured, logical with good flow.	
3. Does the essay have a good introductory paragraph that clarifies what to expect?	Essay has no or a very poor introductory paragraph.	Essay has an introductory paragraph, but it needs to be more informative.	Essay has a good, informative introductory paragraph.	Essay has an excellent and informative introductory paragraph.	
4. Does the body of the essay focus on the topic?	Body of essay does not focus on topic and contains irrelevant statements.	Body of essay focuses on topic but goes off-topic in places and has filler statements.	Body of essay focuses on topic and most important aspects are included.	Body of essay focuses on topic and all important aspects are included.	
5. Does the essay include a good argument for choosing an attribute with the strongest message?	The essay does not include any argument or it is very weak.	The essay includes an argument but it is not convincing.	The essay includes an argument but it is not fully convincing.	The essay includes a strong and convincing argument.	

Criteria	Poor 0–3 marks	Average 4–5 marks	Good 6–7 marks	Excellent 8–10 marks	Sub-total marks
6. Does the essay include a good argument for why these attributes are important for human lives?	The essay does not include any argument or it is very weak.	The essay includes an argument but it is not convincing.	The essay includes an argument but it is not fully convincing.	The essay includes a strong and convincing argument.	
7. Does the concluding paragraph end with a strong statement?	There is no clear concluding paragraph.	Concluding paragraph does not say much.	Concluding paragraph ends with a strong statement.	Concluding paragraph ends with a strong statement and leaves the reader with something to remember.	
8. Does the learner keep to the two-page limit?	Learner only wrote one page or wrote three or more pages.	Learner kept to the two-page limit but wrote in an extra-large handwriting or wrote too small.	Learner kept to the two-page limit but seemed to have somewhat run out of space.	Learner kept to the two-page limit and managed to cover all that was required.	
9. Does the essay show evidence of research?	Essay shows no or very little evidence of research.	Essay shows some evidence of research.	Essay shows evidence of considerable research.	Essay shows evidence of detailed and well-recorded research.	
10. Does the learner show any evidence of original thinking and writing?	Learner shows no original thinking and just copied the researched content.	Learner shows some original thinking but in some instances just copied the researched content.	Learner shows some original thinking and use of words, but could improve on it.	Learner shows exceptionally original thinking and use of words.	

Total out of 100 marks: _____

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

The activity is aimed at letting learners apply what they have learnt in Unit 1.1 to their own lives and to give a personal and independent response to the questions.

Learners discuss the questions in pairs and do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in their pairs. The important thing is being able to give a personal response to what they have learnt in Unit 1.1, and to be able to explain their thoughts and feelings. Discussing it in pairs helps them to formulate their responses.

Before learners start the discussion, go through the questions with the learners and explain the above to them. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: God's Attributes in Our Lives

This activity aims to help you understand how the concept of God's attributes, learned in Unit 1.1, connects to our daily lives as discussed in Unit 1.2.

Questions

1. In Unit 1.1, we explored the attributes of God in different religions in Ghana. List two attributes of God that appear in all three religions.
2. Why do you think it is important for us to understand these shared attributes of God?
3. Unit 1.2 mentions attributes we cannot demonstrate, like being all-powerful. Name one attribute from Unit 1.1 that falls into this category.
4. Unit 1.2 gives examples of attributes we can show in our lives. Choose one attribute from Unit 1.2 and explain how you can demonstrate it in your daily routine.
5. Think about a situation where someone needed help. How could demonstrating an attribute of God, like kindness or forgiveness, make a positive difference?

Answers

1. Answers may vary but could include attributes like creator, provider, or eternal.
2. These shared attributes highlight common values across religions, promoting understanding and respect.
3. Answers may vary but could include omnipotent (all-powerful).
4. Answers will vary based on the chosen attribute. For example, for 'love' a student might say 'helping a classmate with schoolwork.'
5. Answers will vary based on the situation. For example, forgiving a friend for a mistake demonstrates God's mercy.

Teacher guidance for open-ended questions

- Question 2: To encourage deeper thinking, you can ask a follow-up question: 'How might understanding these shared attributes promote peace and unity within our community?'
- Question 4: If learners struggle to identify how to demonstrate an attribute, provide examples like showing patience while waiting in line or being kind to someone upset.
- Question 5: Encourage learners to consider specific scenarios they might encounter at school or home.

Unit 1.2: Ways in which we demonstrate attributes of God in our lives

LET'S TALK

(Learner's Book page 11)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

Learners look at the photograph of a loving father and his baby that appear in the Learner's Book and answer the questions in groups. This is a warm-up activity to set the tone for the unit that follows, which deals with personal experiences and responses to God's attributes. During the group discussions, walk around and guide the discussions so that the more outgoing learners do not dominate. Encourage the more reticent learners to contribute as much as possible.

1. The photo is intended to demonstrate God's attribute of being loving, but learners could also mention patience and being caring, or similar attributes they learnt about in their own research.
2. Learners draw on their own personal experience for this discussion. This could be a sensitive topic for learners who are victims of abuse or who live with family members who have addiction issues, for example. Give the necessary support, for example by suggesting a range of actions which show kindness and care, such as siblings helping each other or children in families who look out for the elderly family members.
3. Learners once again draw on own experience. Offer the necessary support for this conversation, as it may also touch on sensitive issues for some who may have been victims of bullying, for example. Highlight the fact that friends should uplift one another, and that friendships can be very meaningful in one's life.

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

These real-world scenarios described in the Learner's Book are designed to help students to learn from real-world situations. By acting out these scenarios, learners explore how other people are likely to respond in different situations. The scenarios are designed to demonstrate the impact of, for example, showing love or being reliable.

Learners work in groups. To ensure that all the role plays get developed, allocate them to groups rather than let the groups choose one.

Let learners follow these steps to develop their role plays.

Step 1: Learners discuss the scenario they will role-play. They identify and uncover all the underlying issues. For example, in Scenario 1, what action by Mrs Akufo would be just or fair? In Scenario 2, what attribute could be applied to support Yoofi? In Scenario 3, between which options does Aku have to choose her behaviour? How can the neighbours in Scenario 4 be helped and made happier?

Step 2: Without scripting every word, learners decide roughly how the role play will be structured, based on their discussion of the situation and the goal of the activity: demonstrating at least two attributes that they can apply to the scenario. Their role play should demonstrate a positive outcome.

Step 3: Learners assign roles for the role play. They identify the various fictional characters involved in the scenario and allocate them to the members in the group. They should use their imagination to put themselves inside the minds of the people that they're representing. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation.

Step 4: Learners present the role plays to the class. Observing each other's role plays, learners identify the attributes applied in the scenarios.

The checklist provided in the role play can be used by learners to do peer assessment. You can also use it yourself to assess learners' role plays, allocating a mark out of 10, as indicated below. The mark allocated can be used to add to each group member's assessment records:

The role play ...	No 0	Partly 1	Yes 2	Subtotal
involved all group members in some way.				_/2
was easy to understand and follow.				_/2
was realistic and convincing.				_/2
demonstrated at least two attributes of God.				_/2
showed how we can apply God's attributes in our life.				_/2
Total mark				_/10

PARTICIPATE 6

Identify the attributes of God that we can demonstrate in our lives (Learner's Book page 14)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

Learners first work in pairs to discuss the question. There are no right or wrong answers here. The activity is intended to stimulate learners' thinking about the importance of moral principles and values in everyday life, applied practically outside of church, mosque or rituals.

Learners then take their findings to a class discussion. You can use a mind map on the board to order learners' contributions.

LET'S REFLECT

(Learner's Book page 15)

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

The activity is aimed at letting learners apply what they have learnt in Unit 1.2 to their own lives and to give a personal and independent response to the questions.

Learners discuss the questions in pairs and do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in their pairs about their responses. The important thing is being able to give a personal response to what they have learnt in Unit 1.2, and to be able to explain their thoughts and feelings. Discussing it in pairs helps them to formulate their responses.

Before learners start the discussion, go through the questions with the learners and explain the above to them. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: understanding God's attributes

This activity aims to bridge the gap between how we demonstrate God's attributes (Unit 1.2) and how different religions understand these attributes (Unit 1.3).

Questions

1. In Unit 1.2, we explored ways we can show God's qualities in our daily lives. List two examples from the lesson of how we can demonstrate God's attributes.
2. Unit 1.3 highlights some attributes of God shared by all three major religions in Ghana. Name one attribute from Unit 1.2 that also appears in Unit 1.3.
3. Why do you think it is important that different religions share similar understandings of God's attributes?
4. Imagine you meet someone from a different religion. Knowing that both religions share the concept of God being 'loving and caring' (Unit 1.2), how could this understanding be a bridge for you to connect with them?
5. (Optional) Think of another attribute, besides the ones listed, that might be shared by all three major religions in Ghana.

Answers

1. Answers may vary but could include examples like showing patience while waiting in line or being kind to someone upset.
2. Answers may vary but could include any attribute from Unit 1.2 that also appears in Unit 1.3, such as 'loving and caring' or 'just.'
3. Shared understandings can promote respect, tolerance, and peaceful coexistence within diverse communities.
4. This shared understanding creates a common ground for conversation and allows you to connect with the person on a deeper level.
5. Answers may vary but could include attributes like creator, provider, or merciful.

Teacher guidance for open-ended questions

- Question 3: To encourage deeper thinking, you can ask a follow-up question: 'How might these shared understandings help us build bridges between different faiths?'
- Question 4: If learners struggle to see the connection, guide them by asking: 'How can showing 'love and care' be a way to connect with someone new?'
- Question 5: Encourage learners to think creatively and consider attributes not explicitly mentioned in the lesson.

Unit 1.3: Similarities in the understanding of God's attributes in the three major religions in Ghana

LET'S TALK

(Learner's Book page 16)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

Learners look at the photograph on page 16 of the Learner's Book and answer the questions in groups. This is a warm-up activity to introduce the focus of the lessons that follow, which take a closer look at the similarities between the three religions in terms of how they view the attributes of God.

1. The photo shows the landscape of Takoradi. It is a reminder that God provides and sustains life, by means of weather, nature and landscapes. The key word is 'life', which should guide learners towards option A.
2. Learners can discuss ways in which this has been explained to them by religious leaders or elders. Encourage them to quote examples from the Qur'an, Bible, prayers or proverbs.
3. Encourage learners to come up with examples from their lives in which they have experienced God / Allah / a Supreme Being as 'ever-seeing'.

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

Learners look at the photographs of rainfall (A), animals (B) and crops (C) on p. 18 of the Learner's Book and answer the questions. They work in groups, ideally including learners who are familiar with all three major religions in Ghana.

1. a. Learners discuss how each photograph illustrates the attribute of Provider, as revealed by God / Allah / the Supreme Being. They do not have to focus only on the religion they practise, but include insights they have acquired by learning about the other religions.
 - A Without water and sunlight, human beings would not survive. They would not be able to grow crops, farm with animals or produce anything. God / Allah / the Supreme Being provides rain.
 - B Animals are used by human beings to sustain themselves (meat, milk, eggs) and to produce things they need (skins, horns). God / Allah / the Supreme Being provides animals as part of Nature.
 - C Plants are used by human beings to sustain themselves (food crops, as well as the fruit and roots from wild plants). They also use plants to produce things they need (reeds and grasses for mats, baskets, fabrics, thatched roofs, etc). God / Allah / the Supreme Being provides plants as part of Nature.
- b. Examples from page 17 are:
 - ATR: The name Amosu describes God as the giver of rain, which sustains life on earth. The name Amowia describes God as the giver of sunlight, which also sustains life on earth.
 - Islam: The name Al-Razzak for Muhammad means the provider of sustenance for all His creatures. He creates all means of nourishment and gives all creatures their livelihood. Rain is an important part of sustenance.
 - Christianity: The name Jehovah-Jireh describes God as Provider. Christians believe that God did not just create everything and then leave humans to carry on without Him. Humans are still completely dependent on God for their existence.

Encourage learners to find other references, also direct quotes, using the internet, referring to the Internet Interact box below Participate 7. Possible examples are:

- ATR:
If the Supreme Being gives you sickness, He also gives you medicine. (Akan proverb) Nyame be kyere (Akan for 'God will provide')
Aboa onni dua, Onyame na opre ne ho (It is God who drives away the flies for the tailless animal)

- Islam:

“And so many a moving (living) creature carries not its own provision! Allah provides for it and for you. And He is the All-Hearer, the All-Knower.” (Qur’an, 29:60)

“Behold, my Sustainer grants abundant sustenance, or gives it in scant measure, unto whomever He wills of His servants.” (Qur’an, 34:39)
 - Christianity:

“Everything that lives and moves about will be food for you. Just as I gave you the green plants, I now give you everything.” (Genesis 9:3)

“You shed abroad a plentiful rain, O God; You confirmed Your inheritance when it was parched.” (Psalm 68:9)

“Look at the birds of the air, that they do not sow, nor reap nor gather into barns, and yet your heavenly Father feeds them. Are you not worth much more than they?” (Matthew 6:26)
2.
 - a. Creator (created the world), omnipotent (powerful enough to create the world), everlasting (was there from the beginning)
 - b. Omniscient (ever-present and all-knowing)
 - c. Creator (created the world), omnipotent (powerful enough to create the world), everlasting (was there from the beginning)
 3. **B.** “Sufficient is your Lord (Allah) as a Guide and Helper.” (Qur’an 25:31)

PARTICIPATE 8

Identify similarities in the attributes of God in the three major religions

(Learner’s Book page 19)

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

Learners look for their own examples, using the Bible, Qur’an or internet, as well as asking adults in the community for examples. Those listed below can be used to guide learners, especially those that need remedial support, not necessarily as correct answers.

Attribute	References
Omnipotent	<p>Christianity: “All the inhabitants of the earth are accounted as nothing, But He does according to His will in the host of heaven.” Daniel 4:35</p> <p>Islam: “... Allah, Who created the heavens and the earth, and was not wearied by their creation, is Able to give life to the dead? Yes, He surely is able to do all things.” (Qur’an 46:33)</p> <p>African Traditional Religions: The Dagbani name Naawuni means “the Chief of the gods”, Nyame ye ohene is a symbol of God’s power.</p>

Attribute	References
Omnipresent	<p>Christianity: "The Lord looks down from heaven; he sees all the children of man; from where he sits enthroned he looks out on all the inhabitants of earth." (Psalm 33:13–14)</p> <p>Islam: "He knows what enters within the earth and what comes forth out of it, what comes down from heaven and what mounts up to it." (Qur'an 57:4)</p> <p>African Traditional Religions: Mawu le afi siafi (Ewe for "God is everywhere")</p>
Omniscient	<p>Christianity: "God is greater than our heart, and He knows everything." (1 John 3:20)</p> <p>Islam: "Do you not see that Allah knows whatever is in the heavens and whatever is on the earth?" (Qur'an 58:7)</p> <p>African Traditional Religions: Se wodwane Onyame a, wohye no ase (Akan for "If you run away from God, you are still under him")</p>
Love and protect	<p>Christianity: "For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life." (John 3:16)</p> <p>Islam: My Mercy encompasses everything (Qur'an 7:156)</p> <p>African Traditional Religions: Onyame na oka dei onobie asem ma no (Akan for "God is the advocate of the vulnerable")</p>
Eternal	<p>Christianity: "Before the mountains were brought forth, or ever you had formed the earth and the world, from everlasting to everlasting you are God." (Psalm 90:2)</p> <p>Islam: "He is the First and the Last, the Ascendant and the Intimate, and He is, of all things, Knowing." (Qur'an 57:3)</p> <p>African Traditional Religions: The Akan name Tetekwaframoā means "He who is the most ancient and eternal one. He who exists from the beginning of man till the end of man."</p>
Patient	<p>Christianity: "But you, Lord, are a compassionate and gracious God, slow to anger, abounding in love and faithfulness." (Psalm 86:15)</p> <p>Islam: In the Name of Allah – the Most Compassionate, Most Merciful. (Qur'an 1:1)</p> <p>African Traditional Religions: Mazu fe dzigbordi (Ewe for "God is patient")</p>
Provider	<p>Christianity: "And my God will supply all your needs according to His riches in glory in Christ Jesus." (Philippians 4:19)</p> <p>Islam: Is there any creator other than Allah, Who provides you from the heaven and the earth? (Qur'an, 35:3)</p> <p>African Traditional Religions: Nyame be kyere (Akan for "God will provide")</p>
Creator	<p>Christianity: For by him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities – all things were created through him and for him" (Colossians 1:16)</p> <p>Islam: "Allah is the Creator of all things, and He is the One, the Prevailing." (Qur'an, 13:6)</p> <p>African Traditional Religions: The Akan name bɔadeɔ means "creator".</p>

PARTICIPATE 9**Write a poem about the attributes of a Supreme Being**

(Learner's Book page 19)

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

CC 7.3: Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication.

CC 8.5: Vary the level of detail and the language used when presenting to make it appropriate to the audience.

This checklist can be used to assess learners' poems, allocating a mark out of 10, as indicated below. The mark allocated can be used to add to each group member's assessment records:

The poem ...	No 0	Partly 1	Yes 2	Subtotal
showed understanding of the topic.				_/2
was easy to understand and follow.				_/2
was appealing and used interesting ideas and words.				_/2
demonstrated at least one attribute of God, Allah or another Supreme Being.				_/2
demonstrated real-life application and experiences of the attribute.				_/2
Total mark				_/10

LET'S REFLECT

(Learner's Book page 20)

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

The activity is aimed at letting learners apply what they have learnt in Unit 1.3 to their own lives and to give a personal and independent response to the questions.

Learners discuss the questions in pairs and do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in their pairs about their responses. The important thing is being able to give a personal response to what they have learnt in Unit 1.3, and to be able to explain their thoughts and feelings. Discussing it in pairs helps them to formulate their responses.

Before learners start the discussion, go through the questions with the learners and explain the above to them. Give them a few minutes to reflect on the questions before they start the discussion.

CC 7.1: Identify words or sentences in context appropriately.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

Learners read the case study on their own and answer the questions. This activity could be used as homework.

1. The words of the Qur'an made a deep impression on him.
2. He was worried about how his mother would respond.
3. Yes. She made it very hard for him. She punished him and locked him up.
4. In order to practise his faith, he left the comfort and wealth he was used to and became a poor man.
5. He did not give up when he was resisted in his faith. He continued to find ways in which he could practise his faith in spite of the problems he faced.
6. Once Musab decided to follow the Muslim faith, he was true to his word. He changed his life to do this. He had to go against his mother's wishes and he had to give up living a life of comfort.

Chapter 1 class test

(Learner's Book page 22)

1. **1.1** A. Allah. (1)
- 1.2** C. knows whatever we do. (1)
- 1.3** B. God saves us from our sins. (1)
- 1.4** B. that God is everywhere. (1)
- 1.5** A. His words are true. (1)
- 1.6** D. God is everything, the beginning and the end. (1)
2. **2.1** Tetekwaframo – African Traditional Religions
 Lord the Shepherd – Christianity
 Al-Awwael – Islam
 Al-Akhiru – Islam (2)
- 2.2** Tetekwaframo – being eternal (existed forever, from the beginning to the end)
 Lord the Shepherd – Protector
 Al-Awwael – being eternal (existed forever, from the beginning to the end)
 Al-Akhiru – being eternal (existed forever, from the beginning to the end) (2)
3. Learners choose four attributes to list and explain. Their choice could include these examples.
 They can use their own words to explain the meaning; the content below is simply a guideline:

Attribute	Meaning
omnipotent	God is all powerful and can do anything that He wills.
omnipresent	God is everywhere at all times.
omniscient	God knows all things.
love and protection	Love comes from God.
eternal	God has always existed and will exist for ever.
gracious	God shows kindness and concern for us, who are less than God.
provider	God provides everything needed for life.
creator	God made all things.

(8)

4. Learners choose three ways in which we can demonstrate the attributes of God in our lives. Their choice could include these examples. They can use their own words to explain the meaning; the content below is simply a guideline:

We can show love by:

- doing what is best for others, not ourselves.
- sharing what we have with others.

We can show patience by

- understanding and accepting why things happen.
- waiting for good things to happen.

We can be merciful and forgiving by:

- giving people a second chance.
- forgiving people who offend or hurt us.
- being kind and understanding to other people and also kind to animals.

Chapter 1 class test

We can be just by:

- not judging people based on religion or gender.
- accepting fair rules and abiding by them.

We can be dependable and reliable by:

- not letting others down.
- seeing tasks through to the end.
- being willing to help others.

(6)

5. Omnipotent

God is a mighty ruler, with unlimited/endless power over everything and everybody. God has more power than anybody or anything else.

Omnipresent

God is always means being present, in all places. God is everywhere at all times.

(4)

6. God provides for all our needs on earth. As the provider of sunlight, water and rain, God sustains life on earth. God provides what we need to stay alive.

God provides help and solutions, such as medicine when we are sick, friends and family when we need support or company, food and clothes.

(2)

7. Learners' own answers. Check that learners mention each of the key points listed in the question and award 2 points for each correct interpretation.

Differences: The existence of multiple religions in Ghana, each with its own concept of God.

(2)

Similarities: The fact that there is a shared concept of God.

(2)

Supreme Being: The common belief in a Supreme Being as the creator and ultimate source of power.

(2)

Attributes: Key attributes of God in each religion (e.g., love, justice, creativity).

(2)

Practices: Practices used to connect with the divine (e.g., prayer, rituals, offerings).

(2)

Total = 40 marks

Introduction

In this module, you will work through these chapters and units:

Chapter 2: Worship in Ghanaian religions

- Unit 2.1: Types of worship
- Unit 2.2: Modes of worship
- Unit 2.3: Moral lessons from worship
- Unit 2.4: The significance of prayer

Chapter 3: Moral values in religious songs and recitations

- Unit 3.1: Difference between religious and non-religious songs
- Unit 3.2: Scripture recitations and oral traditions in the three major religions
- Unit 3.3: Moral values in religious songs and recitations

Objectives

By the end of these chapters, you should be able to achieve the following Content Standards:

- B7 2.1.1.1: Identify the types of worship in the three major religions (Unit 2.1)
- B7 2.1.1.2: Describe the modes of worship in the three major religions (Unit 2.2)
- B7 2.1.1.3: Identify and explain the moral lessons from worship (Unit 2.3)
- B7.2.1.1.4: Explain the significance of prayer (Unit 2.4)
- B7 2.2.1.1: Differentiate between religious songs and non-religious songs (Unit 3.1)
- B7 2.2.1.2: Demonstrate understanding of basic scripture recitations/oral traditions in the three major religions (Unit 3.2)
- B7 2.2.1.3: Identify the moral values in religious songs and recitations (Unit 3.3)

Introduction

This chapter deals with the types and modes of God as practised in all three major religions in Ghana: Christianity, Islam, and African Traditional Religions. It covers content that is part of Strand 2 of the RME curriculum: Religious practices.

At the start of the chapter, the proverb describes one way of communicating with God: “talking to the wind”. We recognise God’s presence and force by talking to the wind, even though we cannot see Him.

Worship is described as, among other things, submission to God’s will and communicating respect and gratitude. Learners discuss and explain how they worship in their religion and learn about it in the other religions in Ghana. They discuss the moral lessons that are inherent in worship. The last part of the chapter focuses on the purpose and format of prayers in the three major religions in Ghana.

Overview of the chapter

The chapter guides learners in their engagement with worship in the three major religions in Ghana, and the different forms of worship:

- In the first unit (**Unit 2.1**), learners discuss what worship means to them and others. They identify the forms of worship in the three major religions in Ghana, distinguishing between private and communal worship. They act out different types of worship.
- In the second unit (**Unit 2.2**), learners identify and describe the modes of worship in the three major religions. This includes communion and baptism in Christianity, ablution and genuflection in Islam, and libation and divination in African Traditional Religions.
- In the third unit (**Unit 2.3**), learners identify and explain moral lessons from the three major religions, such as discipline in society, togetherness and unity of people and confidence to face life. They act out different moral lessons.
- In the fourth unit (**Unit 2.4**), learners explain the significance of prayers in the three major religions. Examples are supplication and confession in Christianity, Islam Friday congregational prayer, and intercession and supplication in African Traditional Religions. They use skits to act out different prayers. Learners should compare the use of prayer across the three major religions.

Useful resources

- **Charts and posters.** These could be useful as a classroom display, attracting interest and adding information. Ask local churches, mosques or community organisations for charts or posters that support the faith. Such posters may have pictures that show worship activities, such as church services, prayer meetings, traditional festivals, etc.
- **Word cards.** The section on Islamic worship contains many concepts and possibly foreign vocabulary. You can make a classroom display of these words: Write the words in thick letters on big cardboard strips that you can put up and take down during discussions. You can also make your own posters. You can also make word cards that learners can use for quizzes and tests. Write the word on one side of the card and its explanation on the other side.
- **Props.** You can use simple items to indicate gender or age for dramatisations, such as a headscarf or walking stick. Keep old clothes and other such items in a class box for this use.

- **ICT tools.** If there are no computers or internet access at your school, facilitate alternative access to videos and other ICT resources. For example, you can download videos beforehand on phones and tablets. You can also establish temporary data connections if there is no Wi-Fi at school, using a cell phone as a modem.

Use of ICT

- **Online research and finding information.** This is an important tool for learning. Several activities in the Learner's Book are based on research using ICT, for example, in Participate 8 (LB p. 45), the Let's explore on page 65, and the Internet Interact boxes on pp. 41, 42, 49 and 52 of the Learner's Book. If you have internet access at your school, either in the classroom or in the computer lab, allow learners to work in pairs or small groups to do their own research when required in activities. Alternatively, support learners to do online research as homework, using cell phones, tablets or computers at home or wherever internet access is available.
- **Quality and validity of information.** Support learners to develop the ability to judge the information they find on the internet, as per *Core Competency DL 5.5: Evaluate the quality and validity of information*. Learners need to understand that there are many inaccuracies and falsehoods on the internet. Give them some examples of reputable websites such as Wikipedia, www.primaryhomeworkhelp.co.uk, <https://www.khanacademy.org/>. Warn them that YouTube, although a rich source of video material, also contains inaccurate and inappropriate content. Go through some examples to demonstrate this.
- **Online behavioural protocols.** Ensure learners understand how to behave online, and not partake in unsavoury practices, especially on social media. This is part of *Core Competency DL 6.4: Adhere to behavioural protocols that prevail in cyberspace*. The following article on the topic can help you to guide the learners: <https://edu.gcfglobal.org/en/internetsafetyforkids/teaching-kids-about-internet-safety/1/>. Check that learners understand not to:
 - post or trade personal pictures
 - reveal personal information, such as an address, phone number, or school name or location
 - share passwords (other than with parents)
 - respond to a threatening email, message, post, or text.
- **Ethical use of information.** Support learners to develop the ability to search effectively and to utilise the information correctly. They have to learn not to just cut and paste from sources, but to read the information and work it into their own essays, summaries or research answers. Learners must learn not to present information found online word for word (verbatim), but to develop it into their own content. Copying and pasting from the internet is a form of plagiarism, has no place in research, and does not promote learning. Rephrasing content in their own words does do that. These practices are all part of *Core Competency DL 6.6: Knowledge and recognition of ethical use of information*.

Teaching methodology

Create a learner-centred classroom

- The best way of learning Religious and Moral Education is through practical activities such as demonstrations, role plays, recitals, games, and group work. The activities in Chapter 2 of the Learner's Book include these types of activities. Group work is the basis for many of the activities, for example, Participate 5 (LB p. 35), Participate 9 (LB p. 45) and Participate 16 (LB p. 62). In particular, these activities in Chapter 2 promote learner-centred learning:

- Think-Pair-Share activities promote learner-centred learning, such as Participate 1 (LB p. 25). It helps learners to think individually about a topic or a question's answer. It also teaches learners to share ideas with classmates.
- Let's talk activities on pp. 25, 35, 47 and 54 of the Learner's Book encourage learners to develop practical examples from their own life experiences.
- Let's reflect activities on pp. 34, 46, 53 and 64 of the Learner's Book guide learners to apply what they have learnt to their own lives and give personal and independent responses to the questions.
- Dramatisations in Participate 5 (LB p. 35), Participate 10 (LB p. 51), and Let's explore (LB p. 65).
- Writing and presenting a prayer in Participate 18 (LB p. 63).
- Brainstorming, such as in Participate 5 (LB p. 35), is a large or small group activity that encourages students to focus on a topic and contributes to the free flow of ideas.
- Teaching resources such as charts, real objects and drawings help to make lessons interesting and practical. Be resourceful and look for relevant teaching materials in the environment and online, for example, pictures, posters, and real-life objects.

Inclusion and equity

Inclusion involves addressing the varied needs of learners based on gender, ability, economic status, religious affiliation, geographical location, etc. These are all factors that impact how young people learn. In an inclusive classroom, you need varied approaches to overcome challenges. For example:

- You will likely have learners from all three religions in your class. Throughout the chapter, you must show sensitivity and tolerance to the sometimes different, but often shared, morals and values underlying all three religions. In this way, your learners will receive a positive view of religion and its importance in our lives. Ensure that if there is a majority religion in your classroom, these learners do not dominate group activities and discussions.
- In the group work activities, encourage the female learners to participate as actively as the male learners and not to be intimidated. Assign female group leaders and spokespersons. Role-playing real-world scenarios can help female learners to develop confidence and learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion).

Mixed ability

Keep in mind throughout the chapter that you will have learners of differing ability in your class, including their grasp of English language skills. Be mindful of this to facilitate growth by all. Some useful techniques are:

- Encourage active participation by all during group and pair learning. Where appropriate, ensure that stronger learners can guide and support weaker learners in a mutually agreeable learning environment. However, ensure that the more abled learners do not do all the work while the lesser abled learners shut down. For example, all learners should actively participate in the discussion in Participate 12 (LB p. 54). Make learners aware of being tolerant. They need to listen to those who take longer to respond and are less confident.
- Use differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind. Use questioning techniques with all the learners to promote learning and check whether they understand the concepts.
- Use additional resources as support where needed, for example:
Word cards for the names and explanations of different types of prayers
Examples of existing prayers for Participate 18 (LB p. 63), in the form of audio recordings or by writing it on the chalkboard.
Additional video material in Participate 2 (LB p. 26).
- Use the Unit summaries on pp. 34, 46, 53 and 64 of the Learner's Book for repetition and remedial learning.

Assessment

There are several opportunities in this chapter for both formative and summative assessment.

Formative assessment opportunities

- Participate 3 (LB p. 30). Score learners' answers to the content questions out of a total of 14.
- Participate 8 (LB p. 45). Assess learners' posters using the grid on page 37 of this Facilitator's Guide.
- Participate 14 (LB p. 59), Participate 15 (LB p. 61), and Participate 17 (LB p. 62). Score learners' answers to the **content questions** out of a total of 3, 6 and 12, respectively.
- Let's explore: Chapter 2 (LB p. 65). Assess learners' dramatisations using the grid on p. 48 of this Facilitator's Guide.

Summative assessment opportunities

(Can be included in the CAT mark for Term 1)

- Group work: Participate 2 (LB p. 26). Learners write a paragraph on a video they have watched. Assess the paragraphs using the grid on page 31 of this Facilitator's Guide.
- Group work: Participate 4 (LB p. 33). Learners present a dramatisation of worship. Assess learners using the grid on page 32 of this Facilitator's Guide.
- Group work: Participate 8 (LB p. 45). Assess learners' posters using the grid on page 37 of this Facilitator's Guide.
- Class test (LB p. 66). (30 marks).
- The project in Participate 11 (LB p. 52) fulfils the requirement of the Formal Assessment programme.

Homework activities

Learners do the following activities on their own, which makes them suitable for homework activities.

- Participate 2 (LB p. 26), question 3, write a paragraph
- Participate 3 (LB p. 30), content questions, interpreting photographs, writing a paragraph
- Participate 6 (LB p. 44), questions and answers
- Participate 6 (LB p. 44), make word cards
- Participate 8 (LB p. 45), research and poster
- Participate 14 (LB p. 59), content questions
- Participate 15 (LB p. 61), content questions
- Participate 17 (LB p. 62), completing a table
- Participate 19 (LB p. 63), write a prayer
- Let's explore (LB p. 65), question 5, write an essay

Additional homework activities after completing Unit 2.1

1. Ask learners to draw up a table with examples of both congregational and private worship in the three major religions of Ghana.
2. Ask learners to do research and write a page about a traditional religious festival not mentioned in the Learner's Book.

Additional homework activities after completing Unit 2.2

Ask learners to write a paragraph on each of these modes of worship:

1. Communion (Christianity)
2. Baptism (Christianity)
3. Zakat (Islam)
4. Offertory (Islam)
5. Libation (African Traditional Religion)
6. Prayers to the ancestors (African Traditional Religion)

Additional homework activities after completing Unit 2.3

1. Ask learners to write a definition of morals, giving some examples.
2. Ask learners to choose one of these moral lessons of worship and to write a story that demonstrates it.
 - Discipline in society
 - Togetherness and unity
 - Gratefulness
 - Respect
 - Confidence and courage

Additional homework activities after completing Unit 2.4

1. Ask learners to find and write down an example of:
 - a. a Muslim prayer said before a meal
 - b. a Christian prayer said before a meal (saying grace).
2. Ask learners to write a prayer for someone who is very ill.

Teaching strategies and answers

Unit 2.1: Types of worship

LET'S TALK

(Learner's Book page 25)

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

In groups, learners look at four photographs depicting people worshipping God in different stances and displaying different motivations and feelings.

This is a warm-up activity to introduce the focus of the lessons that follow, which is the nature of worship, as practised in the three major religions of Ghana. If possible, all three religions should be represented in each group.

During the group discussions, walk around in the classroom and give support if you notice that some learners are not participating in the discussion.

There are no right or wrong answers to this activity, but learners' discussions should include these observations:

1. Learners should recognise that in all four photos, the people are praying or worshipping.

2. Picture A and D can be interpreted differently. In contrast, learners are likely to agree that B shows joy and gratefulness, and C anxiety.
3. Learners' answers will vary according to their personal interpretation. Allow learners to form their own opinions, but check that answers are in line with the options offered in the Learner's Book.
Possible answers:
A: acknowledge His greatness
B: give thanks
C: please for forgiveness
D: praise

PARTICIPATE 1

Explain the meaning of worship

(Learner's Book page 25)

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

This is a **think-pair-share activity**, which is based on these strategies:

Start by formulating a higher-order or open-ended question (not one with a yes or no answer).

In this case, the question is already formulated: What is the meaning of worship? Ensure learners know what the question is and display it clearly.

1. **Think.** On their own, learners think quietly about the question for about three minutes: What is the meaning of worship?
2. **Pair.** Each learner discusses the question for about five minutes with a partner. If your class is very big, you can consider using groups of three learners for this step, instead of pairs.
3. **Share.** Learners share their ideas in a class discussion in which they share all their thoughts and ideas. You will need to manage this discussion carefully. Responding to raised hands is orderly but could mean that not all learners participate. Try to include those who are quiet.

PARTICIPATE 2

Identify worship in different religions

(Learner's Book page 26)

CG 5.3: Develop and express respect and appreciation of others' culture.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

DL 5.5: Evaluate the quality and validity of information.

DL 6.4: Adhere to behavioural protocols that prevail in cyberspace.

DL 6.6: Knowledge and recognition of ethical use of information.

1. **A.** Could be Christianity or African Traditional Religion. Learners must explain their answers.
B. Could be Christianity or African Traditional Religion. Learners must explain their answers.
C. African Traditional Religion.
D. Islam.
2. Here are some examples of worship in all three of the major religions in Ghana. If these are not suitable, or you are not able to find them, search for other examples.
https://youtu.be/vYpLLy_LKqE
<https://youtu.be/7HkCRRdJdKQ> (Apostolic church service)
<https://youtu.be/pXzleevOrNs> (Baptist church service)

<https://youtu.be/1xoSm1FzJK4> (Anglican church service)
<https://youtu.be/yJ2OGolntnl> (Catholic church service)
<https://youtu.be/4ttypQofLHY> (Accra mosque)
<https://youtu.be/e5ftEKI8-RI> (Eid prayers)
<https://youtu.be/68-nseZikdc> (Muslim prayer ritual in rural village)
<https://youtu.be/X9wBlgwzHn4> (African traditional prayer)
<https://youtu.be/iltsczMxmlI> (Asafo Tu Festival)
https://youtu.be/E7q_hyCNRkI (Fetu Afahye festival)
https://www.youtube.com/watch?v=lvWg_eWTZFo (Volta region traditional festivals)
<https://youtu.be/FrLKCRRQ0qA> (African traditional libation)

If there are no computers or internet access at your school, facilitate alternative access to the videos. For example, you can download videos beforehand on phones and tablets. You can also establish temporary data connections if there is no Wi-Fi at school, using a cell phone as a modem.

3. Learners should get the opportunity to re-watch the video they will write the paragraph on, either in class or by getting a link they can access after school. This task can be given as homework. It can also be used for assessment, using this checklist:

The paragraph ...	No 0	Partly 1	Yes 2	Subtotal
correctly identified the religion in the video.				_/2
accurately described what was seen in the video.				_/2
demonstrated understanding of the worship practices seen in the video.				_/2
used correct terminology to describe what was seen in the video.				_/2
was easy to understand and follow.				_/2
Total mark				_/10

PARTICIPATE 3

Describe communal worship

(Learner's Book page 30)

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

Learners write down the answers to these questions and they work on their own. The work in all four questions can be given as homework tasks. It can also be used for assessment: questions 1 to 3 can be scored out of a total of 10, and for question 4, a mark out of 4 can be allocated.

1.
 - a. Christianity. Sunday is reserved for a communal service. (Ensure learners are aware that Seventh Day Adventists have their communal Christian worship on Saturdays, not Sundays.)
 - b. African Traditional Religion. Ceremonial sacrifices are made to thank God.
 - c. Islam. Friday midday communal prayers.

2. True reasons for communal worship:
 - A. False. Communal worship is usually not quiet, private worship is. Communal worship could be peaceful, but it often includes joyful and lively singing dancing and singing.
 - B. True. During communal worship at church and mosques, sermons with moral messages are delivered to the congregation.
 - C. True. In all three religions, communal worship strengthens the community because people come together to share their experiences.
 - D. False. Communal worship is usually religion-specific, and the practices are based on that particular religion, rather than studying other religions.
3.
 - A. African Traditional Religion.
 - B. Christian religion
 - C. Muslim religion.
4. Learners' paragraphs will vary in content. Assess their work for their ability to describe the situation clearly and accurately.

PARTICIPATE 4

Dramatise types of worship in the three major religions of Ghana

(Learner's Book page 33)

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

Divide the class into three mixed-ability groups. Consider differences in language skills, content knowledge and understanding, as well as acting skills and confidence.

Explain that each group member can fulfil a role: planning, writing the script, reviewing rehearsals or acting.

In their groups, learners follow the steps outlined on p. 33 of the Learner's Book:

1. They choose two examples from any of the three major religions in Ghana:
 - a. an example of congregational worship
 - b. an example of private worship.
2. They discuss how they will demonstrate the differences between private and congregational worship. They plan where the worship will take place, and what they will do and say.
3. They appoint roles, such as the leader of the congregation, family members, etc.
4. They practise and rehearse their dramatisations before they present them to the class.

This activity can be used for assessment, using the checklist on p. 33 of the Learner's Book.

Marks can be allocated as follows:

The dramatisations ...	No 0	Partly 1	Yes 2	Subtotal
involved all group members in some way.				_/2
were easy to understand and follow.				_/2
were realistic and convincing.				_/2
included the correct actions for the type of worship.				_/2
made the difference between public and private worship clear.				_/2
Total mark				_/10

LET'S REFLECT

(Learner's Book page 34)

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

The activity aims to have learners apply what they have learnt in Unit 2.1 to their own lives. They should give a personal and independent response to the questions.

Learners discuss the questions in pairs or small groups. They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in pairs or small groups about what they say. The important thing is being able to give a personal response to what they have learnt in Unit 2.1 and to be able to explain their thoughts and feelings. Discussing it in pairs or small groups helps them to formulate their responses.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: exploring modes of worship

This activity bridges the gap between understanding types of worship (Unit 2.1) and how these types manifest in specific practices (Unit 2.2).

Questions

1. Unit 2.1 defines worship to communicate and show respect to a Supreme Being. Name two reasons we worship according to the lesson.
2. The same unit mentions different types of worship, like congregational worship. List two examples of congregational worship from the lesson.
3. Unit 2.2 introduces the concept of modes of worship. In your own words, how do modes of worship differ from types of worship?
4. Look at the modes of worship listed for Christianity in Unit 2.2. Choose one mode and explain why you think it is important to Christians.
5. Imagine you visit a place of worship for a religion different from your own. Knowing the concept of modes of worship, what aspects would you expect to see or experience?

Answers

1. Answers may vary but could include reasons like communicating with God and showing respect or gratitude.
2. Answers may vary but could include Christian congregational worship, Islamic congregational worship, or congregational worship in African Traditional Religion.
3. Types of worship are broad categories (e.g., congregational worship), while modes of worship are specific practices within those categories (e.g., Christian church services).
4. Answers will vary based on the chosen mode. For example, a student might say 'Baptism is important because it symbolises cleansing and entering the Christian faith.'
5. Learners might expect to see things like prayers, rituals, or specific clothing worn by worshippers.

Teacher guidance for open-ended questions

- Question 3: To encourage deeper thinking, you can ask a follow-up question: 'Can you think of an example where a type of worship (like congregational worship) has different modes depending on the religion?'
- Question 4: If learners struggle to explain the importance, guide them by asking: 'How might this mode connect to a Christian's belief in God?'
- Question 5: Encourage learners to consider the information from Unit 2.1 about different types of worship (e.g., congregational) and how they might be expressed in different religions.

Unit 2.2: Modes of worship

LET'S TALK

(Learner's Book page 35)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

In groups, learners look at a photograph of people being baptised. This is a warm-up activity to introduce the focus of the lessons that follow, which are the modes of worship, as practised in the three major religions of Ghana. If possible, all three religions should be represented in each group.

During the group discussions, walk around in the classroom and give support if you notice that some learners are not participating in the discussion.

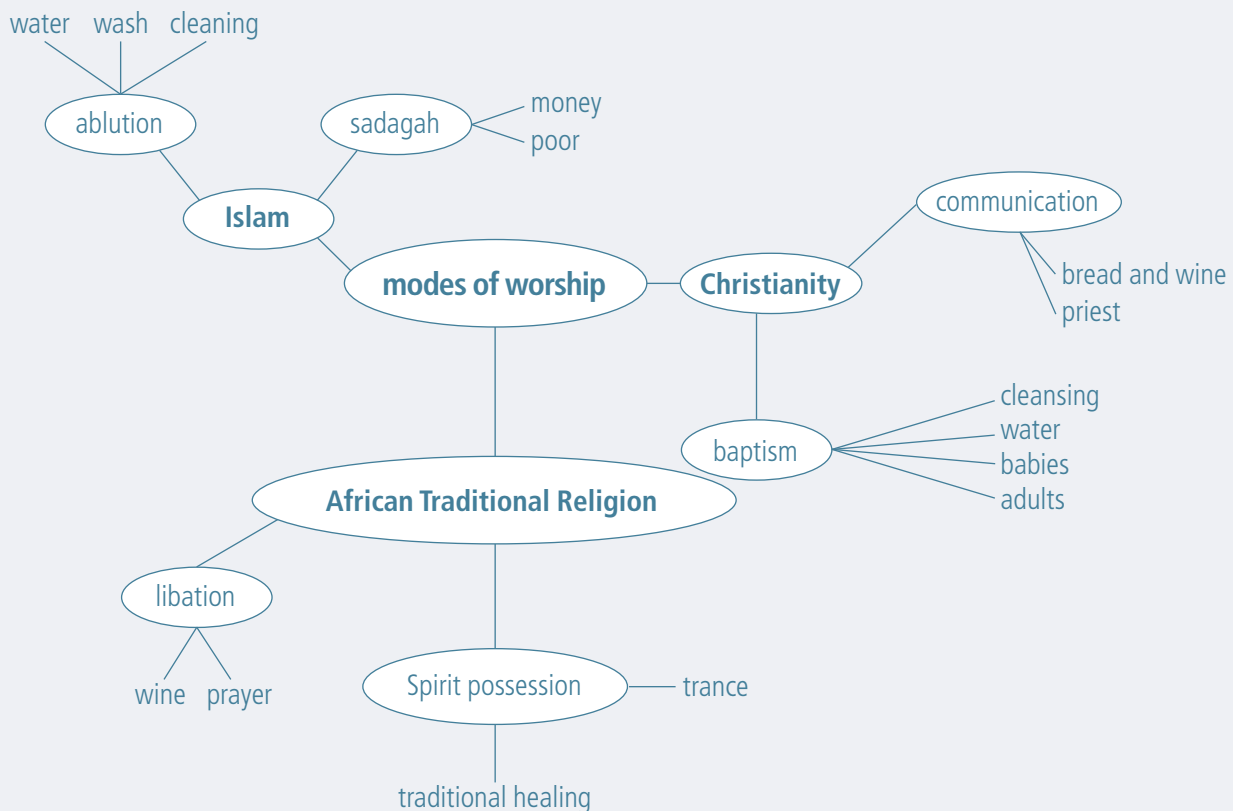
There are no right or wrong answers to this activity, but learners' discussions should include these observations:

1. Learners describe what they see in the photograph. Learners may or may not recognise that the photograph shows a Christian baptism ceremony. Group members can learn from each other.
2. Learners may or may not be able to identify that the photograph shows a baptism ritual or ceremony, as practised in Pentecostal and Baptist churches. Group members can learn from each other.
3. Learners discuss what they know about the religious significance of water in a baptism ceremony. They might refer to John baptising Jesus with water in the Jordan River and that Jesus and His disciples baptised others with water. They might also note that, in a baptism ceremony, water has the meaning of cleansing (sins) and rebirth. Group members can learn from each other.
4. Learners can suggest examples from any religion, such as communion in Christianity, ablution and genuflection in Islam, and libation and divination in African Traditional Religions. Group members can learn from each other.

