TERM I SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
ı	God, His Creation	God, His Nature & Attributes	B7.1.1.1	B7.1.1.1.1	Pictures, wall charts, etc.
2	& Attributes	God, His Nature & Attributes	B7.I.I.I	B7.1.1.1.	Pictures, wall charts, etc.
3	God, His Creation	God, His Nature & Attributes	B7.2.1.1	B7.1.1.2.	Pictures, wall charts, etc.
4	& Attributes	God, His Nature & Attributes	B7.2.1.1	B7.1.1.3:	Pictures, wall charts, etc.
5	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.1:	Pictures, wall charts, etc.
6	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.1:	Pictures, wall charts, etc.
7	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.2:	Pictures, wall charts, etc.
8	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.2	Pictures, wall charts, etc.
9	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.3	Pictures, wall charts, etc.
10	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.4	Pictures, wall charts, etc.
11	Religious Practices	Religious Songs and Recitations	B7 2.2.I	B7 2.2.1.1	Pictures, wall charts, etc.
12	Religious Practices	Religious Songs and Recitations	B7 2.2.I	B7 2.2.1.2	Pictures, wall charts, etc.

WEEK I

WEEK ENDING:		DAY:		Sul	oject: R.M.E		
Duration:				Strand: God, His Creation & Attr		ttributes	
Class: B7		Class	Size:	Sul	Sub Strand: Attributes of God		
Content Standard: B7 I.I.I: Explain the nature of God seen through His attributes Performance Indicator: Learners can identify the attributes of G References: RME Curriculum Pg.2			attributes in the tl		nature of God through major religions Core Competenci CG 5.2, CG 5.3, C	es:	Lesson: I of 3 - 5.5, DL 6.4
Keywords: omnipotent, o		t, omni	scient				
DI (D	Τ.						
Phase/Duration PHASE I: STARTER	Learners Rocan wit		es ers to find out wh	at th	ov alroady know	Resour	s, wall charts,
FHASE I. STARTER	about Go		ers to find out wi	iat ti	ley already know	etc.	s, wall charts,
	Share wit	h learne	ers the performan	ce in	dicators.		
PHASE 2: NEW LEARNING	Guide learners to Identify and explain the attributes of God by christians. E.g. omnipotent, omnipresent, omniscient, love, patience. Let learners explain the attributes of God in English and in their local languages. E.g., Amowia – giver of sunlight (Akan); Binnamdanaa – the Creator of all creatures(Dagbani); Mawu Kitikata – God is the source of life (Ewe) Engage learners to role-play situations to depict some of the attributes of God. Learners to discuss the Christian moral implications of the attributes of God. Assessment I. what is meant by attribute of God. 2. state and explain five (5) Christian attributes of God.						
PHASE 3: REFLECTOIN	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.						

Class: B7 Class Size: Sub Strand: Attributes of God Content Standard:
Content Standard: B7 1.1.1: Explain the nature of God seen through His attributes B7 1.1.1: Explain the nature of God seen through His attributes B7 1.1.1: Explain the nature of God through His attributes in the three major religions Performance Indicator: Learners can identify the attributes of Allah in the Islamic religion References: RME Curriculum Pg.2 Keywords: Majestic, authority Phase/Duration PHASE 1: STARTER Recap with learners to find out what they already know about Allah. Share with learners the performance indicators. PHASE 2: NEW LEARNING Guide learners to Identify and explain the attributes of God by muslims. E.g. Al-Adi, Al-Alim, Allah, Al-Aziz, Al-Rabb, etc. Let learners explain the attributes of Allah in English and in their local languages. E.g., Al-Adi — The Just One, Al-Alim — The authority that is all knowing, Allah — The only true God that deserve praises, worship and respect, Al-Aziz — The Majestic One, Al-Rabb — The Lord who maintains nature in the most appropriate manner.
B7 1.1.1: Explain the nature of God seen through His attributes Performance Indicator: Learners can identify the attributes of Allah in the Islamic religion References: RME Curriculum Pg.2 Keywords: Majestic, authority Phase/Duration PHASE I: STARTER Recap with learners to find out what they already know about Allah. Share with learners the performance indicators. PHASE 2: NEW LEARNING Guide learners to Identify and explain the attributes of God by muslims. E.g. Al-Adi, Al-Alim, Allah, Al-Aziz, Al-Rabb, etc. Let learners explain the attributes of Allah in English and in their local languages. E.g., Al-Adi — The Just One, Al-Alim — The only true God that deserve praises, worship and respect, Al-Aziz — The Majestic One, Al-Rabb — The Lord who maintains nature in the most appropriate manner.
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God by muslims. E.g. Al-Adi, Al-Alim, Allah, Al-Aziz, Al-Rabb, etc. Let learners explain the attributes of Allah in English and in their local languages. E.g., Al-Adi — The Just One, Al-Alim — The authority that is all knowing, Allah — The only true God that deserve praises, worship and respect, Al-Aziz — The Majestic One, Al-Rabb — The Lord who maintains nature in the most appropriate manner.
Engage learners to role-play situations to depict some of the attributes of Allah. Learners to discuss the Islamic moral implications of the attributes of God. Assessment I. what is meant by attribute of Allah. 2. state and explain five (5) Islamic attributes of Allah.
PHASE 3: REFLECTOIN Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.