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

1. Learners discuss what they know about each of the religious practices listed. They start with an informal discussion, listing any ideas and listening to each other.
2. In their groups, learners brainstorm what happens during each activity. They share what they have experienced in their own religion, as well as your knowledge of other religions. Each group appoints a scribe, who records the group's idea on a mind map.
3. Mind maps are based on a central idea that forms the main topic of the map (and is placed in the middle), with different branches and sub-branches of the concept arranged around it. Learners should follow the structure for the mind map in this activity as shown below, adding more examples and ideas as possible ("bread and wine", "water", "prayer" are just examples). It is a group activity based on brainstorming, and not on content that has been studied. Allow learners to produce quite a rough mind map. They will build on this experience in Participate 9, when they can refine the mind map after they have learnt more about the topic.



PARTICIPATE 6**Identify modes of worship**

(Learner's Book page 44)

Learners work on their own. They can do the activity as homework. You can use the activity to assess their ability to distinguish between the three religions.

1. Christianity
2. Islam
3. African Traditional Religion

PARTICIPATE 7**Play a word game**

(Learner's Book page 45)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

Prepare a set of word cards. On one side of the card, write the words for religious concepts learnt in this unit. You can use the list below. On the other side of the card, write an explanation for the term.

You can set making the cards as a homework task for the learners. Give each learner one word or more for which to prepare a card.

Once you have these word cards, you can use them for similar activities, such as a quiz, for group work or the whole class.

baptism	communion	divination	genuflection	<i>haji</i>
incantation	<i>khutba</i>	libation	meditation	<i>niyyat</i>
offertory	prostration	recitation	ritual ablution	<i>ruku</i>
sabbath	sacrifice	<i>sadaqah</i>	salat	sermon
<i>shahadah</i>	spirit possession	<i>wudu</i>	<i>zakat</i>	

For this word game, learners follow the steps as outlined on p. 45 in the Learner's Book. You can use the same word cards for similar word games, or for team quizzes.

PARTICIPATE 8**Research and present information about modes of worship**

(Learner's Book page 45)

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

DL 5.5: Evaluate the quality and validity of information.

Each learner makes a poster showing an activity that is part of worship in one of the three religions of Ghana. Once the posters are complete, let learners display them in the classroom or around the school.

Learners can do the posters as homework, but ensure they have the material needed: cardboard, glue, photographs, pens, and pencils. Remind learners that they need to put pictures on their posters. They can look for these in magazine or newspapers, or they can make photocopies from

books. If they have the resource, they can print pictures from the internet. They can also make drawings and diagrams.

Explain to learners that their poster should:

- include pictures, and combine text and pictures effectively
- include some eye-catching, bold print one can read from a distance
- include interesting content, including facts based on research.

To plan and prepare for their poster, learners have to do research to gather information on their chosen religious activity. They should gather the following information on their topic (any worship activity):

- a description of the activity (what takes place, and how is it done)
- the purpose of the activity (why it takes place)
- when this activity happens (at what time of the year, how regularly)
- who participates in the activity (the whole community, or only some members; if so, who?)

After choosing the worship activity to cover in their poster, they can ask caregivers or church leaders for information needed to make their posters.

Also, encourage and support them to do online research to gather information. If learners cannot search online at school, they do it as homework, using ICT tools at home or at a shared facility.

Support learners with online research, by demonstrating how to search. Give examples of how to evaluate the quality and validity of information found online. Also, show how to use the information to identify the content they are looking for.

Ask learners to look at each other's posters when they are displayed. Each learner should identify their top ten.

You can use the poster-making activity as a formative assessment using the following grid:

Assessment criteria	3 marks	2 marks	1 mark	0 marks
Does it cover the main points and ideas?	All points and ideas covered	Some points and ideas covered	Few main points or ideas covered	Many points and ideas not covered
Is the information correct?	All information correct	Most information correct	Most information not correct	Information not provided
Is the required information clearly shown?	Information easy to see and understand	Some information easy to see and understand	Information difficult to see or understand	Required information not shown
Has it been completed with care and attention to detail?	Very neat and well planned	Acceptable tidiness and planning	Untidy and disorganised	Total lack of care and detail
Is it eye-catching?	Yes, very eye-catching	Yes, fairly eye-catching	Somewhat eye-catching	No it is not eye-catching

Total out 15 marks: ____

PARTICIPATE 9

Make a mind map on modes of worship

(Learner's Book page 45)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

Learners refer to the mind map they made in the activity on p. 35 of the Learner's Book (Participate 5). Each group must have it put up where everyone in the group can see it.

They look at the mind map critically, based on what they have now learnt.

The learners each make their own new mind maps, correcting mistakes the group might have made and including additional modes of worship that they now know about.

They compare their mind maps with those of others in the group.

LET'S REFLECT

(Learner's Book page 46)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

The activity aims to let learners apply what they have learnt in Unit 2.2 to their own lives and give a personal and independent response to the questions.

Learners discuss the questions in pairs or small groups. They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in pairs or small groups about what they say. The important thing is being able to give a personal response to what they have learnt in Unit 2.2 and to be able to explain their thoughts and feelings. Discussing it in pairs or small groups helps them to formulate their responses.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: worship and values

This activity connects the concept of modes of worship (Unit 2.2) to the moral lessons we learn from them (Unit 2.3).

Questions

1. Unit 2.2 describes different modes of worship. Name two examples of modes of worship from any religion mentioned in the lesson.
2. Unit 2.3 defines morals as understanding right and wrong. Why do you think morals are important in our lives?
3. The same unit mentions we learn moral lessons through worship. How do you think participating in a mode of worship, like attending church services, could teach us moral lessons?

4. Unit 2.3 lists discipline in society as a moral lesson learned from worship. Think of a specific mode of worship from any religion that might help teach this lesson. Explain why.
5. Imagine you observe a mode of worship from a religion different from your own. Based on what you learned about moral lessons and worship, what aspects might suggest the values being taught?

Answers

1. Answers may vary but could include any mode of worship listed in Unit 2.2 (e.g., Christian church services, Islamic prayers).
2. Answers may vary but could include reasons like helping us make good choices, treat others well, and live a good life.
3. Worship services might involve teachings, stories, or prayers that emphasise moral values like honesty, kindness, or helping others.
4. Answers may vary but could include a mode of worship with specific rules or practices, For example, a student might say 'Early morning prayers in Islam teach discipline because they require worshippers to wake up at dawn.'
5. Learners might expect to see elements that promote respect for elders, helping those in need, or acts of self-reflection.

Teacher guidance for open-ended questions

- Question 3: To encourage deeper thinking, you can ask a follow-up question: 'Can you think of an example from your own religious experience where worship taught you a moral lesson?'
- Question 4: If learners struggle to connect the mode to the lesson, guide them by asking: 'How do you think following the rules or practices in this mode of worship might help someone be more disciplined?'
- Question 5: Encourage learners to consider the information from Unit 2.3 about moral lessons (e.g., respect) and how they might be reflected in a worship service of a different religion.

Unit 2.3: Moral lessons from worship

LET'S TALK

(Learner's Book page 47)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

CG 6.1: Understanding the influence of globalisation on traditions, languages and cultures.

In groups, learners look at a drawing of a boy that has to make decisions, symbolically represented by road signs (choosing a direction). Small drawings show the outcome of the decisions, both good and bad, and right and wrong (car accidents, healthy food, prison). This is a warm-up activity to introduce the focus of the lessons that follow, which are the moral lessons from worship,

as demonstrated in the three major religions of Ghana. If possible, all three religions should be represented in each group.

During the group discussions, walk around in the classroom and give support if you notice that some learners are not participating in the discussion.

1. Learners describe what they see in the pictures. The learners may or may not recognise that the road signs symbolically represent choosing a direction. Support them by giving some hints.
2. Learners may or may not recognise the poor or bad decisions; the discussion is what matters. Encourage learners to include discussions about how traditional values are affected by what we see on television or in films, especially those that reflect the cultures of the USA and Europe.
3. There are no right or wrong answers to this activity. Still, if learners are able to interpret the drawings, it will enrich their discussions. They will likely include observations around the benefits of studying, praying and being a good friend or supportive family member. They can add any of their own ideas but should be able to explain them.
4. As in question 3, there are no right or wrong answers to this activity. Learners' discussions are likely to include observations around smoking, breaking the law, doing dangerous things and behaving irresponsibly. They can add any of their own ideas but should be able to explain them.
5. Learners' responses will vary, based on personal experiences. Their answers should show that they understand the difference between right and wrong in real-life situations.

PARTICIPATE 10

Dramatise moral lessons from worship

(Learner's Book page 51)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

Learners work in a group and dramatise one moral lesson that they have learnt.

Divide the class into mixed-ability groups. Consider differences in language skills, content knowledge and understanding, as well as acting skills and confidence.

Explain that each group member can fulfil a role, whether planning, writing the script, reviewing rehearsals or acting.

In their groups, learners follow the steps outlined on p. 51 of the Learner's Book:

1. They discuss moral lessons that they have learnt from worship and write down their ideas. They can choose examples from all three major religions in Ghana.
2. They choose one moral lesson to dramatise. They discuss how they would like to demonstrate it. You can possibly create a real-life story that demonstrates the consequences of good or bad decisions. Make sure they understand that their story should clearly demonstrate a moral lesson.
3. They practise and rehearse their dramatisations. First, they appoint roles, such as the congregation's leader, family members, etc., before presenting it to the class. They must think about ways to make the story interesting and entertaining.
4. Each group performs their dramatisation for the class.

Use this checklist for formal assessment, allocating a mark out of 10, as indicated below. The mark allocated can be used to add to each group member's assessment records:

The dramatisation ...	No 0	Partly 1	Yes 2	Subtotal
involved all group members in some way.				_/2
was easy to understand and follow.				_/2
was realistic and convincing.				_/2
was interesting and entertaining.				_/2
demonstrated a moral lesson from worship.				_/2
Total mark				_/10

PARTICIPATE 11

Project

(Learner's Book page 52)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

Project work is a requirement of the Formal Assessment programme. The learners can do the work over several weeks, in the weeks allocated for it as per the assessment guidelines of the Education Department.

1. Learners have to identify a religious leader to interview. Ensure that some of the leaders interviewed are women and that all three religions are represented.
In class, compare the learners' choice to ensure that they will not interview the same person repeatedly. If they live in a small community, it might be necessary for small groups of three to four to work together, interviewing the same leader.
Learners have to follow the correct procedure to arrange the interview, depending on who the leader is. They must do this formally so that a specific time and place are appointed.
2. In their small groups, learners work on questions that the interviewee can answer and give insights on the topic.
3. Learners work on questions that they can ask the religious leader and that will give insights on the topic.
4. In the same groups, learners produce a pamphlet that reflects what they have learnt. Learners must follow the conventions for producing this media form. Refer to the list of requirements on p. 52 of the Learner's Book to assess learners' work, allocating marks as shown in the grid that follows. If the resources are available, learners can use a computer to help design their pamphlet. You can find pamphlet templates on the internet – do a Google search, 'pamphlet templates'. Help learners to find one that is compatible with their resources and skills level.

The pamphlet ...	No 0	Partly 1	Yes 2	Subtotal
has a front page with a title or name, information on the inside and the Learner's name on the back.				_/2
was easy to read and understand.				_/2
includes pictures to make it more interesting and attractive.				_/2
contains relevant information.				_/2
has the right amount of text for a pamphlet: not too much to read (no more than four to five sentences).				_/2
Total mark				_/10

LET'S REFLECT

(Learner's Book page 53)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

The activity lets learners apply what they have learnt in Unit 2.3 to their own lives, giving a personal and independent response to the questions.

Learners discuss the questions in pairs or small groups. They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in pairs or small groups about what they say. The important thing is being able to give a personal response to what they have learnt in Unit 2.3 and to be able to explain their thoughts and feelings. Discussing it in pairs or small groups helps them to formulate their responses.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: linking morality and communication with God

This activity bridges the gap between learning moral lessons from worship (Unit 2.3) and understanding the significance of prayer (Unit 2.4).

Questions

- Unit 2.3 lists 'gratefulness' as a moral lesson learned from worship. Think of a way someone might express gratitude during worship.
- The same unit mentions different types of worship can teach moral lessons. How do you think prayer, as a form of worship, could help us learn or reinforce moral values?
- Unit 2.4 introduces different types of Christian prayers. Name two examples of Christian prayers mentioned in the lesson.

4. Imagine you are facing a difficult decision. How could prayer, according to the different types listed (Unit 2.4), be helpful in this situation?
5. Looking at the types of prayers in African Traditional Religion (Unit 2.4), what moral value might be emphasised by prayers of 'supplication'? Explain your answer.

Answers

1. Answers may vary but could include singing hymns of praise, offering thanks in prayer, or giving a donation.
2. Prayer allows us to reflect on our actions, express gratitude for blessings, and seek guidance to make good choices that align with our morals.
3. Answers may vary but could include any two types of Christian prayers listed in Unit 2.4 (e.g., thanksgiving, intercession).
4. Learners might say they could use supplication (asking for guidance) or intercession (praying for someone else involved in the decision).
5. Supplication prayers might emphasise the value of humility by acknowledging our dependence on a higher power for help.

Teacher guidance for open-ended questions

- Question 2: To encourage deeper thinking, you can ask a follow-up question: 'Can you think of an example from your own experience where prayer helped you learn or reinforce a moral value?'
- Question 4: If learners struggle to see the connection between prayer types and the situation, guide them by asking: 'How could a prayer of 'intercession' be helpful if the difficult decision involves someone else?'
- Question 5: Encourage learners to consider the meaning of 'supplication' and how it relates to a moral value. You can ask: 'Why do you think it is important to acknowledge dependence on a higher power?'

Unit 2.4: The significance of prayer

LET'S TALK

(Learner's Book page 54)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

In groups, learners discuss ways of saying grace or giving thanks for the food before eating. This is a warm-up activity to introduce the focus of the lessons that follow, which is the nature of praying, as conducted in the three major religions of Ghana.

If possible, all three religions should be represented in each group. During the group discussions, walk around in the classroom and give support if you notice that some learners are not participating in the discussion.

There are no right or wrong answers to this activity. Learners' responses will reflect their own experiences, especially their cultural beliefs and practices. They also learn from each other by comparing different cultural norms.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

PARTICIPATE 12

Explain the meaning of prayer

(Learner's Book page 54)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

There are no right or wrong answers to this activity. Learners' responses will reflect their own experiences, especially their cultural beliefs and practices. They learn from each other by comparing different cultural norms.

PARTICIPATE 13

Identify Christian prayers

(Learner's Book page 56)

CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion

CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives

CP 6.5: Ability to select alternative(s) that adequately meet selected criteria

CI 6.8: Recognise and generalise information and experience; search for trends and patterns

CI 6.9: Interpret and apply learning in new contexts

Learners interpret the scenarios provided and categorise them by matching text in Column A with that of Column B.

Column A	Column B
Adoration	<ul style="list-style-type: none"> You see a beautiful mountain range. You experience a moment of deep peace and gratitude for life's blessings. You learn about a new scientific discovery that reveals the wonders of the universe.
Thanksgiving	<ul style="list-style-type: none"> You are reunited with a loved one after a long time apart. You complete a challenging project you have been working on. You enjoy a delicious meal with friends and family.
Intercession	<ul style="list-style-type: none"> A family member is recovering from surgery. A friend is struggling with a difficult decision. There is a natural disaster affecting another part of the world.

Column A	Column B
Supplication	<ul style="list-style-type: none"> You are feeling overwhelmed with schoolwork. You have an important competition coming up and want to perform your best. You are facing a moral dilemma and need guidance.
Confession	<ul style="list-style-type: none"> You realise you made a hurtful comment to a classmate. You feel guilty about cheating on a test. You feel jealous of a friend's success.

PARTICIPATE 14

Identify prayers in Islam

(Learner's Book page 59)

CG 5.3: Develop and express respect and appreciation of others' culture.

Learners work on their own. They can do the activity as homework, or you can use the activity as part of a formal assessment mark.

- 1.** *Ju'muah*. This is the Friday noon prayer.
- 2.** *Eid-ul-Fitr*. This is said at the end of Ramadan when the fast is broken.
- 3.** *Isha*. This is the obligatory evening prayer, between 7:00 p.m. and midnight.
Tahajju. This is a prayer said between midnight and the morning prayer.

PARTICIPATE 15

Identify traditional prayers

(Learner's Book page 61)

CG 5.3: Develop and express respect and appreciation of others' culture.

Learners work on their own. They can do the activity as homework, or you can use the activity as part of a formal assessment mark.

- 1. a.** Supplication: pleading for something from God
b. Intercession: made on behalf of someone else
c. Thanksgiving: made to show gratefulness, for example for a good harvest
d. Imprecation: when a powerful phrase is used to curse someone
e. Petition: another name for a supplication prayer
- 2. B.** The ancestors can act as intermediaries between the living and God.

PARTICIPATE 16

Identify types of prayers in Christianity, Islam and African Traditional Religion

(Learner's Book page 62)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

There are no right or wrong answers, but learners are likely to identify these aspects of the prayers:

- A.** Supplication, pleading ("beseech thee, help us")
- B.** Intercession, praying on behalf of someone ("we pray for our sister")
- C.** Adoration, praise ("the greatest", "Glory", "praise Him")

PARTICIPATE 17**Compare the use of prayer in the three religions**

(Learner's Book page 62)

CG 5.3: Develop and express respect and appreciation of others' culture.

Learners work on their own. They can do the activities as homework, or you can score their answers and use it as part of a formal assessment mark.

1.

	ATR	Christianity	Islam
Submission to the will of God	✓	✓	✓
Show gratitude to God and praise Him	✓	✓	✓
Give thanks to God for blessings	✓	✓	✓
Sing and dance to praise God	✓	✓	
Cursing enemies and the enemies of society	✓		
Religious leaders leading certain ceremonies	✓	✓	✓
Sacrificing animals to ask for forgiveness of sin	✓		✓
Offering compulsory daily prayers			✓
Studying and reading from a holy book		✓	✓
Following a cleansing ritual before prayer			✓
Consulting a diviner	✓		
Asking ancestors to represent them to God	✓		

- 2. a.** Not true. *Communion* is a symbol of Christ's sacrifice for his followers.
b. True. Animal sacrifice does not form part of Christian worship.
c. True. Traditionalists seek forgiveness through sacrifice and prayer.
d. True. Muslims sacrifice animals to show willingness to give up things for Allah.

PARTICIPATE 18**Discuss the significance of prayer in daily life**

(Learner's Book page 63)

*CC 9.1: Demonstrate behaviour and skills of working towards group goals.**CC 9.4: Help group work on relevant activities.**CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.**CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.**CG 5.3: Develop and express respect and appreciation of others' culture.*

- Learners discuss the different prayers they say every day. They start with an informal discussion, listening to each other. The outcome is a list or mind map for every religion represented in the group.
- Learners discuss the prayers they have listed, focusing on the religious teachings about these prayers (why they have a place in worship).
- In their groups, learners brainstorm the meaning of the prayers they have listed. They learn by listening to each other.

PARTICIPATE 19

Write a personal prayer

(Learner's Book page 63)

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

Learners write their own prayer and share it with the class. They can focus on being creative and sincere, rather than factually accurate.

LET'S REFLECT

(Learner's Book page 64)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

The activity aims to let learners apply what they have learnt about praying in Unit 2.4 to their lives and give a personal and independent response to the questions.

Learners discuss the questions in pairs or small groups. They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in pairs or small groups about what they say. The important thing is being able to give a personal response to what they have learnt in Unit 2.4 and to be able to explain their thoughts and feelings about prayer. Discussing it in pairs or small groups helps them to formulate their responses.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CG 5.3: Develop and express respect and appreciation of others' culture.

Learners prepare a short play to demonstrate how prayer is performed in one of the three major religions. Organise learners in groups and allocate a type of prayer to each group. Choose prayers that were covered in Unit 2.4. Guide learners through these steps:

1. In their group, learners read Unit 2.4 about the prayer their group will act out.
2. They do further research about how the prayer is performed. Depending on the nature of the prayer, they could get information from community members, from observation of actual prayers, if allowed, or from videos or pictures on the internet.
3. They plan and practise their short play before acting it out to the rest of the class. Encourage the learners to think about these questions when they plan their prayer:
 - What kind of prayer is it: what do you want to ask God or say to Him?
 - Are there rules for how this kind of prayer sounds or gets performed?
4. You can use this activity to assess learners and allocate a mark:

The dramatisations ...	No 0	Partly 1	Yes 2	Subtotal
involved all group members in some way.				_/2
were easy to understand and follow.				_/2
were realistic and convincing.				_/2
included the correct actions for the type of worship.				_/2
made the difference between public and private worship clear.				_/2
Total mark				_/10

5. After the dramatisations, learners write a short essay on the meaning of the prayer they performed. They should relate their prayer to the context of the overall concept of worship in the religion it belongs to. Their essay should include ideas about:
 - the nature of the Supreme Being in that religion
 - the rite, ritual or other mode of worship of which the prayer forms part.
 The essay can be done as a homework task.

Chapter 2 class test

(Learner's Book page 66)

- 1.1 B. Prayer (1)
- 1.2 C. Ablution (1)
- 1.3 B. Wudu (1)
- 1.4 A. Thanksgiving (1)
- 1.5 B. Meditation (1)
- 1.6 D. Ra'kahs (1)
- 1.7 A. Sermon (1)
- 1.8 C. Ask God for help on behalf of someone else. (1)
- 1.9 D. Congregational (1)
- 1.10 D. Wudu (1)
- 2. Public or congregational worship occurs in groups who take part in an organised programme. Private worship is when individuals send messages to God, through prayer or other activities. (2)

3.

Type of worship	Christianity	Islam	ATR
congregational	communion, Sunday service, prayer meetings, sermons, baptism, Holy Communion, choirs	mosque gatherings, Friday <i>Ju'muah</i> , Eid and other religious festivals, pilgrimage, recitation from the Qur'an	religious festivals, drumming, dancing, singing
private	confession, private prayer, meditation	<i>wudu</i> , <i>nyiat</i> , prayer, meditation	sacrifice, family and individual prayer (at <i>Nyamedua</i>), consulting a diviner

(6)

4. Learners write an essay describing moral lessons learnt from Christianity. You can use this grid to allocate a mark out of 80 for the essay, which can be converted to a mark out of 8.

Criteria	Poor 0–3 marks	Average 4–5 marks	Good 6–7 marks	Excellent 8–10 marks	Sub- total marks
1. Did the learner understand the topic?	Learner shows no or very little understanding of the topic.	Learner shows some understanding of the topic.	Learner understood and showed good comprehension of the topic.	Learner shows deep insight and full understanding of the topic.	
2. Is the essay well-structured?	Essay shows little structure and is a jumble of sentences and paragraphs.	Essay is structured but there are some lapses in logic and flow.	Essay is well structured, and logic and flow are mostly present.	Essay is well structured, logical with good flow.	

Chapter 2 class test

Criteria	Poor 0–3 marks	Average 4–5 marks	Good 6–7 marks	Excellent 8–10 marks	Sub- total marks
3. Does the essay have a good introductory paragraph that clarifies what to expect?	Essay has no or a very poor introductory paragraph.	Essay has an introductory paragraph, but it needs to be more informative.	Essay has a good, informative introductory paragraph.	Essay has an excellent and informative introductory paragraph.	
4. Does the body of the essay focus on the topic?	Body of essay does not focus on topic and contains irrelevant statements.	Body of essay focuses on topic but goes off-topic in places and has filler statements.	Body of essay focuses on topic and most important aspects are included.	Body of essay focuses on topic and all important aspects are included.	
5. Does the essay include good arguments for what the moral messages are?	The essay does not include any argument, or it is very weak.	The essay includes arguments for some of the examples included in the essay, but not for all.	The essay includes arguments for most of the examples included in the essay, but not for all.	The essay includes strong and convincing arguments for the moral messages included in the essay.	
6. Does the essay include a good argument for why these moral lessons are important for human lives?	The essay does not include any argument, or it is very weak.	The essay includes an argument, but it is not convincing.	The essay includes an argument, but it is not fully convincing.	The essay includes a strong and convincing argument.	
7. Does the learner keep to the five-paragraph limit?	Learner only wrote only one or two paragraphs or more than five.	Learner kept to the five-paragraph limit but wrote in an extra-large handwriting/wrote too small.	Learner kept to the five-paragraph limit but seemed to have somewhat run out of space.	Learner kept to the five-paragraph limit and managed to cover all that was required.	
8. Does the learner show any evidence of original thinking and writing?	Learner shows no original thinking and copied and pasted all or most of the content.	Learner shows some original thinking, but in some instances copied and pasted the content.	Learner shows some original thinking and use of words but could improve on it.	Learner shows exceptionally original thinking and use of words.	

(80 ÷ 10 = 8) (8)

Chapter 2 class test

5. Learners choose any one of the Pillars of Islam and should include some of this information. Give 1 mark for naming each pillar correctly, and allocate 3 marks to the information provided:

- *Shahadah* is the Muslim declaration of faith and believers repeat the phrase many times during the day. It means: "There is no God but Allah, and Muhammad is the Prophet of Allah." *Shahadah* is always the first word a baby hears after birth. Muslims want this to be the last words they say or hear before death.
- *Salat* is the daily prayer. All Muslims must take part in the prayer, five times a day at set times. When Islam worshippers pray, they take on fixed body postures in a particular sequence, called *Rakat*.
- *Zakat* is giving a proportion of your wealth to help the poor. Every Muslim has to pay a prescribed minimum amount of *zakat*.
- *Sawm* is the obligation to fast from just before dawn until sunset during Ramadan. During fasting, Muslims do not eat between the rising and the setting of the sun. The purpose of fasting is to give thanks for the Qur'an. It is believed the Qur'an was revealed in the month of Ramadan (the ninth month of the Muslim year). Fasting develops self-discipline, which brings Muslims closer to Allah. It also teaches them to appreciate things they may take for granted. It also develops empathy for the poor.
- *Hajj* is the pilgrimage to Makkah. All Muslims must visit Makkah at least once in their lives if they are fit and healthy and can afford to make the trip.

(4)

Total = 30 marks

Chapter 3

Moral value in religious songs and recitations

Introduction

This chapter covers religious songs and recitations. The overall objective is to create a setting where learners understand and apply the moral lessons in religious songs and recitations. It covers content that is part of Strand 2 of the RME curriculum: Religious practices.

The proverb at the start of the chapter echoes the Ghanaian cultural belief that society should only support good causes. Therefore, if you want the support of society, you should do good things that can be publicly identified and supported. A typical example of a 'good cause' is participating in religious practices.

Overview of the chapter

The chapter guides learners in their engagement with religious songs and recitations in the three major religions in Ghana.

- In the first unit (**Unit 3.1**), learners learn how to differentiate between religious and non-religious songs, by getting familiar with the characteristics of both.
- In the second unit (**Unit 3.2**), learners learn songs and recitations from Ghana's three main religions.
- In the third unit (**Unit 3.3**), learners identify and explain moral values in the songs and recitations from the three major religions.

Useful resources

- **Downloaded recordings.** If possible, download publicly available examples of religious music or find YouTube videos in advance to share with the class. Make sure that the examples cover all the religious traditions you are studying. For example, for Participate 20 (LB p. 69), find the following examples:
 - call and response (where one person sings a line, and the group responds)
 - a chorus (also called a refrain, in which the same words are repeated after each verse, for example, "Nearer my God to thee")
 - harmony (when there are different voices singing in soprano, alto, tenor, bass, etc.)Also, find examples of non-religious music addressing social, political and economic issues. Make sure you have examples of six religious songs that teach moral values in local languages to use in Participate 26 (LB p. 87). These can be recordings or songs you and the class know.
- **Community visits and interviews.** They then prepare to interview people in the community. Interviews are an important way of getting information that is not from books. So, it is particularly suited to researching oral traditions. It is also important for learners to realise that ordinary people in their communities have expertise and should be valued for their experience and knowledge. Participate 3 (LB p. 30) is an interview with community members from three different religions about the characteristics of religious music. For Participate 6 (LB p. 44), learners need to hear examples of recitals from different religions. These visits to or from community members will add great value, but they need to be well-organised. Plan ahead and ensure that learners are safe at all times. Involve parents in the visits, if necessary, to ensure control.
- **Poster-making materials.** Large sheets of paper, coloured pencils or pens for poster-making.

- **Additional texts for recitation.** You may use the texts in the Learner's Book for recitation, but you may want to add your own resources, especially if you have a rich store of stories from the oral tradition. Below is a text that you can also use.

Yen ara asaase ni;
 Eɛ abɔ den den de ma yen,
 Mogya a nananom hwie gu
 Nya de to hɔ ma yen,
 Aduru me ne wo nso so,
 Se yɛbɛyɛ bi atoa so. Nimdee ntraso, nkoto-kranne;
 Ne pesemenkomenya,
 Adi yen bra mu dem, ama yen asaase hɔ dɔ atomu se.

This is our own native land;
 What a priceless heritage,
 Acquired with the blood
 our ancestors shed for us;
 It is now our turn
 to continue what our ancestors started
 Bragging of educational achievements; Or useless greed for material things,
 And bad lifestyles are destroying our nation, and disgracing it.

Chorus (2x):
 Ōman no, se ebeyɛ yie o
 Ōman no, se erenye yie o;
 Eɛ nsennahɔ se, Ōmanfo bra na ekyerɛ.
 Ōman no, se ebɛ yɛ yie o
 Ōman no, se erenye yie o;
 Eɛ nse nahɔ se, Ōmanfo mmra na yennkyerɛ.

Whether or not this nation prospers
 Whether or not this nation prospers;
 Clearly depends on the character of the citizens of the nation.
 Whether or not this nation prospers
 Whether or not this nation prospers;
 Clearly depends on the character of the citizens of the nation.

Use of ICT

The first two Internet Interact activities ask learners to download music. This can require a lot of bandwidth, and it may be easier to get them to find videos to watch online. Think through the resources you have available and plan around that. Do not allow downloading and playing music to take over the lesson. Be organised and prepared. Make sure you and the learners know how to operate any technology, so you (or they) are ready to press 'play' when needed and don't waste time looking for songs.

Think of alternative strategies if needed. Give learners a time limit for the Internet Interact activities or ask them to do them for homework if they have the resources. Alternatively, find music yourself to share with the class.

Discuss with learners the fact that musicians make money by selling their music. Tell learners that they must only download music from reputable sites – many sites are pirate sites that illegally make music available.

There is a lot of unsavoury and inappropriate content on the internet. Make sure you discuss this with learners. They can protect themselves from inadvertently connecting to explicit sites by always using a safe search option. For example, in Google, under 'Search Setting', they must tick the box under safe search filters. The school or parents can also block websites.

Teaching methodology

Create a learner-centred classroom

- The best way of learning Religious and Moral Education is through practical activities such as demonstrations, role plays, recitals, games, and group work. The activities in Chapter 3 of the Learner's Book include these types of activities. Group work is the basis for many of the activities, for example Participate 20 (LB p. 69), Participate 21 (LB p. 71), and Participate 22 (LB p. 72). In particular, these activities in Chapter 3 promote active learner-centred learning:
 - Let's talk activities on pp. 67, 78 and 86 of the Learner's Book, in which learners come up with practical examples from their own life experiences.
 - Let's reflect activities on pp. 77, 85 and 91 of the Learner's Book, in which learners apply what they have learnt to their own lives and give personal and independent responses to the questions.
 - Song performances in Participate 20 (LB p. 69) and Participate 21 (LB p. 71), and the recitation in Participate 25 (LB p. 79).
 - Dramatisations and role plays in Participate 28 (LB p. 90) and in Let's explore (LB p. 92).
 - Brainstorming, such as in Participate 26 (LB p. 87) and Participate 27 (LB p. 90), is a large or small group activity that encourages learners to focus on a topic and contributes to the free flow of ideas.
 - Making a poster in Participate 22 (LB p. 72).
 - Composing a song in Participate 24 (LB p. 76).
- Use learners' inputs on music as much as possible, encouraging their active participation in providing examples of relevant tracks and bringing downloads to class, where possible.
- Teaching resources such as charts, real objects, and drawings help to make lessons interesting and practical. Be resourceful and look for relevant teaching materials in the environment and online, for example pictures and posters of musicians and musical performances.

Inclusion and equity

Inclusion involves addressing the varied needs of learners based on gender, ability, economic status, religious affiliation, geographical location, etc. These are all factors that impact how young people learn. In an inclusive classroom, you need varied approaches to overcome challenges. For example:

- You will likely have learners from all three religions in your class. Throughout the chapter, you must show sensitivity and tolerance to the sometimes different, but often shared, morals and values underlying all three religions. In that way, your learners will receive a positive view of religion and its importance in our lives. Ensure that if there is a majority religion in your classroom, these learners do not dominate group activities and discussions.
- Although music is an important part of our traditional Ghanaian culture, much of the music we enjoy is not 'purely' traditional. Global influences include Gospel, Jazz, R&B, Western choir traditions

(for example, hymns accompanied with an organ), Arabic traditions, and many more. Learners will have had varied exposure to global influences, depending on the media forms they can access. Be mindful of this, and do not exclude those who have a limited frame of reference.

- In the group work activities, encourage the female learners to participate as actively as the male learners and not to be intimidated. Assign female group leaders and spokespersons. Role-playing real-world scenarios can help female learners to develop confidence and learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion).
- Use the examples of global influences to discuss perceptions of the roles of men and women. For example, Becca has started a fund to empower girls. Compare this to those sections of society who wish to disempower girls, for example, the Boko Haram extremists who have been kidnapping girls to prevent them from going to school. Stress that the Ghanaian Constitution sees men and women as equals. (You will discuss this theme further in Module 3.)

Mixed ability

Keep in mind throughout the chapter that you will have learners of differing abilities in your class, including their grasp of English language skills. Be mindful of this to facilitate growth by all. Some useful techniques are:

- Encourage active participation by all during group and pair learning. Where appropriate, ensure that stronger learners can guide and support weaker learners in a mutually agreeable learning environment. However, ensure that the more abled learners do not do all the work while the lesser abled learners shut down. For example, all learners should actively participate in class discussions. Make learners aware of being tolerant. They should listen to those who take longer to respond and are less confident.
- Use differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind. Use questioning techniques with all the learners to promote learning and check whether they understand the concepts.
- Use additional resources as support where needed, for example, audio and video recordings of songs, or by writing lyrics on the chalkboard as an additional reference.
- Use the Unit summaries on pp. 77, 85 and 91 of the Learner's Book for repetition and remedial learning.

Assessment

There are several opportunities in this chapter for both formative and summative assessment.

Formative assessment opportunities

- Participate 20 (LB p. 69): Assess whether they are beginning to understand that religious music is about a relationship with God, and often includes moral messages.
- Participate 21 (LB p. 71): Assess how well they work as a group using the checklist on p. 58 of this Facilitator's Guide.
- Participate 23 (LB p. 76): Identify whether the learners can characterise songs that they listen to, by marking the tables they produce.
- Participate 24 (LB p. 76): You can evaluate the song that the learner has composed, using the short checklist on p. 61 of this Facilitator's Guide.
- Participate 27 (LB p. 90): Monitor participation in class discussion on moral values.

Summative assessment opportunities

(Can be included in the CAT mark for Term 1)

- Group work: Participate 22 (LB p. 72). Poster-making activity based on interviews. Can be scored out of 15. See grid on p. 59 of this Facilitator's Guide.
- Group work: Participate 28 (LB p. 90). Role play. Can be scored out of 15. See grid on p. 68 of this Facilitator's Guide.
- Class test (LB pp. 93–94). (45 marks).

Homework activities

Learners can do the following activities on their own, which makes them suitable for homework activities.

- Internet Interact (LB p. 69). They will need access to ICT tools and data.
- Participate 24 (LB p. 76). Composing a song.
- Internet Interact (LB p. 81). They will need access to ICT tools and data.
- Participate 26 (LB p. 87).

Additional homework activities after completing Unit 3.1

1. Ask learners to do more exploration of global influences on Ghanaian popular or religious music. Give them this instruction: Find out what people in your family know about one of the following musical influences or choose an influence of your choice: gospel music, Christian choral music, highlife, hip hop, jazz, reggae and Arabic music. Write a paragraph and prepare to sing or play a short example of the style of music for the class.
2. Tell learners to identify at least one song that shows support for women and girls.

Additional homework activities after completing Unit 3.2

Ask learners to write ten questions and answers based on the content of Unit 3.2. It can be used as peer assessment, in pairs, or in groups.

Additional homework activities after completing Unit 3.3

1. Ask learners to find out more about the people mentioned on pp. 87, 88 and 89 of the Learner's Book, focussing on examples of the moral values they are associated with. Learners pick one role model and write a paragraph explaining their choice.
2. Write a letter to a friend who you feel needs help with their moral values. Use one of the following situations as a basis for a letter of advice. Use quotes or references from religious songs and recitations to support your advice.

Situation 1: A friend of yours, who has more money than most people you know, has become boastful about their possessions. You have noticed that some members of the class feel jealous.

Situation 2: The mother of a friend of yours is very sick, and your friend has fallen behind on his or her schoolwork. You would like to give your friend some hope and motivation.

Situation 3: A friend of yours has recently started being rude and disrespectful to a member of staff. You understand why because that teacher can sometimes be rude and difficult to please. However, you feel the situation is out of control and want to remind your friend that respect is important.

Teaching strategies and answers

Unit 3.1: Difference between religious and non-religious songs

LET'S TALK

(Learner's Book page 67)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

This activity aims to get learners talking about religious or other events they have attended or seen where there is music and dancing. Have they attended big public events, such as Independence Day celebrations, or attended Eid or a large Christian gathering? Have they attended traditional festivals? They should identify that music and dancing are a common part of most religions, mentioning singing at church, etc.

A. Independence Day celebrations

B. Eid-ul-Fitr

C. Agumatsa waterfall festival

PARTICIPATE 20

Discuss types of religious songs

(Learner's Book page 69)

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CG 6.3: Know the global discourse about the role of men and women.

CG 6.4: Exhibit a sense of nationality and global identity.

CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.

CI 6.4: Imagining and seeing things in a different way.

PL 6.1: Ability to serve group members effectively.

Learners work in groups and share religious songs. Read through the activity with them. Set expectations for how long they should spend on each part of the activity, for example, five minutes to mention two religious songs each, five to ten minutes to sing a few songs, five minutes to discuss the meanings of all the songs, five minutes to discuss the different format of the songs. Encourage them to sing and enjoy themselves, but make sure that they also spend time on the last two questions, where they have to think about the meaning and structure of the music.

They should select one person to act as the group timekeeper, and another to act as the group's spokesperson to give class feedback on the meaning of the songs. Use this feedback to informally assess whether they understand that religious music is about a relationship with God and often includes moral messages.

Make sure they understand the questions. Give examples of call and response (where one person sings a line, and the group responds), a chorus (also called a refrain, in which the same words are repeated after each verse, for example, "Nearer my God to thee") and a harmony (when different voices are singing in soprano, alto, tenor, bass, etc.).

1. They should list at least two songs each.

2. Learners can sing the songs if they can do this without disturbing other classes.
3. They discuss the meanings of the songs and prepare to give class feedback on this.
4. They apply what they have learnt from the examples you provided to the songs in their groups.

PARTICIPATE 21

Discuss types of non-religious songs (Learner's Book page 71)

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CG 6.3: Know the global discourse about the role of men and women.

CG 6.4: Exhibit a sense of nationality and global identity.

CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.

CI 6.4: Imagining and seeing things in a different way.

PL 5.2: Demonstrate a sense of feeling or belongingness to a group.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

Learners work in groups and then as a class. Before tackling the activity, make sure the learners understand the topics often covered in non-religious music. As you cover examples of different songs, feel free to ask learners to hum or sing along, and suggest other songs covering the different issues.

Give your expectations to the learners, focusing on organising their group work to meet your time limit. They can take on slightly different roles this time. For example, one or two learners can be responsible for giving the class feedback on music examples for each issue (Question 1). Another two or three learners can give feedback on the musical structure and influences (Question 2).

1. Learners discuss the songs they have selected, identifying which address the three listed issues. They must stick to the time limits established by you for this activity.
2. Learners discuss the technical aspects of and influences on the songs.
3. Learners must share the responsibility for giving class feedback among all group members.
4. Use your discretion as to how you the teacher want to organise this step.
5. Conclude the activity with a class discussion, returning to the definition of the difference between a religious song and a non-religious song. (Religious songs express the belief of worshippers and their dependence on God or the Supreme Being. Non-religious songs often deal with social, political, and economic matters.)

Assess how well they work as a group using this checklist:

- Did the group keep to the time limit?
- Did they share out the feedback, so everyone had a role?
- Did they work together to cover all the questions?

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CG 6.3: Know the global discourse about the role of men and women.

CG 6.4: Exhibit a sense of nationality and global identity.

CI 5.1: Examine alternatives in creating new things.

CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.

CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.

CI 6.4: Imagining and seeing things in a different way.

PL 5.2: Demonstrate a sense of feeling or belongingness to a group.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

PL 6.1: Ability to serve group members effectively.

Learners work as a class and in groups. Start by getting learners to read and discuss the text about the purpose of religious music, namely: Expression of religious beliefs (LB pp. 73–74), drawing worshippers to God (LB p. 74), and giving hope to the hopeless (LB pp. 75–76). Read through and discuss this as a class, even while they sit in groups.

1. Read and discuss the text on pp. 73–76 of the Learner's Book as a class.
2. If it is not possible for groups to leave the school safely and efficiently interview different members of the community, invite three or four people of different religions to come to the school. Let learners interview each of them at the school, either during class time or after school. Alternatively, you could also invite parents or other teachers with knowledge of the religions to the class. Divide the class into three groups, with one group interviewing only one person.
3. Learners prepare for the interviews, following the bullet list on p. 72 of the Learner's Book. Monitor the groups as they prepare for the interviews. Ask them to tell you how they have met each instruction listed in Question 3. They should:
 - get the name and address of the people they want to interview (preferably one person from each religion)
 - call on you for practical advice about contacting the people they will interview and making safe arrangements for doing the interviews
 - decide on and write down the questions. These must cover music that expresses religious beliefs, draws worshippers to God and gives hope to the hopeless in each religion.
 - discuss how to conduct the interviews and record the answers.
4. They must plan how to include illustrations on the posters they will make in step 6.
5. The learners should discuss what they have found out and decide what to include on the poster.
6. Groups make three posters (one for each religion) or one poster for the religion their group is covering.
- 7 and 8. Groups present and display the posters.

You can use the poster-making activity as formative assessment using the following grid:

Assessment criteria	3 marks	2 marks	1 mark	0 marks
Does it cover the main points and ideas?	All points and ideas covered	Some points and ideas covered	Few main points or ideas covered	Many points and ideas not covered
Is the information correct?	All information correct	Most information correct	Most information not correct	Information not provided
Is the required information clearly shown?	Information easy to see and understand	Some information easy to see and understand	Information difficult to see or understand	Required information not shown
Has it been completed with care and attention to detail?	Very neat and well planned	Acceptable tidiness and planning	Untidy and disorganised	Total lack of care and detail
Is it eye-catching?	Yes, very eye-catching	Yes, fairly eye-catching	Somewhat eye-catching	No it is not eye-catching

Total out 15 marks: ____

PARTICIPATE 23

Identify the characteristics of religious songs

(Learner's Book page 76)

CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.

CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things

CI 6.4: Imagining and seeing things in a different way

Learners work in pairs to discuss the religious songs they listened to earlier. Learners should create a table with the headings: Music that expresses religious beliefs; Music that draws worshippers to God; and Music that gives hope to the hopeless. The example below shows how they could list the examples given in the textbook. Learners should do a similar thing with the examples that they find themselves.

	Music that expresses religious beliefs	Music that draws worshippers to God	Music that gives hope to the hopeless
Christian examples	There is one Lord, there is one faith	Nearer my God to thee	Lord of all hopefulness; Jerusalema
Traditional examples	Oh Tweaduampon Kwame	songs at Adea festivals, Elephant trumpets	dirges, funeral songs
Islamic examples	Who is your God?	The Adhan	Every time you feel like you cannot go on; Ya Adheeman

PARTICIPATE 24

Compose, sing and discuss the message of your own religious song (Learner's Book page 76)

CI 5.1: Examine alternatives in creating new things.

CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.

CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things.

CI 6.4: Imagining and seeing things in a different way.

PL 5.6: Ability to set and maintain standards and values.

PL 6.1: Ability to serve group members.

Learners work on their own and compose their own song.

1. Encourage the learners to identify a religious message that they want to share, linked to one of the characteristics they have learnt about.
2. Give them a time limit for this activity.
3. Learners work on their own or in a group to create the music. If learners work on their own, this activity could be given as homework.
4. In class, the learners sing their songs. They can do this with a friend or friends if they are too shy to sing on their own.

You can assess the song that the learner has composed and their presentation of it, asking these questions:

- Does the song have a clear religious message?
- Did the song convey the message?
- Could learners explain the message?

LET'S REFLECT

(Learner's Book page 77)

PL 5.2: Demonstrate a sense of feeling or belongingness to a group.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

This activity is for private reflection. Learners need not answer the questions publicly, but rather spend a couple of minutes thinking about them.

LINKING LESSONS: from songs to scripture

This activity connects the concepts of religious and non-religious songs (Unit 3.1) to scripture recitations in different religions (Unit 3.2).

Questions

1. Unit 3.1 describes religious songs as expressions of faith. Name two characteristics of religious songs according to the lesson.
2. The same unit mentions that non-religious songs can cover many topics. List two examples of themes found in non-religious songs, based on the lesson content.
3. Imagine attending a religious service in Ghana. Unit 3.1 mentions singing is part of Christian services, while Muslims have songs praising Allah. How might these singing practices differ based on the information in the lesson?

3. Unit 3.2 introduces the concept of reciting scripture. Why do you think reciting religious texts might be important for believers?
4. Think about a song, religious or non-religious, that is meaningful to you. Could this song connect in any way to the idea of scripture or religious teachings? Explain your answer.

Answers

1. Answers may vary but could include any two characteristics listed in Unit 3.1 (e.g., expressing religious beliefs, drawing worshippers to God).
2. Answers may vary but could include any two themes from Unit 3.1 (e.g., love and relationships, social issues).
3. Christians might sing hymns or contemporary worship music, while Muslims might chant praises to Allah without musical instruments.
4. Reciting scripture allows believers to connect directly with the teachings of their religion, reinforcing their faith and values.
5. Answers will vary based on the chosen song and student interpretation. Learners might explain how the song's message aligns with religious teachings or values, even if it is not explicitly religious.

Teacher guidance for open-ended questions

- Question 3: To encourage deeper thinking, you can ask a follow-up question: 'Are there any similarities between how Christians and Muslims use singing in their worship, based on what we learned?'
- Question 4: If learners struggle to see the importance, guide them by asking: 'How might reciting scripture help someone learn more about their religion or live a more faithful life?'
- Question 5: Encourage learners to consider the meaning of the song and its connection to their own beliefs or values. You can ask: 'Does the song inspire hope, promote kindness, or offer guidance through difficult times? How might these themes connect to religious teachings?'

Unit 3.2: Scripture recitations and oral traditions in the three major religions

LET'S TALK

(Learner's Book page 78)

Use the picture to get learners talking about stories that they know and enjoy, and where the stories are told. In question 3, the discussion should turn to religious stories.

CI 6.1: Strong intuitive memory, intuitive thinking and respond appropriately.

CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.

CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

Learners work in groups and on their own. Start by asking learners to read and discuss 'Texts from the Bible', 'Texts from the Qur'an', and 'Texts from oral tradition'. Read with the whole class while they sit in groups. Make sure learners understand the meaning of any words they do not know.

After the text about each religion, ask group members to share their experiences of hearing recitations.

You also need to organise for the learners to see a demonstration of recitals. If possible, learners should see examples from all religious groups they study. Learners prepare recitals but will only present them in Unit 3.3. Learners are only required to prepare two recitals as it is important not to recite the Qur'an unless it is done under supervision.

- 1.** Let the groups discuss their experiences with recitations and texts as you read through the section in class.
- 2 and 3.** Learners watch demonstrations and take notes of different styles of presentation. They should also note any rules about the recitations.
- 4.** Learners work on their own to prepare two recitations. They should adhere to any rules relating to the recitations, such as pronunciation, introductions and endings. Note that they will only present the recital in Unit 3.3.
- 5 and 6.** They must prepare a list of things to remember about doing the recital and share this with the class. Make sure any important points are covered, such as opening and closing words, and accurate pronunciation. Learners should remember to bring musical instruments (if necessary) and suitable attire.

Below is a list of a few points to be aware of when reciting the Qur'an. Please check these with your local religious leaders to make sure you have understood them to prevent learners from inadvertently offending people.

- w person doing the recital has to carry out specified ablutions/washing.
- The person first recites a prayer (Ta-awwudh) to receive protection from Allah.
- The Qur'an has to be recited slowly and with reverence.
- They should correctly pronounce all words.
- They must use a harmonious or beautiful tone.
- The Qur'an must be handled with great care, kept clean and held elevated.

PL 6.4: Ability to manage and resolve conflicts.

CI 6.1: Strong intuitive memory, intuitive thinking and respond appropriately.

CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.

CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

Discuss these questions in groups or as a class. Use the answers to Question 1 to find out if the learners found value in doing the interviews. It is always good to find out what worked and what didn't work after a big project. You might get feedback that will help you organise future visits so that learners get even more benefits. Use the answers to Question 4 to see what gaps in understanding learners still feel they have and see if you want to address any of these in your work this year.

LINKING LESSONS: unveiling moral values in scripture

This activity bridges the gap between understanding religious scripture recitations (Unit 3.2) and identifying moral values within them (Unit 3.3).

Questions

1. Unit 3.2 mentions reciting scripture as a practice in various religions. Name two examples of religious texts that might be recited according to the lesson.
2. The same unit mentions 'oral traditions'. How do you think oral traditions might be similar to or different from recited scripture?
3. Unit 3.3 highlights 'motivation' as a moral value found in religious content. Give an example from your own experience where something you heard or read motivated you.
4. Imagine you hear a recitation from a religious text you are unfamiliar with. Knowing that religious texts often teach moral values (Unit 3.3), what aspects of the recitation might give clues about the values being conveyed?
5. Think back to a scripture recitation or religious song you learned in your own religion. Identify a moral value it teaches. Explain your answer.

Answers

1. Answers may vary but could include any two religious texts from Unit 3.2 (e.g., Bible verses, Qur'anic verses).
2. Oral traditions might be similar in that they share religious teachings, but differ because they are passed down by word of mouth rather than written in a scripture.
3. Answers will vary based on student experiences. They might mention being motivated by a speech, a story, or a religious teaching.
4. The content of the recitation might offer clues about values. For example, if it talks about helping others, it might suggest compassion or generosity.

5. Answers will vary based on the student's religion and chosen recitation/song. Learners might explain how the content promotes values like kindness, forgiveness, or perseverance.

Teacher guidance for open-ended questions

- Question 2: To encourage deeper thinking, you can ask a follow-up question: 'Can you think of any examples of oral traditions in Ghanaian culture that might share moral lessons?'
- Question 4: If learners struggle to identify clues, guide them by asking: 'How might the tone of voice, the words used, or the story being told offer hints about the values being taught?'
- Question 5: Encourage learners to consider the specific message of the recitation/song and how it connects to a moral value. You can ask: 'What does the text or song say about how we should treat others? How should we behave?'

Unit 3.3: Moral values in religious songs and recitations

LET'S TALK

(Learner's Book page 86)

CC 7.5: Identify and analyse different point of views of speakers.

CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative, imaginative and expository purposes.

CC 8.4: Anticipate different responses from the audience.

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

Try to get learners to think about the spiritual or emotional aspects of the picture of worship that is shown. They might feel happy, part of a community, uplifted and united when they hear a gospel choir. A more solemn type of praise might leave them feeling in awe of God's power, humbled by God, etc. Ask learners what they value about those emotions or states.

PARTICIPATE 26

Discuss the moral values in religious songs and recitations

(Learner's Book page 87)

CC 7.4: Identify underlying themes and issues when listening.

CC 7.5: Identify and analyse different point of views of speakers.

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms

CG 5.3: Develop and express respect and appreciation of others' culture.

Learners work as a class and then in pairs.

Make sure you have examples of six religious songs that teach moral values in local languages to use in Participate 26. These can be recordings or songs you and the class know.

1. a. The discussion could cover these points:

Having motivation

Matthew 19:26 provides motivation because it says that with God behind you, all things are possible. This does not mean that you are guaranteed of success in every endeavour, but rather, that God is with you even in hard times.

Isaiah 41:10 says that God will strengthen and help you. Again, it does not mean you will always succeed, but rather stresses that God is with you.

Qur'an 2:45 says that you should turn to God for help in patience and prayer.

Qur'an 64:11 says that even when disaster strikes, Allah is there. Allah will guide believers, and they can trust that Allah knows what is needed.

The saying "My star will shine one day" gives motivation because it expresses hope.

Having humility

James 4:10 teaches that God will lift up those who humble themselves before him.

The two Islamic sayings say that the most gracious of Allah's servants are those who are humble.

The Dwennmmen symbol celebrates humility, along with strength, wisdom and learning.

Showing contentment

Matthew 6:25–26 praises those who do not worry about material things, and who are content with what they have.

The Islamic saying makes it clear that true riches come when you are content within your soul, rather than always seeking money or possessions.

The traditional sayings also support the idea that it is important to live with a content frame of mind. You should not always be comparing yourself with others.

Acknowledging the power of God

Revelation 4:11 teaches that God is worthy for He created all things.

Qur'an 65:3 teaches that God has already decided on the time that all things will exist.

The traditional sayings give guidance about how 'resting with God' is the best way.

- b. Learners add their own examples.
2. Learners must make sure that the table is big enough to allow several lines for each category.
- Call on learners to perform the recitations for the class or group.
 - As learners listen to their classmates' recitations, they must try to identify moral values. This can be done through class discussion. Remind learners that a text can cover more than one moral value.

- Finally, learners complete the table. This could be done as follows (learners can have different answers, as long as they make sense). Ask the learners to share their tables with you and to discuss four or five of their entries. Use the conversation to evaluate whether they are on track.

	Islamic	Traditional	Christian
Motivation	Al-Fātiḥah	"Naazorabataa bin"	The Lord is my Shepherd
Humility	Al-Ikhlās	"The path crosses the river; the river crosses the path"	The Lord is my Shepherd
Contentment	Al-Ikhlās	"It is God who chews food for the cock"	The Lord is my Shepherd
Acknowledgement of the power of God	Al-Fātiḥah; Al-Ikhlās	"The path crosses the river; the river crosses the path"	The Ten Commandments

PARTICIPATE 27

Discuss the moral values in religious songs and recitations

(Learner's Book page 90)

CC 7.4: Identify underlying themes and issues when listening.

CC 7.5: Identify and analyse different point of views of speakers.

CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative, imaginative and expository purposes.

CC 8.4: Anticipate different responses from the audience.

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

Learners brainstorm a wide range of moral values – you can go beyond those listed in the textbook and curriculum.

- Possible moral values that learners can brainstorm include accepting others, hard work, determination, respect, family, compromise, consideration, justice, respecting religions, honesty, compassion, courage, cooperation, participation, equality, kindness, and so on. The class or groups listen to the other presentations and discuss any moral values that they identify.
- Let the class work in groups to identify moral values in songs and then discuss their ideas in class. Monitor class participation to ensure all learners can contribute at least one moral value. Take note of any learners who are not able to do so. Ask a few questions to evaluate whether this is because they do not understand the concept or they have simply run out of ideas. You could do this by asking them to tell you a moral value that is important to them and how they would show it in their lives. For example, if kindness is important, they can describe actions to you that show kindness to others.

PARTICIPATE 28**Role-play how to apply moral values in everyday life**

(Learner's Book page 90)

CC 7.4: Identify underlying themes and issues when listening; CC 7.5: Identify and analyse different point of views of speakers; CC 9.1: Demonstrate behaviour and skills of working towards group goals; CC 9.4: Help group work on relevant activities; CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms; CG 5.3: Develop and express respect and appreciation of others' culture; CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

1. Learners should realise that the statements in the 'bubbles' give suggestions on how to work well together.

Below are some useful steps for scaffolding a role play. For this particular activity, learners will first have to choose a moral value. Then, learners must:

- select the situation
- assign roles
- discuss what they have learnt.
- add details
- act out the scenario

2 and 3. Encourage learners to think about which moral values they can most effectively show in a role play. For example, they can show the value of kindness or honesty in role plays about helping others or being rewarded for honesty. They can show humility in a role play that shows a public figure who still values other people (listening to others and not becoming proud), thereby building loyalty. They should use their imagination and creativity in this situation.

4 and 5. They practise and perform the role play.

Ask each group member to evaluate their group's role play according to the following checklist:

- a.** Did we:
 - share ideas and let everyone talk and contribute?
 - give people a chance to explain themselves?
 - agree on how to choose the ideas for the role-play?
 - allocate roles in a way that made everyone feel included?
- b.** Write a sentence about anything you think your group could do better.
- c.** Write a sentence about anything you think your group did well.

You can use this grid to assess the final role plays:

The role play ...	No 0	Partly 1	Yes 2	Subtotal
identified a moral value.				_/2
accurately acted out a realistic scenario.				_/2
had some interesting parts and grabbed the attention.				_/2
was easy to understand and follow.				_/2
involved all group members in some way.				_/2
Total mark				_/10

LET'S REFLECT

(Learner's Book page 91)

This activity is for private reflection. Learners need not answer the questions publicly, but rather spend a couple of minutes thinking about them.

CC 7.4: Identify underlying themes and issues when listening.

CC 7.5: Identify and analyse different point of views of speakers.

CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative, imaginative and expository purposes.

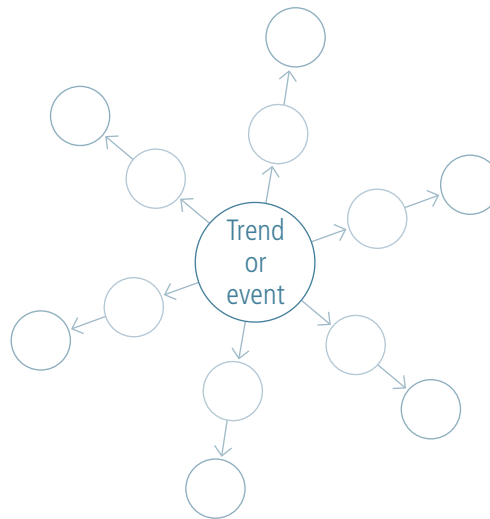
CC 8.4: Anticipate different responses from the audience.

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

1. Learners can talk about two different future scenarios. Get them to use a futures wheel like the one below for the scenarios. They can use it to imagine the results of the choices that Kwesi makes in the two different scenarios:



They then do role plays. Remind them of the following steps for planning a role play:

- Select the situation.
 - Add details.
 - Assign roles.
 - Act out the scenario.
 - Discuss what you have learnt.
2. Get learners to brainstorm sayings about not wasting opportunities, for example: "he who hesitates is lost", "a worthy cause is worth pursuing to the end", "by coming and going, a bird weaves its nest", "if an opportunity is not taken when it comes, it passes away", etc.
 3. Learners can share their favourite sayings about love and respect.

Chapter 3 class test

(Learner's Book page 93)

1. Any two of the following characteristics:
 - expression of religious beliefs – songs that say what a group believes in
 - drawing worshippers to God – songs that invite people to worship, or draw the everyday closer to the sacred
 - giving hope to the hopeless – songs that comfort people in times of difficulty. (2)
2. Any suitable answer. (1)
3. a. Any suitable answer, for example: 'The Lord is my Shepherd'. (1)
b. Any suitable answer, for example: It has taught me that God will look after me. (2)
c. Any suitable answer, for example: I find the words and the tune very peaceful. (2)
4. a. The Qur'an is the Holy Islamic Book, revealed to the Prophet Muhammad by the archangel Gabriel. (3)
b. The poem 'The path crosses the river; the river crosses the path' is recited on the talking drum by the state drummers of the Ashanti. The poem is in praise of Tano, the river god. The Ghanaian understanding is that the river had always existed, from the time of creation. (3)
c. The Christian Bible is divided into two parts: The Old and New Testaments. The Ten Commandments appear in the first part. (3)
5. a. A rolling stone gathers no moss: Naazorabataa bin (Dagaari proverb) (5)
b. You shall not steal: Ten Commandments
c. Oh, divine drummer: Okwan twa asuo; asuo twa okwan
d. Guide us to the Straight Way: Al-Fatihah
e. The Lord is my shepherd: Psalm 23
6. a. Christianity. Answer can be any suitable moral value, for example courage, humility, hope. (6)
b. Traditional religion. Answer can be any suitable moral value, for example perseverance, hard work, commitment.
c. Islam. Answer can be any suitable moral value, for example humility, acknowledgement of the power of God. (6)
7. Own ideas. (5)
8. Justice; respect; compromise; honesty; hard work; motivation; judgement; humility; kindness (9)
9. Own ideas to reflect a good approach to group work, for example: We must respect other people's views; We must all participate; We must be kind or considerate. (4 × 2 = 8)

Total: 50 marks

Introduction

In this module, you will work through this chapter and these units:

Chapter 4: The importance of family systems

- Unit 4.1: Different family systems in Ghana
- Unit 4.2: The role of family members
- Unit 4.3: Good relationships in families

Objectives

By the end of this chapter, you should be able to achieve the following Content Standards:

- B7 3.1.1.1: Explain the concept and types of family systems in Ghana (Unit 4.1)
- B7 3.1.1.2: Identify the role of a family members (Unit 4.2)
- B7.3.1.1.3: Describe ways of promoting good relationships among family members (Unit 4.3)

Introduction

This chapter deals with the importance of family systems in Ghana. It covers content that is part of Strand 3 of the RME curriculum: The family and community.

At the start of the chapter, the proverb compares a family to a forest: “If you are outside, it is dense, if you are inside, you see that each tree has its own position.”

A true family unites against whatever threatens their bond from the outside. Whatever affects one member affects all in the family. On the other hand, a family consists of different individuals. Each member is at a different age and has a unique personality and skills. All the different role-players work together to form a unity, just like in a forest.

Overview of the chapter

The chapter guides learners in their engagement with the concept of family and the roles of family members, as well as ways in which to promote good family relationships.

- In the first unit (**Unit 4.1**), learners identify and explain the concept of ‘family’ as well as different family systems. They identify the two main types of family systems in Ghana, nuclear and extended. They also discuss the merit and the demerits of the different family systems.
- In the second unit (**Unit 4.2**), learners identify the roles of different family members, for example, the responsibilities of parents, grandparents and children.
- In the third unit (**Unit 4.3**), learners describe different ways of promoting good relationships among family members. They discuss conflict management and dramatise behaviours that show good relationships among family members.

Useful resources

- **Charts and posters.** These could be useful as a classroom display, attracting interest and adding information. You can look for pictures in magazines and newspapers that show different families and use them to make posters. Make a poster of a blank family tree for display, with movable drawings for different family members that can easily be stuck on and removed.
- **Word cards.** The section on merits and demerits of family systems contains many concepts and vocabulary that are possibly unknown to learners. You can make a classroom display of these words. Write the words in thick letters on big cardboard strips that you can put up and take down during discussions. You can also make word cards that learners can use for quizzes and tests. Write the word on one side of the card, and its explanation on the other side. You can use these to check whether the learners understand the roles of family members, for example.
- **Props.** You can use simple items to indicate gender or age for dramatisations, such as a headscarf or walking stick. These will be useful when portraying family roles. Keep old clothes and such items in a class box for this purpose.

- **ICT tools.** If there are no computers or internet access at your school, facilitate alternative access to videos and other ICT resources. For example, you can download videos beforehand on phones and tablets. You can also establish temporary data connections if there is no Wi-Fi at school, using a cell phone as a modem.

Use of ICT

- **Online research and finding information.** This is an important tool for learning, and several activities in the Learner's Book are based on research using ICT. In this chapter, learners have to research different types of families, for example, in Participate 6 (LB p. 103). They will also benefit and gain wider insights from doing online research on the topic of child labour (Let's explore, LB p. 117).
- **Quality and validity of information.** Support learners to develop the ability to judge the information they find on the internet, as per *Core Competency DL 5.5: Evaluate the quality and validity of information*. Learners need to understand that there are many inaccuracies and falsehoods on the internet. Give them some examples of reputable websites such as Wikipedia, www.primaryhomeworkhelp.co.uk, <https://www.khanacademy.org/>. Warn them that YouTube, although a rich source of video material, also contains inaccurate and inappropriate content. Go through some examples to demonstrate this.
- **Online behavioural protocols.** Ensure learners understand how to behave online, and not partake in some of the unsavoury practices found online, especially on social media. This is part of *Core Competency DL 6.4: Adhere to behavioural protocols that prevail in cyberspace*. This is a useful article on the topic that can help you to guide the learners: <https://edu.gcfglobal.org/en/internetsafetyforkids/teaching-kids-about-internet-safety/1/>. Check that learners understand not to:
 - post or trade personal pictures
 - reveal personal information, such as an address, phone number, or school name or location
 - share passwords (other than with their parents)
 - respond to a threatening email, message, post, or text.
- **Ethical use of information.** Support learners to develop the ability to search effectively and to utilise the information correctly. They have to learn not to just cut and paste from sources, but to read the information and work it into their essays, summaries or research answers. Learners must learn not to present information found online word for word (verbatim), but develop it into their own content. Copying and pasting from the internet is a form of plagiarism and has no place in research. It does not promote learning, whereas rephrasing content in their own words does that. These practices are all part of *Core Competency DL 6.6: Knowledge and recognition of ethical use of information*.

Teaching methodology

Creating a learner-centred classroom

- The role play in Participate 8 (LB p. 108) and dramatisation in Participate 13 (LB p. 114) in this chapter of the Learner's Book promote learner-centred learning, by involving learners in active participation.
- The Think-Pair-Share activity in Participate 14 (LB p. 115) helps learners to think individually about a topic or answer to a question and teaches students to share ideas with classmates.
- In the Let's talk activities on pp. 97, 105 and 110 of the Learner's Book, learners share practical examples from their own life experiences.
- In the Let's reflect activities on pp. 104, 109 and 116 of the Learner's Book, learners apply what they have learnt to their own lives and give personal and independent responses to the questions.

- Teaching resources such as charts, real objects, and drawings help to make lessons interesting and practical. Be resourceful and look for relevant teaching materials in the environment and online, for example, pictures, posters, and real-life objects.

Inclusion and equity

Inclusion involves addressing the varied needs of learners based on gender, ability, economic status, religious affiliation, geographical location, etc. These are all factors that impact how young people learn. In an inclusive classroom, you need varied approaches to overcome challenges. For example:

- You will likely have learners who come from families with divorced parents, or families where there are instances of violence or conflict. There will also be adopted children and orphans in your class. Throughout the chapter, it is vital that you show sensitivity and tolerance to different families and not marginalise any learners.
- The chapter touches on the issue of division of household labour. This is an important consideration in the process of achieving gender equity. Some learners will probably have to question their own set ideas.
- The chapter also touches on the issue of child labour. Learners need to be aware of this issue. They must know what is acceptable and what not – even if it means questioning their own family situations.
- In the group work activities, encourage the female learners to participate as actively as the male learners and not to be intimidated. Assign female group leaders and spokespersons. Role-playing real-world scenarios can help female learners to develop confidence and learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion).

Mixed ability

Keep in mind throughout the chapter that you will have learners of differing abilities in your class, including their grasp of English language skills. Be mindful of this to facilitate growth by all. Some useful techniques are:

- Encourage active participation by all during group and pair learning. Where appropriate, ensure that stronger learners can guide and support weaker learners in a mutually agreeable learning environment. However, ensure that the more abled learners do not do all the work while the lesser abled learners shut down. For example, all learners should actively participate in the debate in Participate 6 (LB p. 103). Make learners aware of being tolerant and listening to those who take longer to respond and are less confident.
- Use differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind. Use questioning techniques with all the learners to promote learning and check understanding, for example, when dealing with the merits and demerits of different family systems.
- Use the Unit summaries on pp. 104, 109 and 116 of the Learner's Book for repetition and remedial learning.

Assessment

There are some opportunities in this chapter for both formative and summative assessment.

Formative assessment opportunities

- Participate 4 (LB p. 100). Learners' family trees can be assessed informally.
- Participate 10 (LB p. 113). Assess learners' stories using the grid supplied on p. 86 of this Facilitator's Guide. You can allocate a mark out of 10 or 5.
- Participate 12 (LB p. 114), content question 2. You can allocate a mark out of 10 or 5.

Summative assessment opportunities

(Can be included in the CAT mark for Term 2)

- Group work: Participate 8 (LB p. 108). Dramatisation of family roles. Use the grid supplied on p. 83 of this Facilitator's Guide to assess the learners.
- Class test (LB p. 118). (30 marks).
- Project/Debate in Participate 6 (LB p. 103). Assess learners' participation in this, allocating a mark out of 4. You can use the checklist on p. 79 of this Facilitator's Guide.

Homework activities

Learners do the following activities on their own, which makes them suitable for homework activities.

- Participate 3 (LB p. 100), describing and naming their own family members.
- Participate 4 (LB p. 100), drawing a family tree.
- Participate 10 (LB p. 113), writing a story about good family relationships.
- Participate 12 (LB p. 114), describing how to deal with problems in the family.

Additional homework activities after completing Unit 4.1

Ask learners to identify two examples of each of both nuclear and extended families in the community where they live. They then write half a page about each of the families and who the members are.

Additional homework activities after completing Unit 4.2

Ask learners to find out about a situation in their own family where the lack of one of the qualities listed below caused conflict in the family. Ask them to describe what went wrong and how the difficult relationships between family members could have been improved. They should write about half a page.

- Patience
- Tolerance
- Transparency.

Additional homework activities after completing Unit 4.3

Ask learners to find out about a situation in their own family where self-examination improved a conflict situation in the family. Ask them to describe what went wrong and how the self-examination improved the situation. They should write about half a page.

Teaching strategies and answers

Unit 4.1: Family systems in Ghana

LET'S TALK

(Learner's Book page 97)

- CC 7.4: Identify underlying themes and issues when listening.*
- CC 7.5: Identify and analyse different point of views of speakers.*
- CC 8.4: Anticipate different responses from the audience.*
- CC 9.1: Demonstrate behaviour and skills of working towards group goals.*
- CC 9.4: Help group work on relevant activities.*
- CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.*
- CG 5.3: Develop and express respect and appreciation of others' culture.*
- CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.*

This is a warm-up activity to introduce the focus of the lessons that follow, which is the different types of families in Ghana. There are no right or wrong answers to this activity. Learners compare it with the examples from their own life experiences and find similarities and differences.

During the group discussions, walk around in the classroom and give support if you notice that some learners are not participating in the discussion.

Be mindful of those learners in the class who are orphans and those who live in single-parent or child-headed family systems. The discussion must include these learners and make it clear that all forms of families are recognised. The photographs on p. 97 of the Learner's Book show a range of situations in different cultural contexts, which could help to stimulate discussion and make it as inclusive as possible.

PARTICIPATE 1

Explain what a family is

(Learner's Book page 98)

- CC 7.4: Identify underlying themes and issues when listening.*
- CC 7.5: Identify and analyse different point of views of speakers.*
- CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative, imaginative and expository purposes.*
- CC 8.4: Anticipate different responses from the audience.*
- CC 9.1: Demonstrate behaviour and skills of working towards group goals.*
- CC 9.4: Help group work on relevant activities.*
- CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.*
- CG 5.3: Develop and express respect and appreciation of others' culture.*
- CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.*
- CP 5.3: Identify important and appropriate alternatives.*
- CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.*

1. Learners work in groups. After going through the text on p. 98, learners suggest words that describe what a family is. They should appoint a scribe who makes a list while the rest of the group members suggest words, also explaining their choice of words. Encourage a free flow of thought.
2. Learners' paragraphs should demonstrate that they understand the concepts 'blood ties' and 'covenant'. They must also include the notion of marriage in their paragraph, whether they mention it as a traditional arrangement or a legal one.
3. Learners share their paragraphs in a group discussion.
4. The group chooses one paragraph to share in a class discussion.

PARTICIPATE 2

Identify family systems

(Learner's Book page 99)

CC 7.4: Identify underlying themes and issues when listening.

CC 7.5: Identify and analyse different point of views of speakers.

CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative, imaginative and expository purposes.

CC 8.4: Anticipate different responses from the audience.

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.4: Help group work on relevant activities.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 5.3: Identify important and appropriate alternatives.

Learners discuss the five families. Learners' observations should show that they realise the following:

- A. Nuclear family. Elom lives only with a parent. Although he has grandparents and other relatives, he sees them only on weekends. His mother is a single parent.
- B. Extended family. Many different family members are living together and taking part in making decisions.
- C. Nuclear family. Abdul lives with his siblings and parents. Although his father does not live with them all the time, he is still part of the nuclear family.
- D. Nuclear family. Nadia lives with her parents and siblings. She has been adopted, since her parents passed away.
- E. Extended family. Many different family members are living together in the grandmother's house.

PARTICIPATE 3

Think about your own family

(Learner's Book page 100)

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

Learners work on their own, describing and naming their own family. They can do this activity as homework.

PARTICIPATE 4**Draw a family tree**

(Learner's Book page 100)

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

Learners work on their own. They can do this activity as homework. This activity can also be used for assessment.

1.
 - a. Two
 - b. Yes (Kojo's aunt on the very left)
 - c. None
2. Learners work on their own, drawing their own family tree. They can do this activity as homework.

PARTICIPATE 5**Identify merits and demerits of family systems**

(Learner's Book page 101)

CC 7.4: Identify underlying themes and issues when listening.

CC 7.5: Identify and analyse different point of views of speakers.

CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative, imaginative and expository purposes.

CC 8.4: Anticipate different responses from the audience.

CG 5.3: Develop and express respect and appreciation of others' culture.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 5.3: Identify important and appropriate alternatives.

Learners work in groups to arrive at conclusions.

1. Mrs Sowah – extended family. She and her husband live with her in-laws.
Mr Nyarko – nuclear family. The parents and children do all the household chores.
Mr Busia – extended family. He and his wife live with his in-laws.
Mrs Owusu – extended family. She shares her sister's home.
2. Sharing ideas, doing things together, sharing tasks, good care for elderly family members.
3. Lack of privacy, interference from older family members/in-laws.
4. Quiet, small dinner during which people can listen to each other.
5. Hard for a small family to do the household chores, especially if all the adults in the family are working outside of the house.

PARTICIPATE 6**Project: Class debate**

(Learner's Book page 103)

CC 7.4: Identify underlying themes and issues when listening.

CC 7.5: Identify and analyse different point of views of speakers.

CC 8.3: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative, imaginative and expository purposes.

CC 8.4: Anticipate different responses from the audience.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 5.3: Identify important and appropriate alternatives.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

DL 5.5: Evaluate the quality and validity of information.

DL 6.4: Adhere to behavioural protocols that prevail in cyberspace.

DL 6.6: Knowledge and recognition of ethical use of information.

The whole class takes part in a debate after studying the content of the tables. Organise the class into two groups to debate the topic: "The extended family system is more important than the nuclear family system."

1. One group has to come up with arguments to agree with this statement, and the other group with arguments to disagree.

Guide them to keep to the topic and to keep to time limits.

Explain to learners that the purpose of debating is to help them develop the ability to think fast.

They also learn to offer ideas and logical arguments, even though they might have to argue differently from their own opinion.

2. Explain to learners how to organise a debate using the following methodology.
 - Let learners place the chairs in the class in two or more rows, with chairs facing one another. If desks and chairs are fixed, they can also be moved to accommodate one-on-one conversations. Learners must sit in pairs, facing each other.
 - Name one side the FOR side, and the other side the AGAINST side.
 - Explain that you will read out a topic for debate.
 - One learner in the pairs facing each other should be FOR this topic and the other AGAINST. They need to take turns to pose an argument and try to convince each other that their viewpoint is correct or the best. One learner should make a statement FOR, the other should make a statement AGAINST. Then the FOR learner should make another statement, and the AGAINST learner should respond. This means learners make one statement, get a response, then make another statement, and so on. They need to take turns and make short statements as each member of the pair must get equal speaking time.
 - Tell learners they must think fast, so as not to exceed the time allowed.
 - If a learner cannot think of a counterstatement to make, the other learner wins the round.
 - After each topic, ask the FOR learners to move one chair up, so they will have a new partner for each topic.
3. Learners formulate statements on the topic of the debate. They refer to the tables on page 102 and 103 of the Learner's Book for ideas, but also add their own ideas. They can also research the internet or interview adults.
4. Once the debate has taken place, the class can vote FOR or AGAINST. Each learner can vote for any one of the two statements, irrespective of their team.

You can use each Learner's participation in the paired section of the debate for assessment. Give a mark out of three using these criteria:

- Learner gave a coherent and clear argument: 3/3
- Learner gave an argument, but there were gaps in the formulation: 2/2
- Learner gave an argument, but it was somewhat incoherent: 1/2
- Learner was not able to give an argument: 0/2

CG 5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

The activity aims to let learners apply what they have learnt in Unit 4.1 to their own lives and to give a personal and independent response to the questions.

Learners discuss the questions in pairs or small groups. They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in their pairs or small groups about what they say. The important thing is being able to give a personal response to what they have learnt in Unit 4.1, and to be able to explain their thoughts and feelings about their own family situations. Discussing it in pairs or small groups helps them to formulate their responses.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: family systems and responsibilities

This activity bridges the gap between learning about family systems in Ghana (Unit 4.1) and understanding the roles of family members (Unit 4.2).

Questions

1. Unit 4.1 defines two types of family systems in Ghana. Name them.
2. The same unit mentions 'extended family.' What do you think are some advantages of having a large extended family?
3. Imagine you are part of a nuclear family. Unit 4.2 highlights different family member roles. Name two roles that parents might have within the family.
4. Unit 4.1 mentions both merits and demerits of family systems. Do you think the roles of family members might differ depending on whether you live in a nuclear or extended family? Explain your answer.
5. Think about your own family. Do you identify it as a nuclear or extended family? Describe a specific responsibility you have within your family.

Answers

1. Answers may vary but should include two family system types from Unit 4.1 (e.g., nuclear family, and extended family).
2. Advantages of extended families might include shared childcare, support for elders, and a stronger sense of community.
3. Answers may vary but could include any two parental roles from Unit 4.2 (e.g., providing for the family, and disciplining children).
4. Yes, roles might differ. In extended families, grandparents or other relatives might share some parental responsibilities, while in nuclear families, parents might take on more roles.
5. Answers will vary based on the student's family structure and personal experience. Learners might describe helping with chores, caring for younger siblings, or respecting elders.

Teacher guidance for open-ended questions

- Question 2: To encourage deeper thinking, you can ask a follow-up question: 'Can you think of any challenges a large extended family might face, compared to a nuclear family?'
- Question 4: If learners struggle to see the connection, guide them by asking: 'How might someone's role as a child differ in a household with grandparents or other extended family members present?'
- Question 5: Encourage learners to consider the specific dynamics of their own family. You can ask: 'Who do you rely on for support or guidance in your family? How do you contribute to the well-being of your family?'

Unit 4.2: The role of family members

LET'S TALK

(Learner's Book page 105)

CG 5.4: Develop and exhibit a sense of cultural identity.

CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CG 6.2: Recognise resistance to global practice that are inimical to our culture.

CI 6.7: Look and think about things differently and from different perspectives.

This is a warm-up activity to introduce the focus of the lessons that follow, which is the role of different family members. There are no right or wrong answers to this activity. Learners compare it with the examples from their own life experiences, and find similarities and differences.

The picture shows a family doing household chores, with a man and a boy doing their share. This is possibly an unusual situation for some learners. Still, the intention is to think about why this is possible and fair. Division of household labour is an important consideration in the process of achieving gender equity. Some learners will probably have to question their own set ideas about this. During the group discussions, walk around in the classroom and give support if you notice that some learners are not participating in the discussion.

There are no right or wrong answers to this activity, but learners' discussions should include these observations:

1. They should notice that the father and the boy are helping with meal preparation and cleaning the house.
- 2, 3 and 4. Allow learners the time to explore the differences and similarities in their answers.
5. Learners use what they learn about each other's families to discuss the roles in their households.

PARTICIPATE 7**Identify and discuss the roles of different family members**

(Learner's Book page 107)

*CG 5.4: Develop and exhibit a sense of cultural identity.**CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.*

1.
 - a.
 - (i) Mr Mensah sells crops on the market to provide the family with money. He leads the family in morning and evening devotion. With his wife, he teaches the children what is good behaviour and what is not. Also, with Mrs Mensah, he controls the budget and decides how to spend the family's money to pay for what they need and what they must do to keep their home safe and sturdy.
 - (ii) Mrs Mensah is in charge of household chores, such as cooking, cleaning and washing. With Mr Mensah and the children, she works with the crops. With her husband, she teaches the children what is good behaviour and what is not. Also, with Mr Mensah, she controls the budget and decides how to spend the family's money to pay for what they need and what they must do to keep their home safe and sturdy.
 - (iii) The children help with tasks, such as sweeping and washing utensils. They also fetch water and help with pounding cassava. The older girls help to feed the baby and play with her. The children do these tasks when they are not at school and when they have finished their homework.
 - b. She decides about how the children are disciplined and taught, and she decides with her husband about the budget.
 - c. They buy clothing and books, and pay for medical care and the upkeep of the house.
 - d. The one grandfather has knowledge and understanding of farming, and gives his son advice about how to plant and when to harvest. The other grandfather has knowledge and understanding of books – he helps the school children with their homework and teaches them proverbs.
 - e. Mrs Mensah's mother helps with the baby. She also helps with home chores.
2. Learners' discussion should include observations based on the case study, as well as their own experiences. Encourage them to think critically about the role of men and boys.
3. A scribe records the group's findings. Together, learners record their ideas in a mind map, such as the example on p. 35 of this Facilitator's Guide.

PARTICIPATE 8**Role-play the roles of different family members**

(Learner's Book page 108)

*CG 5.4: Develop and exhibit a sense of cultural identity.**CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.**CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.**CG 6.2: Recognise resistance to global practice that are inimical to our culture.**CI 6.7: Look and think about things differently and from different perspectives.*

After reading the text on pages 107 and 108 of the Learner's Book, learners use the information to choose one of the family roles of children, parents and grandparents to demonstrate in a role play. The idea is to have one role play with all the family members mentioned, with a story that includes them all.

Learners will have to work out a story or create a situation that includes all the relevant family members and roles attached to each of them.

Then, learners must do the following:

- select the situation
- add details
- assign roles
- act out the scenario / practise and perform the role play.

Ask each group member to evaluate their group's role play according to the following checklist.

Did we:

- share ideas and let everyone talk and contribute?
- give people a chance to explain themselves?
- agree on how to choose the ideas for the role play?
- allocate roles in a way that made everyone feel included?

You can use this grid to assess the final role plays:

The role play ...	No 0	Partly 1	Yes 2	Subtotal
included all the intended family members.				_/2
identified a role for each family member.				_/2
accurately acted out a realistic scenario.				_/2
was easy to understand and follow.				_/2
involved all group members in some way.				_/2
Total mark				_/10

LET'S REFLECT

(Learner's Book page 109)

CG 5.4: Develop and exhibit a sense of cultural identity.

This activity lets learners apply what they have learnt in Unit 4.2 to their own lives and to reflect their own experiences of the topic.

Learners discuss the questions in pairs or small groups. They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in their pairs or small groups about what they say. The important thing is being able to give a personal response, and to be able to explain their thoughts and feelings about their own family situations. Be mindful that some learners might be subjected to child labour, and could find it hard to talk about their errands or tasks at home.

Discussing it in pairs or small groups helps them to formulate their responses.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: roles and relationships

This activity connects the concept of family member roles (Unit 4.2) to the importance of good relationships within the family (Unit 4.3).

Questions

1. Unit 4.2 mentions different roles in the family. Name two examples of roles that family members might have.
2. Imagine you are a child in a family. Unit 4.3 lists 'respect' as a factor for good family relationships. How can you show respect to your parents according to your role within the family?
3. The same unit mentions 'support' as another factor. Describe a situation where a child might support their parents, and how might this strengthen the family relationship.
4. Unit 4.2 highlights the role of grandparents. Thinking about factors for good relationships (Unit 4.3), how might grandchildren show respect and offer support to their grandparents?
5. Reflect on your own family. Describe a specific responsibility you have (Unit 4.2) and how completing this responsibility contributes to a good family relationship (Unit 4.3).

Answers

1. Answers may vary but could include any two roles from Unit 4.2 (e.g., parents providing for the family, children helping with chores).
2. Learners might mention listening attentively, following house rules, or helping with tasks without being asked.
3. A child might help with chores, offer emotional support, or listen to their parents' concerns. This shows responsibility and strengthens the bond.
4. Grandchildren might show respect by listening to their grandparents' stories, helping with errands, or simply spending quality time with them. Support could involve offering emotional support or helping with tasks around the house.
5. Answers will vary based on the student's experience. They might explain how doing their chores reduces stress on parents, fostering a more positive environment.

Teacher guidance for open-ended questions

- Question 2: To encourage deeper thinking, you can ask a follow-up question: 'Can you think of other ways to show respect to different family members, besides your parents?'
- Question 3: If learners struggle to see the connection, guide them by asking: 'How do you think your parents might feel if you offer to help them with something they need?'
- Question 4: Encourage learners to consider specific ways of showing respect and support. You can ask: 'What are some things your grandparents might enjoy doing? How can you offer help or companionship?'
- Question 5: Motivate learners to reflect on the positive impact of fulfilling their roles. You can ask: 'How does completing your responsibilities make your family life run smoother? How might this contribute to a happier family environment?'

Unit 4.3: Good relationships in families

LET'S TALK

(Learner's Book page 110)

CP 6.4: Ability to identify appropriate criteria and use them to evaluate available alternatives.

CP 5.3: Identify important and appropriate alternatives.

PL 5.5: Desire to accept one's true self and overcome weakness.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

This warm-up activity introduces the focus of the lessons that follow, which is good relationships in families. Learners compare examples from their own family experiences.

During the pair discussions, walk around in the classroom and give support if you notice that some learners are not participating in the discussion. Be mindful that some learners might come from families where relationships are poor, which could pose some difficulties for them when answering.

PARTICIPATE 9

Discuss factors that promote good family relationships

(Learner's Book page 112)

CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.4: Ability to identify appropriate criteria and use them to evaluate available alternatives.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

Learners observe and discuss the photos. There are no right or wrong answers but it would be correct if their observations included the following:

- A.** Respect, support (towards family members)
B. Support (giving children what they need), patience (towards children)
- Each group member gives a practical example of a good relationship, for example, parents forgiving each other after a disagreement, children obeying the rules of the house, siblings taking accountability for breaking something that belonged to a brother or sister. They talk about why it matters and how it demonstrates good relationships.

PARTICIPATE 10

Write a story about good family relationships

(Learner's Book page 113)

CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.4: Ability to identify appropriate criteria and use them to evaluate available alternatives.

CP 5.3: Identify important and appropriate alternatives.

Learners can only start their stories once they have worked through the content on pp. 110–111 of the Learner's Book, but inform them they will be required to do this at the start of the unit. This will enable them to start thinking about their story while working through the content.

Talk to learners about creating a good storyline. Also remind them that the story must have five paragraphs. Learners' stories must include more than one factor that helps to build a good relationship.

This activity can be given as homework and used for assessment. You can use this grid to allocate a mark out of 50 for the story. Then, convert that mark to a mark out of 10 or 5.

Criteria	Poor 0–3 marks	Average 4–5 marks	Good 6–7 marks	Excellent 8–10 marks	Sub- total marks
1. Did the learner understand the topic, and include convincing factors that helps to build good family relationships?	Learner shows no or very little understanding of the topic.	Learner shows some understanding of the topic.	Learner understood and showed good comprehension of the topic.	Learner shows deep insight and full understanding of the topic.	
2. Is the story well-structured?	Story shows little structure and is a jumble of sentences and paragraphs.	Story is structured but there are some lapses in logic and flow.	Story is well structured, and logic and flow are mostly present.	Story is well structured, logical with good flow.	
3. Does the story have a good storyline with a clear beginning, middle and end?	The story has no story line and no clear beginning, middle and end.	The story has a storyline, but weak in parts, with the beginning, middle and end being somewhat muddled.	The story has a good storyline with a beginning, middle and end.	The story has an excellent storyline with a beginning, middle and end.	
4. Did the learner keep to the five-paragraph limit?	Learner only wrote only one or two paragraphs or more than five.	Learner kept to the five-paragraph limit but wrote in an extra-large handwriting or wrote too small.	Learner kept to the five-paragraph limit but seemed to have somewhat run out of space.	Learner kept to the five-paragraph limit and managed to cover all that was required.	
5. Did the learner show any evidence of original thinking and writing?	Learner shows no original thinking and copied and pasted all or most of the content.	Learner shows some original thinking but in some instances copied and pasted the content.	Learner shows some original thinking and use of words, but could improve on it.	Learner shows exceptionally original thinking and use of words.	

PARTICIPATE 11**Discuss why we need healthy family relationships**

(Learner's Book page 113)

CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.4: Ability to identify appropriate criteria and use them to evaluate available alternatives.

CP 5.3: Identify important and appropriate alternatives.

PL 5.5: Desire to accept one's true self and overcome weakness.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

Learners discuss why we need healthy family relationships. They should give examples of how people and society benefit from good family relationships, for example:

- Good relationships mean that family members and society members co-exist successfully as a unit. They are able to resolve their disagreements peacefully.
- People trust each other if they have good relationships. There is less suspicion between them.
- People value each other and treat each other with respect if they have good relationships.
- When people have good relationships, they enjoy spending time together.

PARTICIPATE 12**Describe how you deal with problems in your family**

(Learner's Book page 114)

CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.4: Ability to identify appropriate criteria and use them to evaluate available alternatives.

CP 5.3: Identify important and appropriate alternatives.

PL 5.5: Desire to accept one's true self and overcome weakness.

Learners work on their own and their answers can be kept private from the rest of the class. Explain this to them, in order to encourage them to be open and honest about any personal experiences of family problems.

The activity can be done as homework. Question 2 can also be used for assessment. You can score learners answers with a mark out of 2 for every question, plus an extra mark out of 2 for clearly identifying a situation. (Total of 10).