WEEK ENDING:	DAY	':	Subject: R.M.E		
Duration:		_	Strand: God, His Crea	tion & Attributes	
Class: B7	Class	s Size:	Sub Strand: Attributes of God		
Content Standard: B7 I.I.I: Explain the nature through His attributes Performance Indicator:		attributes in the t	the nature of God throughree major religions Core Competencies:	I of 3	
Learners can identify the at References: RME Curricu		he ATR	CG 5.2, CG 5.3, CP 5.0	5, DL 5.5, DL 6.4	
Keywords: omnipotent,		nicciont			
Reywords: offinipotent,	ominpresent, omi	liscient			
Phase/Duration	Learners Activi	ties		Resources	
PHASE I: STARTER	Recap with lear about God.	ners to find out wh	at they already know	Pictures, wall charts, etc.	
	Share with learn	ners the performan	ce indicators.		
PHASE 2: NEW LEARNING	Guide learners to Identify and explain the attributes of God by christians. E.g. omnipotent, omnipresent, omniscient, love, patience. Let learners explain the attributes of God in English and in their local languages. E.g., Amowia – giver of sunlight (Akan); Binnamdanaa – the Creator of all creatures(Dagbani); Mawu Kitikata – God is the source of life (Ewe) Engage learners to role-play situations to depict some of the attributes of God. Learners to discuss the Traditional moral implications of the attributes of God. Have learners talk about how they are going to apply the attributes of God in their own daily lives Assessment I. state and explain four attributes of God by the ATR.				
PHASE 3: REFLECTOIN	Use peer discus from learners w	ssion and effective o what they have learr	f the attributes of God. questioning to find out nt during the lesson. ummarize the lesson.		
	Ask learners ho daily lives.	ow the lesson will b	enefit them in their		

WEEK ENDING:		DAY:		Subject: R.M.E		
Duration:				Strand: God, His Crea	tion & Attributes	
Class: B7		Class	Size:	Sub Strand: Attributes of God		
Content Standard: B7 I.I.I: Explain the nature of God seen through His attributes				the nature of God through	Lesson: 1 His I of 3	
Performance Indicator: Learners can discuss the p	ourpose and	usefuln	ess of creation	Core Competencies: CG 5.2, CG 5.3, CP 5.6	o, DL 5.5, DL 6.4	
References : RME Curricu	ulum Pg.2					
Keywords: attributes,						
Phase/Duration	Learners	Activiti	es		Resources	
PHASE I: STARTER				e with learners on	Pictures, wall charts,	
THASE I. STARTER			d previously.	e with feathers on	etc.	
	Share wit	h learn	ers the performan	ce indicators.		
PHASE 2: NEW LEARNING		Engage learners to review the creation stories of the three main Religions.				
		Learners in groups, to discuss the purpose and usefulness of creation				
		Guide learners to explain the purpose and usefulness of things created by God				
	Engage lea					
	Assessment I. Write an essay on any one of the Creation Stories. 2. Explain the usefulness of four created things					
PHASE 3: REFLECTOIN	Use peer	discuss	ion and effective o	questioning to find out nt during the lesson.		
	Take feed	lback fr	om learners and s	ummarize the lesson.		
	Ask learn daily lives		w the lesson will b	enefit them in their		

WEEK ENDING:	DAY:		Subject: R.M.E			
Duration:	<u> </u>		Strand: God, His Crea	tion & Attributes		
Class: B7	Class Size	•	Sub Strand: Attributes	of God		
Content Standard: B7 I.I.I: Explain the nature attributes	of God seen through His		Describe ways in which you e attributes of God in your			
Performance Indicator: Learners can describe the a lives	application of Gods attribu	tes in their	Core Competencies: CG 5.2, CG 5.3, CP 5.6	6, DL 5.5, DL 6.4		
References : RME Currico	ılum Pg.2					
Keywords: attributes,						
Phase/Duration	Learners Activities			Resources		
PHASE I: STARTER		about the Go	od Samaritan.	Pictures, wall charts,		
	Ask learners to tell the part of the story they like best and why.					
	Learners tell what the They also make resol		like the good Samaritan.			
	Introduce the lesson by sharing the performance indicators.					
PHASE 2: NEW LEARNING	In groups, ask learners to identify the attributes of					
LEARINING	God that are found in humankind and present to class for discussion					
	E.g. love, patience, merciful. Kindness, honesty,					
	faithfulness, tolerance, dependable, etc.					
	Through questions and answers, let learners show					
	how they can relate the attributes of God to their lives.					
	Engage learners to role play how they relate the attributes of God to their life.					
	Assessment I. Explain five attributes of God from the Christian point of view.					
	2. state two moral in God mentioned in	l above.				
PHASE 3: REFLECTOIN	Use peer discussion a from learners what the		questioning to find out nt during the lesson.			
	Take feedback from I	earners and s	summarize the lesson.			
	Ask learners how the daily lives.	e lesson will b	enefit them in their			