For each mark out of 2, you can use this checklist:

- Learner gave a coherent and clear answer: 2/2
- Learner gave an answer, but it was not fully coherent and clear: 1/2
- Learner gave no answer, or it was incoherent and unclear: 0/2

CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.4: Ability to identify appropriate criteria and use them to evaluate available alternatives.

CP 5.3: Identify important and appropriate alternatives.

PL 5.5: Desire to accept one's true self and overcome weakness.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

Divide the class into nine mixed-ability groups. Consider differences in language skills, content knowledge and understanding, as well as acting skills and confidence.

To each group, allocate one of the actions or behaviours mentioned in question 2.

Explain that each group member can fulfil a role, whether planning, writing the script, reviewing rehearsals or acting.

In their groups, learners follow these steps:

- They discuss what they have learnt about how this particular action or behaviour can affect good family relationships.
- They think of some practical examples and choose one of the examples for their dramatisation.
- They plan their dramatisation. They need to create a story that demonstrates how the behaviour or action affects good family relations. They discuss how their story will accomplish this.
- They appoint roles, such as the different family members.
- They practise and rehearse their dramatisations before they present it to the class.

You can use this activity for assessment. Allocate the marks as follows:

The dramatisation ...	No 0	Partly 1	Yes 2	Subtotal
demonstrated how a particular action or behaviour can support good family relationships.				_/2
was entertaining and acting was good.				_/2
involved all group members in some way.				_/2
was easy to understand and follow.				_/2
was realistic and convincing.				_/2
Total mark				_/10

PARTICIPATE 14

Discuss the importance of family systems

(Learner's Book page 115)

CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.4: Ability to identify appropriate criteria and use them to evaluate available alternatives.

CP 5.3: Identify important and appropriate alternatives.

PL 5.5: Desire to accept one's true self and overcome weakness.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

This is a think-pair-share activity, which is based on these strategies:

Start by formulating a higher-order or open-ended question (not one with a yes or no answer). In this case, you can formulate the question as follows: What is the most important aspect of family systems, and how would you rank the others?

1. Think. On their own, learners think quietly about the question for about three minutes:
2. Pair. Each learner discusses the question for about five minutes with a partner. If your class is very big, you can consider using groups of three learners for this step, instead of pairs.
3. Share. Learners share their thoughts and ideas in a class discussion. You will need to manage this discussion carefully. Responding to raised hands is orderly but could mean that not all learners participate. Make an effort to include those who are quiet.

LET'S REFLECT

(Learner's Book page 116)

CP 6.4: Ability to identify appropriate criteria and use them to evaluate available alternatives

CP 5.3: Identify important and appropriate alternatives.

PL 5.5: Desire to accept one's true self and overcome weakness.

Before learners start the discussion, go through the questions with them. Give them a few minutes to reflect on the questions before they start the discussion.

They discuss the questions in pairs or small groups. They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in their pairs or small groups about what they say. The important thing is being able to give a personal response, and to be able to explain their thoughts and feelings about their own family situations. Be mindful that some learners might experience strained family relationships. Discussing it in pairs or small groups helps them to formulate their responses.

CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.4: Ability to identify appropriate criteria and use them to evaluate available alternatives.

CP 5.3: Identify important and appropriate alternatives.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

1. There are no right or wrong answers. The aim is for learners to distinguish between errands (for example, fetching water), and doing work that adults should do (income-earning work).
2. Learners might find this hard to tell, but all the pictures except the middle one were taken in Ghana.
3. Learners might come up with these answers, but accept anything else that make sense:
 - When families are very poor and cannot survive only on what the adults earn.
 - When parents or caregivers force children to go to work.
 - When parents or caregivers are too lazy to work and let the children go to work instead.
 - When children are orphaned and have nobody to support them.
 - When parents or caregivers do not provide their children with what they need, and the children have to fend for themselves.
 - When children are abducted and forced into work (slavery).
 - When children do not want to go to school or live with their families, and try to support themselves.
4. This is a difficult issue. In many families, children fetch water and firewood and look after livestock and chickens as part of normal household duties. Learners must learn to distinguish between these tasks and work that keeps them away from school and normal childhood activities, such as playing with friends and doing sport.
5. The parents or caregivers, which could also be siblings or other members of the family. If learners argue that children also have responsibilities regarding their rights, accept the point of view. However, point out the difference between a right and a responsibility.
6. The parents or caregivers, which could also be adult siblings or other family members.
7. Learners' own ideas. Their thinking should reflect that they recognise that in a strong family system, where there is trust, respect and transparency, it is unlikely for child labour to occur.

Chapter 4 class test

(Learner's Book page 118)

- 1.1 B: it provides a support system to parents. (1)
- 1.2 A: father, mother and siblings. (1)
- 1.3 C: parents (1)
- 1.4 D: parents can feel lonely and isolated (1)
2. Name and short description, of any three of the points below. If learners add points that makes sense, allow that.
- **Communication and control.** Communication is easier because a nuclear family is small. All the family members live together closely and do many things together. It is easier for parents to be aware of their children's activities, how they are doing at school and whether they need anything.
 - **Finances.** The needs of the parents and children come first. The family have to pay only for the things they need, such as food, clothes, medicine and school fees. Inheritance is a simple matter because it does not have to involve other members of the family. Fewer people depend on the breadwinners' income, so the family is usually able to support itself. Often, both parents work, which help nuclear families to have enough money to support them.
 - **Privacy.** Parents and children can do activities on their own. They can discuss family and personal matters without uncles, aunts, cousins and grandparents listening to them.
 - **Simple decision-making.** The nuclear family can make their own decisions about matters, such as where to live, what to buy for their home and how to discipline the children. Only the parents have to agree, not the rest of the family. (6)
3. A short essay of three paragraphs describing any three characteristics of the extended family, either merits or demerits. You can use the table on p. 102 of the Learner's Book as a reference for content. Allocate a mark of 0, 1 or 2 for each paragraph (total out of 6), using these criteria:
- 0 – Inaccurately identified as a merit or demerit.
 - 1 – Accurately identified as a merit or demerit, but not accurately described.
 - 2 – Accurately identified and described as a merit or demerit. (6)
4. Learners can include at least two points from each of these lists. Allocate one mark for an accurate point made. Give credit for any other point they make that is relevant and accurate.
- a. Grandparents
- Grandparents counsel the family. They assist their children and grandchildren in addressing problems with relationships and personal decisions.
 - They help settle family disputes. As older people, they can offer advice.
 - Grandparents have an important role at family occasions, such as weddings, funerals and birth ceremonies.
 - Some grandparents take care of their grandchildren while the parents are at work.
 - Grandparents also help with character training. They pass on family principles, norms, habits, and customs to their grandchildren. (2)

Chapter 4 class test

b. Parents

- Food. Parents need to give their children regular and healthy meals.
- Shelter. Parents need to provide a home for their children, a safe place where they eat and rest after school, and where they are a part of the household.
- Security. To keep children safe, parents should not leave them alone to care for themselves. Parents should have rules for when their children return home after play or school. The home must be safe against intruders. At home, children should know what behaviours are unsafe.
- Basic health. Parents are responsible for their children's health. They bathe young children and teach older children how to stay clean. They keep the home clean and hygienic to support their children's health.
- Education. Parents should support their children's schooling. This includes paying for fees and uniforms. Parents should encourage hard work, and should allow children time for homework.
- Medical care. Parents take babies to get vaccinated. When children get very ill, it is the role of parents to get the children to a doctor or nurse, or get medicine.
- Moral training. Parents teach children values, customs and acceptable behaviour in society.
- Children learn from parents about religion and the difference between right and wrong.
- Household rules and tasks. Parents' roles include teaching their children values, morals and rules. Parents give children household tasks, which teach them the skills they need as adults.
- Parents also lay down rules in the house for what is allowed and what is not. (2)

c. Children

- Going to school every day and being on time. Doing schoolwork and homework properly.
- Doing basic household tasks, such as sweeping, cleaning, dusting, and washing up.
- Running errands. The family can send children to the market and post office or deliver and fetch things from neighbours.
- Sibling care. Older children can help with the care of their younger brothers and sisters, such as feeding, bathing and playing. By doing this, children learn to be patient and responsible. (2)

5. Allocate a mark of 0, 1 or 2 for each paragraph (total out of 6), using these criteria:

- 0 – Inaccurately explained what the word means and how it promotes good relationships.
- 1 – Accurately explained what the word means, but no accurate example of how it promotes good relationships.
- 2 – Accurately explained what the word means and an accurate example of how it promotes good relationships.

Learners can include any of the explanations and examples listed below. Give credit for any other point they make that is relevant and accurate.

a. Patience

Meaning: Having patience means waiting calmly for something you would like to happen.

Chapter 4 class test

Examples:

- In a family situation, only some members can get their way. The others have to accept that they cannot get their way this time, but that there will be other opportunities. They need to wait patiently. If they can do that with patience, it will contribute to harmonious, happy relationships. Without patience, there will be conflict.
- Family members might all want the same thing. However, there may not be enough of it for everybody. Some family members will have to wait for their turn. If they can do that with patience, it will contribute to harmonious, happy relationships. Without patience, there will be conflict.
- Small children and older people in the family are slower at doing things. The other family members can display patience and not rush them when they help them with tasks. That will contribute to harmonious, happy relationships. Without patience, there will be conflict.

b. Transparency

Meaning: The word 'transparent' means see-through or 'letting light through'. When we use the term to describe a human quality, we mean that they do not hide things. That establishes them as honest and open in the eyes of others.

Examples:

Family members do not lie to each other about other relationships, money matters or plans they might have.

c. Obedience

Meaning: Complying with the rules and requests based on these rules.

Examples:

Every family has rules. It creates order so that everybody knows what is acceptable and what is not. The adults make the rules because they are in charge of the household and have better judgement than the children. The adults have authority over children, who cannot make their own decisions yet, particularly when it comes to safety and using resources wisely.

d. Tolerance

Meaning: Being tolerant means accepting somebody else's opinions and customs, even when they are different from yours or you disagree with them.

Examples:

When family members disagree with each other's views, they can listen to each other without shouting or being rude. Listening to each other shows tolerance and creates good bonds between family members. This includes parents' willingness to listen to their children.

e. Forgiveness

Meaning:

When we forgive someone else, we let go of the negative feeling we have about that person.

When someone hurts or harms us, we experience negative emotions such as anger and seek revenge. We forgive if we decide to let go of the negative feelings and not hold what happened against the person.

Chapter 4 class test

Examples:

- Sometimes, parents have to forgive each other because they have betrayed each other in some way.
- Parents often need to forgive their children if they break a rule. Siblings have to forgive each other if they get into a fight and hurt each other.

f. Accountability

Meaning: When people are accountable, they take responsibility for what they do and say. They understand and accept the consequences of their actions.

Examples:

- Each person in the family is responsible for their actions and behaviour. Each person is responsible for following the rules set by the family, and each person is responsible for how they respond to stressful or frustrating situations.
- When family members are accountable, they own up if they make a mistake and do not blame another family member. That helps to avoid conflict, particularly between siblings.

(6)

6. Learners' paragraphs can include these points or any other points that make sense.

Self-examination is an effective tool to resolve and avoid conflict. By recognising our own mistakes, we can avoid repeating them. It stops us from accusing others falsely.

It also reduces third-party intervention by, for example, spirit mediums or pastors.

(2)

7. Learners' answers will differ based on their unique experiences within their families and communities. Check that learners have applied sound logic and that they are able to support their statement(s) with experiences. Learners should also be rational in their distinction between positive and negative effects of changing societal roles. Both are acceptable, but learners should clearly explain their answer.

(5)

Total = 35 marks

Introduction

In this module, you will work through this chapter and these units:

Chapter 5: The calling and ministries of religious leaders

- Unit 5.1: The early life and calling of religious leaders
- Unit 5.2: The ministries of religious leaders
- Unit 5.3: Moral lessons from the lives of religious leaders

Objectives

By the end of this chapter, you should be able to achieve the following Content Standards:

- B7 4.1.1.1: Discuss the early life and calling of the religious leaders. (Unit 5.1)
- B7 4.1.1.2: Describe the ministries of the religious leaders (Unit 5.2)
- B7 4.1.1.3: Discuss the moral lessons from the exemplary lives of the religious leaders (Unit 5.3)

Introduction

This chapter deals with religious leaders and personalities in all three of the major religions in Ghana. It covers content that is part of Strand 4 of the RME curriculum: Religious leaders and personalities.

At the start of the chapter, the proverb describes how, when you follow an elephant, you use a path already cleared and free from entanglements. In the same way, when we follow a path prepared for us by a leader, it makes our journey easier.

The leader elephant of the herd knows how to find the best path and make it easier for the herd. Religious leaders do the same. They guide their followers and help them find the best path to follow, making the right choices and living according to moral virtues.

Overview of the chapter

The chapter guides learners in their engagement with the concept of religious leadership. They study and discuss the lives of religious leaders, focusing on their calling and the examples the leaders set for a virtuous life.

- In the first unit (**Unit 5.1**), learners discuss the early life and call of religious leaders in the three major religions practised in Ghana. They watch videos on the topic and look at pictures to support their discussion. They summarise what they have learnt and perform role plays.
- In the second unit (**Unit 5.2**), learners summarise the key events associated with the ministry of the leaders of the three major religions. In groups, they complete a project by creating a poster.
- In the third unit (**Unit 5.3**), learners discuss the moral lessons learnt from the examples of the lives of the religious leaders. They role-play some of the lessons and virtues and discuss how to apply them to their own lives.

Useful resources

- **Charts and posters.** There are several pictures in this chapter that support learning. However, big posters and wallcharts as classroom displays could be useful additions, attracting interest and adding information. You can try to source posters from churches or other organisations that depict the life of Jesus or any important church leader, such as the pope or the Archbishop of Ghana. Although the Muslim faith does not allow pictures of Muhammad (SAW), large pictures of places in Makkah and Medina can help learners understand the context. Posters of important imams that work in Ghana or elsewhere in the world can also be useful. You might be able to find pictures of some of the traditional leaders mentioned in the chapter. If you cannot source posters, you could collect pictures from the internet or religious publications and make your own wallcharts and posters.
- **Stationery for poster-making.** When making posters in groups, ensure learners have the material needed: cardboard, glue, photographs, pens, and pencils.
- **Word cards.** The section on moral virtues contains concepts and vocabulary that could be unknown to learners. You can make a classroom display of these words: Write the words in thick letters on big cardboard strips that you can put up and take down during discussions. You can also make word cards

that can be used by learners for quizzes and for tests. Write the word on one side of the card, and its explanation on the other side. This can be used for checking whether learners understand vocabulary and concepts.

- **Copies of the Bible and Qur'an.** This chapter in the Learner's Book includes references to stories and texts in the Bible and Qur'an. However, learners may also want to read these texts in their own copies, or class copies, of the Bible and Qur'an. Access to the Bible and the Qur'an will also allow them to do further reading and contextualise the quotes in the Learner's Book. If printed copies are not available, and learners have access to the internet, full versions can be found online (see 'ICT' below). Help learners to understand why their own Bible or Qur'an translation may differ slightly from the extracts given in the Learner's Book.
- **Props.** For dramatisations and role plays, use simple items to indicate gender or age. Look for items that can help to indicate historical and cultural context. This will be useful when portraying family roles. Keep such items and clothes in a class box for this use.
- **ICT tools.** Digital resources are vital in modern learning. In this chapter, like the others, learners will benefit from online research and accessing digital material such as video clips. If there are no computers or internet access at your school, facilitate alternative access to videos and other ICT resources. For example, you can download videos beforehand on phones and tablets. You can also establish temporary data connections if there is no Wi-Fi at school, using a cell phone as a modem. In the teaching methodology section below, links are provided to digital resources. Before you share them with the learners, you should look carefully at them to assess their suitability for your classroom situation. It might also be that the suggested links are no longer available, and you would have to search for alternatives. Do this long before you teach the lesson.

Use of ICT

- **Digital information.** In Unit 5.1, learners can gain from watching video clips on the religious leaders' lives and ministries. Search online for appropriate material for you learners. Have these ready for watching in class, either in groups on smaller screens (phones or tablets) or on a bigger screen if such technology is available to you. If you are unable to stream in the classroom, you can download the videos beforehand. Some links for suggested material are provided in the activity-specific sections with teaching methodology and answers. Examples are for Participate 1 on the birth and early life of Jesus (p. 103 of this Facilitator's Guide) and Participate 4 on the birth and early life of Muhammad (SAW) (pp. 99–100 of this Facilitator's Guide). However, do your own research so that you can identify the best material for your classroom, for example, regarding the level, language used and length of videos. You could possibly also obtain taped videos or DVDs on the topics.
- **Online research and finding information.** This is an important tool for learning. Some activities in the Learner's Book are either based on doing research using ICT or will be more helpful for learning if supported by online research. This also applies to some additional homework activities, such as the activity on female religious leaders (homework activity for Unit 5.1, p. 94 of this Facilitator's Guide). Other activities in this chapter for which learners are required to do research are:
 - Participate 1 (LB p. 123), for which learners can also do searches in an online Bible
 - Participate 7 (LB p. 131), about civil right movements and slavery history
 - Participate 9 (LB p. 137), searching for parables
 - Participate 11 (LB p. 142), traditional religious events and activities
 - Participate 12 (LB p. 142), gathering information for creating a poster
 - Let's explore (LB p. 150).

- **Quality and validity of information.** Support learners to develop the ability to judge the information they find on the internet, as per *Core Competency DL 5.5: Evaluate the quality and validity of information*. Learners need to understand that there are many inaccuracies and falsehoods on the internet. Give them some examples of reputable websites such as Wikipedia, www.primaryhomeworkhelp.co.uk, <https://www.khanacademy.org/>. Warn them that YouTube, although a rich source of video material, also contains inaccurate and inappropriate content. However, there are some reliable channels streamed on YouTube, such as <http://biblevideos.org/> and the channel of Dr Rasha Rashad. Go through some examples to demonstrate this and make a list of websites containing reliable and appropriate information on the religious leaders they will study in this chapter.
- **Online behavioural protocols.** Ensure learners understand how to behave online and not partake in some of the unsavoury practices found online, especially on social media. This is part of *Core Competency DL 6.4: Adhere to behavioural protocols that prevail in cyberspace*. This is a useful article on the topic that can help you to guide the learners: <https://edu.gcfglobal.org/en/internetsafetyforkids/teaching-kids-about-internet-safety/1/>. Check that learners understand not to:
 - post or trade personal pictures
 - reveal personal information, such as an address, phone number, school's name or location
 - share passwords (other than with parents)
 - respond to a threatening email, message, post, or text.
- **Ethical use of information.** Support learners to develop the ability to search effectively and to utilise the information correctly. They have to learn not to just cut and paste from sources, but to read the information and work it into their own essays, summaries or research answers. Learners must learn not to present information found online word for word (verbatim) but develop it into their own content. Copying and pasting from the internet is a form of plagiarism and has no place in research. It does not promote learning. Rephrasing content in their own words promotes learning. These practices are all part of *Core Competency DL 6.6: Knowledge and recognition of ethical use of information*.

Teaching methodology

Creating a learner-centred classroom

- This chapter includes several role plays and dramatisations, for example, Participate 2 (LB p. 124), Participate 6 (LB p. 127), Participate 8 (LB p. 131), Participate 13 (LB p. 145), and Participate 14 (LB p. 147). These activities promote learner-centred learning, by involving learners in active participation.
- The Think-Pair-Share strategy can be applied to the Let's explore activity on p. 150 of the Learner's Book.
- In the Let's talk activities on pp. 121, 133 and 144 of the Learner's Book, learners suggest practical examples from their own life experiences.
- In the Let's reflect activities on pp. 132, 143 and 149 of the Learner's Book, learners apply what they have learnt to their own lives and give personal and independent responses to the questions.
- Teaching resources such as charts, real objects and drawings help to make lessons interesting and practical. Be resourceful and look for relevant teaching materials in the environment and online, for example, pictures, posters and real-life objects.

Inclusion and equity

Inclusion involves addressing the varied needs of learners based on gender, ability, economic status, religious affiliation, geographical location, etc. These are all factors that impact how young people learn. In an inclusive classroom, you need varied approaches to overcome challenges. For example:

- The chapter touches on the issue of gender in religious leadership. In the Let's talk activity on p. 121 of the Learner's Book, learners discuss modern and traditional female religious leadership notions. In the suggested homework activity for Unit 5.1 (p. 100 of this Facilitator's Guide), learners do research and compile information on women who are religious leaders.
- In the group work activities, encourage the female learners to participate as actively as the male learners and not to be intimidated. Assign female group leaders and spokespersons. Role-playing real-world scenarios can help female learners to develop confidence and learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion).

Mixed ability

Keep in mind throughout the chapter that you will have learners of differing abilities in your class, including their grasp of English language skills. Be mindful of this to facilitate growth by all. Some useful techniques are:

- Encourage active participation by all during group and pair learning. Where appropriate, ensure that stronger learners can guide and support weaker learners in a mutually agreeable learning environment. However, ensure that the more abled learners do not do all the work while the lesser abled learners shut down. For example, all learners should actively participate in the various role plays in this chapter – not necessarily acting a role but, for example, planning the script. Make learners aware of being tolerant and listening to those who take longer to respond and are less confident.
- Use differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind. Use questioning techniques with all the learners to promote learning and check understanding, for example, when dealing with moral virtues displayed by religious leaders. The human rights issues raised in this chapter call for careful thought. Manage the classroom discussions carefully to unpack topics and look at them from different sides and levels.
- Use the Unit summaries on pp. 132, 143 and 149 of the Learner's Book for repetition and remedial learning.

Assessment

There are several opportunities in this chapter for both formative and summative assessment.

Formative assessment opportunities

- Participate 1 (LB p. 123). Summarise the birth and early life of Jesus. Assess learners' paragraphs and allocate a mark out of 10 using the grid on p. 103 of this Facilitator's Guide.
- Participate 4 (LB p. 126). Summarise the birth and early life of Muhammad (SAW). Assess learners' paragraphs and allocate a mark out of 10 using the grid on p. 106 of this Facilitator's Guide.
- Participate 7 (LB p. 131). Summarise the early life of traditional African religious leaders. Assess learners' paragraphs and allocate a mark out of 10 using the grid on p. 108 of this Facilitator's Guide.
- Participate 10 (LB p. 139). Summarise the ministry of Muhammad (SAW). Assess learners' answers to the content questions and allocate a mark out of 10.
- Let's explore: Chapter 5 (LB p. 150). Assess learners' essays and allocate a mark out of 100 using the grid on p. 119 of this Facilitator's Guide. You can easily convert this mark to a mark out of 10.

Summative assessment opportunities

(Can be included in the CAT mark for Term 2.)

- Group work: Participate 2 (LB p. 124). Role-play the calling of Jesus. Assess learners using the grid supplied on p. 104 of this Facilitator's Guide. You can allocate a mark out of 10.
- Group work: Participate 5 (LB p. 126). Role-play the calling of Muhammad (SAW). Assess learners using the grid supplied on p. 104 of this Facilitator's Guide. You can allocate a mark out of 10.
- Group work: Participate 8 (LB p. 131). Role-play the calling of traditional African religious leaders. Assess learners using the grid supplied on p. 104 of this Facilitator's Guide. You can allocate a mark out of 10.
- Group work: Participate 13 (LB p. 145). Role-play how Jesus showed humility. Assess learners using the grid supplied on p. 104 of this Facilitator's Guide. You can allocate a mark out of 10.
- Group work: Participate 14 (LB p. 147). Role-play showing forgiveness. Assess learners using the grid supplied on p. 104 of this Facilitator's Guide. You can allocate a mark out of 10.
- Group work: Participate 15 (LB p. 148). Role-play making a sacrifice. Assess learners using the grid supplied on p. 104 of this Facilitator's Guide. You can allocate a mark out of 10.
- Class test: See pp. (LB pp. 151–152). (60 marks).
- Project/Poster in Participate 12 (LB p. 142). Assess learners using the grid supplied on p. 114 of this Facilitator's Guide. You can allocate a mark out of 15.

Homework activities

Learners work on their own in the following activities, which makes them suitable for homework activities.

- Participate 1 (LB p. 123), summarise the birth and early life of Jesus.
- Participate 4 (LB p. 126), summarise the birth and early life of Muhammad (SAW).
- Participate 7 (LB p. 131), summarise the early life of traditional African religious leaders.
- Participate 10 (LB p. 139), summarise the ministry of Muhammad (SAW).
- Participate 12 (LB p. 142), the research for the poster project.
- Let's explore (LB p. 150), writing an essay about on the topic of forgiveness.

Additional homework activities after completing Unit 5.1

Ask learners to do research about women who currently act as religious leaders. They can do research in the community to find out about women in such roles. They should also do online research on the topic, for example, on these women:

- Kay Goldsworthy
- Phumzile Mabizela
- Rose Akua Ampofo
- Yeye Siju Osunyemi
- Amina Wadud.

They write a page about their findings.

Additional homework activities after completing Unit 5.2

Ask learners to write a description of how influences from outside Ghana have affected how religious leaders practise their ministry in your community.

They should write between half a page and a page. They can include observations about the following (or any other aspect):

- authority and punishment
- sacrifice
- miracles
- music.

Additional homework activities after completing Unit 5.3

Ask learners to copy this table and complete it with examples.

Moral virtue	Christianity	Islam	African Traditional Religion
Humility			
Obedience			
Perseverance			
Forgiveness			
Patriotism			
Sacrifice			

Teaching strategies and answers

Unit 5.1: The early life and calling of religious leaders

LET'S TALK

(Learner's Book page 121)

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

PL 6.1: Ability to serve group members effectively.

This is a warm-up activity to introduce the focus of the lessons that follow, which is religious leadership in the three major religions of Ghana. If possible, all three religions should be represented in each group.

During the group discussions, walk around in the classroom and give support if you notice that some learners are not participating in the discussion.

There are no right or wrong answers to this activity, but learners' discussions could include these observations:

1. Learners should recognise that the photo includes Christians, Muslims and traditionalists, and other religions.
2. Learners might not know that the Pope is the highest-ranking religious leader in the Catholic Church. In the picture, he is in the fourth position from the left.
3. Learners are unlikely to have clear answers on this. The point of the discussion is to raise awareness that there are fewer women religious leaders than men, especially in high-ranking

positions. However, learners should know that it is a controversial issue, with much debate between different groups within religions. On the one hand, some feel that the focus on male leadership disempowers the female gender.

Learners need to note that, historically, women have had important roles as religious leaders. For example:

- In the Bible, these female religious leaders are mentioned:
 - Miriam was a prophet and led a nation in worship (Exodus 15:20).
 - Deborah was chosen by God to lead as a prophet, judge and even lead the men into battle (Judges 4–5).
- In Islam, women have been acting for centuries as leaders, teachers, and authorities in many different roles. There is a long history of female masters of Islamic sciences teaching men. However, there is a difference of opinion among Muslims regarding the circumstances in which women may act as imams, i.e. to lead a congregation in salat (prayer).
- In African Traditional Religion, women priests, prophets and diviners are common.
- Learners should be aware that, in modern Christian churches, women are increasingly given leadership positions. For example, in 2021, the first female priests were ordained in the Anglican church of Accra. If possible, show learners pictures of these women. You can find examples online, for example, in stories such as this one: <https://international.la-croix.com/news/religion/african-diocese-ordains-its-first-woman-priest/14633>
- However, churches have very different positions on this issue. Some of them accept women pastors and priests, and others do not.
- According to all currently existing traditional schools of Islam, a woman cannot lead a mixed-gender congregation in salat (prayer). Three of the four Sunni schools and many Shia agree that a woman may lead a congregation consisting of women alone in prayer. However, the Maliki school does not allow this.

See p. 101 for a suggested homework activity, for which learners can do research and compile information on women religious leaders.

4. Learners' responses will vary according to what they have experienced in their own communities.
5. Learners' responses will vary according to their own experiences of religious leadership. Answers are likely to include some of these points:
 - lead church and mosque services, libations and group prayers
 - guide followers in how to worship God, Allah, a Supreme Being or lesser deities
 - help to understand revelations of God, Allah and the Supreme Beings
 - set examples to the followers.

PARTICIPATE 1

Summarise the birth and early life of Jesus

(Learner's Book page 123)

DL 5.3: Ability to find and utilise digital content.

DL 5.5: Evaluate the quality and validity of information.

The curriculum specifies that learners also watch videos on the topic. If you have data constraints in the classroom, you can download the videos beforehand. If access to a big screen is not possible, learners can watch in smaller groups on a cell phone or tablet.

The links below are appropriate videos on the topic. If these are unsuitable or not available, find videos at the right level and with the right content for your classroom. You could look for videos on the topic in the form of DVD disks.

<https://youtu.be/8gUJWKMMgtQ> (birth)
https://youtu.be/O9VyT9sY_Dc (birth)
https://youtu.be/0M1dHAET_Ns?list=PLx1dI0IFg6RoprxhLZdumWlaez4menyZH (birth)
<https://arc.gt/j52zz> (birth)
<https://youtu.be/v3656G6tWul> (birth)
<https://arc.gt/o37kw> (childhood)
<https://youtu.be/jOpssCROYBw> (childhood)
<https://youtu.be/jJJo0Fksivk> (childhood)
<https://arc.gt/8h4fu> (baptism)
https://youtu.be/_VMNO2MAmwA (baptism)
https://youtu.be/oGMCA_aUY4c (baptism)
<https://arc.gt/6gbdu> (temptation)

Learners do the writing activity on their own. You can give it to them as a homework task.

They write a brief account of the birth and early life of Jesus Christ. Their writing should be at least three paragraphs long, with one paragraph each on:

- Where Jesus was born
- Jesus proving himself as a wise and intelligent boy
- The baptism in the desert.

Learners can find information on this on pp. 122–123 of the Learner's Book. However, encourage them to add any additional information that is correct, from the videos they have watched or other sources. Encourage them to find more information in the Bible, whether a printed or digital copy. They can also do searches on the internet for more content.

The activity can be given as homework and can be used for assessment. Use the grid below to allocate a mark out of 10. The mark allocated can be added to each group member's assessment records.

The summary ...	No 0	Partly 1	Yes 2	Subtotal
contained at least three paragraphs, one each on the three parts of Jesus' life, as specified.				_/2
included correct information on all three parts of Jesus' life, as specified.				_/2
showed understanding of the topic.				_/2
was easy to understand and follow.				_/2
was written logically and coherent.				_/2
Total mark				_/10

CG 5.3: Develop and express respect and appreciation of others' culture.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

Learners work in groups to develop and perform a role play depicting the baptism and calling of Jesus. They draw on what they have seen and researched in Participate 1. All learners participate, not only the Christians in the class. Remind learners of the steps for scaffolding a role play, as applied in earlier role-play activities:

- identify the situation
- add details
- assign roles
- act out the scenario
- discuss what they have learnt.

They practise and perform the role play to each other. Ask each group member to evaluate their group's role play according to the following checklist:

- a. Did we:
 - share ideas and let everyone talk and contribute?
 - give people a chance to explain themselves?
 - agree on how to choose the ideas for the role play?
 - allocate roles in a way that made everyone feel included?
- b. Write a sentence about anything you think your group could do better.
- c. Write a sentence about anything you think your group did well.

They finally perform the role play to the class and to you. You can use this grid to assess the role plays. The mark allocated can be used to add to each group member's assessment records.

The role play ...	No 0	Partly 1	Yes 2	Subtotal
accurately acted out a realistic scenario.				_/2
had some interesting parts and grabbed the attention.				_/2
was easy to understand and follow.				_/2
involved all group members in some way.				_/2
conveyed a message.				_/2
Total mark				_/10

PARTICIPATE 3**Discuss the calling of Jesus**

(Learner's Book page 124)

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

In groups, learners discuss how Jesus' calling took place. They apply what they have learnt from the role-play activity.

1. Their observations should include these points:
 - Jesus's calling happened at his baptism.
 - The heavens opened up.
 - A dove came down from heaven.
 - The voice of God said that Jesus was his Son.
2. Jesus' baptism revealed to the world who Jesus truly was. He was not an ordinary person but the Son of God. It also revealed His calling and the purpose of His earthly life: to save the world and free believers from their sins.
3. First temptation: By resisting this temptation, Jesus chose not to use His power to achieve comfort or for material gain. This was one of the lessons He would teach humankind as part of His calling: not to sin to get material or bodily comfort.
Second temptation: By resisting this temptation, Jesus chose not to use His power to prove His might. This was one of the lessons He would teach humankind as part of His calling: not to sin to show off or boost your ego.
Third temptation: By resisting this temptation, Jesus showed that political power was unimportant, and that God's spiritual kingdom matters. This was one of the lessons He would teach humankind as part of His calling: that worshipping the spiritual power of God was more important than anything else.

PARTICIPATE 4**Summarise the birth and early life of Muhammad (SAW)**

(Learner's Book page 126)

DL 5.3: Ability to find and utilise digital content.

DL 5.5: Evaluate the quality and validity of information.

The curriculum specifies that learners also watch videos on the topic. If you have data constraints in the classroom, you can download the videos beforehand. If access to a big screen is not possible, learners can watch in smaller groups on a cell phone or tablet.

The links below are appropriate videos on the topic. If these are unsuitable or not available, find videos at the right level and with the right content for your classroom. You could look for videos on the topic in the form of DVD disks.

<https://youtu.be/PdxKxnVZtgo> (how Islam began)

<https://youtu.be/WEEORXFj-lo> (childhood)

<https://youtu.be/gibAriS1twE> (early childhood)

<https://youtu.be/LO3Wuk1b7fk> (marriage, calling)

<https://youtu.be/lcd33xmbjWs> (calling and persecution)

<https://youtu.be/175lnO3uiBA> (calling)

<https://youtu.be/M3QuMnXEPS0> (calling)

<https://youtu.be/p68QhUVmzQ8?list=TLPQMTYxMTlwMjHnJzWDiyPuLA> (revelation)

Note that acceptable videos on the topic will not show images of Muhammad (SAW), which is forbidden in Islam. Instead, these videos use specific techniques that reveal him as a character but not in an actual drawing. It might be necessary to explain this technique to learners.

Learners do the writing activity on their own. They can do it as homework.

They write a brief account of the birth and early life of Muhammad (SAW). Their writing should be at least five paragraphs long, with one paragraph each on:

- His first years as a baby
- Boyhood in Makkah
- His life as a young trader
- His marriage to Khadijah
- The calling by the angel

Learners can find information on this on pp. 124–126 of the Learner's Book. However, encourage them to add any correct additional information from the videos they have watched or other sources. Encourage them to find more information in the Qur'an, whether a printed or digital copy. They can also do searches on the internet for more content.

The activity can be given as homework and can be used for assessment. Use the grid below to allocate a mark out of 10. The mark allocated can be added to each group member's termly assessment records.

The summary ...	No 0	Partly 1	Yes 2	Subtotal
contained at least five paragraphs, one each on the five parts of the life of Muhammad (SAW), as specified.				_/2
included correct information on all five parts of the life of Muhammad (SAW), as specified.				_/2
showed understanding of the topic.				_/2
was easy to understand and follow.				_/2
was written logically and coherent.				_/2
Total mark				_/10

PARTICIPATE 5

Role-play the calling of Muhammad (SAW) to prophethood

(Learner's Book page 126)

CG 5.3: Develop and express respect and appreciation of others' culture.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

Learners work in groups to develop and perform a role play depicting the calling of Muhammad (SAW). Ensure the group includes learners of different religions, not only the Muslims in the class.

Remind learners of the steps for scaffolding a role play, as set out in Participate 2 above (p. 104 of this Facilitator's Guide).

They practise and perform the role play to each other. Ask each group member to evaluate their group's role play according to the checklist on p. 104 of this Facilitator's Guide (Participate 2 of this chapter.)

They finally perform the role play to the class and to you. You can use the grid on p. 104 of this Facilitator's Guide (Participate 2) to assess the role plays.

PARTICIPATE 6

Discuss the calling of Muhammad (SAW)

(Learner's Book page 127)

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

In groups, learners discuss how the calling of Muhammad (SAW) took place. They apply what they have learnt from the role play.

Their observations should include these points:

- The angel Jibril appeared to Muhammad (SAW) in a cave called Hira.
- The angel revealed the first lines of Chapter 96 of the Qur'an to Muhammad (SAW).
- Muhammad (SAW) was scared by the appearance of the angel Jibril. He told that to his wife, who asked her uncle for advice.
- The uncle explained that the angel Jibril had brought a message from Allah that Muhammad (SAW) had been chosen as a prophet.
- The angel continued to appear to Muhammad (SAW) and reveal the Qur'an.

PARTICIPATE 7

Summarise the early life of traditional African religious leaders (Learner's Book page 131)

CG 5.3: Develop and express respect and appreciation of others' culture.

Learners work on their own. They can do the activity as homework.

1. They write a brief account of the birth of Okomfo Anokye, including both versions:
 - According to Akuapem tradition, he was the son of Ano and Yaa Anubea, both from Awukugua. When Okomfo Anokye was born in Awukugua, he held a short white tail of a cow in his right hand. His other hand was so firmly clenched in a fist that none of the women could open it. They called his father to help them. The baby opened his eyes, and while staring at the father, he opened his fist. Inside there was a magical object. He gave it to his father, saying "Ano ... Kye", which means "Ano ... see".
 - In the Ewe history, Okomfo Anokye is considered a twin of Togbi Tsali, a spiritual leader. One of the twins stayed with the Ewes, and the other went into the interior to help the Asante people.
 - Some other traditions state that when Okomfo Anokye was born, he already had teeth and a beard and could speak and walk.

- Learners can suggest any reason that makes sense for why there are different versions of the birth of Okomfo Anokye. They are likely to recognise that because Okomfo Anokye is a famous and respected traditional leader, many Ghanaian groups would want him to be associated with them.
2. Learners write a brief account of how the persons listed became spiritual leaders. Their summaries should include these points:
 - a. Togbe Tsali: He had supernatural or spiritual powers, which he used to help his people escape from Notsie. Because of these powers and how he applied it, Togbe Tsali became a revered leader who continued to perform miraculous deeds as a leader.
 - b. Egya Ahor: Egya Ahor performed sacred rites to Akyen for the Fante people from an early age and predicted rains and other weather conditions. After sacrificing himself to save the Fante people from a terrible disease, he became very important to African traditionalists in Ghana.
 - c. Toha Zie: Toha Zie was a brave hunter and warrior who single-handedly killed a beast that had terrorised the people for a long time.
 3.
 - a. Osofe Okomfo Damuah was influenced by traditional beliefs, especially those he learnt from his father and grandfather. He was also influenced by modern movements such as anti-slavery and Black Power movements in the USA, where he had studied.
 - b. Learners do research to find out more about anti-slavery and civil rights movements in the USA. Help to find reputable sources online. These would be good videos to watch and websites to visit if you can access them:
<https://youtu.be/tfC52TZzMQg> (background to slavery)
<https://youtu.be/qhMsQm0dufU> (slave emancipation)
<https://youtu.be/3vDWWy4CmhE> (Martin Luther King speech)
<https://kids.britannica.com/kids/article/slavery/353782>
<https://kids.kiddle.co/Slavery>
<https://www.usatoday.com/in-depth/news/education/2019/10/16/slavery-black-history-books-movies-kids-lesson-plan-field-trips/2246368001/>

You can assess learners' written paragraphs using this grid. You can add the score to their continuous assessment mark for the term.

The summary ...	No 0	Partly 1	Yes 2	Subtotal
contained at least two paragraphs, one on the anti-slavery and one on Black Power movements in the USA.				_/2
included correct information on both movements.				_/2
showed understanding of the topic.				_/2
was easy to understand and follow.				_/2
was written logically and coherent.				_/2
Total mark				_/10

PARTICIPATE 8

Role-play the calling of traditional African religious leaders

(Learner's Book page 131)

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

Learners work in groups to develop and perform a role play depicting the calling of any one of the African traditional leaders. Remind learners of the steps for scaffolding a role play, as set out in Participate 2 above (p. 104 of this Facilitator's Guide).

They practise and perform the role play to each other. Ask each group member to evaluate their group's role play according to the checklist on p. 104 of this Facilitator's Guide (Participate 2 of this chapter.)

They finally perform the role play to the class and to you. You can use the grid on p. 104 of this Facilitator's Guide (Participate 2 of this chapter) to assess the role plays.

LET'S REFLECT

(Learner's Book page 132)

CG 5.3: Develop and express respect and appreciation of others' culture.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

Learners discuss the questions in pairs or small groups. They do not have to give feedback to the class. The activity lets learners apply what they have learnt in Unit 5.1 to their own lives and to give a personal and independent response to the questions. They think about what their own response would be to a religious calling. They also think about the role and status of traditional African beliefs in their own religion.

There are no right or wrong answers, and learners do not have to agree in their pairs or small groups about what they say. The important thing is being able to give a personal response to what they have learnt in Unit 5.1, and to be able to explain their thoughts and feelings. Discussing it in pairs or small groups helps them to formulate their responses.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: from early lives to lasting impact

This activity bridges the gap between learning about the early lives of religious leaders (Unit 5.1) and understanding their ministries (Unit 5.2).

Questions

1. Unit 5.1 focuses on the early life of Jesus Christ. Name two events from his early life mentioned in the lesson.
2. The same unit mentions the 'calling' of religious leaders. Why do you think it might be important to understand the calling of a religious leader?

3. Imagine you learn about a religious leader from a different religion. Unit 5.1 highlights details like Jesus' birth and youth. What aspects of this leader's early life might you find interesting to learn about?
4. Look at the information about the ministry of Jesus Christ in Unit 5.2. Name one of the ways Jesus spread his teachings according to the lesson content.
5. Thinking about the different religious leaders mentioned in Unit 5.1 (e.g., Egya Ahor), how do you think their early lives and experiences might have shaped the way they carried out their ministries (Unit 5.2)?

Answers

1. Answers may vary but could include any two events from Unit 5.1 (e.g., Jesus' birth, and temptation of Jesus).
2. Understanding the calling can provide insight into the leader's motivation, purpose, and the message they aimed to spread.
3. Learners might be interested in the leader's upbringing, their defining moments, or any experiences that shaped their faith.
4. One way Jesus spread his teachings according to Unit 5.2 is through parables.
5. Early experiences of hardship, guidance from mentors, or witnessing social issues might all influence how religious leaders approach their ministries.

Teacher guidance for open-ended questions

- Question 2: To encourage deeper thinking, you can ask a follow-up question: 'Can you think of any examples from your own experience where understanding someone's motivations helped you better understand their actions?'
- Question 3: Guide learners by mentioning specific details from Unit 5.1. You can ask: 'Were there any details about the early lives of religious leaders in Unit 5.1 that you found surprising or interesting? Why?'
- Question 5: Encourage learners to connect the dots between early life and ministry. You can ask: 'Can you think of any leaders we learned about (Unit 5.1) who might have used their life experiences to guide their teachings (Unit 5.2)?'

Unit 5.2: The ministries of religious leaders

LET'S TALK

(Learner's Book page 133)

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.3: Identify important and appropriate alternatives.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

This is a warm-up activity to introduce the focus of the lessons that follow, which is the ministries of worship, as practised in the three major religions of Ghana. If possible, all three religions should be represented in each group.

During the group discussions, walk around in the classroom and give support if you notice that some learners are not participating in the discussion.

There are no right or wrong answers to this activity, but learners' discussions should include these observations:

1. Learners should recognise that in all four photos, the people are praying or worshipping.
2. The man standing upright is taking some leadership, as one can see from his actions. The man in the white robe is probably also a religious leader, as one can see from how he is dressed.
3. The picture shows Christian worship in a traditional African setting. Learners might have reasons for answering differently; and you should allow them to voice that.
4. Learners will give personal responses.

PARTICIPATE 9

Summarise the ministry of Jesus Christ

(Learner's Book page 137)

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.3: Identify important and appropriate alternatives.

Learners work in pairs.

1. They draw a mind map to demonstrate their understanding of:
 - a. Jesus' calling of the disciples
 - b. the Sermon on the Mount
 - c. miracles performed by Jesus
2. Learners find two examples of parables (not those mentioned on pp. 135–136 of the Learner's Book). They can look for them in the Bible or find it by searching on the internet, using Google or a similar search engine. They then take turns to retell the story of one of the parables to each other.

PARTICIPATE 10

Summarise the ministry of Muhammad (SAW)

(Learner's Book page 139)

CG 5.1: Show a strong belongingness to one's culture.

CG 5.4: Develop and exhibit a sense of cultural identity.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.3: Identify important and appropriate alternatives.

PL 5.4: Ability to understand one's personality traits.

PL 5.5: Desire to accept one's true self and overcome weakness.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

Learners work on their own. They can do the activity as homework. It can also be used as assessment, with a score out of 10.

1. (6 marks)

Order:

1. Dictating the Qur'an to scribes
2. Migration to Madinah
3. Building the Muslim army
4. Conquest of Makkah
5. *Hajj* to Makkah
6. Sermon at Mount Arafat

2. (4 marks)

Correct:

- B. After defeating the Quraysh, Muhammad (SAW) forgave them without punishment.
- C. Muhammad (SAW) destroyed the idols and shrines of the Quraysh.

Incorrect:

- A. Muhammad (SAW) undertook many pilgrimages to Makkah – Muhammad (SAW) undertook **only one pilgrimage** to Makkah.
- D. Muhammad (SAW) wrote what the angel told him in the Qur'an – Muhammad (SAW) **retold** what the angel told him in the Qur'an. (He could not write.)

PARTICIPATE 11

Summarise important events and activities in the lives of traditional religious leaders

(Learner's Book page 142)

CG 5.1: Show a strong belongingness to one's culture.

CG 5.4: Develop and exhibit a sense of cultural identity.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

PL 6.1: Ability to serve group members effectively.

Learners work in groups. The content listed below appears on pp. 140–142 of the Learner's Book. Learners can quote this content. However, encourage them to add additional events. They can try to find out more by doing research, including online research, and asking people in the community.

1. Learners discuss and describe some key events in the life of the adult life of Okomfo Anokye.
 - Okomfo Anokye was the adviser and chief priest of Osei Tutu, a great military leader. Together, they defeated many other Asante groupings and made Kumasi their capital. The spiritual skills of Okomfo Anokye helped Osei Tutu to ward off pursuers during battles. People believe that Anokye delivered spells on the enemy and weakened their army.
 - The Golden Stool, the symbol of Asante leadership, comes from the time of Okomfo Anokye's leadership. According to traditional legend, Okomfo Anokye conjured the Golden Stool from the sky.
 - There is a belief that Okomfo Anokye drove a sword into the ground at Kumasi, which nobody can dislodge. The belief is that Okomfo Anokye used supernatural powers to drive the sword into its position.

2. Egya Ahor was a traditional hero who sacrificed himself to save his people from an epidemic. The people led him to the altar of Akyen, where his throat was slit. They used his royal blood for the sacrifice. Lightning flashed, and they heard the sound of thunder. The healing of the disease started straightaway. Today, followers of Indigenous African Religion do not sacrifice people. They do still sacrifice animals.
3. Togbe Tsali used his supernatural powers to help his people escape from Notsie. After the escape, he grew maize within one day to feed the people. He could transform himself into a flying spirit and survey people and the land from above. Although he got thrown in a river with crocodiles, Togbe Tsali survived miraculously. People have reported seeing him alive, riding a crocodile. Togbe Tsali was brave and cared enough about his people to help them all to escape, not just caring about his own comfort. This is true leadership. The message of Togbe Tsali's spiritual power is that you can overcome oppression and get freedom by relying on spiritual power.
4. Toha Zie became a spiritual leader after killing a beast that had been bothering the community for a long time. He was brave and fearless and used his powers to protect the community. That made him a much-loved leader.

PARTICIPATE 12

Project: Create a poster

(Learner's Book page 142)

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.3: Identify important and appropriate alternatives.

PL 5.5: Desire to accept one's true self and overcome weakness.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

Divide the class into three groups, or in a multiple of three, for example, six or nine groups. Each group should have no more than 10 learners.

Each group makes a poster showing key events of the later part of the life of Jesus Christ, Muhammad (SAW) or one selected indigenous religious leader. All three of these leaders have to be covered, so you might need to allocate the work accordingly and not leave it to the learners to choose.

Explain to learners that their poster should:

- include pictures and combine text and pictures effectively
- include some eye-catching, bold print that can be read from a distance
- include interesting content, including facts based on research.

To plan for their poster, learners do research to gather information on the religious leader allocated to them. Encourage and support them to do online research. If they cannot search online at school, they do it as homework, using ICT tools at home or at a shared facility.

Learners can do this research and preparation for the posters as homework. Remind learners that they also need to look for pictures for their posters. They can search in magazines or newspapers, or they can make photocopies from books. If they have the resource, they can print pictures from the internet. They can also make their own drawings and diagrams.

When they work on the poster in groups, ensure they have the material needed: cardboard, glue, photographs, pens, and pencils.

Once the posters are complete, let learners display them in the classroom or around the school.

You can use the poster-making activity as formative assessment using the following grid:

Assessment criteria	3 marks	2 marks	1 mark	0 marks
Does it cover the main points and ideas?	All points and ideas covered	Some points and ideas covered	Few main points or ideas covered	Many points and ideas not covered
Is the information correct?	All information correct	Most information correct	Most information not correct	Information not provided
Is the required information clearly shown?	Information easy to see and understand	Some information easy to see and understand	Information difficult to see or understand	Required information not shown
Has it been completed with care and attention to detail?	Very neat and well planned	Acceptable tidiness and planning	Untidy and disorganised	Total lack of care and detail
Is it eye-catching?	Yes, very eye-catching	Yes, fairly eye-catching	Somewhat eye-catching	No it is not eye-catching

Total out 15 marks: _____

LET'S REFLECT

(Learner's Book page 143)

CG 5.1: Show a strong belongingness to one's culture.

CG 5.4: Develop and exhibit a sense of cultural identity.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

PL 5.4: Ability to understand one's personality traits.

PL 5.5: Desire to accept one's true self and overcome weakness.

The activity aims to let learners apply what they have learnt in Unit 5.2 to their own lives and give a personal and independent response to the questions. Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion. Be mindful that some of the questions could be controversial, such as the issue of animal sacrifice and possibly also the topic of miracles.

Learners discuss the questions in pairs or small groups. They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in their pairs or small groups about what they say. The important thing is giving a personal response to what they have learnt in Unit 5.2 and expressing their own views and experiences.

LINKING LESSONS: unveiling moral values

This activity connects the concept of religious leaders' ministries (Unit 5.2) to the moral lessons we can learn from their lives (Unit 5.3).

Questions

1. Unit 5.2 describes the ministry of Jesus Christ. Name one way Jesus spread his teachings according to the lesson.
2. The same unit mentions the 'ministry' of religious leaders. What do you think the word 'ministry' means in this context?
3. Imagine you learn about a religious leader known for their forgiveness. Unit 5.3 highlights 'forgiveness' as a moral value. Describe an action this leader might have taken that demonstrates forgiveness.
4. Think about the different religious leaders studied in Unit 5.2 (e.g., Muhammad (SAW)). Unit 5.3 mentions 'humility' as a moral value. Describe a situation where a religious leader might need to show humility.
5. Reflect on the life of a religious leader you learned about (Unit 5.2). Looking at the moral virtues in Unit 5.3 (e.g., perseverance), identify a specific example that demonstrates this value in their life.

Answers

1. Answers may vary but could include any method from Unit 5.2 (e.g., parables, miracles).
2. 'Ministry' refers to the actions and teachings a religious leader uses to spread their message and serve their followers.
3. Learners might mention a story where the leader forgave someone who wronged them or their community.
4. A religious leader might need to show humility when admitting they are wrong, seeking guidance from others, or treating all followers with respect.
5. Answers will vary based on the student's chosen leader. They might explain how a leader overcame challenges (perseverance), sacrificed for their beliefs, or showed obedience to a higher power.

Teacher guidance for open-ended questions

- Question 2: To encourage deeper thinking, you can ask a follow-up question: 'Why do you think religious leaders having a ministry is important for their followers?'
- Question 3: If learners struggle with the concept, guide them by providing an example. You can say: 'Think about a time in your own life when you forgave someone. What did it feel like? How might a religious leader's act of forgiveness inspire others?'
- Question 4: Encourage learners to consider the power dynamic between religious leaders and their followers. You can ask: 'How might a religious leader demonstrate humility even though they hold a position of respect?'
- Question 5: Motivate learners to make specific connections between the leader's life and moral values. You can ask: 'What challenges did this leader face (Unit 5.2)? How did they overcome them? How does this connect to the idea of perseverance (Unit 5.3)?'

Unit 5.3: Moral lessons from the lives of religious leaders

LET'S TALK

(Learner's Book page 144)

CI 6.7: Look and think about things differently and from different perspectives.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

This is a warm-up activity to introduce the focus of the lessons that follow, which is the moral lessons we can learn from the lives of religious leaders.

During the group discussions, walk around in the classroom and give support if you notice that some learners are not participating in the discussion.

There are no right or wrong answers to this activity, but learners' discussions should include these observations:

1. Picture A shows children holding the national flag of Ghana. They could possibly be attending Independence Day celebrations.
Picture B shows two men hugging each other.
Picture C shows children standing at attention (body stiff and straight, the feet together, and both arms at the sides). They are likely to be at school, during assembly, or a ceremony where they sing the national anthem.
Picture D shows a man kneeling, probably in church.
2. Picture A – patriotism (proudly displaying the national flag)
Picture B – forgiveness (hugging shows goodwill towards each other)
Picture C – obedience (discipline)
Picture D – humility (going down on one's knees shows respect and humility)
3. Learners should draw on personal experiences for their examples. Support those who struggle to participate by asking learners leading questions such as:
 - In what situations do you have to be quiet and follow the rules?
 - Have you ever been angry at a friend but decided to forget what had happened?
 - Have you ever been in a situation where another person made you feel that you are unimportant?
 - How do you show others that you do not think you are more important than they are?
 - How do you feel when you sing the anthem of Ghana?

PARTICIPATE 13

Role-play how Jesus showed humility

(Learner's Book page 145)

CI 6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used.

CI 6.7: Look and think about things differently and from different perspectives.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

- 1 to 3.** Learners work in groups of 13. In each group, one takes the role of Jesus, and the other 12 learners are disciples. They act out the scene of Jesus washing the feet of His disciples, thereby showing His humility.

Remind learners of the steps for scaffolding a role play, as set out in Participate 2 above (p. 104 of this Facilitator's Guide).

They practise and perform the role play to each other. Ask each group member to evaluate their group's role play according to the checklist on p. 104 of this Facilitator's Guide (Participate 2 of this chapter.)

They finally perform the role play to the class and to you. You can use the grid on p. 104 of this Facilitator's Guide (Participate 2) to assess the role play and allocate a score to add to the term mark.

4. Learners apply the moral of the story to their own lives, giving examples of showing humility to each other. If they need support, give some examples of the opposite of humble behaviour, for examples when people look down on those who have less than them or are less attractive. Learners can comment on how this kind of behaviour can be improved to show some humility.

PARTICIPATE 14

Role play showing forgiveness

(Learner's Book page 147)

CI 6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used.

CI 6.7: Look and think about things differently and from different perspectives.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

- 1 to 2. Learners work in groups. They act out the scene of Muhammad (SAW) forgiving the people of Makkah who had treated him badly, thereby showing his forgiveness.

Remind learners of the steps for scaffolding a role play, as set out in Participate 2 above (p. 104 of this Facilitator's Guide).

They practise and perform the role play to each other. Ask each group member to evaluate their group's role play according to the checklist on p. 104 of this Facilitator's Guide (Participate 2 of this chapter.)

They finally perform the role play to the class and to you. You can use the grid on p. 104 of this Facilitator's Guide (Participate 2 of this chapter) to assess the role play and allocate a score to add to the term mark.

3. Learners apply the moral of the story to their own lives, giving examples of showing forgiveness to others. If they need support, give some examples of the opposite of forgiving behaviour. An example is when a friendship or marriage suffers because someone cannot say 'sorry'. Another example is when someone holds a grudge against someone who made a mistake while driving and made an accident in which someone was hurt. Learners can comment on how this kind of behaviour can be improved to show some forgiveness.

PARTICIPATE 15**Role-play making a sacrifice**

(Learner's Book page 148)

CI 6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used.

CI 6.7: Look and think about things differently and from different perspectives.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

Learners work in groups. They act out the scene of Egea Ahor making a sacrifice. Learners can refer to page 141 in the Learner's Book.

They practise and perform the role play to each other. Ask each group member to evaluate their group's role play according to the checklist on p. 104 of this Facilitator's Guide (Participate 2 of this chapter.)

They finally perform the role play to the class and to you. You can use the grid on p. 104 of this Facilitator's Guide (Participate 2 of this chapter) to assess the role play and allocate a score to add to the term mark.

LET'S REFLECT

(Learner's Book page 149)

CI 6.7: Look and think about things differently and from different perspectives.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

The activity lets learners apply what they have learnt in Unit 5.3 to their own lives and give a personal and independent response to the questions. They relate the morals and values they have learnt to experiences in their own families and their personal decisions.

The important thing is giving a personal response to what they have learnt in Unit 5.3 and explaining their thoughts and feelings.

They discuss the questions in pairs or small groups. They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in their pairs or small groups about what they say. Discussing it in pairs or small groups helps them to formulate their responses.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

CI 6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used.

CI 6.7: Look and think about things differently and from different perspectives.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

DL 5.3: Ability to find and utilise digital content.

DL 5.5: Evaluate the quality and validity of information.

PL 5.4: Ability to understand one's personality traits.

PL 5.5: Desire to accept one's true self and overcome weakness.

PL 6.1: Ability to serve group members effectively.

PL 6.4: Ability to manage and resolve conflicts.

Learners read the texts. They also do internet research before they have a class discussion and write an essay. They must do the research listed in the Internet Interact box to widen their perspective and raise awareness of the issues. Encourage and support learners to do the research to add to the information they refer to in the discussion and in their essay. If they cannot search online at school, guide them to use ICT tools at home or at a shared facility. Give examples of how to evaluate the quality and validity of online information and how to use it effectively to develop their own content. This is particularly relevant for the topics they will be researching here. The online content ranges from well-substantiated to overly emotional and based on particular political agendas. This is an ideal opportunity for learners to develop these competencies associated with digital learning:

DL 5.3: Ability to find and utilise digital content.

DL 5.5: Evaluate the quality and validity of information.

The topics mentioned in the Internet Interact box can be searched easily online. These links could be useful but there are many other sources available online:

<https://www.theglobeandmail.com/world/article-apartheids-victims-bring-the-crimes-of-south-africas-past-into-court/>

<https://www.allaroundthisworld.com/learn/africa-2/south-africa-for-kids/south-africa-history/#.YZNYnL1BzjA>

<https://youtu.be/tfC52TZzMQg> (background to slavery)

<https://youtu.be/qhMsQm0dufU> (slave emancipation)

<https://kids.britannica.com/kids/article/slavery/353782>

<https://kids.kiddle.co/Slavery>

<https://www.usatoday.com/in-depth/news/education/2019/10/16/slavery-black-history-books-movies-kids-lesson-plan-field-trips/2246368001/>

<https://www.theholocaustexplained.org/>

<https://www.gao.gov/products/gao-20-455> (school shootings)

https://www.nctsn.org/sites/default/files/resources/fact-sheet/talking_to_kids_about_hate_crimes_anti-semitism_final.pdf

https://en.wikipedia.org/wiki/School_shooting

1. The issues raised in the discussion are complex but important. So, although there are no right or wrong answers, learners should try to formulate opinions on the matter during the discussion. Manage the discussion according to the abilities in your class, bearing in mind that you might have to guide the discussion to some extent. The **think-pair-share** strategy could be useful. Start by formulating, one by one, the higher-order or open-ended questions asked.
 - Think. On their own, learners think quietly about the question for about three minutes:
 - Pair. Each learner discusses the question for about five minutes with a partner. If your class is very big, you can consider using groups of three learners for this step, instead of pairs.
 - Share. Learners share their ideas in a class discussion in which they share all the thoughts and ideas. You will need to manage this discussion carefully. Responding to raised hands is orderly but could mean that not all learners participate. Try to include those who are quiet.
 - If you do not have time for all the pairs to discuss all the questions, you could divide the questions between the different pairs in the class. However, the discussion will be most inclusive if all learners engage with the questions by themselves or in pairs before it becomes a class discussion.

2. Learners write an essay on the topic of forgiveness. It should include ideas about the questions discussed in 1, or one of the topics they have researched.

Explain that it is important that they do not present information found online word for word (verbatim), but develop it into their own content. Copying and pasting from the internet is a form of plagiarism and has no place in research. It also does not promote learning. Rephrasing content in their own words does exactly that.

Learners must motivate their opinions and avoid emotional statements. Explain this beforehand and give some examples. This is particularly relevant because of the topics raised. Some of the material they found on the internet could well be written in highly emotional language.

Learners' essays should be about two pages long and contain at least five paragraphs:

- an introduction
- three paragraphs on the topic
- a conclusion.

This activity can be given as homework. It can also be used as formative assessment using the grid on the following two pages.

Criteria	Poor 0–3 marks	Average 4–5 marks	Good 6–7 marks	Excellent 8–10 marks	Sub- total mark out of 10
1. Does the learner understand the topic?	Learner shows no or very little understanding of the topic.	Learner shows some understanding of the topic.	Learner understands and shows good comprehension of the topic.	Learner shows deep insight and full understanding of the topic.	
2. Does the essay follow the required structure, and does it flow logically?	Essay does not follow the structure and is a jumble of sentences and paragraphs.	Essay is structured correctly but there are some lapses in logic and flow.	Essay is well structured, and logic and flow are mostly present.	Essay is well structured, logical with good flow.	
3. Did the learner keep to the five-paragraph limit?	Learner wrote fewer or more than five paragraphs.	Learner kept to the limit but wrote very long or short paragraphs.	Learner kept to the five-paragraph limit but seemed to run out of space to cover the topic.	Learner kept to the five-paragraph limit and managed to cover all that was required.	
4. Does the essay have a good introductory paragraph that clarifies what forgiveness is?	Essay has no or a very poor introductory paragraph.	Essay has an introductory paragraph, but it needs to be more informative.	Essay has an good, informative introductory paragraph.	Essay has an excellent and informative introductory paragraph.	
5. Does the concluding paragraph end with a strong statement?	There is no clear concluding paragraph.	Concluding paragraph does not say much.	Concluding paragraph ends with a strong statement.	Concluding paragraph ends with an extremely strong statement.	
6. Does the body of the essay focus on the topic?	Body of essay does not focus on topic and contains irrelevant statements.	Body of essay focuses on topic but goes off-topic in places and has filler statements.	Body of essay focuses on topic and most important aspects are included.	Body of essay focuses on topic and all important aspects are included.	

Criteria	Poor 0–3 marks	Average 4–5 marks	Good 6–7 marks	Excellent 8–10 marks	Sub- total mark out of 10
7. Does the essay include a good argument for how the events researched relate to the topic of forgiveness?	The essay does not include any argument for how the events researched relate to the topic of forgiveness.	The essay includes an argument for how the events researched relate to the topic of forgiveness, but it is not explained or motivated at all.	The essay includes an argument for how the events researched relate to the topic of forgiveness, but it is not explained or motivated well.	The essay includes an argument for how the events researched relate to the topic of forgiveness, and it is explained or motivated well.	
8. Did the essay show evidence of research?	Essay showed no or very little evidence of research.	Essay showed some evidence of research.	Essay showed evidence of considerable research.	Essay showed evidence of detailed and well-recorded research.	
9. Did the learner show any evidence of original thinking and writing?	Learner shows no original thinking and just copied the researched content.	Learner shows some original thinking but in some instances just copied the researched content.	Learner shows some original thinking and use of words, but could improve on it.	Learner shows exceptionally original thinking and use of words.	
10. Does the learner motivate his/her observations and avoid emotional statements?	Learners does not motivate his/her observations and uses many emotional statements.	Learners attempts to motivate his/her observations, but includes many emotional statements.	Learners mostly motivate his/her observations, and largely includes many emotional statements.	Learners motivates his/her observations, and includes many emotional statements.	

Total out 100 marks: _____

Chapter 5 class test

(Learner's Book page 151)

- 1.1 D. Togbe Agorkol (1)
- 1.2 A. Khadijah (1)
- 1.3 D. He gave himself up to be sacrificed for his people during a serious epidemic. (1)
- 1.4 B. Makkah (1)
- 1.5 C. Mary (1)
- 1.6 A. Okomfo Amokye (1)
- 1.7 B. Osofo Okomfo Damouh (1)
- 1.8 A. Okomfo Amokye (1)
- 1.9 C. Hajj (1)
- 1.10 C. Anlo Ewe (1)
- 1.11 D. humility (1)
- 1.12 B. perseverance (1)
2. Learners' answers can include some of these points. Allocate one mark for every accurate description, including any additional points not mentioned here or in the Learner's Book: When the angel Jibril appeared to Muhammad (SAW) and told him, "Read," Muhammad (SAW) replied, "I am unable to read." The angel then revealed to him some lines of the Qur'an. Muhammad (SAW) was scared by the experience. He rushed home to tell his wife Khadijah about it. He feared that she would not believe him. Khadijah believed him and told him not to be afraid. She asked her wise uncle for advice. He told them that there was a prophecy that the Arabs would one day have a prophet. He said that it was the angel Jibril that had come to Muhammad (SAW) in the cave. He visited the cave many more times, where the angel continued to reveal the Qur'an to him. This was how Muhammad (SAW) became a prophet. (4)
3. Learners' answers can include some of these points. Allocate one mark for every accurate description, allowing for any additional points not mentioned here or in the Learner's Book: The Fante people suffered outbreaks of a terrible disease. Many people died, and no treatment, prayers or offerings could stop the spread of the disease. Then the gods sent a message: The people had to sacrifice a man to stop the epidemic. Egya Ahor came forward and offered himself up as a sacrifice. The people led him to the altar of Akyen, where his throat was slit. They used his royal blood for the sacrifice. Lightning flashed, and they heard the sound of thunder. Immediately, the ill people started to heal. Although the call to sacrifice meant the end of Egya Ahor's life on earth, it saved the Fante people. It made them into one of the strong traditional groups of Ghana. (3)
4. Learners' answers can include some of these points. Allocate one mark for every accurate description and/or example, allowing for any additional points not mentioned here or in the Learner's Book:
 - When religious leaders experience a calling to serve God or Allah, they receive a message or experience an urge to lead followers of their faith. Often, they devote their lives to this calling. Examples are listed below.
 - In Indigenous African Religion, the calling is often inherited from the ancestors and cannot be ignored. The calling is experienced by priests and diviners.

Chapter 5 class test

- At the age of 12, Jesus received the message that he was the Son of God, which was confirmed at his baptism. Jesus' calling was to save humankind from sin and to lead them to God.
- Religious leaders in the Christian church usually take up their jobs when they feel called to it – as priests, religious ministers, bishops or pastors. In some cases, it means being so devoted to the calling that these people cannot marry and have families.
- Prophets in Islam are individuals who are believed to have received a calling to spread Allah's (God's) message on earth and to serve as models of ideal human behaviour. For example, the Holy Prophet Muhammad (SAW) received a calling to deliver the word of Allah to humanity. Other prophets recognised in Islam include Alyasa, Ayyub, Isa (Jesus). (3)
- 5. Christians believe that Jesus was not conceived normally since his mother, Mary, was a virgin who had never had sexual intercourse. Mary was about to get married to Joseph, a carpenter, when she fell pregnant. Mary falling pregnant and giving birth to a child without sexual intercourse is a miracle. (2)
- 6. Learners' answers can include some of these points. Allocate one mark for every accurate description.
 - Where did it happen? In the River Jordan, in the wilderness.
 - Who did it? John the Baptist.
 - How did it happen? Jesus asked John to baptise him, like he had been baptising others, cleansing them from their sins. As soon as Jesus was baptised, the heavens opened, and the spirit of God descended like a dove and landed on Jesus. Then a loud voice from the sky said, "This is my own dear son with whom I am pleased."
 - What was the message of Jesus' baptism? The dove and the voice from the sky revealed to the world who Jesus truly was. He was not an ordinary person but the Son of God. It also revealed the calling of Jesus and the purpose of His earthly life: to save the world and to free people of their sins if they accept Him. (4)
- 7. Learners can mention any three miracles from those listed and described on pp. 136–137 of the Learner's Book. They can also add any other examples, as long as they are correct and quoted from the Bible. Allocate two points per miracle. (6)
- 8. Learners can mention any two miracles from those described on p. 141 of the Learner's Book (plucking the magic stool from the sky, putting a spell on the enemy's army, driving the sword into the ground permanently). They can also add any other examples, as long as they make sense, and they can explain the source. Allocate two points per miracle. (4)
- 9. Learners can mention any three lessons from those described on p. 139 of the Learner's Book. They can also add any other examples, as long as they make sense, and they can explain the source. Allocate two points per lesson. (6)
- 10. a. Finding a lost coin – The goodness of repenting sins
 b. Shining a lamp – The strength of good deeds
 c. The lost sheep – Jesus' forgiveness
 d. The fig tree – The Lord's kingdom is everlasting (4)
- 11. a. Learners can choose three moral virtues from those described on pp. 145–148 of the Learner's Book. Give one mark for correctly naming three virtues and another mark for each of the three definitions that make sense. Suppose learners include mortal virtues not included in the Learner's Book, but which makes sense. Then, you can recognise it with the same mark allocation. Examples from the Learner's Book:

Chapter 5 class test

- Humility: Being humble means being free from pride or arrogance. Showing humility means not valuing yourself above others.
 - Obedience: Obedience is being respectful and mindful of rules and laws. In our daily lives, obedience is an essential habit one should abide by in our homes, workplaces, and communities.
 - Perseverance: Religion helps us go through difficult moments to achieve something great at the end. Courage is an important part of perseverance: to have the strength to continue even if circumstances are hard.
 - Forgiveness: Between people, forgiveness is the choice a person makes to let go of negative emotions, for example, vengefulness. When you forgive someone, you do not punish someone else for the wrong they did to you.
 - Patriotism: Patriotism can be defined as love of one's country, not a political party or leader. It's a love that makes you thankful you're Ghanaian whenever you hear "God Bless Our Homeland Ghana" or when you see the country's flag. It's a feeling of gratitude for freedom, happiness and democracy in the place where you were born or raised.
 - Sacrifice: To sacrifice is to give up or lose something to gain something else. For example, a parent might go without something so the children can have what they need. Sacrifice can also be a certain kind of behaviour. For example, someone might sacrifice spending free time with friends to visit a sick relative.
- (6)

- b.** Learners' describe how Jesus and Mohammad applied the three moral virtues chosen for their answer in question 1. For each virtue, they should provide an example from Jesus' life and teachings (1 mark), as well as an example from the life and teachings of Muhammad (SAW) (another 1 mark). Allocating 2 marks per virtue, the total for 11b is 6. Examples from the Learner's Book:

Humility

- Jesus' life teaches and demonstrates humility: although He was God's son, He came to earth as an ordinary human being. He was born in a manger, He spent the early part of His life as a carpenter, and He died on the cross. He did not consider His godliness something to be used to his own advantage; rather, he made himself nothing by taking the very nature of a servant, being made in human likeness. When the Devil tempted Him in the desert to abuse His power, He resisted.
- The Prophet Muhammad (SAW) encouraged his followers to be humble. He led a very simple and humble life. He advised his followers to be likewise and content with what they had. He emphasised that all members of society were equal. He also warned against money-lending and living excessively. He was always ready to share the little that he had with the poor and needy.

Obedience

- Jesus taught his disciples to respect and submit to laws that regulate the conduct of people in the society or community. Jesus spoke about 'commandments.'
- The Prophet Muhammad (SAW) showed total obedience to Allah and taught His followers to do the same. Islam has many laws. He also encouraged religious duties such as alms-giving, fasting, regular prayers, etc.

Chapter 5 class test

Perseverance

- Jesus went through difficult moments on our behalf. He was accused, humiliated, beaten, persecuted, nailed and killed so that we may have life. Yet, He persevered with spreading the word of God.
- The Prophet Muhammad (SAW) endured many trials and hardships in his life. He lost his parents and his uncle at a young age. Yet, he persevered to become the great man he was. At first when he started spreading Islam, he was mocked and treated with disrespect. However, he never gave up. Instead, he patiently built Islam and only then returned to the people who ridiculed him.

Forgiveness

- Just as God sent his Son to forgive sins, so Jesus has passed that commandment on to His followers. The Lord's Prayer, in which Jesus taught about forgiveness, is one of the most important prayers in Christianity. It is humanity's responsibility to forgive sins, as Jesus gave the disciples the commandment to go out, teach and forgive sins. Jesus taught his disciples that God is ready to forgive us our sins if we repent.
- The Prophet Muhammad (SAW) teaches that maintaining peace and good relations is very important. Muslims should not have feelings of hatred towards others. He also taught followers that no person is perfect, and everyone is capable of wrongdoing and deserves forgiveness. When his army defeated the enemy in Makkah, he forgave them and did not punish them for the harsh treatment they had previously given to followers of Islam.

Patriotism

- Jesus saw His countrymen as people who could be protected by leadership and working together as a community. However, Christianity does not say we should worship our country and government and accept everything they do. If they govern in unjust ways and not in the interest of the citizens, it is wrong.
- The Prophet Muhammad (SAW) said: "Love of your country (patriotism) is a part of your faith."

Sacrifice

- Muhammad (SAW) sacrificed all his personal comforts and material possessions for the sake of Islam. During the migration to Medina (Hijrah), the Prophet went through hardship and loss for something bigger than him and his people. Some of his close family members were killed in defence of Islam.
- Jesus' crucifixion is regarded by Christians as the 'perfect sacrifice.' He died on the cross for the sins of the world. Holy Communion is a symbolic celebration of this event. Jesus offered Himself as a sacrifice to God for us to gain salvation. (6)

- c. Learners describe the importance in everyday life of the three moral virtues that they chose to answer in questions 1 and 2. Give 1 mark per virtue, accepting any argument which makes sense and reflects the virtue accurately. (3)

Total = 60 marks

Introduction

In this module, you will work through these chapters and units:

Chapter 6: Manners and decency

- Unit 6.1: Good manners in society
- Unit 6.2: The importance of good manners and decency
- Unit 6.3: Chastity
- Unit 6.4: Religious teachings on manners, decency and chastity

Chapter 7: Substance abuse

- Unit 7.1: The causes of substance abuse
- Unit 7.2: The effects of substance abuse
- Unit 7.3: Teachings from the three religions on protecting yourself against substance abuse

Objectives

By the end of these chapters, you should be able to achieve the following Content Standards:

- B7 5.1.1.1: Identify and explain behaviours considered to be good manners in society (Unit 6.1)
- B7 5.1.1.2: Discuss the importance of good manners and decency (Unit 6.2)
- B7 5.1.1.3: Discuss the significance of chastity (Unit 6.3)
- B7 5.1.1.4: Discuss the teachings of the three main religions on manners, decency and chastity (Unit 6.4)
- B7.5.2.1.1: Summarise the causes of substance abuse (Unit 7.1)
- B7 5.2.1.2: Discuss the effects of substance abuse (Unit 7.2)
- B7 5.2.1.3: Demonstrate knowledge of teachings from the three religions on defensive skills in protecting yourself against substance abuse (Unit 7.3)

Introduction

This chapter deals with the topic of manners and decency in all three of the major religions in Ghana. It covers content that is part of Strand 5 of the RME curriculum: Ethics and moral life. At the start of the chapter, the proverb reminds us that it is considered good manners to wash your hands before a meal. It also says that a child who practises these good manners may join the adults at their table. One of the meanings of this message is that anyone, not just a child, has to earn respect through proper behaviour. Proper behaviour includes good manners and decent social behaviour, such as dressing correctly and communicating in a well-mannered way. In this way, the proverb points out that proper behaviour is something we have to acquire or learn doing.

Overview of the chapter

The chapter guides learners in their engagement with why good manners and decency is essential in their lives. It also looks at how the three major religions of Ghana teach followers to be well-mannered and decent.

- In the first unit (**Unit 6.1**), learners discuss the concepts of good manners and decency, as well as examples of both.
- In the second unit (**Unit 6.2**), learners summarise why good manners and decency are important, and they discuss different norms for it. They focus on greetings and dressing.
- In the third unit (**Unit 6.3**), learners discuss the concept of chastity, why it is important and how to ensure one's own life is chaste.
- In the fourth unit (**Unit 6.4**), learners explore what all three major religions teach about manners, decency and chastity.

Useful resources

- **Stationery for poster- and card-making.** When making cards and posters, ensure learners have the material needed: cardboard or stiff paper, glue, photographs, pens and pencils, for example, Participate 2 (LB p. 156) and Participate 11 (LB p. 171).
- **Copies of the Bible and Qur'an.** This chapter in the Learner's Book includes references to stories and texts in the Bible and Qur'an. However, learners may also want to read these texts in their own copies, or class copies, of the Bible and Qur'an. Access to the Bible and the Qur'an will also allow them to do further reading and to contextualise the quotes in the Learner's Book. If printed copies are not available, and learners have access to the internet, they can find full versions online (see under 'ICT' below). Help learners to understand why their own Bible or Qur'an translation may differ slightly from the extracts given in the Learner's Book.
- **Props.** For dramatisations and role plays, you can use simple items to indicate gender or age. This will be useful when portraying specific roles in, for example, Participate 8. Keep such items and clothes in a class box for this use.
- **ICT tools.** Digital resources are vital in modern learning. In this chapter, learners can gain from watching video clips on, for example, different types of greetings and other ways of showing courtesy. Search online for appropriate material for your learners and have them ready for watching in class,

either in groups on smaller screens (phones or tablets) or on a bigger screen if such technology is available to you. If you cannot stream in the classroom, you can download the videos beforehand. Be sure to do your own research so that you can identify the best material for your classroom, for example, in terms of level, the language used and length of videos. You could possibly also get hold of taped videos or DVDs on the topics.

Use of ICT

- **Digital information.** If there are no computers or internet access at your school, facilitate alternative access to videos and other ICT resources. For example, you can download videos beforehand on phones and tablets. Using a cell phone as a modem, you can also establish temporary data connections if there is no Wi-Fi at school. Before you share them with the learners, you should look carefully at the videos to assess their suitability for your classroom situation. Sometimes, the suggested links may no longer be available, and you would have to search for alternatives. Do this long before you teach the lesson.
- **Online behavioural protocols.** Ensure learners understand how to behave online and not partake in some of the unsavoury practices found online, especially on social media. This is part of *Core Competency DL 6.4: Adhere to behavioural protocols that prevail in cyberspace*. This is a valuable article on the topic that can help you to guide the learners: <https://edu.gcfglobal.org/en/internetsafetyforkids/teaching-kids-about-internet-safety/1/>. Check that learners understand not to
 - post or trade personal pictures.
 - reveal personal information, such as an address, phone number, or school name or location.
 - share passwords (other than with parents)
 - respond to a threatening email, message, post, or text.

Teaching methodology

Creating a learner-centred classroom

- This chapter includes several activities that involve learners in active participation, for example, role plays (Participate 1 (LB p. 156) and Participate 8 (LB p. 165)), making a card (Participate 2 (LB p. 156)), making cards and playing the game (Participate 11 and 12 (LB p. 171)), as well as several group discussions. These activities promote learner-centred learning.
- In the Let's talk activities on pp. 155, 159, 164 and 167 of the Learner's Book, learners suggest practical examples from their own life experiences.
- In the Let's reflect activities on pp. 158, 163, 166 and 172 of the Learner's Book, learners apply what they have learnt to their own lives and give personal and independent responses to the questions.
- Teaching resources such as charts, real objects and drawings help to make lessons interesting and practical. Be resourceful and look for relevant teaching materials in the environment and online, for example, pictures, posters, and real-life objects.

Inclusion and equity

Inclusion involves addressing the varied needs of learners based on gender, ability, economic status, religious affiliation, geographical location, etc. These are all factors that impact how young people learn. In an inclusive classroom, you need varied approaches to overcome challenges. For example:

- The issue of gender will come up when different norms and the issue of chastity are discussed. Although not particularly included in the LB material or in the curriculum, the differences in norms

for boys and girls will come up when discussing examples and real-life situations. Support learners to explore how to avoid discrimination against girls, for example, by discrediting them for certain behaviours while boys are allowed to continue.

- In the group work activities, encourage the female learners to participate as actively as the male learners and not to be intimidated. Assign female group leaders and spokespersons. Role-playing real-world scenarios can help female learners to develop confidence and learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion).

Mixed ability

Keep in mind throughout the chapter that you will have learners of differing abilities in your class, including their grasp of English language skills. Be mindful of this to facilitate growth by all. Some useful techniques are:

- Encourage active participation by all during group and pair learning. Where appropriate, ensure that stronger learners can guide and support weaker learners in a mutually agreeable learning environment. However, ensure that the more abled learners do not do all the work while the lesser abled learners shut down. For example, all learners should actively participate in the various role plays in this chapter – not necessarily acting a role but, for example, planning the script. Make learners aware of being tolerant listening to those who take longer to respond and are less confident.
- Use differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind. You need to discuss the issues of chastity and decency with caution and mindfulness. Manage the classroom discussions carefully to unpack the concepts and look at them from different sides and levels.
- Use the Unit summaries on pp. 158, 163, 166 and 172 of the Learner's Book for repetition and remedial learning.

Assessment

There are several opportunities in this chapter for both formative and summative assessment.

Formative assessment opportunities

- Participate 7 (LB p. 162). Discuss decent dressing. Learners' drawings can be assessed, using the questions on page 137 of this Facilitator's Guide.
- Participate 2 (LB p. 156). Make a card. Learners' cards can be assessed, particularly whether they used a polite tone.
- Participate 9 (LB p. 167). Identify religious teachings on manners, decency, and chastity. Learners' answers can be assessed using the questions on page 142 of this Facilitator's Guide.
- Participate 11 (LB p. 171). Make quiz cards. You can use the accuracy check of the cards as an assessment activity.

Summative assessment opportunities

(Can be included in the CAT mark for Term 3.)

- Group work: Participate 1 (LB p. 156). Identify good manners. Assess learners using the grid supplied on pp. 132–133 of this Facilitator's Guide. You can allocate a mark out of 10.
- Group work: Participate 8 (LB p. 165). Role-play ways of leading a chaste life. Assess learners using the grid supplied on p. 140 of this Facilitator's Guide. You can allocate a mark out of 10.
- Class test (LB p. 174). (20 marks).

Homework activities

Learners work on their own in the following activities, which makes them suitable for homework activities.

- Participate 2 (LB p. 156), make a thank you card (check that they have access to resources)
- Participate 9 (LB p. 167), examples of teachings on manners, decency and chastity from their own religion
- Participate 7 (LB p. 162), make quiz cards.

Additional homework activities after completing Unit 6.1

Ask learners to research eating manners in another country, for example, India or Japan. They would have to do online research on the topic. Ask them to write a page about their findings.

Additional homework activities after completing Unit 6.2

Ask learners to describe the difference between the norms for greetings when applied to women and men. Ask them to write an explanation for why these differences exist and their opinion about it.

Additional homework activities after completing Unit 6.3

Ask learners to write an account of about one page about someone who made the wrong choice and ended up leading an unchaste life. The account can be imagined or real and should include:

- What choices did the person make?
- Why did it happen?
- What was the result of living an unchaste life? How did the person's life turn out? How did the community treat the person?

Additional homework activities after completing Unit 6.4

Ask learners to copy this table and complete it with examples of teachings.

	Christianity	Islam	African Traditional Religion
Manners			
Decency			
Chastity			

Teaching strategies and answers

Unit 6.1: Good manners in society

LET'S TALK

(Learner's Book page 155)

CP 5.6: *Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.*

This is a warm-up activity to introduce the focus of the lessons that follow, which is good manners in society. There are no right or wrong answers to this activity. Learners look at a photograph of children raising their hands politely and discuss the reason for doing so. They compare it with examples from their own experiences of good manners, and find similarities and differences.

PARTICIPATE 1

Identify good manners

(Learner's Book page 156)

CP 5.6: *Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.*

Learners work in groups. After going through the text on pp. 155 and 156, learners decide on the good or bad manners they will demonstrate in a role play.

1. To prepare for the role play, learners must do the following:

- create a situation in which the behaviour demonstrates both bad and good manners
- assign roles
- work out the details
- practise and perform the role play.

Ask each group member to evaluate their group's role play according to the following checklist:

Did we:

- share ideas and let everyone talk and contribute?
- give people a chance to explain themselves?
- agree on how to choose the ideas for the role play?
- allocate roles in a way that made everyone feel included?

2. In groups, learners present their role plays to the class.

3. After performing their role plays, learners discuss and identify the behaviour demonstrated.

You can use the role plays for assessment. Using this grid, you can allocate a mark out of 10.

The role play ...	No 0	Partly 1	Yes 2	Subtotal
included behaviour that demonstrated good manners.				_/2
included behaviour that demonstrated bad manners.				_/2
accurately acted out a realistic scenario.				_/2

The role play ...	No 0	Partly 1	Yes 2	Subtotal
was easy to understand and follow.				_/2
involved all group members in some way.				_/2
Total mark				_/10

PARTICIPATE 2

Make a card

(Learner's Book page 156)

CP 5.6: Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.

Learners work on their own and make a polite card, saying thank you. They can do the activity as homework. However, they will need simple materials such as stiff paper and coloured pens. They can cut pictures from magazines or newspapers or draw their own pictures. You can assess their work, particularly whether they used a polite tone.

PARTICIPATE 3

Discuss and explain the concept of 'decency'

(Learner's Book page 157)

CP 5.6: Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.

Learners discuss the questions in pairs. There are no wrong or correct answers, but these are likely points to include:

- respect
 - respect, obedience
 - respect, humility
 - tolerance
 - respect, humility
2. Learners use their own words to write a definition for decency. In the class discussion, allow for differences but ensure the definitions make sense.

PARTICIPATE 4

Discuss norms for decent eating manners

(Learner's Book page 157)

CP 5.6: Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.

- Learners look at the photographs in groups and discuss the questions that follow. They identify differences such as eating with hands or cutlery, sharing the same plate or not, etc. They talk about what is good eating manners or not. There will be some differences in opinion, for example, about whether it is acceptable or not to eat with your hands, including which hand, or to eat on your lap. Learners should explain their answers, for example, why it is not acceptable to use a cell phone while eating.
- Learners compare their practices for eating manners at home. Ensure that the discussions remain respectful and that learners do not humiliate or insult each other.

CP 5.6: Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.

This activity lets learners apply what they have learnt in Unit 6.1 to their own lives and reflect on their own experiences of the topic, particularly how good manners make them feel about themselves. They also reflect on their own behaviour.

Learners discuss the questions in pairs or small groups. The important thing is being able to give a personal response, and to be able to explain their thoughts and feelings about their own behaviour as well as that of others towards them.

They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in their pairs or small groups about what they say.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: understanding the 'why' behind courtesy

This activity bridges the gap between learning about specific good manners (Unit 6.1) and understanding the importance of decency and respect (Unit 6.2).

Questions

1. Unit 6.1 defines good manners as treating others with 'courtesy.' Name two examples of good manners mentioned in the lesson that show courtesy.
2. The same unit mentions 'decency' as behaving correctly in society. How do you think good manners contribute to decency in your community?
3. Imagine you are waiting in line for something, following good manners as described in Unit 6.1. Someone cuts in line. How might good manners still be helpful in this situation?
4. Unit 6.2 highlights 'greetings' as an important aspect of manners. Why do you think greetings are important, considering the ideas of decency and respect from Unit 6.1?
5. Think about the different greetings used in Ghana (Unit 6.2 might mention some). How do these greetings show respect for the person you are greeting?

Answers

1. Answers may vary but could include any two examples of courtesy from Unit 6.1 (e.g., saying 'please' and 'thank you,' greeting others).
2. Good manners prevent people from offending each other and promote a more peaceful and respectful environment within the community.
3. Even in a frustrating situation, responding calmly and explaining the importance of waiting in line demonstrates good character.
4. Greetings acknowledge another person's presence and show respect. They set a positive tone for interaction.

5. Ghanaian greetings might involve using titles or terms that show deference to elders or people of higher social standing. This demonstrates respect for their position in society.

Teacher guidance for open-ended questions

- Question 2: To encourage deeper thinking, you can ask a follow-up question: 'Can you think of any situations where bad manners might lead to conflict or tension within a community?'
- Question 3: If learners struggle to see the benefit, guide them by asking: 'How might reacting angrily to someone cutting in line make the situation worse?'
- Question 4: Encourage learners to consider the nonverbal aspects of greetings. You can ask: 'Besides the words used in greetings, what are some other ways greetings can show respect (e.g., eye contact, a handshake)?'
- Question 5: Ask learners to share specific examples from their own experience. You can say: 'Think about a time you greeted someone respectfully. How did it make them feel? How did it make you feel?'

Unit 6.2: The importance of good manners and decency

LET'S TALK

(Learner's Book page 159)

CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CG 6.2: Recognise resistance to global practice that are inimical to our culture.

PL5.6: Ability to set and maintain personal standards and values.

This is a warm-up activity to introduce the focus of the lessons that follow, which is the importance of good manners in society. Learners look at a photograph of two people greeting and discuss what they see.

There are no right or wrong answers to the questions, particularly because there are different norms for greeting, which vary from one community to the next. Use the discussion to highlight similarities and differences, which to explore in more detail in the unit.

They compare it with examples from their own experiences of good manners and find similarities and differences. They might also identify the difference between greeting practices at home and what they have learnt at school.

PARTICIPATE 5**Discuss different types of greetings** (Learner's Book page 160)

CG5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CG6.2: Recognise resistance to global practice that are inimical to our culture.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP6.3: Identify important and appropriate alternatives.

1. Learners look at the photographs in groups and discuss the questions that follow. They identify differences such as hugging, shaking hands, waving, bowing, etc.
2. Learners discuss the situations depicted in the photographs. Allow learners to interpret as much as possible, but support them to identify the following:
 - Photo A shows two Arab men hugging. This is acceptable as informal greetings between people of the same gender, but not between men and women.
 - Photo B shows two world leaders greeting each other: the then President of the USA, Barack Obama, and the then Chancellor of Germany, Angela Merkel. It is a formal meeting (note the flags), but their body language is relaxed. For example, he touches her shoulder.
 - Photo C shows an Ashanti new king, Nana Kwaku Dua, waving to the crowd during a traditional ceremony.
 - Photo D shows two politicians from Sudan at a formal meeting. They bow slightly.
 - Photo E shows two basketball players greeting each other before the game begins.
 - Photo F shows two Asante chiefs greeting each other at a traditional funeral, using a particular type of handshake.
3. Learners compare the greetings in the photos with greetings in their own communities. For example, do men hug, would a man touch a woman's shoulder and would men bow?