WEEK ENDING:		DA	Y:	Subject: R.M.E		
Duration:				Strand: God, His Creation &	Attributes	
Class: B7		Clas	ss Size:	Sub Strand: God, His Nature	& Attributes	
Content Standard: B7 I.I.I: Explain the r through His attribute:	nature of God seen s				Lesson: 3 of 3	
Performance Indicate to Learners can relate to				Core Competencies:		
References: RME C	Curriculum Pg.3					
Keywords: attribute	es,					
-						
Phase/Duration	Learners Activi	ties			Resources	
PHASE I:		ners	to review their und	lerstanding in the previous		
STARTER	lesson.					
	Introduce the l	esson	by sharing the per	formance indicators.		
PHASE 2: NEW LEARNING	Using Think-Pair-Share, learners identify the similarities in the way the nature of God is understood in His attributes in the three major religions. Examples The nature of God as everlasting can be found from the following attributes giving to God by the three major religions. ATR Tetekwaframoa (the ancient of days) Christianity Alpha and Omega (the beginning and end) Islam Al-Awwalu wal A'khirun (the beginner and the end) The nature of God as omnipotent can be found in the following attributes. ATR - Mawu (Almighty) - Otumfour (Almighty) Christianity El-Shaddai (God Almighty) Islam				Pictures, wall charts, etc.	

	The nature of God as the sustainer of all creations are found in
	attributes such as:
	<u>ATR</u>
	- Amosu (giver of rain)
	- Amowia (giver of sunlight)
	<u>Christianity</u>
	Jehovah-Jireh (God the Provider)
	<u>Islam</u>
	Al-Razak (the Provider)
PHASE 3:	Use peer discussion and effective questioning to find out from
REFLECTOIN	learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.
	Ack learners how the lessen will benefit them in their deily lives
	Ask learners how the lesson will benefit them in their daily lives.

WEEK ENDING: DAY:		DAY:		Subject: R.M.E		
Duration:				Strand: Religious Pract	ices	
Class: B7		Class Size:		Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life.				Identify the types of wor	rship	Lesson: I of 3
Performance Indicator: Learners can describe the n	node of Chri	stian worship		Core Competencies: CC 9.1: CC 9.4: CG 5.2: CP 5.6, DL 5.5: DL 6.4: D		CG 5.3: CG 6.1:
References : RME Curricu	ılum Pg.4					
Keywords: submission, c	ongregatio	nal				
,						
Phase/Duration	Learners	Activities			Reso	urces
PHASE I: STARTER	previous	lesson. e the lesson b		r understanding in the		
PHASE 2: NEW LEARNING	Through meaning E.g. wors	questions a of worship. ship is the su ctures or vic	deo clip of p	the will of God. seople at worship.	Pictul etc.	res, wall charts,
	Christian E.g. priva Guide le worship Example Time of	n religion, ate (individual arners to di in the Chris : worship	al or family) scuss the tir	of worship in and congregational. The mes and mode of the same and families.		

	- Congregational worship at specific agreed times e.g. Sundays, Saturdays, etc.
	Mode of worship: Meditation, Bible reading, prayer, singing, drumming and dancing, teaching/preaching, offertory, etc
	In three mixed ability groups, learners dramatize the mode and types of worship in the Christian religion.
	Assessment I. Describe the times and mode of worship in the Christian religions. 2. What is worship?
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

WEEK ENDING:	DAY:		Subject: R.M.E		
Duration:	<u> </u>		Strand: Religious Pract	ices	
Class: B7	Class Size:		Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how wors three major religions in Gh lessons in the worship in th	ana and apply the moral		icator: 2.1.1.1: Identify the types of worship he three major religions		
Performance Indicator: Learners can describe the r			Core Competencies: CC 9.1: CC 9.4: CG 5.2: CP 5.6, DL 5.5: DL 6.4: D		
References : RME Curricu	ulum Pg.4				
Keywords: submission, o	congregational				
Phase/Duration	Learners Activities			Resources	
PHASE I: STARTER	Learners Activities Resources				
PHASE 2: NEW LEARNING	meaning of worship. E.g. worship is the si Show pictures or vio Let learners Identify religion, E.g. private (individu) Guide learners to di worship in the Islam Example: Time of worship: At any time, except is right up (Zenith), Guide learners to di islam.	the types of all or family, iscuss the tilic religion.	of worship in islamic and congregational. mes and mode of un is rising, when sun he sun is setting.	Pictures, wall charts, etc.	