PARTICIPATE 6**Demonstrate and discuss the norms for different greetings**

(Learner's Book page 161)

CG 5.1: Show a strong belongingness to one's culture.

CG 5.4: Develop and exhibit a sense of cultural identity.

CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CG 6.2: Recognise resistance to global practice that are inimical to our culture.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.3: Identify important and appropriate alternatives.

PL 5.6: Ability to set and maintain personal standards and values.

After reading the text on p. 161 of the Learner's Book and watching some videos on greetings in Ghana, learners demonstrate and discuss norms for greeting. They work in pairs.

1. Learners might not fully agree on all the greetings, but that is part of the learning process. The important thing is to recognise that, for example, the greeting in 1a between friends will be casual, but the one in 1c (village elder and chief) will not be. There will also be a difference between 1a and 1d. Even though both are casual, the greeting between adults will be different from that between children.
2. Learners will have different answers, depending on their community. Encourage discussion.

PARTICIPATE 7

Discuss decent dressing

(Learner's Book page 162)

CG5.1: Show a strong belongingness to one's culture.

CG5.4: Develop and exhibit a sense of cultural identity.

CG5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CG6.2: Recognise resistance to global practice that are inimical to our culture.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP6.3: Identify important and appropriate alternatives.

PL5.6: Ability to set and maintain personal standards and values.

1. Learners each draw a picture of clothes they would wear for a special occasion. They present their drawings to the group. They explain why they chose those clothes and for what situation they intend to wear them. You can informally assess learners' work by asking these questions:
 - Did the Learner's picture show clothes for a special occasion?
 - Could the learner explain why they chose those clothes?
 - Could the learner identify in what situation they intend to wear the clothes?
2. Learners will have different answers, depending on what the community expects. Encourage discussion, highlighting why wearing decent clothes for after-school activities is important. Ensure learners talk about issues such as too tight clothing, dresses too short, and clothes that are see-through or do not cover the body adequately.

LET'S REFLECT

(Learner's Book page 163)

CG5.1: Show a strong belongingness to one's culture.

CG5.4: Develop and exhibit a sense of cultural identity.

PL5.6: Ability to set and maintain personal standards and values.

This activity lets learners apply what they have learnt in Unit 6.2 to their own lives and reflect on their own experiences of the topic. They talk about how greetings make them feel, also reflecting on their own behaviour. They also reflect on personal experiences of indecent dressing and how it made them feel.

Learners discuss the questions in pairs or small groups. The important thing is being able to give a personal response, and to be able to explain their thoughts and feelings about their own behaviour as well as that of others towards them.

They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in their pairs or small groups about what they say.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: connecting manners and moral choices

This activity bridges the gap between learning about good manners and decency (Unit 6.2) and understanding the concept of chastity (Unit 6.3).

Questions

1. Unit 6.2 mentions 'greetings' as an important aspect of good manners. Describe a greeting you use in Ghana that shows respect. Why is it respectful?
2. The same unit highlights 'decency.' How do you think good manners contribute to treating others with decency, especially in your interactions with the opposite gender?
3. Imagine you see someone you know dressed in a way that you consider disrespectful. Unit 6.2 focuses on manners, but Unit 6.3 introduces the concept of 'chastity.' How can you still show good manners and decency while interacting with this person?
4. Unit 6.3 defines 'chastity' as refraining from sexual activity outside of marriage. State ways that good manners, as discussed in Unit 6.2, might connect to the idea of chastity.
5. Reflect on the importance of living a chaste life according to Unit 6.3. Identify any ways that good manners (Unit 6.2) could help someone make choices that support living a chaste life.

Answers

1. Answers may vary but could include greetings that use respectful terms for elders or involve bowing/gestures. Respect is shown through the effort put into the greeting.
2. Good manners help us treat everyone with dignity and respect, regardless of gender. This creates a more positive and appropriate environment for interaction.
3. Even if you disagree with someone's clothing choice, you can still greet them politely and treat them with respect in your conversation.
4. Good manners involve using appropriate language and avoiding disrespectful behaviour. This aligns with the idea of respecting boundaries and acting appropriately in social interactions, which connects to chastity.
5. Good manners can help someone avoid situations or conversations that could lead to inappropriate behaviour. It also involves treating others with respect, which builds self-respect and strengthens one's resolve to make moral choices.

Teacher guidance for open-ended questions

- Question 2: To encourage deeper thinking, you can ask a follow-up question: 'Can you think of any situations where disrespectful behaviour, even as a joke, might make someone feel uncomfortable, especially regarding gender?'
- Question 3: If learners struggle, guide them with specific examples. You can say: 'Imagine you see a friend dressed inappropriately for a school event. How could you still use good manners to talk to them about it?'
- Question 4: Encourage learners to make the connection between respect and boundaries. You can ask: 'How can good manners help us show respect for other people's boundaries, which is important for respecting someone's choice to live chastely?'
- Question 5: Help learners see the bigger picture. You can ask: 'How can good manners contribute to creating a more positive and respectful environment overall, which can benefit everyone?'

Unit 6.3: Chastity

LET'S TALK

(Learner's Book page 164)

CP 5.6: Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.

CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

PL 5.6: Ability to set and maintain personal standards and values.

This is a warm-up activity to introduce the focus of the lessons that follow, which is chastity, particularly abstaining from pre-marital sexual activity. Learners look at photographs that show people getting married and discuss what they see there.

There are no right or wrong answers to the questions, but support learners to include these observations:

1. Image A shows a bride slipping a wedding ring onto the hand of a groom. Image B shows a newly married couple kissing.
2. To be faithful to each other, to love each other, to care for each other, to support each other.
3. At the least, encourage learners to mention completing their schooling, studying after school. They might also think of things like getting a job, buying a car, getting a home of their own (not their parents'), travelling.
4. The community, church or mosque might reject you. You might still be at school, college or university and not be able to finish your studies. You might find it difficult to get home of your own, and you might not be able to live with the father/mother of your child. You might have to rely on your family members to help you look after the baby or pay for what the baby needs.
5. Not having sexual relations before getting married.
6. Learners' own observations but guide the conversation towards an understanding that older is better than younger. Link the discussion with the answers to question 3.

PARTICIPATE 8

Role-play ways of leading a chaste life

(Learner's Book page 165)

CP 5.6: Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.

CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CG 6.2: Recognise resistance to global practice that are inimical to our culture.

PL 5.6: Ability to set and maintain personal standards and values.

Learners work in groups. After going through the text on pp. 164–165, learners develop a role play that demonstrates chaste behaviour, or a discussion in the topic.

1. To prepare for the role play, learners must do the following:
 - create a situation in which the behaviour demonstrates choices for living a chaste life
 - assign roles

- work out the details
- practise and perform the role play.

Ask each group member to evaluate their group's role play according to the following checklist:
Did we:

- share ideas and let everyone talk and contribute?
- give people a chance to explain themselves?
- agree on how to choose the ideas for the role play?
- allocate roles in a way that made everyone feel included?

2. In groups, learners present their role plays to the class. After performing their role plays, learners discuss and identify the chaste behaviour demonstrated.

You can use the role plays for assessment. Using this grid, you can allocate a mark out of 10.

The role play ...	No 0	Partly 1	Yes 2	Subtotal
included behaviour that demonstrated choosing chaste behaviour.				_/2
included reasons for choosing chaste behaviour.				_/2
accurately acted out a realistic scenario.				_/2
was easy to understand and follow.				_/2
involved all group members in some way.				_/2
Total mark				_/10

LET'S REFLECT

(Learner's Book page 166)

CP 5.6: Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.

PL 5.6: Ability to set and maintain personal standards and values.

This activity lets learners apply what they have learnt in Unit 6.3 to their own lives and reflect on their own experiences of the topic. They talk about their choices for chaste behaviour in their own lives and what chastity means to them.

Learners discuss the questions in pairs or small groups. The important thing is being able to give a personal response and to be able to explain their thoughts and feelings about their own behaviour as well as that of others towards them.

They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in their pairs or small groups about what they say.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: religious values and moral choices

This activity strengthens the connection between the concept of chastity (Unit 6.3) and the importance of religious teachings on morality (Unit 6.4).

Questions

1. Unit 6.3 defines 'chastity' as refraining from sexual activity outside of marriage. Name two ways that this concept promotes a positive and moral life according to the lesson content.
2. The same unit mentions the importance of 'saying no' to sexual advances. Unit 6.4 highlights 'religious teachings' as a guide for moral behaviour. List ways that religious teachings might support someone in deciding to be chaste.
3. Imagine you are faced with a situation where someone pressures you to do something that goes against your values of decency (Unit 6.3). How can religious teachings on good manners (Unit 6.4) help you respond respectfully?
4. Unit 6.4 mentions 'tolerance' as a positive quality. Explain how showing tolerance connects to the concept of chastity (Unit 6.3) and respecting other people's choices.
5. Think about the specific teachings of your own religion. Identify any teachings that promote good manners, decency, and chastity (mentioned in both Unit 6.3 and Unit 6.4).

Answers

1. Answers may vary but could include promoting self-respect and avoiding behaviours that could have negative consequences.
2. Religious teachings might emphasise the importance of waiting for marriage, staying true to one's beliefs, or avoiding situations that could lead to temptation.
3. Religious teachings on good manners might encourage using polite language, being assertive but respectful, or simply excusing oneself from the situation.
4. Tolerance involves respecting other people's choices, even if they differ from your own. This aligns with respecting someone's decision to live a chaste life, even if you don't necessarily share that choice.
5. Learners might mention specific religious teachings on modesty, respecting elders, or avoiding harmful behaviours.

Teacher guidance for open-ended questions

- Question 2: Encourage learners to consider specific examples. You can ask: 'Can you think of any religious teachings that emphasise the importance of self-control or making responsible choices?'
- Question 3: Provide a safe space for discussion. You can say: 'Remember, these are hypothetical situations. The most important thing is to feel safe and comfortable in any situation.'
- Question 4: Help learners see the broader concept of respect. You can ask: 'How can showing tolerance for someone's choices create a more positive and respectful environment overall?'
- Question 5: Encourage learners to share their knowledge and perspectives. You can say: 'It is important to respect the beliefs of others, even if they differ from your own. Can anyone share a teaching from their religion that promotes good morals?'

Unit 6.4: Religious teachings on manners, decency and chastity

LET'S TALK

(Learner's Book page 167)

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.3: Identify important and appropriate alternatives.

This is a warm-up activity to introduce the focus of the lessons that follow, which is religious teachings on manners, decency and chastity. The example chosen for this activity is the Ten Commandments, a central part of Christianity and recognised to some extent in Islam.

The function of the example is to demonstrate the existence of religious instructions and norms for behaviour. Also, the example shows that there are some differences and similarities between religions regarding this.

1. Any of the words in the box could be associated with 'commandments', depending on where learners focus their interpretation.
2. d is not part of the Ten Commandments.
3. Encourage learners to discuss this freely. However, they should motivate their arguments. That would most likely lead to them recognising the value of rules.

PARTICIPATE 9

Identify teachings on manners, decency, and chastity in your religion (Learner's Book page 167)

CG 5.1: Show a strong belongingness to one's culture.

CG 5.4: Develop and exhibit a sense of cultural identity.

PL 5.6: Ability to set and maintain personal standards and values.

Learners work on their own.

In the rest of this unit, learners reflect on personal experiences without referring to facts.

They write down examples of teachings from their own religion regarding good manners, decency and chastity. It can take on any form, for example, a text quote (Bible, Qur'an, proverbs) or a lesson learnt from a religious leader.

Learners can do the activity as homework. You can informally assess learners' work by asking these questions:

1. Could the learner provide examples of religious teachings on all three these aspects: good manners, decency and chastity?
2. Could the learner identify where they heard or read the teachings?
3. Could the learner give examples of how they strive to live according to these teachings?

PARTICIPATE 10**Identify religious teachings on chastity**

(Learner's Book page 170)

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.3: Identify important and appropriate alternatives.

1. Virginity
2. Mary gave birth to a child but did not have sexual intercourse before she married Joseph.

PARTICIPATE 11**Make quiz cards**

(Learner's Book page 171)

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.3: Identify important and appropriate alternatives.

Each learner makes a set of three cards, each containing one religious teaching on decency, manners or chastity. On one side of the cards, write a quote, commandment or proverb. On the other side, write an explanation and the name of the religion from which it comes.

They must choose examples from all three religions so that each card will have content from one religion.

They can make the cards as homework. Give them pre-cut cards made out of stiff paper or cardboard.

Check their cards for accuracy before they get handed out for the game in Participate 12.

You can use this accuracy check as an assessment.

PARTICIPATE 12**Play a quiz game**

(Learner's Book page 171)

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.3: Identify important and appropriate alternatives.

Learners play a quiz game in pairs, as described in the Learner's Book. Ensure that learners don't receive a set of cards made by them or their partners.

LET'S REFLECT

(Learner's Book page 172)

PL 5.6: Ability to set and maintain personal standards and values.

This activity lets learners apply what they have learnt in Unit 6.4 to their own lives and reflect on their own experiences of the topic. They can assess themselves whether they now know more than they did at the start of the unit.

Learners discuss the questions in pairs or small groups. The important thing is being able to give a personal response and to be able to explain their thoughts and feelings. They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in their pairs or small groups about what they say.

Before learners start the discussion, go through the questions with them. Be mindful that there are some potentially controversial points, such as the issue of chastity tests.

CG 5.1: Show a strong belongingness to one's culture.

CG 5.4: Develop and exhibit a sense of cultural identity.

CG 5.5: Adjust to the demands of customs, traditions, values and attitudes of society.

CG 6.1: Understanding of influences of globalisation on traditions, languages and cultures.

CG 6.2: Recognise resistance to global practice that are inimical to our culture.

CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument.

CP 6.3: Identify important and appropriate alternatives.

PL 5.6: Ability to set and maintain personal standards and values.

Learners read the article and discuss it in groups. Their discussion could include these points:

1. The text says that those who act indecently "will not inherit the kingdom of God", according to the Bible. The text also quotes a Muslim scholar who says that if you say something bad and unfair to someone, the insult or curse comes back to you and becomes part of who you are. Both are examples of causing harm to oneself.
2. When we lose self-control, we say things we would otherwise not. Although it comes out as hate and ill feelings, it is just because of anger. Therefore, by allowing yourself to lose control, you act indecently. You do not intend to act indecently.
3. Online insulting is easier to do because you are not meeting in person. The other person cannot stop you from talking. That person cannot attack you or run away from you. You do not have to be afraid of the person you are attacking, so even if you are a coward, you can still insult someone online.

For the Internet interact activity, learners find out more about 'trolling' and 'cyberbullying'.

A 'troll' is internet slang for a person who intentionally tries instigating conflict, hostility, or arguments in an online social community. Trolling is when such a person uses online platforms to do this.

'Cyberbullying' is bullying over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation.

These links could be useful to you or the learners. The bottom three are videos that learners could watch in class or at home. If some of these are not available anymore, support learners to find suitable articles or videos.

<https://getkidsinternetsafe.com/how-to-spot-an-internet-troll/>

https://en.wikipedia.org/wiki/Internet_troll

<https://www.bbc.co.uk/bitesize/articles/zfmkrj6> (video not available outside of the UK)

<https://www.stopbullying.gov/cyberbullying/what-is-it>

<https://www.verywellfamily.com/what-are-the-effects-of-cyberbullying-460558>

<https://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/>

<https://youtu.be/vtfMzmkYp9E>

<https://youtu.be/GDdbVYMDq30>

<https://youtu.be/WFsk11i8CaY>

Chapter 6 class test

(Learner's Book page 174)

- 1.1** C. has been taught to develop such behaviour. (1) **1.2** D. desirable (1)
- 1.3** B. social norms. (1) **1.4** A. chastity (1)
- 1.5** C. avoiding sex outside of marriage. (1)
- 2.** Learners could include these examples, but give credit to any other sensible examples:
- Use polite terms like "thank you," "please," and "you are welcome." It shows respect and promotes a peaceful community.
 - Greet others appropriately using local customs. It shows respect and encourages it in return.
 - Ask politely for something to be repeated. This keeps conversations pleasant.
 - Be patient and avoid pushing in line. Consider others' needs as well as your own.
 - Cover your mouth when coughing, sneezing, or yawning to avoid spreading germs and offending others.
 - Dress appropriately for the occasion. Show respect for the event and avoid offending others.
 - Be mindful of noise levels in public places. Consider others' needs for peace and quiet.
 - Maintain good posture while talking. Show respect and encourage it in return.
 - Practice good table manners: do not talk with a full mouth, avoid using your phone, and wait your turn for food. This creates a pleasant dining experience for everyone. (3)
- 3.** Learners could include these examples, but give credit to anything that make sense:
- Respect shows decency. Listen to others, consider their ideas, and accept differing opinions. Show respect with your body language too, like not turning away from someone talking to you. Respect for elders includes proper greetings and communication.
 - Be attentive and follow classroom rules. This allows learning for everyone.
 - Control your temper and avoid anger or shouting. Be tolerant of others. Avoid disrespectful comments about religion or culture.
 - Show humility. Be open to learning from others by listening and admitting mistakes. (3)
- 4.** Learners could include these examples, but give credit to other sensible responses. Encourage them to give examples from their community, which will vary from learner to learner.
- Age: Younger people typically greet elders first.
 - Gender: Customs may differ for men and women.
 - Setting: Greetings differ at home, market, work and school.
 - Time of day: Greetings may have specific wording depending on the time.
 - Social status: Norms exist for greetings between different social levels.
 - Relationship: Greetings depend on the familiarity and formality of the connection. (3)
- 5.** Greetings are key to good manners (etiquette). They show respect and value for others, building stronger relationships and friendships. Proper greetings even reflect well on your family, demonstrating your good manners and respect for tradition. (2)
- 6.** Possible examples: Clothes that are too tight or revealing, see-through or uncovering the body inappropriately; beachwear or shorts in religious settings; casual attire at formal events; dirty or unironed clothes. (1)

Chapter 6 class test

7. Learners can give any three life choices listed below, or any valid examples of their own.

To help me to refrain from sexual activity outside of marriage, I can make these choices:

- Avoid bad influences like smoking, drinking, or staying out late.
- Read and practice religious teachings.
- Avoid pornography and other sexual content.
- Be assertive and say no to premarital sex.
- Exercise regularly (or an alternative healthy choice).
- Follow family and school rules.
- Avoid private situations with the opposite sex.

(3)

8.1. Learners will have their own ideas, but here are examples:

Christianity:

- Treating others as you would like to be treated emphasises respect and consideration, a cornerstone of good manners.
- Honouring one's parents and respecting those in positions of authority translates to behaving appropriately in social settings.
- The Parable of the Good Samaritan highlights compassion, helping those in need, and treating everyone with decency, regardless of background.

Islam:

- Five Pillars of Islam: The core practices like daily prayer and charity instil discipline, selflessness, and responsibility, all important aspects of good manners.
- Respect for elders: Islamic teachings emphasise honouring parents and elders, promoting courtesy and deference in social interactions.
- Proper conduct and speech: The Qur'an emphasises using kind words and avoiding gossip or slander.

African Traditional Religion:

- Respect for ancestors: Veneration of ancestors promotes a sense of community and responsibility towards elders, translating to respectful behaviour towards others.
- Libations and greetings: Ritual pouring of libations and specific greetings demonstrate respect for elders, deities, and social hierarchy.

(3)

8.2. Learners' answers will be based on their answers to Question 8.1. The following are examples:

- Moral compass: Religious teachings provide a moral framework for behaviour, encouraging good manners as a reflection of one's values and faith.
- Social cohesion: By emphasizing respect and consideration, religions promote a more harmonious society where good manners become the norm.
- Role modelling: Religious leaders and elders exemplify good manners, inspiring others to follow their example and uphold societal expectations.

(3)

Total = 26 marks

Introduction

In this chapter, learners will learn about and summarise the causes of substance abuse. They will also discuss the effects of substance abuse. They will learn about substance abuse in the context of the three major religions by learning about defensive skills to protect them against substance abuse.

The chapter covers content that is part of Strand 5 of the RME curriculum: Ethics and moral life.

At the start of the chapter, the proverb reminds us that when people are drunk, they act more recklessly and put themselves in danger. The drunk cock in the proverb loses sight of its enemy, the hawk, and can become its prey more easily. Likewise, people who are under the influence of substances can find themselves in similar circumstances.

Overview of the chapter

The chapter guides learners in their understanding of substance abuse: what it is, examples of substance abuse, and its cause and effect.

- In the first unit (**Unit 7.1**), learners identify different types of drugs, as well as the causes of substance abuse. Engage them by getting them to discuss, share, brainstorm, identify, look at visuals, gather information, evaluate, analyse, identify maths and facts, become aware of peer group influence by analysing case studies, express opinions, explain, summarise, create a mind map, or identify a video, and reflect.
- In the second unit (**Unit 7.2**), learners focus on the effects of substance abuse. They explore case studies, create a skit, and debate the topic.
- In the third unit (**Unit 7.3**), learners study the teachings from the three religions on protecting themselves against substance abuse. They explore quotes from all three religions and demonstrate their understanding through role plays and creating a song.

Useful resources

- **Stationery for posters and charts.** When making posters and charts, ensure learners have the material needed: sheets of stiff paper, glue, pens and pencils.
- **Copies of the Bible and Qur'an.** This chapter in the Learner's Book includes references to teachings in the Bible and Qur'an. Class copies of these texts would be useful. If printed copies are not available, and learners have access to the internet, they can find full versions online (see under 'ICT' below). Help learners to understand why their own Bible or Qur'an translation may differ slightly from the extracts given in the Learner's Book.
- **Props.** For dramatisations and role plays, you can use simple items to indicate gender or age. This will be useful when portraying roles in, for example, Participate 26. Keep such items and clothes in a class box for this use. You will need specific props for the skit in Participate 26 (LB page 194). These are listed on page 161 of this Facilitator's Guide.
- **ICT tools.** Digital resources are vital in modern learning. In this chapter, learners can gain from watching video clips on substance abuse, and on related issues, such as peer pressure. If there are

no computers or internet access at your school, facilitate alternative access to videos and other ICT resources. For example, you can download videos beforehand on phones and tablets. You can also try to establish temporary data connections if there is no Wi-Fi at school, using a cell phone as a modem. The links listed below could be useful. Select what is appropriate for your learners in terms of level, the language used and length of videos, and have them ready for watching in class, either in groups on smaller screens (phones or tablets), or on a bigger screen if such technology is available to you. It might also be that the suggested clips are no longer available. Then, you would have to search for alternatives. Do this way ahead of teaching the lesson. You could possibly also get hold of taped videos or DVDs on the topics.

<https://www.youtube.com/watch?v=dL5W5-gvlBE> (1 min 40 sec) Dealing with Peer Pressure

<https://www.youtube.com/watch?v=XTwNvWDFXoA> (2 min 16 sec) Drugs and peer pressure rap – say no to drugs

<https://www.youtube.com/watch?v=qLowioBBg1s> (3 min 54 sec) Peer Pressure Psychology - How Group Think Happens

<https://www.youtube.com/watch?v=mNZcRrIWF70> (5 min 30 sec) Navigating Teen Life: Self Confidence & Peer Pressure

<https://www.youtube.com/watch?v=uME3JOM3W4k> (4 min 31 sec) The Real Secret to Fighting Peer Pressure

<https://www.youtube.com/watch?v=NFMaSOBTOTQ> (5 min 06 sec) How to handle Peer Pressure as a Teenager – Positive Peer Pressure vs Negative Peer Pressure

<https://www.youtube.com/watch?v=UB7nGT3egak> (3 min 59 sec) Every teenager NEEDS to hear this! (2020) – resisting peer pressure and the need to fit in.

<https://www.youtube.com/watch?v=Y18Vz51Nkos> (5 min 20 sec) How do cigarettes affect the body?

<https://www.youtube.com/watch?v=8GdunZYw74s> (3 min) Second-hand Smoke Animation

<https://www.youtube.com/watch?v=WXbttndKp7E> (3 min 21 sec) How Drug and Alcohol Abuse Affect the Brain

<https://www.youtube.com/watch?v=EY37BFmVxwQ> (1 min 35 sec) Alcohol's effect on teenage brain

<https://www.youtube.com/watch?v=Rz2bc9eleqE> (32 min 25 sec) The Impact of Alcohol and Drugs on Your Health

<https://www.youtube.com/watch?v=6fmhLcYSn-Y> (2 min 52 sec) Teen Health: Substance Use and Abuse

<https://www.youtube.com/watch?v=b6Dte96WdqM> (5 min 44 sec) Drug Abuse, Causes, Signs and Symptoms, Diagnosis and Treatment

<https://www.youtube.com/watch?v=EpfnDijz2d8> (3 min 10 sec) Teen Brain Development

<https://www.youtube.com/watch?v=gCrmFbgT37I> (5 min 25 sec) How does alcohol make you drunk?

<http://headsup.scholastic.com/teachers/teaching-guide> (an excellent site for teachers with many resources on substance abuse).

Use of ICT

- **'Before' and 'after' images of drug use.** There are many resources on the effects of substance abuse. It is more beneficial to use the resources that show factual, scientific and biological effects on health than those who just want to shock and sensationalise. Learners are aware that some people abuse substances but remain looking 'normal' and not like the people in the images. However, once they learn about the harmful effects on their bodies, they will be better equipped to make good decisions. You can show 'before' and 'after' images of drug use to learners but combine those with a range of other resources.

- **Digital information.** The websites below have more information about substance abuse. You should look carefully at these to assess their suitability for your classroom situation before you share them with the learners. It might also be that the suggested are no longer available and you would have to search for alternatives. This needs to be done way ahead of the lesson being taught.
<https://www.weareteachers.com/7-things-every-teacher-should-know-about-teens-and-drugs-and-alcohol-use/>
<https://teens.drugabuse.gov/teachers> (useful classroom resources for teachers – lessons, activities and drug facts)
<https://teens.drugabuse.gov/teachers/lessonplans>
<https://globalinitiative.net/wp-content/uploads/2019/07/Ghana-Drug-Report-web.pdf>
<https://yen.com.gh/118316-effects-drug-abuse-addiction.html>
<https://www.heretohelp.bc.ca/visions/schools-vol5/lets-not-talk-about-it>
<https://www.addictioncenter.com/teenage-drug-abuse/teenage-substance-abuse-prevention/>
<https://www.practicalrecovery.com/prblog/most-effective-ways-to-prevent-teenage-substance-abuse/>
<https://positivechoices.org.au/teachers/how-teachers-can-guide-students-against-drug-use>
<https://www.modernghana.com/news/816650/lets-talk-more-about-drug-abuse-in-our-schools.html>
https://www.who.int/selection_medicines/country_lists/gha_NDP_2nd_Ed.pdf (Ghana National Drug Policy)
<https://globalinitiative.net/wp-content/uploads/2019/07/Ghana-Drug-Report-web.pdf>
<https://openaccesspub.org/jpmc/article/809> (Psychosocial Determinants of Marijuana Utilization among Selected Junior High School Students in the Central Region of Ghana)
- **Online behavioural protocols.** Ensure learners understand how to behave online and not partake in some of the unsavoury practices found online, especially on social media. This is part of *Core Competency DL 6.4: Adhere to behavioural protocols that prevail in cyberspace*. This is a valuable article on the topic that can help you to guide the learners: <https://edu.gcfglobal.org/en/internetsafetyforkids/teaching-kids-about-internet-safety/1/>. Check that learners understand not to:
 - post or trade personal pictures
 - reveal personal information, such as address, phone number, or school name or location
 - share passwords (other than with parents)
 - respond to a threatening email, message, post, or text.

Teaching methodology

Do not approach this chapter as a series of anti-drug ‘sermons’. Learners don’t listen if they are constantly admonished and told not to abuse substances. In fact, some learners may see this as a challenge or an invitation to rebel. We are often well-intentioned as teachers and want to warn our learners of the dangers of substance abuse. However, our good intentions may have the opposite effect. Hence, we need to allow for open discussions, give learners opportunities to explore information, ask questions and analyse situations to respond in the best ways to oppose substance abuse. We need to ensure that learners are educated about substances to make informed, responsible decisions to help protect them.

In this Unit, take extra care to involve learners actively in this session so they grasp the serious harms of substance abuse on a personal level, while not feeling lectured. Get learners to use pictures to identify the effects of substance abuse. Let them analyse a case study and draw a body map to identify and explain the effects of substance abuse. Ask them to investigate effects such as abnormal behaviour, ill-health, economic problems and burden and ridicule to the family, as an outcome of abusing substances, using case studies.

Creating a learner-centred classroom

- This chapter includes several activities that involve learners in active participation, for example, role plays (Participate 26 (LB p. 194) and Participate 39 (LB p. 206)), well as several group discussions. These activities promote learner-centred learning.
- In the Let's talk activities on pp. 176, 186 and 196 of the Learner's Book, learners come up with practical examples from their own life experiences.
- In the Let's reflect activities on pp. 185, 195 and 207 of the Learner's Book, learners apply what they have learnt to their own lives and give personal and independent responses to the questions.
- Teaching resources such as charts, real objects, and drawings help to make lessons interesting and practical. Be resourceful and look for relevant teaching materials in the environment and online, for example pictures, posters, and real-life objects, as described under 'Resources'.

Inclusion and equity

Inclusion involves addressing the varied needs of learners based on gender, ability, economic status, religious affiliation, geographical location, etc. These are all factors that impact how young people learn. In an inclusive classroom, you need varied approaches to overcome challenges, for example:

- The issue of gender will come up when domestic abuse is discussed, as well as the issue of peer pressure. Although not particularly included in the Learner's Book or curriculum, the differences in norms for boys and girls will come up when discussing examples and real-life situations. Support learners to explore how to avoid discrimination against girls, for example by discrediting them for certain behaviours while boys are allowed to continue.
- In the group work activities, encourage the female learners to participate as actively as the male learners, and not to be intimidated. Assign female group leaders and spokespersons. Role-playing real-world scenarios can help female learners to develop confidence and learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion).

Mixed ability

Keep in mind throughout the chapter that you will have learners of differing abilities in your class, including their grasp of English language skills. Be mindful of this to facilitate growth by all. Some useful techniques are:

- Encourage active participation by all during group and pair learning. Where appropriate, ensure that stronger learners can guide and support weaker learners in a mutually agreeable learning environment. However, ensure that the more abled learners do not do all the work while the lesser abled learners shut down. For example, all learners should actively participate in the various role plays in this chapter – not necessarily acting a role but, for example, planning the script. Make learners aware of being tolerant and listening to those who take longer to respond and are less confident.
- Use differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind. The issue of substance abuse needs to be discussed with caution and mindfulness. Manage the classroom discussions carefully to unpack the concepts and look at them from different sides and levels.
- Use the Unit summaries on pp. 185, 195 and 207 of the Learner's Book for repetition and remedial learning.

Assessment

There are several opportunities in this chapter for both formative and summative assessment.

Formative assessment opportunities

- Participate 18 (LB p. 183). Learners' answers to the case study can be marked and scored.
- Participate 20 (LB p. 184). Create a poster of a mind map on the causes of substance abuse.
- Participate 22 (LB p. 191). Learners' answers to the case study can be marked and scored.
- Participate 36 (LB p. 205). Learners' advertisements can be assessed using the criteria on p. 169 of this Facilitator's Guide.

Summative assessment opportunities

(Can be included in the CAT mark for Term 3.)

- Group work: Participate 26 (LB p. 194). Create a skit on the effects of substance abuse. Learners can be assessed using the grid supplied on p. 162 of this Facilitator's Guide. You can allocate a mark out of 10.
- Group work: Participate 27 (LB p. 194). Debate the effects of substance abuse. Learners can be assessed using the checklist supplied on p. 162 of this Facilitator's Guide. You can allocate a mark out of 3 or convert it to 15 (multiplying by 5).
- Class test (LB p. 209). (55 marks).

Homework activities

Learners work on their own in the following activities, which makes them suitable for homework activities:

- Participate 18 (LB p. 183), read a case study and analyse peer group influence as a cause of substance abuse.
- Participate 22 (LB p. 191), read a case study and identify how substance abuse causes abnormal behaviour.
- Participate 25 (LB p. 193), read a case study on being a burden to a family and answer questions on it.
- Participate 31 (LB p. 200), draw a comparison between how religions warn against abuse and write a paragraph about it.

Additional homework activities after completing Unit 7.1

Ask learners to write an account about someone who started using drugs as a result of peer pressure. Their account can be an imagined or real story. Their story must include details about these questions:

- Why did the person respond to peer pressure? What did the person hope to achieve?
- Did the person get what they wanted by responding to peer pressure?
- How did responding to peer pressure affect other aspects of the person's life, for example, schoolwork and other friendships?

Additional homework activities after completing Unit 7.2

Ask learners to write an account about someone who started behaving abnormally due to the abuse of drugs. Their account can be an imagined or a real story. Their story must include details about these questions:

- What drug was abused and how was it abused?
- What was the effect on the person's behaviour?
- How did the person's abnormal behaviour affect other aspects of his or her life, for example, family life and work?

Additional homework activities after completing Unit 7.3

Ask learners to write an account about someone who used the teachings of their religion to protect themselves against drug abuse. Their account can be an imagined or a real story. Their story must include details about these questions:

- Which religious teaching did the person apply? What choices did they make based on religious teaching?
- How did it protect them against drug abuse?

Teaching strategies and answers

Unit 7.1: The causes of substance abuse

LET'S TALK

(Learner's Book page 176)

CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.

Check if learners can identify what is happening in the picture. Some learners may say that smoking cigarettes is not substance abuse because 'everybody smokes', 'cigarettes are legal', 'it's not addictive', 'my teachers and parents smoke' and so on. Probe further by asking if they know what substances cigarettes contain, why people who smoke say they wish they never started, why people who smoke die from lung cancer. In the same way, some learners may say drinking alcohol is not substance abuse because its legal, its done in church at communion, it is consumed during traditional ceremonies, and so on. Ask them to think about the concept of moderation – when is alcohol consumption abuse and when it is acceptable? Observe what learners say about what will happen to the young people and whether they are aware of the harms of cigarette smoking and alcohol abuse.

PARTICIPATE 13

Brainstorm the meaning of substance abuse

(Learner's Book page 177)

CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.

CP 5.4: Generate hypothesis to help solve complex problems.

Learners work in groups of five.

1. Learners should be able to point out that substance abuse means using alcohol, over-the-counter drugs, prescription medicine, illegal drugs and cigarettes in the wrong way or using too much of it.
2. Learners' answers will differ, but they should be able to use the words in sentences to show they understand what the words mean. For example:
Overdosing: Peter overdosed on pain killers by taking the whole bottle at once and had to be rushed to the hospital to have his stomach pumped.
Prescription drug: My mother forgot to take her prescription drug given by the doctor for her diabetes.
Addiction: He is craving cigarettes and thinking about it most of the time, them is definitely a case of addiction.

PARTICIPATE 14**Brainstorm the types of substances often abused**

(Learner's Book page 179)

CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.

CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.

Learners work in groups of five.

1. Learners may know street names and mention these. Common substances abused in Ghana include paracetamol, marijuana, tramadol, alcohol and cigarettes.
2. Their shortlist will vary according to where they live, etc.

PARTICIPATE 15**Identify types of drugs**

(Learner's Book page 179)

CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.

CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.

Learners work in pairs.

2.

A: Tramadol	B: Cocaine	C: Alcohol (beer)
D: Paracetamol	E: Marijuana	F: Heroin

PARTICIPATE 16**Discuss how ignorance may cause substance abuse**

(Learner's Book page 182)

CP 5.4: Generate hypothesis to help solve complex problems.

CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

Learners work in pairs.

1. Learners' responses will differ. However, they should be able to point out that it is dangerous to use another person's prescription medicine.
2. No, the man did the wrong thing. It is not safe to take prescription medicine meant for somebody else. It is also unsafe to take the wrong dosage.
3. Examples:
 - I would have taken either a paracetamol for pain as prescribed or gone to the clinic to seek assistance.
 - I would never use my grandmother's medicine.
4. People can unknowingly take the wrong medicine because they are ignorant of the effects and do not know it is wrong to do so. People can also, for example, be ignorant about the fact that smoking is addictive and think they will never get addicted and so start a lifetime of smoking.

CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.

PL 5.6: Ability to set and maintain standards and values.

Learners work in groups of five.

1. MYTH. Just because something is legal, it does not mean it is safe. Alcohol should always be used in moderation and it's best not to smoke. These products are sold to make money; not to benefit the user.
2. MYTH. The opposite is true; alcohol makes you boring because you tend to laugh at your own jokes, talk too much, repeat yourself, talk nonsense and forget what you are saying.
3. MYTH. It is a drug because it is addictive and has mind-altering properties. When you drink alcohol it slows down your brain function and neural activity. It also reduces the functioning of other vital organs in your body.
4. FACT. The nicotine in cigarettes, as well as other chemicals, make this highly addictive.
5. MYTH. Drinking beer or any other alcoholic drink is not safe. People also get addicted to beer because beer contains alcohol.
6. MYTH. Drugs make your problems worse because they give you extra problems. They also don't help you to solve problems; the next day the problem will still be there even if you forgot about them while under the influence of drugs.
7. MYTH. Drugs can hurt you anytime because often you do not know exactly what is in them. Once you are under the influence of drugs, you will not be able to know when to stop taking them. And once you are addicted, it is very hard to stop taking drugs.
8. MYTH. Once you have alcohol in your body, you are no longer in control of all of your functions. You think you are but are not! Alcohol also disrupts your prefrontal cortex of the brain – it has a negative effect on your ability to make decisions, and lets you do things before thinking about it and lose your inhibitions.
9. FACT. Peer pressure plays a huge role in teenage substance abuse.
10. MYTH. It takes about 8–12 hours to get sober. It depends on how much you have drunk, your body weight, whether you are male or female, and how much you have eaten, and on your general health, but on average if you have been drunk it takes about 12 hours and there is no way to become sober.
11. MYTH. Young people easily become alcoholics because they react more negatively to alcohol. There is no immunity to alcohol. Anybody at any age can become addicted.
12. MYTH. Marijuana is addictive because it contains THC or tetrahydrocannabinol. Those who use marijuana before the age of 20 are more likely to become addicted.
13. MYTH. While your life will be very hard, you can recover from drug addiction if you get medical and psychological help and support.
14. MYTH. They are only safe to use if you use them as prescribed and if they were prescribed for you, not for somebody else.
15. MYTH. You can become addicted even if you only smoke occasionally. Your lungs will also be affected even if you only smoke every now and then.
16. FACT. This is because as a young person your body is still developing. In particular, your brain is still developing and much more vulnerable and exposed to the harmful effects of these substances, than if you were 25 years old. Your other organs are also still developing and can be damaged faster and in more severe ways, than if you are older.

PARTICIPATE 18**Analyse peer group influence as a cause of substance abuse**

(Learner's Book page 183)

CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.

PL 5.6: Ability to set and maintain standards and values.

Learners work on their own. The activity is suitable for homework. You can mark learners' answers and use it as assessment.

1. His 'school father' and the learners in the group put pressure on Kofi to take drugs.
2. He did not want to be punished or rejected from the group. He wanted to fit in and be liked.
3. He could have refused and walked away.
4. He will end up living on the street, with an incomplete education and addicted to cocaine. He will die young.
5. Learners' responses will differ; some may know of such young people. For example, my brother changed when he started hanging around with bad friends. He got drunk every weekend and stopped playing sports. He spent more time with his friends than at home and he was no longer the kind brother that I used to look up to. He often came home drunk and broke things.

PARTICIPATE 19**Identify the causes of substance abuse shown in a video**

(Learner's Book page 184)

CP 5.4: Generate hypothesis to help solve complex problems.

CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

Learners work in groups of four learners.

Advise learners to use these key words to search for a suitable video:

- Video causes substance abuse
- Video causes drug abuse
- Video causes teen drinking
- Video causes teen smoking
- Video peer pressure substance abuse

PARTICIPATE 20**Create a poster or a mind map on the causes of substance abuse**

(Learner's Book page 184)

CP 5.4: Generate hypothesis to help solve complex problems.

CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.

CP 5.6: Demonstrate a thorough understanding of a generalised concept or facts to task or situation.

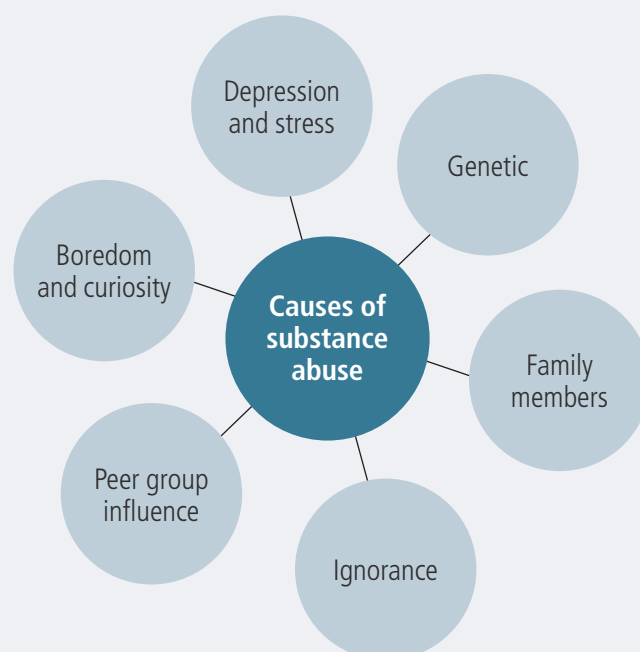
PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

Learners work in groups of four learners. They appoint a scribe, as well as a presenter (see point 7).

1. If they abuse drugs the other family members could think it is normal behaviour and also abuse drugs. They may model their actions on these family members. The drugs may be easily accessible if they are lying around.
2. If you do not know about the causes and effects of substance abuse, and what substance abuse is about, you will be ignorant and so unknowingly get into trouble or addiction.
3. Peer group influence is a very powerful force that can influence you to abuse substances. This is because young people feel the need to be part of a group, to be popular or liked, to be seen as one of the group and hate to feel rejected or mocked. Young people spend a lot of time with peers and can easily be persuaded to do things they don't really want to do.
4. It is possible that you can be genetically predisposed to become addicted. However, you are the only person that can decide to abuse substances or not. Whether your parents abused substances or not does not make you a drug addict.
5. If you feel bored you may want to find ways to entertain yourself so may look at substance use as a way to keep boredom away. Many people are curious about drugs and wonder what it will feel like if they take them. Some see it as an adventure because it is going into the unknown.
6. When you feel depressed you feel very down and sad. You may think that substances can help you to feel happy, lift your spirits and feel that you can enjoy life again. Soon you will need drugs and alcohol to make you feel happy every day and will rely on them. The moment the effects wear off, you will feel even more depressed and need to take more drugs to feel better. Stress can cause substance abuse as you may want to take substances to help you relax. Then you will not solve the cause of the stress and need more and more substances to help you to relax.
7. These websites provide more information and ideas on mind maps related to substance abuse:
 - <https://www.mindmeister.com/79272513/alcohol-and-drugs>
 - <https://libguides.ufv.ca/chad> (examples of mind maps with guidelines)
 - <https://www.ieltsdeal.com/ielts-writing-for-task-2-essays-speaking-part-2-3/> (mind map example)

Learners' mind maps or posters will differ but should include these sub-points. You can use their mind maps to assess their understanding of the topic.



LET'S REFLECT

(Learner's Book page 185)

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

1. Learners should be free to express how they feel. Some may not be able to, while others may feel pity, anger or confusion.
2. Learners should be able to say they would not accept the gift, while others may say they would accept and then destroy the drugs, while others may say they will take the drugs. This often happens; so have a discussion with learners about why it's fine to not accept drugs as a gift.
3. Learners may offer innovative contributions such as peer workshops, talking about it, anti-drug campaigns, dramas and shows, setting an example, etc.
4. Learners have learnt that hard drugs are called 'hard' because they are illegal and very addictive. Encourage them to add ideas such as that it is 'hard on the body', for example. The drug shown in the photos is heroin and it is a hard drug.

LINKING LESSONS: from causes to effects of substance abuse

This activity bridges the gap between learning about the factors that lead to substance abuse (Unit 7.1) and understanding the negative consequences it can have (Unit 7.2).

Questions

1. Unit 7.1 defines 'substance abuse' as taking drugs without a prescription or using them excessively. Name two reasons someone might abuse substances according to the lesson content (e.g., peer pressure).
2. The same unit mentions 'curiosity and adventure' as a cause of substance abuse. Imagine you are curious about something new. How can you explore that curiosity in a safe and healthy way, without resorting to substance abuse?
3. Unit 7.2 introduces the effects of substance abuse, including 'ill health.' How does this connect to Unit 7.1 and the concept of 'ignorance' as a cause of substance abuse? Why might someone who doesn't know the risks be more likely to abuse substances?
4. Think about the different negative effects of substance abuse mentioned in Unit 7.2 (e.g., economic problems). How do you think these effects might impact not just the abuser, but also the people around them (e.g., family)?
5. Imagine you see a friend considering substance abuse. Unit 7.1 highlights the causes, and Unit 7.2 highlights the effects. How can you use the information from both lessons to talk to your friend in a helpful and informative way?

Answers

1. Answers may vary but could include any two causes from Unit 7.1 (e.g., peer pressure, stress).
2. Learners might suggest exploring new hobbies, and activities, or learning something new through safe and positive channels.
3. Someone ignorant of the risks might underestimate the dangers of substance abuse and be more likely to experiment or use substances casually.