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

WEEK ENDING:	DA	AY:		Subject: R.M.E		
Duration:				Strand: Religious Pract	ices	
Class: B7	Cla	ass Size:		Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how wors three major religions in Ghalessons in the worship in the	ana and apply the		Identify the types of wor e major religions	rship	Lesson:	
Performance Indicator: Learners can describe the mode of African Traditional Religion. Core Competencies: CC 9.1: CC 9.4: CG 5.2: C CP 5.6, DL 5.5: DL 6.4: DL						CG 5.3: CG 6.1:
References : RME Curricu	Ilum Pg.4					
Keywords: submission, o	ongregational,	Libation,	sacrifice			
Phase/Duration	Loannana Ass	ivition			Reso	Ilkana
PHASE I: STARTER	Learners Activities Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance					urces
PHASE 2: NEW LEARNING	Introduce the lesson by sharing the performance indicators. Through questions and answers, learners explain the meaning of worship. E.g. worship is the submission to the will of a supernatural gods. Show pictures or video clip of people at worship. Let learners Identify the types of worship in ATR religion, E.g. private (individual or family) and congregational. Guide learners to discuss the times and mode of worship in the ATR religion. Example: Time of worship: Any time for individual and family worship. - Congregational worship on sacred days, special occasions and in times of need.				Pictul etc.	res, wall charts,

	Guide learners to discuss the mode of worship of
	the ATR.
	Mode of worship
	Libation, sacrifice, prayer, drumming, singing and
	dancing, recitation, spirit possession, etc
	1. Libation – A libation is a ritual pouring of liquid, or grains
	such as rice, as am offering to a deity or sprit.
	2. Sacrifice — An act of slaughtering an animal or person or
	surrendering a possession as an offering to a deity.
	surrendering a possession as an offering to a delty.
	In three mixed ability groups, learners dramatize the
	mode and types of worship in the ATR religion.
	Assessment.
	I. What is libation?
	2. Identify any two items for performing libation.
PHASE 3:	Use peer discussion and effective questioning to find out
REFLECTION	from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

WEEK ENDING:		DAY:		Subject: R.M.E		
Duration:				Strand: Religious Pract	ices	
Class: B7		Class Size:		Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life.				Identify the types of wor	rship in	Lesson: I of 3
Performance Indicator: Learners can describe the n		Core Competencies: CC 9.1: CC 9.4: CG 5.2: CP 5.6, DL 5.5: DL 6.4: D		CG 5.3: CG 6.1:		
References : RME Curricu	lum Pg.4					
Keywords: submission, c	ongregation	nal				
Phase/Duration	Learners				Resour	ces
PHASE I: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.					
PHASE 2: NEW	Through	questions a	nd answers	, learners explain the	Picture	s, wall charts,
LEARNING	_	of worship.		,	etc.	,
	E.g. worship is the submission to the will of God. Show pictures or video clip of people at worship.					
	Put learners in groups to discuss the purpose of Christian worship Example:					
		w appreciation	and gratitude	to God		
		•		nmunicate with God.		
	• It is us	ed to express o	bedience to Go	od and his commandments.		
	Engage learners to discuss the types of Christian prayer					
	Example:					
	Thanksgiving					
	Petition					
	Prevail Adams	-				
	Adorat Expiat	tion or worship				
	_ Explat	1011			1	

	Interceding	
	Assessment 1. What is Christian worship? 2. State four reasons why christians worship God 3. What is a prayer? 4. State and explain four types of Christian prayer.	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	

WEEK ENDING:		DAY:		Subject: R.M.E	
Duration:		1		Strand: Religious Practi	ices
Class: B7		Class Size:		Sub Strand: Worship	
three major religions in	B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life. Indicator: B7 2.1.1.1: Identify the types of worship the three major religions				
Performance Indicate Learners can describe to	CG 5.3: CG 5.3: CG 6.1: L 6.6:				
References : RME Cu	rriculum Pg.4				
Keywords: submission	on, congregation	nal			
Phase/Duration	Learners Act	ivities			Resources
PHASE I: STARTER	Recap with le previous less	earners to revon.		derstanding in the	1.00001.000
LEARNING	Show pictur	is the submes or video	clip of peop	e will of Allah. le at worship. ymages e five pillars of islam.	etc.
	 Hajj . Engage learn Shahadah is must declare God. Example: It enables of follower of 				

	Call volunteer learners to demonstrate how to perform	
	Salat.	
	Assessment	
	5. State and explain the five pillars of Islam.	
	6. State the importance each of the pillars of Islam.	
	7. Describe how the Salat is performed.	
PHASE 3:	Use peer discussion and effective questioning to find out from	
REFLECTION	learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	

WEEK ENDING:		DAY:		Subject: R.M.E		
Duration:		I .		Strand: Religious Pract	ices	
Class: B7		Class Size:		Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life.				Lesson: 1: Identify the types of worship ree major religions		
Performance Indicator: Learners can describe the mode of African Traditional Religion. Core Competencies: CC 9.1: CC 9.4: CG 5.2: C CP 5.6, DL 5.5: DL 6.4: DL						CG 5.3: CG 6.1:
References : RME Curricu	lum Pg.4					
Keywords: submission, c	ongregation	nal				
Phase/Duration	Learners	Activities			Reso	urces
PHASE I: STARTER	previous	lesson. e the lesson b		r understanding in the		
PHASE 2: NEW LEARNING	Put learn tradition Example: Worsh interver Engage le prayer Example: Votive Thank	questions a of worship. ship is the stural gods. Stures or vious errors in group al worship. Stress appreciations and God Alaip draws the traip is used as a cention for their pearners to describe the stress appreciations and God Alaip draws the traip is used as a cention for their pearners to describe the stress appreciation for their pearners to describe the stress appreciation for the stre	deo clip of p ps to discuston, devotion and mighty. additionalist close to discuston avenue for the problems, etc.	the will of a seople at worship. The purpose of the direverence to the gods, er to the object of worship. It worshippers to seek divine the object of traditional sections.	Pictul etc.	res, wall charts,

	Preventive prayer	
	Intercessory prayer	
	Guide learners to describe the process involved in pouring libation.	
	Assessment	
	I. State three facts about traditional worship.	
	2. Describe how libation is poured by the traditionalist.	
	3. State two differences between offering and sacrifice.	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	

Date: 4 th MARCH, 2022	Day:		Subject: R.M.E		
Duration:			Strand: Religious Pract	ices	
Class: B7	Class Siz	ze:	Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how wors three major religions in Gh lessons in the worship in th	ana and apply the moral				
Performance Indicator:	CG 5.3: CG 5.3: CG 6.1:				
Learners can describe the r References: RME Curricu		шР	CC 9.1. CC 9.4. CG 3.2.	CG 3.3. CG 3.3. CG 6.1.	
Keywords: submission, o					
Phase/Duration	Lagrana Astivitias			Resources	
PHASE I: STARTER	Recap with learners previous lesson. Introduce the lesso	Introduce the lesson by sharing the performance			
PHASE 2: NEW LEARNING	In groups, learner place during Christian worship Example: Other Put learners in groups Christian worship Example: To show appreciate	Introduce the lesson by sharing the performance indicators. Through questions and answers, revise with learners the meaning of worship. E.g. worship is the submission to the will of God. Show pictures or video clip of people at worship. In groups, learners to identify activities that take place during Christian worship and report to class. Example: Christianity – Meditation, Bible reading, prayer, singing and dancing, offertory, sermon, communion, baptism, etc Put learners in groups to discuss the purpose of Christian worship			

	Engage learners to discuss the types of Christian
	prayer
	Example:
	Thanksgiving
	Petition
	Prevailing
	Adoration or worship
	Expiation
	Interceding
	Assessment
	8. What is Christian worship?
	9. State four reasons why christians worship God
	I0. What is a prayer?
	11. State and explain four types of Christian prayer.
PHASE 3:	Use peer discussion and effective questioning to find out
REFLECTION	from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

WEEK ENDING:	DAY	r :		Subject: R.M.E		
Duration:	,			Strand: Religious Pract	ices	
Class: B7	Class	s Size:		Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and apply the molessons in the worship in their life.			Indicator: B7 2.1.1.1: Identify the types of worship in the three major religions		rship	Lesson: 2 of 3
Performance Indicator:Core Competencies:Learners can describe the mode of Islamic worshipCC 9.1: CC 9.4: CG 5.2: C			CG 5.3:	CG 5.3: CG 6.1:		
References: RME Curricu	lum Pg.4					
Keywords: submission, c	ongregational					
Phase/Duration	Learners Activit	ties			Reso	urces
PHASE I: STARTER	Recap with lear previous lesson Introduce the lessindicators.	۱.		r understanding in the		
PHASE 2: NEW LEARNING	In groups, lear place during ls Example: Islam genuflections i Qur'anic recita sadaqah, offert	of worshe subning sorvices or vices or	chip. deo clip of p o identify act worship and yyat (intentify ers, the five sermon, glocate	eople at worship.	Pictur etc.	res, wall charts,

	Francis lasurant to unite on the running of the	
	Engage learners to revise on the purpose of the	
	shahadah.	
	Shahadah is an islamic requirement that every muslim	
	must declare his/her faith to serve Allah as the only	
	true God.	
	Example:	
	It enables a Muslim to remain faithful and dedicated to Allah.	
	It testifies to the whole world that the individual is now a true follower of Allah.	
	Call volunteer learners to demonstrate how to	
	perform Salat.	
	Assessment	
	12. State and explain the five pillars of Islam.	
	13. State the importance each of the pillars of Islam.	
	14. Describe how the Salat is performed.	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	

WEEK ENDING:	DA	Y:		Subject: R.M.E		
Duration:	<u>'</u>			Strand: Religious Pract	ices	
Class: B7	Cla	ss Size:		Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how wors three major religions in Gh lessons in the worship in th	ana and apply the i			Identify the types of wor	rship in	Lesson: 3 of 3
Performance Indicator: Learners can describe the r	mode of African Tr	aditional	Religion.	Core Competencies: CC 9.1: CC 9.4: CG 5.2: CP 5.6, DL 5.5: DL 6.4: D		CG 5.3: CG 6.1:
References : RME Curricu	ılum Pg.4			,		
Keywords: submission, o	congregational					
Phase/Duration	Learners Activ	viel o o			Resour	
PHASE I: STARTER		irners to n.		ir understanding in the	Resour	Ces
PHASE 2: NEW LEARNING	In groups, leaplace during vertical Example: Indilibation, sacridancing, incaretc. Learners in g traditional we Example: To express cancestors and example:	arners to worship.	chip. Inission to the deo clip of provided and reports, spirit possion, devotion and mighty.	ligion – offer of ming, singing and session, divination,	Picture etc.	s, wall charts,