4. Economic problems caused by substance abuse can create a burden on the family, leading to stress and tension within the household.
5. Learners can use the information to explain the risks of addiction, the negative health effects, and the potential impact on their friend and their family.

Teacher guidance for open-ended questions

- Question 2: Encourage creativity. You can ask: 'Can you think of any examples of safe and healthy ways to satisfy your curiosity, like trying a new sport or learning a new skill?'
- Question 3: Emphasise the importance of knowledge. You can ask: 'How can finding out the facts about substance abuse help someone make informed choices about their health?'
- Question 4: Help learners consider the ripple effect. You can ask: 'Imagine someone loses their job due to substance abuse. How might this affect their ability to support their family?'
- Question 5: Encourage open communication. You can ask: 'What are some effective ways to start a conversation with a friend who might be considering substance abuse?'

Unit 7.2: The effects of substance abuse

LET'S TALK

(Learner's Book page 186)

PL 5.6: Ability to set and maintain standards and values.

DL 5.5: Evaluate the quality and validity of information.

DL 6.4: Adhere to behavioural protocols that prevail in cyberspace.

DL 6.6: Knowledge and recognition of ethical use of information.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

This is a warm-up activity to introduce the focus of the lessons that follow, which is the effects of substance abuse. Learners will possibly react with alarm to the picture of damaged lungs. That was the intention. The image is not an exaggeration – this is what cigarette smoke does to your lungs. Let learners discuss and share ideas; their responses will give you the necessary information to know what to emphasise in the lesson.

In the Internet Interact activity that follows, learners search for videos on Google that show the harmful effects of substance abuse, using the keywords supplied in the Learner's Book.

PARTICIPATE 21**Identify the effects of substance abuse from pictures**

(Learner's Book page 190)

*CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.**CI 6.7: Look and think about things differently and from different perspectives.*

Learners work as a class and then in pairs.

1 to 3. Learner's answers will differ. Here are example responses:

	Action	Possible effects of substance abuse
A	Smoking marijuana	Short-term joy followed by worry, altered state of mood, impaired sense of time, difficulty to focus, impaired memory, harms body movement, relaxation, feeling hungry. Sometimes delusions, hallucinations, panic, paranoia, and psychosis happen. Increased heart rate, difficulty breathing, nausea, dry mouth and red eyes. Brain damage, including harm to decision-making ability, addiction.
B	Overusing prescription medicine	Different medicines have different effects, but effects could include feeling high, constipated, nauseous, drowsy, confused, dizzy, extra-sensitive to pain, agitated, anxious and paranoid. Medicines can cause unsteady walking, slurred speech, poor concentration, problems with memory, irregular heartbeat, high blood pressure, high body temperature, loss of appetite, insomnia and addiction. Users sometimes also visit more than one doctor to try to get more prescriptions.
C	Injecting morphine	A short rush of pleasure, thereafter depression, dry mouth, nausea, vomiting, heaviness in arms and legs, itching, impaired brain function, loss of consciousness, heart problems, liver and kidney disease, lung disease, mental disorders, addiction.
D	Injecting crystal meth or crack	False sense of well-being, disturbed sleep, nausea, delusions of power, irritability, aggressiveness and anger, hallucinations, anxiety, convulsions, central nervous system damage, addiction, death.
E	Sniffing glue	Damage to the myelin sheath, the thin protective layer around the nerve fibres in the brain and the rest of your nervous system. Harms brain function. Heart rhythms are affected causing irregular heartbeat and heart failure, seizure, liver and kidney damage, vomiting, weakened decision-making ability, addiction.
F	Taking ecstasy or unknown drugs	Nausea, blurred vision, rapid breathing, increased heart rate, teeth clenching. Unknown risks, as each person reacts differently. There is an added risk when not knowing what is in a tablet and mixing with it alcohol and other drugs. Affects dopamine, serotonin, and norepinephrine levels.

PARTICIPATE 22**Identify how substance abuse causes abnormal behaviour**

(Learner's Book page 191)

*CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.**CI 6.7: Look and think about things differently and from different perspectives.**PL 5.6: Ability to set and maintain standards and values.*

Learners work on their own. The activity is suitable for homework. You can mark learners' answers and use it as assessment.

1. Normal behaviour is the way people usually act. It is acceptable behaviour by the community and society. Abnormal behaviour is doing something that is not usual or normal; it is not acceptable by the community or society and is not the usual way to act.

2. They would not usually be driving so fast, on the wrong side of the road and crash into pedestrians. They would not steal a car. They would not laugh after killing a baby.
3. Substance abuse makes you act abnormally. You are not in charge of your mind and actions. Often you are not even aware of what you are doing. You lose your inhibitions and forget about community rules, safety and how to behave in a responsible way.
4. The community will be very angry and will reject these learners and punish them harshly. They will think they have no self-control and are selfish.
5. The learners may go to jail for the rest of their lives. Their families may reject them and disown them. They will not have bright futures to look forward to. They will always carry the guilt of killing a baby with them. They might never be allowed to drive a car.

PARTICIPATE 23

Identify health effects: Draw a body map to identify and explain the effects of substance abuse

(Learner's Book page 191)

CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.

PL 5.6: Ability to set and maintain standards and values.

Learners work in groups of three learners.

Learners' drawings should accurately depict the harms. For example, if they chose cigarette smoking as a harm, they should draw a mouth with ulcers, yellow teeth, red eyes and damaged lungs.

PARTICIPATE 24

Analyse a case study

(Learner's Book page 192)

CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.

CI 6.7: Look and think about things differently and from different perspectives.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

Learners work in a small group. The points below can be included in their answers, but also accept any other responses that make sense.

1. He was bored; he was worried about not getting a job; he was influenced by his friends.
2. He could have started his own business/created a job for himself/become an entrepreneur/taken any job available/studied towards another degree.
3. Yes, because he needs drugs every day before he can function.
4. Build up a support network, sell your skills or services, create a job, become an entrepreneur, make items that people need and sell these, make food and sell it, start a food garden and supply vegetables, persevere, keep on trying.

PARTICIPATE 25**Analyse the case study: being a burden to a family**

(Learner's Book page 193)

CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.

CI 6.7: Look and think about things differently and from different perspectives.

PL 5.6: Ability to set and maintain standards and values.

Learners work on their own. The activity is suitable for homework. You can mark learners' answers and use it as assessment. Accept any other answers that make sense.

1. His history of alcohol abuse came up in the background check. His brothers and sisters reported him for stealing. His previous employers did not have anything good to say about him. He showed himself and his family in a bad way.
2. Do not marry Charles because you will not be able to change him. The only person who can change him, is himself. He does not want to change because he does not realise he has a problem. He will hurt you when he is drunk because he gets violent. You will live in poverty because he cannot keep a job. Your life will be miserable.
3. Your family is closely associated to your words and deeds. When you behave badly, your family also gets a bad name. When you abuse substances, it is not only you that people think badly of. They also think there is something wrong in the family.

PARTICIPATE 26**Create a skit on the effects of substance abuse**

(Learner's Book page 194)

CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.

CI 6.7: Look and think about things differently and from different perspectives.

Learners will need the following props:

- empty cigarette box
- empty beer can
- empty spirits bottle (for example, vodka, rum, brandy, gin or whiskey)
- bag with the word marijuana written on
- empty aspirin or headache tablet box or an empty bottle of cough mixture
- syringe (with no needle)
- powder or flour
- glue.

Get learners to create a skit using the props as described. The props make the skits more real. To prepare for the role play, learners must do the following:

- create a situation in which the behaviour demonstrates abuse of the drug
- assign roles
- work out the details, especially what to fit into two minutes
- practise and perform the skit.

Use this checklist to assess learners' skits. You can allocate a mark out of 10.

The role play ...	No 0	Partly 1	Yes 2	Subtotal
demonstrated what drug was being abused.				_/2
demonstrated that the drug was being abused.				_/2
accurately acted out a realistic scenario.				_/2
was easy to understand and follow.				_/2
involved all group members in some way.				_/2
Total mark				_/10

PARTICIPATE 27

Debate the effects of substance abuse

(Learner's Book page 194)

CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.

CI 6.7: Look and think about things differently and from different perspectives.

DL 5.5: Evaluate the quality and validity of information.

DL 6.4: Adhere to behavioural protocols that prevail in cyberspace.

DL 6.6: Knowledge and recognition of ethical use of information.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

For classroom organisation enabling the debate, you can refer to the techniques described in this Facilitator's Guide for Participate 6 in Module 3, Chapter 4.

Learners should be able to give convincing arguments that the harmful effects of substance abuse are not worth the good feelings that the drugs may let you have. Some reasons are:

- The 'good' feelings brought on by drugs do not last long. Once they wear off, you feel much worse.
- The harmful effect can last a long time or even a lifetime. For example, you may damage your liver from alcohol abuse, or become addicted to prescription medications, and severely damage your brain.

Each Learner's participation in the debate can be used for assessment. Give a mark out of three using these criteria:

- Learner gave a coherent and clear argument: 3/3
- Learner gave an argument, but there were gaps in the formulation: 2/2
- Learner gave an argument, but it was somewhat incoherent: 1/2
- Learner was not able to give an argument: 0/2

CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.

CI 6.7: Look and think about things differently and from different perspectives.

PL 5.6: Ability to set and maintain standards and values.

Learners should be able to express how they feel about the common myth and realise it is not true; drugs make it harder to study not easier. Learners should show they have the facts to be able to persuade a peer to stop and should be able to say how they could protect themselves, for example by not even trying it and being careful around others who abuse drugs.

Thinking about the effect of drug abuse on a loved one (family member or friend), will reinforce with learners what the dangerous effects of the habit are.

LINKING LESSONS: religious guidance against substance abuse

This activity strengthens the connection between understanding the negative effects of substance abuse (Unit 7.2) and the guidance offered by religious teachings (Unit 7.3) to help protect yourself.

Questions

1. Unit 7.2 outlines the effects of substance abuse, including 'ill-health' and 'economic problems.' How could these effects negatively impact your life and your future goals?
2. The same unit mentions 'abnormal behaviour' as an effect of substance abuse. Unit 7.3 highlights 'religious teachings' as a guide for moral behaviour. How can strong moral values, as taught by your religion, help you avoid making choices that could lead to substance abuse?
3. Imagine you are at a party, and someone offers you drugs. Unit 7.2 reminds you of the negative effects. Unit 7.3 emphasises the importance of saying 'no.' How can you use the information from both lessons to decline the offer clearly and firmly?
4. Unit 7.3 highlights 'adherence to the teachings of your religion' to protect yourself. Think about the specific teachings of your own religion. Identify any teachings that promote healthy living and making positive choices.
5. Unit 7.3 mentions 'avoid bad company of friends.' However, making good friends is important. How can the teachings of your religion, as discussed in Unit 7.3, guide you in choosing positive and supportive friends who will not pressure you into unhealthy behaviours?

Answers

1. Answers may vary but could include hindering academic performance, damaging relationships, or limiting future career opportunities.
2. Strong moral values can encourage self-discipline, responsible choices, and a desire to take care of your body and mind, which can help you resist substance abuse.
3. Learners can use the knowledge of negative effects to explain their refusal and use the teachings of their religion as a reason to say no politely but firmly.
4. Learners might mention teachings on self-control, moderation, or taking care of one's body as a temple.

5. Religious teachings might emphasise kindness, respect, and choosing friends who share your values and encourage healthy choices.

Teacher guidance for open-ended questions

- Question 1: Encourage learners to think about their aspirations. You can ask: 'What are some of your goals for the future? How could substance abuse make it difficult to achieve those goals?'
- Question 3: Practice refusal skills. You can role-play different scenarios and have learners practice saying no in a confident way.
- Question 4: Encourage learners to share their knowledge. You can ask: 'Can anyone share a specific teaching from their religion that promotes a healthy lifestyle?'
- Question 5: Help learners see the positive aspects of friendship. You can ask: 'What are some qualities you look for in a good friend? How can good friends support each other in making positive choices?'

Unit 7.3: Teachings from the three religions on protecting yourself against substance abuse

LET'S TALK

(Learner's Book page 196)

CC 9.5: Appreciate the importance of all team members in discussions and actively encourage contribution from their peers in their team.

PL 6.7: Actively promote effective group interaction and the expression of ideas and opinions in way that is sensitive to the feelings and background of others.

In pairs, learners discuss what they see in the picture of Jesus and his apostles (eating and drinking, talking, Jesus in centre). It might not be obvious to learners that the group is drinking wine; if necessary, point this out to enable the discussion of 2 and 3, to which learners can contribute with own personal opinions. Be mindful of the many different approaches in society regarding what is acceptable alcohol consumption and what not.

PARTICIPATE 28

Investigate how Christianity warns against substance abuse

(Learner's Book page 198)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.3: Understanding roles during group activities.

CC 9.4: Help group working on relevant activities.

CC 9.5: Appreciate the importance of all team members in discussions and actively encourage contribution from their peers in their team.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

PL 6.1: Ability to serve group members effectively.

PL 6.3: Ability to manage time effectively.

PL 6.4: Ability to manage and resolve conflicts.

PL 6.7: Actively promote effective group interaction and the expression of ideas and opinions in way that is sensitive to the feelings and background of others.

Learners work in groups of five.

1. Learners will collect a range of additional verses as there are many in the Bible.
2. It is important that learners can accurately interpret the meaning of the verses when they present to the class. The Bible does not forbid drinking alcohol. However, it forbids getting drunk. The Bible warns against the harms of drinking too much, engaging in bad behaviour, and the other consequences of alcohol abuse. Heavy drinking is seen as immoral. The Bible recognises that drinking in moderation may be enjoyable and safe for adults, but it contains many passages that advise against heavy drinking, drinking too much and too often, and getting drunk.

Learners' answers could include some of these examples:

- Romans 14:21: "It is better not to eat meat or drink wine or do anything to cause your brother to stumble." Meaning: If your drinking is upsetting or offending someone, or may be a bad influence on someone, then you should not drink.
- Romans 13:13: "Let us behave decently, as in the daytime, not in carousing and drunkenness, not in sexual immorality and debauchery, not in dissension and jealousy."
- Proverbs 21:17: "Whoever loves pleasure will be a poor man; he who loves wine and oil will not be rich."
- 1 Peter 5:8: "Be alert and of sober mind. Your enemy the devil prowls around like a roaring lion looking for someone to devour." Meaning: Alcohol abuse damages your mind and is very destructive. Peter warns that when you are not sober, you will not think clearly and will make bad decisions.
- 1 Peter 4:7: "The end of all things is at hand; therefore be self-controlled and sober-minded for the sake of your prayers."
- 1 Peter 1:13: "Therefore, with minds that are alert and fully sober, set your hope on the grace to be brought to you when Jesus Christ is revealed at his coming."
- 1 Thessalonians 5:6–8: "So then, let us not be like others, who are asleep, but let us be awake and sober. For those who sleep, sleep at night, and those who get drunk, get drunk at night. But since we belong to the day, let us be sober, putting on faith and love as a breastplate, and the hope of salvation as a helmet."
- Ephesians 5:18: "And do not get drunk with wine, for that is debauchery, but be filled with the Spirit, addressing one another in psalms and hymns and spiritual songs, singing and making melody to the Lord with your heart, giving thanks always and for everything to God the Father in the name of our Lord Jesus Christ."
- 1 Corinthians 6:10: "Nor thieves, nor the greedy, nor drunkards, nor revellers, nor swindlers will inherit the kingdom of God."
- Corinthians 15:33: "Be not deceived: Evil companionships corrupt good morals."
- Isaiah 5:11: "Woe to those who rise early in the morning, that they may run after strong drink, who tarry late into the evening as wine inflames them!"
- Daniel 1:8: "But Daniel resolved that he would not defile himself with the king's food, or with the wine that he drank. Therefore, he asked the chief of the eunuchs to allow him not to defile himself."

PARTICIPATE 29**Discuss how Islam warns against substance abuse**

(Learner's Book page 199)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.3: Understanding roles during group activities.

CC 9.4: Help group working on relevant activities.

CC 9.5: Appreciate the importance of all team members in discussions and actively encourage contribution from their peers in their team.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

PL 6.1: Ability to serve group members effectively.

PL 6.3: Ability to manage time effectively.

PL 6.4: Ability to manage and resolve conflicts.

PL 6.7: Actively promote effective group interaction and the expression of ideas and opinions in way that is sensitive to the feelings and background of others.

Learners work in groups of five.

1. In Islam all drugs and alcohol are prohibited; *haram* or forbidden. Any substance that can intoxicate you is prohibited.
2. Alcohol is seen as the handiwork of Satan because it can lead you astray. It is seen as a sin because it causes harm to you, your health, your brain, your family and community. The negative effects are seen to exceed the positive effects of consuming alcohol by far.

PARTICIPATE 30**Investigate how African Traditional Religion warns against substance abuse**

(Learner's Book page 199)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.3: Understanding roles during group activities.

CC 9.4: Help group working on relevant activities.

CC 9.5: Appreciate the importance of all team members in discussions and actively encourage contribution from their peers in their team.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

PL 6.1: Ability to serve group members effectively.

PL 6.3: Ability to manage time effectively.

PL 6.4: Ability to manage and resolve conflicts.

PL 6.7: Actively promote effective group interaction and the expression of ideas and opinions in way that is sensitive to the feelings and background of others.

Learners work in groups of four.

1 to 3. Learners' sayings and proverbs will differ. Examples are:

- A man is called a drunkard when he misbehaves, not when he drinks.
- He who drinks wine without libation is a traitor to the gods.
- People who drink to drown their sorrows, should be told that sorrow knows how to swim.
- The palm wine we drink, some people can drink it and remain wise; others lose all their senses.
- Yesterday's drunkenness will not quench today's thirst.
- When the cock is drunk, he forgets about the hawk.

PARTICIPATE 31**Investigate how religion teaches you defensive skills against substance abuse**

(Learner's Book page 200)

*PL 5.5: Desire to accept one's true self and overcome weaknesses.**PL 5.6: Ability to set and maintain standards and values.*

Learners work on their own. The activity can be given as homework.

1. Learners can draw on the text provided on pp. 196–198, but they can add information gathered when researching.
2. Learners give a personal response. They should be able to give reasons for their choice, for example: "I am a Muslim, but I am drawn to the idea that alcohol is acceptable if consumed in moderation, as is allowed in Christianity."
3. Each learner chooses a religion he or she is most drawn to in terms of their teachings on alcohol or other substance abuses. Explain that they do not have to choose the religion that their families belong to. It is about evaluation which of the teachings that they have learnt about have the biggest personal appeal.

Learners write a paragraph of no longer than five lines to summarise how the teachings of the religion they chose can help them to avoid substance abuse.

PARTICIPATE 32**Identify and explain the teachings of the major religions on the need to avoid substance abuse**

(Learner's Book page 200)

PL 5.6: Ability to set and maintain standards and values.

Learners work on their own. The activity is suitable for homework. You can mark learners' tables and use it as assessment. The points below are examples of what they can include in their tables, but accept any other points that make sense, whether it is content they have studied in class or not.

Drug	Teachings in Christianity	Teachings in Islam	Teaching in African Traditional Religion
Common drugs	Prescription medicine: It is allowed to treat illness. Cigarettes: Smoking is not allowed as it defiles the body, which is the temple of the Holy Spirit.	Cigarettes: The use of cigarettes is prohibited as it is a harmful substance and damages the health of a smoker. Prescription medicine: Muslims are obliged to find medicine when they are infected with a disease. The medicine must be halaal.	There are no specific teachings in ATR on common drugs. Natural herbal medicine is an important part of this belief system, and healing is considered as a spiritual process. Using healing medicine in order to get a 'high' or to get pleasure would be seen as disrespectful by traditionalists. Some narcotic substances are used in certain religious ceremonies, but in controlled situations and not for everyday use.

Drug	Teachings in Christianity	Teachings in Islam	Teaching in African Traditional Religion
Hard drugs	Hard drugs became illegal long after the Bible was written. Modern-day Christian leaders encourage their followers to act according to the law. Also, abuse is seen as increasing the chance to sin. Addiction to substances is in conflict with the freedom of Christians. Christians should keep their bodies free from any substance abuse as a way of honouring God, who dwells in their bodies as the Holy Spirit.	The use of hard drugs is prohibited by Islam law, since it prevents the person from focusing on Allah and prayers and increases the chance for sin. Muslims should be free from any substance abuse as a way of honouring their bodies and minds and focusing on prayer and Allah. Addiction (a very common result of using hard drugs) enslaves people and is in conflict with the teaching of Islam. It also leads to neglect of the body.	There are no specific teaching in ATR on hard drugs. However, the traditional teaching of moderation and self-control by implication rules out the use of hard drugs. Addiction also leads to dishonouring the family values, which is central to ATR.
Stimulants	Moderate use of alcohol is allowed, but some prohibit it. The use of alcohol may increase the chance for sin and may make Christians appear foolish. Christians should avoid substance abuse as a way of honouring God, who dwells in their bodies as the Holy Spirit.	Alcohol is prohibited in all its forms and for all purposes. There exists no justification in the Qur'an for using alcohol, not even when someone applies moderation or self-control. Drinking alcohol, no matter how little, is forbidden in Islam because it leads to sin. It is considered as part of the work of Satan.	Alcoholic drinks are an essential aspect of the traditional religion in acts of prayer to the gods, spirits and ancestors (when pouring libation). Moderate use of alcohol is considered acceptable. When a person drinks in moderation and does not misbehave, that person is still a respectable member of the community. However, when someone misbehaves under the influence of alcohol, they are a drunkard.

PARTICIPATE 33

Explain the importance of adhering to your religion

(Learner's Book page 205)

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

Learners use their own words. These points are just an example of what they can include:
If you keep to your beliefs, you will be protected. If you are a Muslim, you will never take alcohol or drugs. If you are a Christian or a follower of Indigenous African Religion, you will use alcohol only in moderation and will not abuse other substances, which will also protect you. There are many temptations and others may want to lead you astray. If you keep to your religion, you will not be led the wrong way and will live a good life.

PARTICIPATE 34

Demonstrate how you will say NO to drugs

(Learner's Book page 205)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.3: Understanding roles during group activities.

CC 9.4: Help group working on relevant activities.

CC 9.5: Appreciate the importance of all team members in discussions and actively encourage contribution from their peers in their team.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

PL 6.1: Ability to serve group members effectively.

PL 6.3: Ability to manage time effectively.

PL 6.4: Ability to manage and resolve conflicts.

PL 6.7: Actively promote effective group interaction and the expression of ideas and opinions in way that is sensitive to the feelings and background of others.

Learners work in groups of three.

1 to 3. Let learners act out the scenario in their groups and practise some of the methods. Observe whether they can apply the methods correctly.

PARTICIPATE 35

Create a song to demonstrate how you will say NO to drugs

(Learner's Book page 205)

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

Learners work in groups of three.

Learners' songs or raps should have strong anti-drug messages and contain a few hints on how to say no to drugs, e.g. how to resist peer pressure.

PARTICIPATE 36

Design an advertisement to help drug abusers

(Learner's Book page 205)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.3: Understanding roles during group activities.

CC 9.4: Help group working on relevant activities.

CC 9.5: Appreciate the importance of all team members in discussions and actively encourage contribution from their peers in their team.

PL 6.1: Ability to serve group members effectively.

PL 6.3: Ability to manage time effectively.

PL 6.4: Ability to manage and resolve conflicts.

PL 6.7: Actively promote effective group interaction and the expression of ideas and opinions in way that is sensitive to the feelings and background of others.

Learners work in groups of five.

1 to 2. Learners' advertisements should state the name of the organisation, what type of help they offer, what their hours are and the contact details. You can use these criteria to assess their work.

They will need to do some research to find out what kind of help is available in their area. Point out that the Internet Interact box below the activity gives some suggestions. Learners should understand that professional counselling can assist them and that they should never be afraid or shy to ask for help. They need to know they are not alone in the fight against substance abuse and that it is a good thing to ask for help.

PARTICIPATE 37

Consider avoiding the company of bad friends

(Learner's Book page 206)

PL 5.6: Ability to set and maintain standards and values.

PL 6.7: Actively promote effective group interaction and the expression of ideas and opinions in way that is sensitive to the feelings and background of others.

Learners first work on their own, and then in groups.

1. Learners first answer the questions on their own.
 - a. False; a good friend will always look out for you and want you to be safe.
 - b. False; good friends can be interesting and entertaining.
 - c. False; if you spend time with people who abuse substances you will also start abusing.
 - d. False; if they cared about you and wanted you to be happy they would never offer you drugs. They just don't want to die alone/get into trouble alone.
 - e. True. A good friend will respect your refusal and never pressure you.
2. They compare their answers in groups of five learners.

PARTICIPATE 38

Advise friends who are abusing drugs

(Learner's Book page 206)

PL 5.6: Ability to set and maintain standards and values.

PL 6.4: Ability to manage and resolve conflicts.

Learners first work on their own, and then in groups.

1. Learners should come up with their own ideas of what to say and how to act. These are some points they can include:
 - a. That is not a good idea. You may stay awake to study, but then you will feel sleepy and dull during the exam. You will not be able to think clearly. These stay-awake tablets can also have serious side-effects and cause harm to your brain and body. Rather start studying early in the year so that you do not have to cram and stay awake all night. It is important to get enough sleep when you are writing exams.
 - b. It is not true that everybody else is doing it. Fewer people smoke than those who don't smoke. As humans we are not sheep that have to follow other sheep. We have a free will to decide for ourselves. You can so easily get addicted to cigarettes. And you know, your face will wrinkle at a young age, your teeth will go yellow and your hands will get stained. And of course, you expose yourself to the risk of cancer. I do not want to be around anybody who smokes because second-hand smoke is very dangerous to my health.
 - c. That is such a big lie. Yes, they are legal, but safe: no way! You should not take alcohol every day; leave it for special occasions and only take it in moderation. You should never smoke; you can cause yourself and others around you serious harm.

- d. Please do not share these tablets; they are only meant for the person they were prescribed to. These tablets can cause you much harm. It is so irresponsible to share these tablets; you don't know who will react badly and who will become addicted.
 - e. Rather attend class and ensure your education is successful. If you smoke marijuana, you are dulling your mind. We are young and our brains are not yet fully developed. So it can really harm us.
2. They compare their answers in groups of five learners.

PARTICIPATE 39

Dramatise the effects of drug abuse and how you will apply lessons from the religious teachings on substance abuse in your life (Learner's Book page 206)

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.3: Understanding roles during group activities.

PL 5.6: Ability to set and maintain standards and values.

CC 9.4: Help group working on relevant activities.
CC 9.5: Appreciate the importance of all team members in discussions and actively encourage contribution from their peers in their team.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

PL 6.1: Ability to serve group members effectively.

PL 6.3: Ability to manage time effectively.

PL 6.4: Ability to manage and resolve conflicts.

PL 6.7: Actively promote effective group interaction and the expression of ideas and opinions in way that is sensitive to the feelings and background of others.

Learners work in groups of five.

They develop a drama, following the brief and guidelines on p. 206 of the Learner's Book. You use their performance as assessment, measuring whether those criteria were met.

LET'S REFLECT

(Learner's Book page 207)

PL 5.6: Ability to set and maintain standards and values.

PL 6.4: Ability to manage and resolve conflicts.

Learners' answers should show that they have internalised and understood this unit, and are able to apply it to their own experiences of the topic.

Learners should be free to express how they feel. Some may not be able to, while others may feel pity, anger or confusion. Be mindful of the fact that there are learners in your class with first-hand experience of drug abuse and its effects at home.

CC 9.1: Demonstrate behaviour and skills of working towards group goals.

CC 9.3: Understanding roles during group activities.

CC 9.4: Help group working on relevant activities.

CC 9.5: Appreciate the importance of all team members in discussions and actively encourage contribution from their peers in their team.

PL 5.5: Desire to accept one's true self and overcome weaknesses.

PL 5.6: Ability to set and maintain standards and values.

PL 6.1: Ability to serve group members effectively.

PL 6.3: Ability to manage time effectively.

PL 6.4: Ability to manage and resolve conflicts.

PL 6.7: Actively promote effective group interaction and the expression of ideas and opinions in way that is sensitive to the feelings and background of others.

1. Learner's presentations or posters should be informative, accurate and hold the interest of the class.
2. Learners' leadership and organisational skills should be evident. They should be able to highlight drug awareness issues and the help available.
3. Learners' awareness drives should be creative, youth friendly and include activities in which young people would enjoy participating.
4. The class debate should conclude that drug abuse is not an individual affair at all because the community is affected by every person who abuses drugs.

Chapter 7 class test

(Learner's Book page 209)

1. Learners use their own words but should include this content: substance abuse is the illegal use or excessive use of drugs or the act of taking drugs without medical prescription. (2)
2. – Common drugs used without prescription or in excess (examples include paracetamol and tramadol).
– Hard drugs (these are legally banned) such as marijuana and cocaine that are used in excess or without prescription.
– Stimulants such as alcohol and cigarettes. Coffee and sugar could also be included here. (3)
3. Any two of these, with an explanation that makes sense for the two causes chosen.
– Ignorance
– Peer pressure
– Curiosity and the need for adventure
– Boredom
– A way to deal with stress
– Depression and worry. (2)
4. Any two of these, with an explanation that makes sense for the two effects chosen.
– Abnormal behaviour
– Ill-health
– Economic problems
– Burden and ridicule to the family
– Death
– Sexual abuse (2)
- 5.1 The girl's head is aching after studying. She decides to look for headache pills/painkillers. She takes the wrong tablets from the medicine cabinet, probably tramadol, and collapses. (2)
- 5.2 Any of these effects: Dizziness, sleepiness, constipation, vomiting, headaches, tremors, loss of muscle control, sweating, lack of coordination, heart and respiratory disease, overdose leading to liver failure, serotonin syndrome, addiction. (1)
- 5.3 You can have a drug overdose. You can harm your body (heart, liver, etc). (1)
- 5.4 Accept any answer that makes sense, such as: Keeping prescription medicine separate from over-the-counter medicine, clearly marking prescription medicine with a warning sign, showing family members what medicine is specifically prescribed and not to be used by any family member. (1)
- 5.5 Accept any answer that makes sense, such as: Don't take any medicine unless you are sure what it is, check with an adult before you take any medicine. (1)
6. Accept any entries in the table that make sense. See the answers to Participate 32 on page 167 of this Facilitator's Guide for examples. (9)
7. Accept any entries in the table that make sense. See the table on page 188 of the Learner's Book for examples. (16)
- 8.1 False: It is only safe to take prescription medicine for the intended illness, and the dosages as prescribed.
- 8.2 False: A drug overdose is when you take more drugs than what your body can safely handle.

Chapter 7 class test

- 8.3 False: Abnormal behaviour is an effect of substance abuse.
 - 8.4 True: Seeking help from a counsellor is a useful way to help you to stop abusing drugs.
 - 8.5 False: If your peers are abusing substances, it may make you feel left out and put pressure on you to do the same.
 - 8.6 True: Seeking help from religious elders can help you to stop abusing substances.
 - 8.7 True: Saying 'no' while smiling and stretching out your hands is the best way to say no to drug abuse.
 - 8.8 True: It is not drug abuse if the medicine or substance is prescribed by your parent or guardian.
 - 8.9 False: Paracetamol and vitamin B complex can be abused (too many).
 - 8.10 False: Trying a drug just once can lead to addiction.
- (10)

Total marks = 50

Introduction

In this module, you will work through this chapter and these units:

Chapter 8: The need for hard work and entrepreneurship

- Unit 8.1: Work and entrepreneurship
- Unit 8.2: Relevance of work from the religious and ethical perspective
- Unit 8.3: Being a successful entrepreneur
- Unit 8.4: Why become an entrepreneur?

Objectives

By the end of this chapter, you should be able to achieve the following Content Standards:

- B7 6.1.1.1: Explain the meaning of work and entrepreneurship (Unit 8.1)
- B7 6.1.1.2: Discuss the relevance of work from the religious and ethical perspectives (Unit 8.2)
- B7 6.1.1.3: Identify steps to be taken to become a successful entrepreneur (Unit 8.3)
- B7 6.1.1.4: Justify the need to become an entrepreneur (Unit 8.4)

Chapter 8

Work, entrepreneurship and social security

Introduction

This chapter deals with the topic of work, entrepreneurship and social security. It covers content that is part of Strand 6 of the RME curriculum: Religion and economic life. The proverb at the start of the chapter reminds us that we need to put in the effort and work to make a living and look after ourselves. The bird in the proverb has to go out flying to hunt for food. Similarly, human beings leave the comfort of their homes and go out to work to earn money. They can buy food and other things with their earnings.

Learners will look at the different types of work human beings can do to provide for themselves and what they need to succeed at work and in business. They also explore ideas around work ethics, which are the principles that guide people to do work with honour and respect and be reliable.

Overview of the chapter

The chapter guides learners in their engagement with work, entrepreneurship and social security. It also looks at how the three major religions of Ghana teach followers to cultivate work ethic to work with honour and respect to provide for their families.

- In the first unit (**Unit 8.1**), learners explain the concept of work, including different types of work. They also consider the concepts of entrepreneurship and social security. They research entrepreneurs in Ghana, as well as potential work opportunities for themselves. They make a poster.
- In the second unit (**Unit 8.2**), learners discuss the relevance of work from religious and ethical perspectives, particularly concerning good work habits. They discuss why work is important.
- In the third unit (**Unit 8.3**), learners identify what it takes to be a successful entrepreneur. They listen to a talk by a local entrepreneur, which you should organise. Start on time with finding an appropriate speaker and plan for a visit to your school. Learners then draw up a plan for a business idea.
- In the fourth unit (**Unit 8.4**), learners explore entrepreneurship and its benefits.

In this chapter, learners undertake a **project** in which they do field research in their community, identifying successful entrepreneurs and the reasons for their success. It appears on page 230 as the very last Participate activity in the Learner's Book. However, do not wait until the end of the term to do this activity. Learners can complete it over several days. Start at any appropriate point since the information they gather will help learners understand the rest of the chapter content. Guidance for the project appears on page 191 of this Facilitator's Guide. Note that Basic 7 learners undertake a similar project in Term 3 for Career Technology. Possibly, the learners can combine their efforts for these two projects.

Useful resources

- **Stationery for poster- and card-making.** Ensure learners have the material needed: cardboard or stiff paper, glue, photographs, pens and pencils, for example, Participate 3 (LB p. 215).
- **Copies of the Bible and Qur'an.** This chapter in the Learner's Book includes references to quotes from the Bible and Qur'an. However, learners may also want to read these texts in their own copies, or class copies, of the Bible and Qur'an. Access to the Bible and the Qur'an will also allow them to

do further reading and to contextualise the quotes in the Learner's Book. If printed copies are not available, and learners have access to the internet, they can find full versions online (see under 'ICT' below). Help learners to understand why their own Bible or Qur'an translation may differ slightly from the extracts given in the Learner's Book.

- **ICT tools.** Digital resources are vital in modern learning. If there are no computers or Wi-Fi at your school, facilitate alternative access, using a cell phone as a modem or using cell phones and tablets.

Use of ICT

- **Digital information.** Learners can gain insight from doing online research. See above regarding ICT tools.
- **Online behavioural protocols.** By now, learners have had ample exposure to the protocols for behaving online. They should continue practising the safety measures they have learnt and not partake in online practices that can harm them.

Teaching methodology

Creating a learner-centred classroom

- This chapter includes activities that involve learners in active participation, for examples making a poster (Participate 3 (LB p. 215)), listening to a talk by a visiting entrepreneur (Participate 6 (LB p. 226)), developing a business plan (Participate 6 (LB p. 226)), doing community research (Participate 8 (LB p. 230)) and delivering a class presentation (Participate 8 (LB p. 230)).
- In the Let's talk activities on pp. 213, 217, 224 and 228 of the Learner's Book, learners suggest practical examples from their own life experiences.
- In the Let's reflect activities on pp. 216, 223, 227 and 231 of the Learner's Book, learners apply what they have learnt to their own lives and give personal and independent responses to the questions.
- Teaching resources such as charts, real objects, and drawings help make lessons interesting and practical. Be resourceful and look for relevant teaching materials in the environment and online, for example, pictures, posters, and real-life objects that support the theme of work and entrepreneurship.

Inclusion and equity

Inclusion involves addressing the varied needs of learners based on gender, ability, economic status, religious affiliation, geographical location, etc. These are all factors that impact how young people learn. In an inclusive classroom, you need varied approaches to overcome challenges. For example:

- The issue of gender will come up when you discuss different jobs. Although not particularly included in the LB material or in the curriculum, be sure to raise the differences in expectations for boys and girls in the world of work. Come up with examples and real-life situations that have women in empowered positions and work roles. Support learners to explore how to avoid discrimination against girls, for example, by not giving them the same opportunities as the boys in the family to study and prepare themselves for an occupation.
- In the group work activities, encourage the female learners to participate as actively as the male learners and not to be intimidated. Assign female group leaders and spokespersons. Role-playing real-world scenarios can help female learners to develop confidence and learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion).

Mixed ability

Keep in mind throughout the chapter that you will have learners of differing abilities in your class, including their grasp of English language skills. Be mindful of this to facilitate growth by all. Some useful techniques are:

- Encourage active participation by all during group and pair learning. Where appropriate, ensure that stronger learners can guide and support weaker learners in a mutually agreeable learning environment. However, ensure that the more abled learners do not do all the work while the lesser abled learners shut down. For example, all learners should actively participate in the various discussions in this chapter. Make learners aware of being tolerant and listening to those who take longer to respond and are less confident.
- Use differentiation and scaffolding as teaching and learning strategies to ensure that you leave no learner behind in learning, such as the differences between being employed and self-employed. Give support to learners who struggle with, for example, developing a business plan.
- Support the learners with the writing activities in this chapter. For example, when learners attempt the report on the entrepreneur's talk, provide a list of headings or a writing frame.
- Use the Unit summaries on pp. 216, 223, 227 and 231 of the Learner's Book for repetition and remedial learning.

Assessment

Some of the opportunities in this chapter for both formative and summative assessment are listed below.

Formative assessment opportunities

- Participate 6 (LB p. 226). Identify steps to become an entrepreneur: assess learners' reports based on a talk by an entrepreneur for general understanding.
- Participate 7 (LB p. 230). Discuss the benefits of entrepreneurship: assess learners' answers using the guide on p. 190 of this Facilitator's Guide.
- Use all the group discussions to monitor the learning process.

Summative assessment opportunities

(Can be included in the CAT mark for Term 3.)

- Group work: Participate 3 (LB p. 215). Make a poster of one type of work. Assess learners' work using the grid on p. 181 of this Facilitator's Guide. You can allocate a score out of 10.
- Project: Participate 8 (LB p. 230). Assess learners' presentation of the findings of their community research using the grid on p. 191 of this Facilitator's Guide. You can allocate a score out of 15.
- Class test (LB p. 233). (25 marks).

Homework activities

Learners work on their own in the following activities, which makes them suitable for homework activities.

- Participate 3 (LB p. 215), make a poster (check that they have the necessary resources).
- Participate 5 (LB p. 222), organise a list of reasons for working in order of importance.
- Participate 6 (LB p. 226), reports based on a talk by an entrepreneur.
- Participate 7 (LB p. 230), match statements with benefits of working.

Additional homework activities for Unit 8.1

Ask learners to write down their findings of the research they did in the Internet Interact on p. 215 of the Learner's Book. They can choose one entrepreneur that impressed them and whose business they can describe, or they can do it in the form of a list.

Additional homework activities after completing Unit 8.2

Ask learners to describe good work habits they observe in any of their family members. They can make a list of the people and write a description of the habit they observed.

Additional homework activities after completing Unit 8.3

Ask learners to describe how they see their ideal selves in 15 years' time, which is when they will be in their early or mid-twenties.

They must describe what they would like to have achieved by regarding work and occupational training.

Additional homework activities after completing Unit 8.4

Ask learners to write a story about a community that benefited from entrepreneurship. It can be an imagined or a real story. It should include details of the kind of business, and what benefits it brought to the community. Their stories must be about one page long.

Unit 8.1: Work and entrepreneurship

LET'S TALK

(Learner's Book page 213)

CP 5.6: Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.

This is a warm-up activity to introduce the focus of the lessons that follow, which is the concepts of work and entrepreneurship. Learners look at a photograph of a woman working in a shop that sells fabrics or makes clothes. They discuss why she is there and whether she seems happy with what she is doing. Although there are no right or wrong answers to this activity, learners should identify that:

1. The woman is working.
2. It is open-ended; could be any of the options.
3. She is likely to be paid for what she is doing; she is working / doing a job.
4. The woman is smiling and seems happy with what she is doing.

PARTICIPATE 1**Discuss the work you and other people do**

(Learner's Book page 213)

CP 5.6: Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.

Learners work in small groups and discuss the questions.

1. Learners' responses will be personal. Be mindful of the fact that some learners might live in households where there is unemployment. Therefore, encourage them to include any member of the extended family in their examples.
2. Learners' responses will be personal and will depend on their situation at home. Give examples of what the term 'accomplish' means: the animals are fed, there is water for the family, the yard is clean, etc. The purpose of the discussion is to explore the idea that the effort of work serves a purpose and has positive results.
3. Learners' responses will be personal and will vary from community to community and what learners' roles are. Give examples of what is meant by achievement: less litter in the park or beach, a clean church or mosque yard, a well-growing school garden, etc. As in question 2, the discussion explores the idea that the effort of work serves a purpose and has positive results.

PARTICIPATE 2**Discuss different types of work**

(Learner's Book page 214)

CP 5.6: Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.

Learners work in small groups. They look at pictures, and then discuss and answer questions. Not all the questions have clear-cut answers – the important thing is that learners critically engage.

1. A – occupational work (carpenter), could also be community work (building a school or clinic)
B – occupational work (hairdresser)
C – occupational work (nurse)
D – occupational work (computer-literate office worker)
E – schoolwork (student/learner)
F – farming work (sorting nuts), could also be occupational work (working in a factory)
2. A – furniture, construction (buildings – window frames, doors, floors)
B – haircut, smart hair style
C – looking after sick people, helping them to get well
D – running a business, working out costs and profits, working out a production plan
E – studying and passing on through high school and the possibly to college or university
F – farming produce (nuts) that can be sold to the public
3. The jobs shown are all work that will bring in income. Discuss with learners examples that do not bring in money, like cleaning the house and washing clothes.

PARTICIPATE 3**Make a poster of a type of work**

(Learner's Book page 215)

CP 5.6: Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.

Learners work on their own.

They think about what work they would like to do one day to provide for themselves and their family. They should consider a range of possibilities, drawing on what they have learnt so far in the chapter and the research they have done in the Internet Interact on p. 215 of the Learner's Book. They can do more research.

They then make a poster to explain what the work involves and present it to the class.

You can set this activity as homework. The poster can be used for Term 3 summative assessment, using this grid to allocate a score.

Assessment criteria	3 marks	2 marks	1 mark	0 marks
Does it cover the main points and ideas?	All points and ideas covered	Some points and ideas covered	Few main points or ideas covered	Many points and ideas not covered
Is the information correct?	All information correct	Most information correct	Most information not correct	Information not provided
Is the required information clearly shown?	Information easy to see and understand	Some information easy to see and understand	Information difficult to see or understand	Required information not shown
Has it been completed with care and attention to detail?	Very neat and well planned	Acceptable tidiness and planning	Untidy and disorganised	Total lack of care and detail
Is it eye-catching?	Yes, very eye-catching	Yes, fairly eye-catching	Somewhat eye-catching	No it is not eye-catching

Total out 15 marks: ____

LET'S REFLECT

(Learner's Book page 216)

CP 5.6: Demonstrate a thorough understanding of generalised concepts and facts specific to task or situation.

This activity lets learners apply what they have learnt in Unit 8.1 to their own lives. They reflect on their own experiences of the topic, particularly how doing work makes them feel. They also give their personal opinion on what it would be like to be either self-employed or employed. They do not have to give feedback to the class. There are no right or wrong answers, and learners do not have to agree in their pairs or small groups about what they say.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: the importance of work ethic

This activity links different types of work (Unit 8.1) and understanding the importance of a strong work ethic from a religious and ethical perspective (Unit 8.2).

Questions

1. Unit 8.1 defines 'work' as producing something or achieving results. Can you name two examples of work mentioned in the lesson (e.g., cleaning the yard, or writing an essay)?
2. The same unit mentions the difference between work and leisure. Why do you think both work and leisure are important for our lives?
3. Imagine you are helping your family with a chore at home (Unit 8.1). How can you demonstrate good work habits (Unit 8.2) while completing this chore?
4. Unit 8.2 highlights 'dedication' as an important work ethic. Describe stories from your religion or community that emphasise the value of dedication and hard work.
5. The lesson mentions 'avoiding over-dependence on religion.' Unit 8.1 talks about different types of work, including 'religious work.' How can you strike a balance between religious devotion and fulfilling your responsibilities at work or school?

Answers

1. Answers may vary but could include any two examples of work from Unit 8.1 (e.g., cleaning the yard, or fixing a car).
2. Work allows us to be productive and contribute to society, while leisure allows us to rest, relax, and recharge our energy.
3. Learners might mention completing the chore thoroughly, starting and finishing on time, or having a positive attitude.
4. Learners might share stories about successful people in their community or religious figures known for their dedication and perseverance.
5. A balanced approach might involve fulfilling your religious obligations while also being responsible and committed to your work or studies.