	Worship is used as an avenue for the worshippers to seek divine intervention for their problems, etc.
	Engage learners to revise on the types of traditional prayer Example: • Votive prayer • Thanksgiving prayer • Prayer of request • Preventive prayer • Intercessory prayer
	Guide learners to describe the process involved in pouring libation.
	Assessment 4. State three facts about traditional worship. 5. Describe how libation is poured by the traditionalist. 6. State two differences between offering and sacrifice.
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

WEEK ENDING:		DAY:		Subject: R.M.E		
Duration:		ı		Strand: Religious Pra	ctices	
Class: B7		Class Size:		Sub Strand: Worship)	
three major religions in Gh	B7 2.1.1: Explain how worship is performed in the hree major religions in Ghana and apply the moral essons in the worship in their life. B7 2.1.1.1: Identify the types of worship in the three major religions					
Performance Indicator: Learners can describe the r	node of Chri	stian worship		Core Competencies CP 5.6, DL 5.5: DL 6.4:		
References : RME Curricu	ılum Pg.4					
Keywords: submission, o	ongregation	nal				
Phase/Duration	Learners	Activities			Resources	
PHASE I: STARTER	previous	lesson. e the lesson b		r understanding in the		
PHASE 2: NEW LEARNING	In group place due Example prayer, s commun Example • To sho	questions aning of worship is the substitutes or vice stures or vi	chip. Ideo clip of page of identify again worship again, etc. and gratitude avenue to compare to	to God and his commandments.	etc.	

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

WEEK ENDING:	DAY:		Subject: R.M.E		
Duration:	'		Strand: Religious Pract	ices	
Class: B7	Class Size	:	Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how wors three major religions in Gh lessons in the worship in the	ana and apply the moral		Identify the types of wor	Corship in Lesson: 2 of 3	
Performance Indicator: Learners can describe the r	node of Islamic worship		Core Competencies: CC 9.1: CC 9.4: CG 5.2: CP 5.6, DL 5.5: DL 6.4: D		CG 5.3: CG 6.1
References : RME Curricu	ılum Pg.4		· · · · · · · · · · · · · · · · · · ·		
Keywords: submission, c	congregational				
Phase/Duration	Learners Activities			Resour	ces
PHASE I: STARTER			r understanding in the		
PHASE 2: NEW LEARNING		to identify actives, the five sermon, glocetc	ctivities that take d report to class. on), ablution, e pillars of Islam, orification to Allah,	Picture etc.	s, wall charts

	Engage learners to revise on the purpose of the shahadah. Shahadah is an islamic requirement that every muslim must declare his/her faith to serve Allah as the only true God. Example: It enables a Muslim to remain faithful and dedicated to Allah. It testifies to the whole world that the individual is now a true follower of Allah. Call volunteer learners to demonstrate how to perform Salat.	
PHASE 3:	Assessment 1. State and explain the five pillars of Islam. 2. State the importance each of the pillars of Islam. 3. Describe how the Salat is performed. Use peer discussion and effective questioning to find out	
REFLECTION	from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

WEEK ENDING:	DAY:		Subject: R.M.E		
Duration:			Strand: Religious Pract	ices	
Class: B7	Class Siz	ze:	Sub Strand: Worship		
Content Standard: B7 2.1.1: Explain how worst three major religions in Ghalessons in the worship in the	ana and apply the moral		: Identify the types of wo major religions	rship in	Lesson: 3 of 3
Performance Indicator: Learners can describe the n	node of African Traditic	nal Religion.	Core Competencies: CC 9.1: CC 9.4: CG 5.2: CP 5.6, DL 5.5: DL 6.4: D		G 5.3: CG 6.1:
References : RME Curricu	llum Pg.4				
Keywords: submission, c	ongregational				
Phase/Duration	Learners Activities			Resourc	
PHASE I: STARTER			eir understanding in the	Resourc	es
PHASE 2: NEW LEARNING	In groups, learner place during wors Example: Indigence libation, sacrifice,	orship. Jubmission to the video clip of video clip of video stolentify a hip and report ous African Reprayer, drumons, spirit possis to revise the	rt to class. eligion – offer of ming, singing and session, divination,	Pictures etc.	, wall charts,
	ancestors and Goo	l Almighty.	nd reverence to the gods, ser to the object of worship.		

	Worship is used as an avenue for the worshippers to seek divine intervention for their problems, etc.
	Engage learners to revise on the types of traditional prayer
	Example: Votive prayer Thanksgiving prayer
	 Prayer of request Preventive prayer
	Intercessory prayer Guide learners to describe the process involved in
	pouring libation.
	Assessment 7. State three facts about traditional worship. 8. Describe how libation is poured by the traditionalist.
	9. State two differences between offering and sacrifice.
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

WEEK ENDING:	DAY:			Subject: R.M.E			
Duration:				Strand: Religious Pra	ctices		
Class: B7		Class Size:		Sub Strand: Worship)		
Content Standard: B7 2.1.1 Explain how worship is performed in the three major religions in Ghana and apply the moral lessons in the worship in their life.				dentify and explain the	Lesson:		
Performance Indicator: Learners can explain the m	·			Core Competencies CC 9.1: CC 9.4: CG 5.2 CP 5.6, DL 5.5: DL 6.4:	2: CG 5.3: CG 5.3: CG 6.1:		
References : RME Curricu	ılum Pg.5						
Phase/Duration	Learners	Activities			Resources		
PHASE I: STARTER	previous	e the lesson b					
PHASE 2: NEW LEARNING	moral leader E.g., It er it encour it gives continued to the continued to	Through questions and answers, learners identify the			Pictures, wall charts, etc.		
PHASE 3: REFLECTION	from lear	ners what the	ey have learr	questioning to find out nt during the lesson.			

WEEK ENDING:		DAY:		Subject: R.M.E		
Duration:				Strand: Religious Practices		
Class: B7		Class Size:		Sub Strand: Worship)	
three major religions in Ghana and apply the moral lessons in the worship in their life.			Indicator: B7. 2.1.1.4: I of prayer	Explain the significance	Lesson:	
Performance Indicator: Learners can explain the significance of prayer			Core Competencies CC 9.1: CC 9.4: CG 6.			
References : RME Curricu						
Phase/Duration	Learners	Activities			Resources	
PHASE I: STARTER	previous	e the lesson b				
PHASE 2: NEW LEARNING	act of co the obje In group the three discussion Learners perform Learners the three similariti In group prayer in E.g., it is	s to explain to mmunication of worshing to five some skits to explain the thing should come major religions, learners to their daily a command our Creator,	Pictures, wall charts, etc.			
PHASE 3: REFLECTION				questioning to find out nt during the lesson.		

Take feedback from learners and summarize the lesson.

WEEK ENDING:		DAY:		Subject: R.M.E		
Duration:		ı		Strand: Religious Practices		
Class: B7		Class Size:	Sub Strand: Christian and Islamic Religio Songs and Recitations			
religious songs and 1	B7 2.2.1: Analyze and apply the moral values in B7 2.2.1. religious songs and recitations songs and					
Performance Indi	cator: ligious songs and no	n- religious so	ngs	Core Competencies: PL 6.4: CI 6.1: CP 5.1: CP 6.4	· CP 5 6·	
	Curriculum Pg. 25		1163	7 E 0. 1. CF 0.1. CF 0.1. CF 0.1	. 61 3.0.	
	6					
Phase/Duration	Learners Activiti	es			Resources	
PHASE I: STARTER	Recap with learr lesson.	iers to reviev	v their unde	rstanding in the previous		
	Introduce the le	sson by sharii	ng the perfo	rmance indicators.		
PHASE 2: NEW LEARNING	songs. Religious songs - are	n learners to come up with the meaning of religious gs - are music that express the belief of worshippers and their on God or the Supreme being.			Pictures, wall charts, etc.	
	Characteristics • Express religious b • Draw worshippers • Give hope to the l	eeliefs s to God nopeless, etc.		tic of religious songs.		
	religious songs. Example: To Good		·	Christian and Islamic		
		urners to explain non-religious songs. us songs deal with social, political and economic matters. urners to discuss the types of non-religious songs. Hi-life, Hip-life, Reggae, Raga, Rap, etc. rners give some examples of non-religious songs. : odo ye owu, Ghana Mbaa, etc.				
	Example: Hi-life Have learners s					
	religious songs	or not.		nd identify if they are		
PHASE 3: REFLECTION	Use peer discuss learners what th		•	ning to find out from lesson.		
	Take feedback fr	om learners	and summar	ize the lesson.		

WEEK ENDING:		DAY:		Subject: R.M.E			
Duration:		1		Strand: Religious Practices			
Class: B7		Class Size:		Sub Strand: Christi Songs and Recitations		and Islamic Religious	
Content Standard: B7 2.2.1: Analyze and apply the moral values in religious songs and recitations			Indicator: B7 2.2.1.1: Differentiate between religious songs and non- religious songs		Lesson:		
Performance Indicator: Learners can sing religious	songs and no	n- religious so		Core Competencion PL 6.4: CI 6.1: CP 5.1		6.4: CP 5.6:	
Reference: R.M.E Curric	ulum Pg. 25						
Phase/Duration	Learners /					Resources	
PHASE I: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.						
PHASE 2: NEW	Guide lear	ners to distir	nguish betwe	en religious and non	_	Pictures, wall charts,	
LEARNING	religious s	ongs.	J	J		etc.	
	Religious			eligious Song			
	Religious emphasiz God	songs se on Allah o		size on social			
	Express		Songs	are secular in			
	1 1	s of God or		and express			
	Allah			e of people			
	They use	d to worship	_	gratify and			
	God or /	Allan	entert	ain society			
	Assessme	nt					
	State three features of religious songs.						
	State four difference between religious songs and non-religious songs						
PHASE 3:	Use peer discussion and effective questioning to find out						
REFLECTION	from learr	ners what the	y have learn	t during the lesson.			
	Take feed	back from lea	arners and su	ımmarize the lesson.			