Teacher guidance for open-ended questions

- Question 2: Encourage learners to think about the benefits of each. You can ask: 'How does work help us feel accomplished? How does leisure help us prepare for work or other activities?'
- Question 3: Provide specific examples. You can say: 'Good work habits can include things like focusing on the task, working efficiently, and cleaning up properly when you're finished.'
- Question 4: Help learners make connections. You can ask: 'Are there any principles or values from your religion that can be applied to working hard and achieving your goals?'
- Question 5: Encourage critical thinking. You can ask: 'Can you think of any examples of people who are very successful in their work or studies, while also maintaining a strong religious faith?'

Unit 8.2: Relevance of work from the religious and ethical perspective

LET'S TALK

(Learner's Book page 217)

- CC 7.4: Identify underlying themes, implications and issues when listening.*
- CC 9.1: Demonstrate behaviour and skills of working toward group objectives.*
- CC 9.3: Understand roles during group activities.*
- CI 5.1: Examine alternatives in creating new things.*
- CI 5.4: Ability to visualise alternatives, seeing possibilities, and identify problems and challenges.*
- CI 5.5: Ability to try new alternatives and fresh different approaches.*
- CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.*
- CI 6.7: Look and think about things differently and from different perspectives.*
- CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.*
- CP 6.1: Ability to effectively define goals towards solving a problem.*
- CP 6.2: Ability to explain plans to attaining goals.*
- CP 6.3: Identify important and appropriate alternatives.*
- PL 5.6: Ability to set and maintain standards and values.*
- PL 6.3: Ability to manage time effectively.*

This is a warm-up activity to introduce the focus of the lessons that follow, which is the relevance of work from the religious and ethical perspective. Learners look at a photograph of a doctor examining a baby. They discuss the nature of his work: whether it is important, what the man wants to achieve, and what his responsibilities are.

Although there are no right or wrong answers to this activity, learners should identify that:

1. The man cares for a sick child, which is important work.
2. The man would want the child to be well, get healed, diagnose the child properly, etc.
3. It would make most people feel good to know that they are helping a sick child get better.
4. If a patient is very sick and the doctor is too late to help, it could lead to the patient's death. If the doctor is part of a team and needs to use an operating room, things must go as scheduled. Although learners might not express these observations, they should conclude that being on time at work is an important responsibility.
5. If a doctor is careless in treating a sick person and, for example, misdiagnoses the person or prescribes the wrong medicine, it could harm the person. Although learners might not express these observations, they should conclude that taking care at work is an important responsibility.
6. Learners share their thoughts and feelings. The focus is on achieving.

PARTICIPATE 4**Identify and discuss good work habits**

(Learner's Book page 221)

CC 7.4: Identify underlying themes, implications and issues when listening.
CC 9.1: Demonstrate behaviour and skills of working toward group objectives.
CC 9.3: Understand roles during group activities.
CI 6.7: Look and think about things differently and from different perspectives.
CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.
CP 6.2: Ability to explain plans to attaining goals.
CP 6.3: Identify important and appropriate alternatives.
PL 5.6: Ability to set and maintain standards and values.

Learners work in groups.

1. Their discussion should highlight the importance of hard work and that absenteeism is a sign of laziness. The discussion should relate absenteeism (or the lack of it) with the good work habits they have learnt about on pp. 218–221 of the Learner's Book, for example:
honesty – often, absenteeism goes hand-in-hand with lying: about being ill or missing transport, for example, so honest people are less likely to be absent from work or school
dedication – persons who are dedicated to their job will make all efforts to be present at work
punctuality – not being on time for work often leads to absenteeism; instead of being late and getting into trouble, the worker or learners stay away altogether.
2. planning: does the right thing at the right season
embracing hard work: should not sleep during the harvest
dedication: works for a specific purpose (harvest)

PARTICIPATE 5**Discuss why work is important**

(Learner's Book page 222)

CC 7.4: Identify underlying themes, implications and issues when listening.
CI 5.1: Examine alternatives in creating new things.
CI 5.4: Ability to visualise alternatives, seeing possibilities, and identify problems and challenges.
CI 5.5: Ability to try new alternatives and fresh different approaches.
CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.
CI 6.7: Look and think about things differently and from different perspectives.
CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.
CP 6.1: Ability to effectively define goals towards solving a problem.
CP 6.2: Ability to explain plans to attaining goals.
CP 6.3: Identify important and appropriate alternatives.
PL 5.6: Ability to set and maintain standards and values.
PL 6.3: Ability to manage time effectively.

Learners work on their own.

1. Learners order the reasons for working listed on p. 222 of the Learner's Book in order of importance. They make their own judgement calls, so their lists will not all be the same. They can make their list as a homework activity, then compare their lists in class. Point out that they do not have to rewrite the whole paragraph for each of the reasons. They can rewrite it into a short sentence in their own words.

2. Learners refer to the job they chose in Participate 3 (poster) and apply the reasons for working to that job. For example, say a learner decides to be a chef:
- Work generates income. Working as a chef is a paid job, and chefs usually find work because many people like to eat food cooked by someone else, especially in cities. I will earn income as a chef.
 - Working people use their talents to create or earn. Working as a chef means using my talents for cooking.
 - Hard work brings prosperity, not only to individuals but also to the country. Visitors to Ghana will enjoy eating my food and be prepared to pay for it. I will support the local farmers when I buy their produce, which will also help them prosper.

LET'S REFLECT

(Learner's Book page 223)

This activity lets learners apply what they have learnt in Unit 8.2 to their own lives. They reflect on their own experiences of the topic, particularly how they deal with the challenges of punctuality, planning and laziness. There are no right or wrong answers, and learners do not have to agree in their pairs or small groups about what they say.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: from work ethic to entrepreneurial spirit

This activity strengthens the connection between understanding the importance of a strong work ethic (Unit 8.2) and the qualities needed to be a successful entrepreneur (Unit 8.3).

Questions

1. Unit 8.2 mentions 'good work habits' such as dedication and planning. Explain why these habits might be important for someone starting their own business (being an entrepreneur).
2. The same unit emphasises 'honesty.' Unit 8.3 highlights the importance of 'gathering capital' to start a business. How can honesty play a role in securing the resources needed for your entrepreneurial venture?
3. Imagine you have an idea for a small business (Unit 8.3). Using the concept of 'good interpersonal relations' from Unit 8.2, how could you build positive relationships with potential customers to support your business?
4. Unit 8.3 mentions the need for 'innovation' for a successful entrepreneur. Think about a successful business in your community. What innovative aspect of their business might have contributed to their success?
5. Unit 8.2 highlights 'avoiding over-dependence on religion.' While maintaining your religious beliefs, how can the values and work ethic emphasised in your religion be an asset in your entrepreneurial journey (Unit 8.3)?

Answers

1. Dedication and planning are crucial for any business to succeed - dedication ensures you put in the hard work, and planning helps you manage resources and navigate challenges.
2. Honesty builds trust with potential investors or lenders who might provide financial support.
3. By being friendly, and helpful, and providing good customer service, you can encourage people to buy from your business and build a loyal customer base.
4. Answers may vary but could include a unique product or service, a new way of doing business, or innovative marketing strategies.
5. The values of hard work, perseverance, and honesty emphasised in many religions can be strong assets for any entrepreneur along with maintaining their faith.

Teacher guidance for open-ended questions

- Question 3: Encourage creativity. You can ask: 'Think about ways you could interact with potential customers, like offering samples or explaining the benefits of your product.'
- Question 4: Help learners think critically. You can ask: 'What problem does this innovative aspect of the business solve, or what need does it fulfil for customers?'
- Question 5: Encourage learners to connect values to actions. Ask: 'Think of examples of successful entrepreneurs who demonstrate strong work ethic and values aligned with their faith?'

Unit 8.3: Being a successful entrepreneur

LET'S TALK

(Learner's Book page 224)

CC 7.4: Identify underlying themes, implications and issues when listening.
CC 9.1: Demonstrate behaviour and skills of working toward group objectives.
CC 9.3: Understand roles during group activities.
CI 5.1: Examine alternatives in creating new things.
CI 5.4: Ability to visualise alternatives, seeing possibilities, and identify problems and challenges.
CI 5.5: Ability to try new alternatives and fresh different approaches.
CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.
CI 6.7: Look and think about things differently and from different perspectives.
CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.
CP 6.1: Ability to effectively define goals towards solving a problem.
CP 6.2: Ability to explain plans to attaining goals.
CP 6.3: Identify important and appropriate alternatives.
PL 5.6: Ability to set and maintain personal standards and values.
PL 6.3: Ability to manage time effectively.
PL 6.4: Ability to manage and resolve conflicts.

Learners look at the photographs of people at work: factory workers on a production line, women fixing electronics, a dress designer/tailor fitting an outfit on a model, a woman selling products in a small shop. Learners should recognise what is happening in the photos and identify those who are possibly self-employed, such as the dress designer/tailor and the shopkeeper. They should be able to relate the jobs to their community.

Their responses to the last question are open-ended and will vary from learner to learner. The important thing is that they take part in the discussion and contribute some ideas.

PARTICIPATE 6

Identify steps to become an entrepreneur

(Learner's Book page 226)

- CC 7.4: Identify underlying themes, implications and issues when listening.*
CC 9.1: Demonstrate behaviour and skills of working toward group objectives.
CC 9.3: Understand roles during group activities.
CI 5.1: Examine alternatives in creating new things.
CI 5.4: Ability to visualise alternatives, seeing possibilities, and identify problems and challenges.
CI 5.5: Ability to try new alternatives and fresh different approaches.
CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.
CI 6.7: Look and think about things differently and from different perspectives.
CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.
CP 6.1: Ability to effectively define goals towards solving a problem.
CP 6.2: Ability to explain plans to attaining goals.
CP 6.3: Identify important and appropriate alternatives.
PL 5.6: Ability to set and maintain personal standards and values.
PL 6.3: Ability to manage time effectively.
PL 6.4: Ability to manage and resolve conflicts.

Learners work on their own after listening to a class talk.

You have to plan ahead for this visit – finding the right person, inviting the person and setting things up for the day that he or she comes to the school. Decide on the time the talk should take – no longer than 20 minutes. Ask the entrepreneur beforehand to share information on these points with the learners:

- Innovation or new ideas
- Taking calculated risks
- Having self-belief
- Marketing strategy
- Capital
- Human resources (people employed)

1. Tell learners to take notes during the talk, and explain that they will be writing a report about the talk. Introduce the person and clarify what makes them an entrepreneur. After the talk, learners write a report about how the person became a successful entrepreneur. They can use the above list as headings. They can do this as homework, referring to the notes they made. You can use their report as an informal assessment of their ability to listen to a talk and retain information.

2. Learners work out a business plan of their own. They write it as a proposal for borrowing money from a family member. It, therefore, has to inspire confidence as a business that has the potential to be financially successful. The proposal has to include the following information:
 - personal goals and mission: what does the business owner wish to achieve personally and for the business?
 - the nature of the business: what product or service does the business offer?
 - equipment needed: what is needed to make a product (e.g. tools, an equipped kitchen) or deliver a service (e.g. a car – taxi service, a vacuum cleaner – cleaning business)?
 - human resources needed: how many people are required to do the work, and what kind of training or education do they need?

LET'S REFLECT

(Learner's Book page 227)

CI 5.1: Examine alternatives in creating new things.

CI 5.4: Ability to visualise alternatives, seeing possibilities, and identify problems and challenges.

CI 5.5: Ability to try new alternatives and fresh different approaches.

CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.

CI 6.7: Look and think about things differently and from different perspectives.

CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.

CP 6.1: Ability to effectively define goals towards solving a problem.

CP 6.2: Ability to explain plans to attaining goals.

CP 6.3: Identify important and appropriate alternatives.

CP 6.3: Identify important and appropriate alternatives.

PL 5.6: Ability to set and maintain personal standards and values.

This activity lets learners apply what they have learnt in Unit 8.3 to their own lives and reflect on their own ideas about the topic, particularly their view of entrepreneurship.

There are no right or wrong answers, and learners do not have to agree in their pairs or small groups. Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

LINKING LESSONS: exploring the motivations for entrepreneurship

This activity bridges the gap between learning the skills needed for entrepreneurship (Unit 8.3) and understanding the motivations that drive people to become entrepreneurs (Unit 8.4).

Questions

1. Unit 8.3 highlights the importance of 'setting personal goals.' Imagine you have a dream business idea. Why might setting clear goals be important for the success of your venture?
2. The same unit talks about 'being innovative' and 'developing a marketing strategy.' Unit 8.4 mentions 'freedom to pursue one's vision.' How can these entrepreneurial skills help you turn your unique vision into a successful business?

3. Think about the qualities needed for a successful entrepreneur from Unit 8.3 (e.g., self-belief). Unit 8.4 highlights 'a sense of pride' as a benefit of entrepreneurship. Explain the connection between these two concepts.
4. Imagine you are talking to a friend who is unsure about starting their own business. Unit 8.4 mentions 'flexibility of time' as a benefit. Explain this advantage of entrepreneurship.
5. Unit 8.3 talks about 'gathering capital' and 'human resources' as necessary aspects of starting a business. Unit 8.4 mentions 'employment of others' and 'nation-building' as benefits. How do you think these actions are connected?

Answers

1. Setting goals helps with planning, staying focused, and measuring progress towards achieving your business dream.
2. Innovation and marketing strategies allow you to present your unique vision in a compelling way to attract customers and build a successful business.
3. Self-belief is essential for overcoming challenges and persevering in the face of difficulties. When you achieve success with your business based on your vision, it can lead to a strong sense of pride in your accomplishment.
4. You could explain that as an entrepreneur, you have more control over your schedule and can manage your time to fit your needs, allowing for a better work-life balance.
5. The capital and human resources you gather to start your business can lead to creating job opportunities for others in your community. A successful business can also contribute to the economic development of the nation.

Teacher guidance for open-ended questions

- Question 1: Encourage specific goal setting. Ask: 'What kind of goals could you set for your business? Maybe short-term goals for the first few months and long-term goals for the future?'
- Question 2: Help learners see the bigger picture. You can ask: 'How can a strong marketing strategy help you share your vision with potential customers and convince them why your product or service is valuable?'
- Question 4: Consider different work styles. You can ask: 'Do you think some people might prefer a more flexible work schedule, even if it means more responsibility?'
- Question 5: Encourage critical thinking. You can ask: 'How can a business owner ensure they are managing their finances responsibly while also creating job opportunities for others?'

Unit 8.4: Why become an entrepreneur?

LET'S TALK

(Learner's Book page 228)

CI 5.1: Examine alternatives in creating new things.

CI 5.4: Ability to visualise alternatives, seeing possibilities, and identify problems and challenges.

CI 5.5: Ability to try new alternatives and fresh different approaches.

CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.

CI 6.7: Look and think about things differently and from different perspectives.

CP 6.1: Ability to effectively define goals towards solving a problem.

CP 6.2: Ability to explain plans to attaining goals.

CP 6.3: Identify important and appropriate alternatives.

PL 5.6: Ability to set and maintain personal standards and values.

Learners look at the photographs of people using a cell phone, fixing a cell phone and selling a cell phone. Cell phones are much-used objects in most communities, with different types of economic activities happening around them. Manufacturers also constantly redevelop or re-design cell phones because they respond with innovation to users' needs. Therefore, it is an entrepreneurial product to which learners can relate, and they should be able to recognise what is happening in the photos. Their responses to the questions are personal and will vary from learner to learner. The important thing is that they take part in the discussion and contribute some ideas.

PARTICIPATE 7

Discuss the benefits of entrepreneurship

(Learner's Book page 230)

CI 6.7: Look and think about things differently and from different perspectives.

CP 6.1: Ability to effectively define goals towards solving a problem.

CP 6.2: Ability to explain plans to attaining goals.

CP 6.3: Identify important and appropriate alternatives.

Learners work on their own. They match the statements with the benefits of entrepreneurship listed on the page. They can do the work at home as homework. Explain that they can match the sentences with more than one benefit. They must just be able to explain their choice. Use their answers for formative assessment.

1. "I opened a hair salon in my home. I work while my children are at school." (Flexibility of time)
2. "My son had a brilliant idea for delivering books to rural villages by drone. He got funding from the government and is excited about seeing his dream come true." (Sense of pride, freedom to pursue one's vision, helps in nation-building)
3. "I love fixing things. It makes me feel good when someone brings a phone to my shop that looks useless, and I get it to work again. I have so many customers I can't keep up! I have taught my sister how to do the same work." (Sense of pride, employment of others)
4. "While I lived in America, I ordered shirts from a company in Accra that sold their products online. It made me so proud to show off Ghanaian colours in New York!" (Sense of pride, helps in nation-building)

PARTICIPATE 8

Project: Community research

(Learner's Book page 230)

CI 5.1: Examine alternatives in creating new things.

CI 5.4: Ability to visualise alternatives, seeing possibilities, and identify problems and challenges.

CI 5.5: Ability to try new alternatives and fresh different approaches.

CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.

CI 6.7: Look and think about things differently and from different perspectives.

CP 6.1: Ability to effectively define goals towards solving a problem.

CP 6.2: Ability to explain plans to attaining goals.

CP 6.3: Identify important and appropriate alternatives.

During the course of the past week or two, learners should have started with this project. They had to identify local entrepreneurs in their community, for example a welding shop, hairdresser, carwash or fashion designing business. The learners will question them to find out the reasons for their success. The outcome of the project is a presentation to the class.

Learners should prepare a questionnaire that they can take with them when they do the fieldwork. They can include these questions but add some of their own:

- How was the business started?
- What is the most important idea for the business that the entrepreneur used?
- Why do people buy your product or service?
- Is the business able to employ and pay others?

Note that Basic 7 learners undertake a similar project in Term 3 for Career Technology. Possibly, the learners can combine their efforts for these two projects.

The summative assessment requirements for Term 3 include project work. Assess the learners' presentations on the project using the following grid, allocating a mark out of 10:

The presentation and research ...	No 0	Partly 1	Yes 2	Subtotal
identified a successful entrepreneur in the community.				_/2
identified the most important successful business idea.				_/2
identified why people buy the product or service.				_/2
described whether the business has paid employees.				_/2
gave a clear picture of the business.				_/2
Total mark				_/10

LET'S REFLECT

(Learner's Book page 231)

CI 5.4: Ability to visualise alternatives, seeing possibilities, and identify problems and challenges.

CP 6.2: Ability to explain plans to attaining goals.

CP 6.3: Identify important and appropriate alternatives.

PL 5.6: Ability to set and maintain standards and values.

This activity lets learners apply what they have learnt in Unit 8.4 to their own lives. They reflect on their own experiences of the topic, particularly how their families and the community benefit from entrepreneurial activities. There are no right or wrong answers, and learners do not have to agree in their pairs or small groups about what they say.

Before learners start the discussion, go through the questions with them and explain the above. Give them a few minutes to reflect on the questions before they start the discussion.

CI 5.1: Examine alternatives in creating new things.

CI 5.4: Ability to visualise alternatives, seeing possibilities, and identify problems and challenges.

CI 5.5: Ability to try new alternatives and fresh different approaches.

CI 6.5: Anticipate and overcome difficulties relating to taking initiatives.

CI 6.7: Look and think about things differently and from different perspectives.

CP 6.1: Ability to effectively define goals towards solving a problem.

CP 6.2: Ability to explain plans to attaining goals.

CP 6.3: Identify important and appropriate alternatives.

CP 6.3: Identify important and appropriate alternatives.

PL 5.6: Ability to set and maintain personal standards and values.

PL 5.6: Ability to set and maintain standards and values.

Learners work in pairs. They read the two stories and answer the questions.

1. Kisi used her savings to buy a solar panel. Peter borrowed money to buy plastic.
2. Learners can use their ideas, but here are some possibilities:

Kisi's business

- The panels can break.
- People's phones can go missing.
- Somebody can copy her idea.

Peter's business

- He might lose his licence.
- A pandemic, such as COVID-19, might end soccer matches for a while, and he will lose customers.

3. Learners can use their ideas, but here are some possibilities:

Kisi's business

- Buy more panels.
- Increase her price.
- Employ someone to assist, so they can handle more customers.

Peter's business

- Get a cheaper supplier of plastic.
- Produce more raincoats.
- Employ someone to assist, so they can handle more customers.

4. Kisi's family. Peter's employees.
5. Peter had to get permission to be a seller at soccer matches (licence).

Chapter 8 class test

(Learner's Book page 233)

- 1.1 B. recognising the importance of work in people's lives (1)
- 1.2 C. Entrepreneurship (1)
- 1.3 A. social security (1)
- 1.4 A. Domestic work (1)
- 1.5 C. Learning to obey rules at work (1)
- 1.6 D. Innovation (1)
- 1.7 A. community work (1)
2. Physical work: Using our bodies for work. (For example, digging a trench or harvesting crops)
Mental work: Using our minds for work. (For example, when your teachers mark your schoolwork) (4)
3. Any two of these habits, with examples, or any other good work habit that makes sense.
 - Planning means thinking in advance about what work needs to be done by when.
 - Punctuality is the habit of doing a task at and in the time planned for it.
 - Eschewing laziness is key to being a productive and good worker. Hard work is essential to success. It is also morally correct.
 - Dedication to work means that you care about doing a good job, even if you do not benefit from it directly.
 - Honesty, including avoiding acts of bribery and corruption.
 - Applying personal qualities, such as humility and openness, to help each other work together. (8)
4. Learners choose one of the three topics listed and write a paragraph about it. They can use their own words and add some ideas, but their paragraphs should include these points:
 - a. Marketing strategy: The public must know about the business. The marketing strategy must convey a clear message about the product or the service, telling people what this entrepreneur offers that others don't. The entrepreneur must think carefully about the right place and way to advertise. They could choose printed leaflets, hand-made signs, public address systems or the media (newspapers and radio).
 - b. Risk-taking: Entrepreneurs start businesses without a guarantee of success. They put in the effort, knowing that the plans or decisions could fail, even if they carefully plan to spend money and market the product or service. There is always an element of risk-taking for entrepreneurs because what they are doing is new.
 - c. Innovation: Successful entrepreneurs come up with ideas for products and services that are not yet available. These new ideas often bring solutions to problems that exist because of a changing world. This is called innovation. (4)
5. Learners can use their own words and add some ideas, but these are valid points to make:
 - a. The entrepreneur gets the freedom to fulfil their dreams and wishes and does not have to answer to a boss. A successful entrepreneur can earn a good income. Some entrepreneurs can work from home and work flexible hours, which gives them more time to spend with their families.
 - b. The community benefits from the entrepreneur's innovations: new products, services and inventions, which can make life more interesting and easier. When entrepreneurs employ people, it benefits the community. When entrepreneurs export goods from Ghana, it raises awareness of our country, attracting visitors who bring money. (2)

Total = 25 marks

Remedial activities

Unit 1.1: The nature of God through His attributes in the three major religions of Ghana

Questions

1. List two attributes of God in Christianity.
2. What is one of the ways that God is described in African Traditional Religion?
3. Give an example of something God, according to Islam, is all-knowing about.
4. Name one similarity between how the three religions view God.
5. Can humans be omnipotent (all-powerful) like God? Why or why not?

Answers

1. Loving, merciful
2. Creator
3. Our thoughts and intentions
4. Everlasting/eternal
5. No, humans are not all-powerful. God has unlimited power, while humans have limitations.

Teacher guidance

- Discuss the meaning of each attribute of God.
- Help learners find examples from their religious texts to support their answers.

Unit 1.2: Ways in which we demonstrate attributes of God in our lives

Questions

1. Look at the list of God's attributes. Choose one we can try to reflect in our daily lives.
2. How can we show love to others, like God?
3. Give an example of being patient, like God.
4. Imagine a friend is feeling sad. How can you show mercy (forgiveness) like God?
5. Fairness is an aspect of justice. How can we be fair to classmates?
6. God is dependable. How can we be dependable people?
7. Think about a time you showed one of these attributes. Describe the situation.

Teacher guidance (open-ended questions)

- Encourage students to think about their own actions and how they relate to God's attributes.
- Help them connect their behaviour to the teachings of their religion.

Unit 1.3: Similarities in the understanding of God's attributes in the three major religions in Ghana

Questions

1. What are three attributes all three religions share about God?
2. Why do you think these attributes are common across religions?

3. Find an example from the Bible, Qur'an or oral tradition that talks about God's everlasting nature.
4. How does believing in an omnipotent God bring comfort to people?
5. God as creator and sustainer is a common belief. Think about the natural world around you. What are some examples of God's creation and sustenance?

Answers

1. Everlasting, omnipotent, creator/sustainer/provider
2. These qualities reflect the idea of a supreme being with ultimate power and control.
3. (Open-ended – Students can provide examples from their own religious texts)
4. It provides a sense of security and stability, knowing a powerful force is in control.
5. The sun, rain, plants, animals (Answers may vary)

Teacher guidance

- Discuss the importance of these shared beliefs in promoting interfaith understanding.
- Help students identify relevant passages from their religious texts.

Unit 2.1: Types of worship

Questions

1. What is the main purpose of worship in any religion?
2. How does submitting to God's will show respect and gratitude in worship?
3. Give an example of a form of worship specific to Christianity (besides prayer).
4. What is the name of the five pillars of Islam?
5. How can drumming and dancing be used in worship in African Traditional Religion?

Answers

1. To communicate with and show reverence to God.
2. It shows we accept God's power and want to follow his guidance.
3. Communion, baptism (Answers may vary)
4. The Five Pillars of Islam
5. To create a joyful and celebratory atmosphere for connecting with the divine.

Teacher guidance

- Discuss the concept of submission to a higher power.
- Briefly reinforce the Five Pillars of Islam without overwhelming students.
- Show appreciation for the diversity of worship practices.

Unit 2.2: Modes of worship

Questions

1. What is the difference between the meaning of "religion" and "mode of worship"?
2. Give two examples of modes of worship found in Christianity.
3. What is the significance of the call to prayer (Adhan) in Islam?
4. What is the role of a priest or spiritual leader in some religious traditions?
5. African Traditional Religion has many rituals. Name one example of a ritual, and why it is practised.
6. Why do you think following specific modes of worship is important for some people?
7. Can you think of any ways modern technology is used in worship services today?

Answers

1. Religion is a belief system; modes of worship are the practices used to express that belief.
2. Church services, communion (Answers may vary)
3. It serves as a call to prayer for Muslims throughout the day.
4. To guide and lead the congregation in worship practices.
5. Ancestral veneration – to connect with and honour the spirits of ancestors. (Answers may vary)
6. It provides a sense of structure, tradition, and community.
7. Online services, music played electronically (Answers may vary)

Teacher guidance

- Explain the concept of modes of worship as specific actions within a religion.
- Encourage students to share examples from their own religious experiences.
- Briefly discuss the role of technology in modern worship practices.

Unit 2.3: Moral lessons from worship

Questions

1. What is the difference between morals and good decisions?
2. How can participating in religious services help people learn self-discipline?
3. Unity and togetherness are important moral values. Describe a worship practice in any religion that promotes these values.
4. Why might faith give someone confidence and courage?
5. Think about a time you felt grateful. How can worship services help people express gratitude?
6. How can showing respect during worship translate into showing respect to others in daily life?

Answers

1. Morals are the underlying principles that guide good decisions.
2. Regular attendance at worship services requires commitment and self-control. (Answers will vary based on religion.)
3. Congregational prayers or singing in unison (Answers may vary)
4. Faith provides a sense of purpose and belief in a higher power, fostering courage.
5. Through prayers of thanksgiving, offerings, or hymns of praise. (Answers may vary)
6. Respectful behaviour during worship translates to treating others with courtesy.

Unit 2.4: The significance of prayer

Questions

1. What does it mean to pray?
2. List two different types of Christian prayers.
3. What is the significance of making *dua* (supplication) in Islam?
4. Why might someone pray to their ancestors?
5. Look at the list of Islamic prayers. Choose one and explain its purpose. (e.g., *Fajr*)
6. How can prayer be a source of comfort and strength?
7. Think about a time you prayed. What did you pray for, and how did it make you feel?

Answers

1. Prayer is communication with a higher power, expressing reverence, thanks, or petition.
2. Thanksgiving, intercession (Answers may vary)
3. *Dua* allows Muslims to connect with God on a personal level, expressing needs and desires.
4. To seek guidance, and blessings, or express gratitude to those who came before them.
5. *Fajr* prayer (dawn prayer) - signifies the beginning of a new day and reminds Muslims to submit to God's will. (Answers may vary based on chosen prayer.)
6. Prayer allows individuals to express worries and find solace in faith and a higher power.
7. Open-ended – answers will vary.

Teacher guidance

- Discuss the different purposes of prayer (thanksgiving, petition, etc.).
- Briefly introduce different types of prayers in each religion without overwhelming students.
- Encourage students to reflect on their own prayer experiences.

Unit 3.1: Difference between religious and non-religious songs

Questions

1. How does music express religious faith?
2. Give an example of how a religious song might inspire hope for someone facing difficulties.
3. Name characteristics of music used in traditional ceremonies in Ghana. (e.g., drumming and dancing)
4. Can music, even non-religious music, be uplifting and inspiring? Why or why not?

Answers

1. Religious music expresses praise, devotion, and dependence on a higher power.
2. Lyrics about overcoming challenges or finding strength in faith. (Answers may vary)
3. Creates a connection between the physical and the spirit world, fostering joy and celebration.
4. Uplifting and inspiring music can come from various genres, religious or not, by expressing positive emotions and encouraging perseverance.

Teacher guidance

- Discuss the emotional impact of music and how it connects to religious experiences.
- Briefly explore the use of music in social movements or advocacy.
- Encourage students to appreciate the diversity of music and its ability to inspire.

Unit 3.2: Scripture recitations and oral traditions in the three major religions

Questions

1. Name one sacred text from the Bible.
2. What is the name of the holy book in Islam?
3. Give an example of an oral tradition in any religion.
4. Why is it important to recite religious texts?
5. How can oral traditions help us learn more about a religion?

Answers

1. The Bible (e.g., Psalms, Proverbs)
2. The Qur'an
3. Ancestral stories, proverbs, songs with religious themes

Teacher guidance (open-ended questions):

- Question 4: Discuss how reciting texts can bring comfort, teach morals, and strengthen faith.
- Question 5: Explore how oral traditions can be passed down through generations and offer unique insights into a religion's history and practices.

Unit 3.3: Moral values in religious songs and recitations

Questions

1. What is a moral value?
2. Give two examples of religious songs you know.
3. Identify a moral value promoted in one of those songs.
4. How can reciting prayers or religious texts help us practice good morals?
5. Besides songs and recitations, what other ways can religions teach moral values?
6. Why is it important to live by strong moral values?
7. Think of a situation where knowing a moral value could help you make a good decision.

Answers

1. Moral values are principles that guide good and right behaviour.
2. Examples will vary based on learner's background.
3. Answers will vary based on the chosen songs.

Teacher guidance (open-ended questions)

- Question 4: Discuss how religious texts tell stories or give instructions to promote moral values.
- Question 5: Explore examples (sermons, teachings of religious leaders, and religious codes).
- Question 6: Encourage students to consider the importance of moral values for building good character and positive relationships.
- Question 7: Guide students to think about real-life scenarios where knowing honesty, kindness, or other moral values can help them make the right choice.

Unit 4.1: Family systems in Ghana

Questions

1. What is a family?
2. What are the two main types of family systems?
3. Describe a nuclear family.
4. Describe an extended family.
5. Can you give an example of a merit of a nuclear family?
6. Can you give an example of a demerit of an extended family?
7. In your opinion, what are some important qualities of a strong family?
8. Does Ghana primarily have nuclear or extended families? Explain your answer.

Answers

1. A family is a group of people who are related to each other, like parents and children, or siblings. They can live together or not.
2. Nuclear family, Extended family

3. A nuclear family consists of parents and their children.
4. An extended family includes parents, children, grandparents, uncles, aunts, and cousins living in the same household.
5. The merit of the nuclear family: More privacy and independence for parents and children.
6. Demerit of extended family: Potential for disagreements due to more people involved.
7. Answers will vary but may include love, respect, communication, and support.
8. Ghana traditionally has extended family systems, although nuclear families are becoming more common in urban areas.

Teacher guidance (open-ended question)

- Question 7: Facilitate a discussion about different qualities that contribute to a strong family unit.

Unit 4.2: The role of family members

Questions

1. List four different roles that people within a family can have.
2. What are some of the responsibilities parents typically have in a family?
3. How can children show respect to their parents?
4. Describe a task you might do when you are a child helping with chores at home.
5. How can grandparents share their wisdom and experience with younger family members?
6. Why is it important for each family member to fulfil their roles?
7. Think about your own family. Can you share an example of how different members work together to achieve something?

Answers

1. Parents, children, grandparents, aunts/uncles (may vary depending on family structure)
2. Providing for the family, setting rules, offering guidance and support
3. Obeying their parents, speaking politely, helping with chores

Teacher guidance (open-ended questions)

- Question 4: Encourage students to be specific about the chore and how it helps the family.
- Question 5: Examples could be storytelling, teaching traditional skills, or offering advice.
- Question 7: This can spark a discussion about teamwork, cooperation, and shared responsibility within a family unit.

Unit 4.3: Good relationships in families

Questions

1. From the list provided, choose three factors that you think are most important for good relationships in a family. Explain your choices. (Patience, Respect, Obedience, Tolerance, Transparency, Accountability, Forgiveness, Support)
2. Why is communication important in healthy family relationships?
3. How can you use some of the factors we discussed to resolve conflict with a sibling?
4. What are some of the benefits of having strong family relationships?

5. How can families show forgiveness for one another's mistakes?
6. Besides the factors listed, what else can contribute to good family relationships?
7. Think about a time when your family supported you. How did it make you feel?
8. Give an example of how a family can show tolerance for different viewpoints within the household.

Teacher guidance (open-ended questions)

- Question 1: No single answer here – allow students to explain their reasoning and encourage a respectful discussion about different perspectives.
- Question 3: Guide students towards solutions that involve open communication, active listening, and compromise.
- Question 4: Emotional security, a sense of belonging, and a strong support system.
- Question 5: Encourage discussion about apologies, understanding, and moving forward.
- Question 6: Answers may include spending quality time together, expressing love and appreciation, and celebrating each other's achievements.
- Question 7: Allow students to share positive experiences and discuss their importance.
- Question 8: Respecting individual opinions and finding common ground.

Unit 5.1: The early life and calling of religious leaders

Questions

1. Who is Jesus Christ, and with which religion is he associated?
2. According to the teachings, where and under what circumstances was Jesus born?
3. What is the significance of the temptation of Jesus in his life story?
4. Who is Muhammad (SAW), and with which religion is he associated?
5. Describe a key event in the early life of Muhammad (SAW).
6. What is the meaning of the term "call to prophethood" in the context of Islam?
7. (Depending on chosen Religious Leaders) Briefly describe the early life of one of the Indigenous African Religious leaders studied.
8. How do the early experiences of religious leaders influence their teachings and ministries?

Answers

1. Jesus Christ is the central figure of Christianity. Christians believe he is the Son of God; Christianity
2. Answers may vary – Bethlehem, humble circumstances
3. Demonstrates Jesus' resistance to temptation and his strength in following God's will.
4. Muhammad (SAW); Islam
5. Answers may vary – Marriage to Khadijah, receiving the first revelation from God
6. When God chose Muhammad (SAW) to be a prophet and deliver his message to people.

Teacher guidance

- Question 7: Encourage learners to reread the information on their chosen religious leader.
- Question 8: Learners' answers will vary; encourage supporting answers with examples.

Unit 5.2: The ministries of religious leaders

Questions

1. Name one way Jesus Christ called his disciples to follow him.
2. What is a famous teaching given by Jesus Christ during his ministry?
3. How did Prophet Muhammad (SAW) demonstrate forgiveness during his ministry?
4. Give examples of how Indigenous African Religious leaders might serve their communities.
5. Why is it important for religious leaders to have a ministry?

Answers

1. Preaching the gospel
2. The Sermon on the Mount
3. By forgiving the people of Makkah
4. Open-ended – see Teacher guidance
5. To guide and inspire their followers

Teacher guidance

- Question 4: Think about the roles of leaders mentioned in class, like Egya Ahor or Osofo Okomfo Damuah. Think about examples of their actions in the past that are still practised today.

Unit 5.3: Moral lessons from the lives of religious leaders

Questions

Name a religious leader who exhibits the following moral values.

1. Humility: Leading by example and washing the feet of his disciples
2. Perseverance: Preaching Islam for many years despite facing persecution
3. Obedience: Following God's instructions
4. Patriotism: Working for the betterment of their community
5. Sacrifice: Giving up his own comfort to help others
6. Honesty: Telling the truth even when it's difficult
7. Generosity: Sharing his possessions with those in need

Teacher guidance (open-ended questions)

Encourage learners to give reasons for their decisions. Answers are subjective and will depend on learners' own experiences and knowledge.

Unit 6.1: Good manners in society

Questions

Write a short paragraph (3-5 sentences) explaining why each of the following are good manners.

1. Saying "please" and "thank you"
2. Greeting others
3. Waiting in line
4. Keeping your voice down in certain places
5. Sitting upright while talking to someone
6. Dressing appropriately for the situation
7. Following the rules of etiquette in your society

Teacher guidance (open-ended questions)

- Let learners think about the following:
 - How it makes others feel.
 - What the situation is
 - Making a good impression.
- Encourage learners to use their imagination. Have them use examples from their own life to support their answer.

Unit 6.2: The importance of good manners and decency

Questions

1. List two different ways people greet each other in Ghana.
2. Imagine you are preparing to go to a place of worship. How might your way of dressing differ from when you are preparing to go to a sporting event?
3. Why do you think it's important to greet others?
4. What might happen if everyone acted without good manners in society?
5. Why do you think different cultures might have different rules of etiquette?
6. How can you show respect for the etiquette of another culture when you visit a new place?
7. In your opinion, what is the most important aspect of good manners?

Answers

1. Examples might include a handshake, a verbal greeting, or a bow.
2. Clothes for a place of worship would likely be more modest and respectful.
- 3.–7. Open-ended – see Teacher guidance.

Teacher guidance (open-ended questions)

- Question 3: Learners should be able to give a personal reason for why it is important. Encourage learners to think about how it makes them feel when others greet them.
- Question 4: Allow learners to imagine a world without good manners. Let them think about whether that would have a positive or negative impact on society.
- Question 5: Learners' answers will vary. Accept any sensible answers, but encourage learners to be respectful in their answers.
- Question 6: Allow learners to perform a roleplaying exercise to practise how they would approach the situation. Learners with applicable experiences to share can share with the class.
- Question 7: Learners' answers will vary greatly. Encourage learners to think about good manners that have the most positive impact on their lives.

Unit 6.3: Chastity

Questions

1. What is the term used for refraining from sexual activity outside of marriage?
2. How can reading holy scriptures or other religious teachings help you stay chaste?
3. Why do you think it's important to avoid spending time alone with someone you are attracted to if you are trying to live a chaste life?
4. Name healthy activities that can replace the time you might have spent with someone inappropriately.
5. In your own words, explain why living a chaste life is important.

Answers

1. Chastity
2. They can guide moral values and the importance of self-control.
3. It can be easier to resist temptation if you are not in a secluded setting.
4. Exercise, spending time with friends or family in a group setting, pursuing hobbies.
5. Open-ended – see Teacher guidance.

Teacher guidance

- Question 5: This question encourages students to reflect on the benefits of chastity beyond just avoiding sexual activity. It can connect to concepts like self-respect, delaying gratification, and building healthy relationships.

Unit 6.4: Religious teachings on manners, decency, and chastity

Questions

1. Why are good manners and decent behaviour important in society?
2. List four positive personal qualities that contribute to decent behaviour.
3. Explain why these positive qualities might not always come naturally to us.
4. Give an example from your religion that promotes good manners or decency.
5. What is the meaning of the word "chastity" in the context of religious teachings?
6. Why do you think religious teachings emphasise the importance of chastity?
7. What other sources can help us learn good manners and decent behaviour?
8. Imagine you witness someone behaving rudely. How can you, in a respectful way, encourage them to act with better manners?

Teacher guidance (open-ended questions)

- Question 1: Guide students towards answers like creating a more peaceful and respectful environment, and building positive relationships.
- Question 3: Discuss human nature and the need for self-control and discipline.
- Question 4: Allow students to share specific examples from their faith traditions (e.g., The Golden Rule in Christianity).
- Question 5: Chastity refers to abstaining from sexual activity outside of marriage.
- Question 6: Encourage a discussion about the religious perspective on sexual purity, self-respect, and responsible behaviour.
- Question 7: Sources may include family values, cultural norms, and school rules.
- Question 8: Role-play scenarios where students practice politely addressing a rude situation.

Unit 7.1: The causes of substance abuse

Questions

1. What is meant by "substance abuse"?
2. Give two examples of the different types of substances that can be abused.
3. Imagine a friend offers you something you suspect might be a drug. What are some reasons why you might be hesitant to accept it?
4. From the list provided, choose three factors that you think are the most common causes of substance abuse. Explain your choices. (Ignorance, Myths about substance abuse, Peer group influence, Curiosity and adventure, Depression, Stress, Boredom)
5. How can peer group influence be a negative influence when it comes to substance abuse?
6. Think of any other reasons why someone might turn to substance abuse.
7. What are some healthy ways to deal with stress or boredom that don't involve drugs?

Answers

1. Taking drugs or alcohol excessively or without a doctor's prescription.
2. (Answers will vary - common drugs, hard drugs, stimulants)
3. Health risks, fear of getting in trouble, or wanting to make healthy choices.

Teacher guidance

- Question 4: No single answer here – allow students to explain their reasoning and encourage a discussion about different factors.
- Question 5: Peer pressure can make someone feel like they need to use drugs to fit in or be accepted by their friends.
- Question 6: Emotional problems, lack of self-esteem, desire to escape difficult situations.
- Question 7: Encourage suggestions like exercise, spending time with positive friends, pursuing hobbies, or talking to a trusted adult.

Unit 7.2: The Effects of Substance Abuse and Religious Teachings

Questions

1. List four negative effects that substance abuse can have on a person's health.
2. How can substance abuse lead to economic problems for the user and their family?
3. Why might someone who abuses substances experience ridicule or shame?

Answers

1. Learners' answers will vary. Here are a few examples: organ damage; a weakened immune system; sleep disruption; and an altered mental state.
2. Allow learners' own interpretations. An example of a correct answer includes: Substance abuse can drain money fast, with money spent on buying drugs or alcohol. This leaves less for important things like rent, food, and clothes. On top of that, substance abuse can make it hard to keep a job because of health issues, missed workdays, or accidents. This lost income can leave the addict and their family in a difficult financial situation.

3. Allow learners' own interpretations. An example of a correct answer includes: Substance abuse can alter a person's behaviour, making them appear different or erratic. This can lead to ridicule or a lack of respect from others. Under the influence, the user might make poor choices that cause regret later, leading to feelings of shame. Witnessing the negative impact on their health and relationships can further contribute to shame. Ultimately, the changes caused by substance abuse can leave a person feeling isolated and judged by those around them.

Unit 8.1: Work and entrepreneurship

Questions

1. What is the difference between work and leisure?
2. Give two examples of how we use our bodies for work.
3. Give two examples of how we use our minds for work.
4. Why do we work at home and school, even if we don't get paid?
5. What does it mean to "earn a living"?

Answers

1. Work is when we produce something or get results, while leisure is when we relax and rest.
2. Digging a trench, harvesting crops, cleaning, building a house.
3. Studying for a test, writing an essay, and solving problems.
4. We work to help each other and improve our environment. It's our duty.
5. Earning a living means working to get money to support yourself and your family.

Teacher guidance

- Encourage students to categorise their own daily activities as work or leisure.
- Discuss the importance of a healthy balance between work and leisure for well-being.

Unit 8.2: Relevance of work from the religious and ethical

Questions

Match the descriptions in Column A with the good work habits in Column B:

Column A	Column B
1. Making a to-do list before starting a project.	a) Dedication
2. Showing up on time for school or chores.	b) Planning
3. Putting in effort and not giving up easily.	c) Punctuality
4. Relying on faith alone for success without hard work.	d) Embracing hard work
5. Being committed to your tasks.	e) Over-dependence on religion

Answers

1. b) Planning
2. c) Punctuality
3. d) Embracing hard work
4. e) Over-dependence on religion
5. a) Dedication

Teacher guidance

- Discuss the importance of each good work habit for success in religion and life.
- Let learners share examples of how they can demonstrate good work habits in their daily lives.

Unit 8.3: Qualities of a successful entrepreneur

Questions

Fill in the blanks with the most appropriate word from the list provided.

self-belief

innovative

calculative

marketing

capital

human resources

1. A successful entrepreneur needs to have strong _____ in their ability to succeed.
2. They should be _____ and able to come up with new ideas for products or services.
3. It's important to be _____ and carefully consider risks before starting a business.
4. Developing a strong _____ strategy is key to attracting customers.
5. Securing _____ is necessary to fund the business and get it started.
6. Building a strong team with skilled _____ is essential for any business.

Answers

1. self-belief
2. innovative
3. calculative
4. marketing
5. capital
6. human resources

Teacher guidance

- Discuss real-life examples of successful entrepreneurs in Ghana.
- Encourage students to think about what kind of entrepreneur they might want to be and which qualities would be most important for that type of business.

Unit 8.4: Benefits of entrepreneurship

Questions

1. Write a short paragraph explaining why someone might choose to become an entrepreneur.

Teacher guidance

- Remind students of the benefits of entrepreneurship listed in the teaching content (freedom, pride, flexibility, job creation, nation-building).
- Encourage students to be creative and consider additional benefits.

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Basic 7

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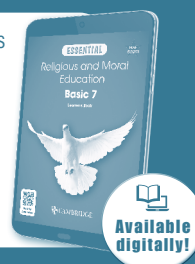
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