WEEK ENDING:	DAY: Subject: R.M.E					
Duration:			Strand: Religious Pract	ices		
Class: B7 Class		ss Size:	Sub Strand: Religious Songs and Recita			
Content Standard: B7 2.2.1 Analyze and apply in religious songs and recita Performance Indicator:	ations	recitations/oral to	onstrate understanding of basic scripture craditions in the Christian religions Core Competencies:			
Learners can recite Christian religious passages or recitations PL 6.4: CI 6.1: CP 5.1: C				6.4: CP 5.6:		
References: R.M.E Curri	culum Pg.8					
Phase/Duration	Learners Activi	ities		Resources		
PHASE I: STARTER	Group learners according to the religion they belong. Have each group sing songs and perform any act of worship of that religion.					
	lesson.					
PHASE 2: NEW LEARNING	Share performance indicators and introduce the lesson. Show real or pictures of songs and recitations from the Bible. Example: Psalm 23 (RSV), Exodus 20 (The Ten Commandments), etc Psalm 121 WILL lift up my eyes to the wind the production of God Interest of the State Stat					
PHASE 3: REFLECTION	from learners v	what they have leari	questioning to find out nt during the lesson.			

WEEK ENDING:	DING: DAY: Subject: R.M.E		Subject: R.M.E					
Duration:		Strand: Religious Practices						
Class: B7 Class Size:		Sub Strand: Religious Songs and Recitations						
in religious songs and recitations recitations/c Performance Indicator:			Demonstrate understanding of basic scripture oral traditions in the Islamic religions Core Competencies:					
Learners can recite Islamic		s or recitations	PL 6.4: Cl 6.1: CP 5.1: CP	⁹ 6.4: CP 5.6:				
References: R.M.E Curric	ulum Pg.8							
Phase/Duration	Learners Activ	vities		Resources				
PHASE I: STARTER			religion they	Resources				
THASE I. STARTER	Group learners according to the religion they belong.							
	Have each group sing songs and perform any act of worship of that religion.							
	Share performance indicators and introduce the lesson.							
PHASE 2: NEW LEARNING	·							
PHASE 3:	from the Qu	In groups learners tell the class some moral lessons from the Quran text.						
REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.							
	Take feedback from learners and summarize the lesson.							

WEEK ENDING:		DAY			Subjects [ME	
					igious Practices		
Class: B7		Size: Sub Strand: R Recitations				eligious Songs and	
Content Standard: B7 2.2.1 Analyze and apply the moral values in religious songs and recitations			Indicator: B7 2.2.1.2: Demonstrate understanding of recitations/oral traditions in the Islamic re			•	
Performance Indicator: Learners can recite traditional religious pas			sages or recitations Core Competer PL 6.4: Cl 6.1: Cl			encies: P 5.1: CP 6.4: CP 5.6:	
References: R.M.E Curri	culum Pg. 8						
Phase/Duration	Learners						Resources
PHASE I: STARTER	Group learners according to the religion they belong. Have each group sing songs and perform any act of worship of that religion.						
	Share performance indicators and introduce the lesson.						
PHASE 2: NEW LEARNING	Show real or pictures of songs and recitations from any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional). "Only a fool tests the depth of a river with both feet". - African Proverb Call learners in turns to sing and recite Traditional myths, riddle or proverbs. Wall charts, wall words, posters, videoclip, etc.						words, posters, video
	from the	In groups, learners tell the class some moral lessons from the myths, riddle or proverbs					
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.						
	Take feedback from learners and summarize the lesson.						

REVISION AND END OF TERM ASSESSMENT

WEEK ENDING:		DAY:		Subject: R.M.E		
Duration:				Strand: Strands treated for the term		
Class: B7	Class Size:		Sub Strand: Sub strands for the term			
Content Standard: Demonstrate knowledge and topics treated so far.	ding in the	Indicator: Recall and sum term.	summarize all what they have learnt within th			
Performance Indicator: Learners can recall and sum term	marize all w	hat they have learnt within the PL 6.4: CI 6.1: CP 5.1				
References: R.M.E Curric	culum Pg. I	to 9				
Phase/Duration	Lagunava	A stivition			Resources	
PHASE I: STARTER	Learners Activities Revise previous lesson with learners using questions and answers.				Resources	
PHASE 2: NEW LEARNING	Engage lethree main Learners of creation Guide leathings creation Engage lethe things Revise win the things I. Write 2. Explain 3. Descrit Christian	de learners to explain the purpose and usefulness of gs created by God age learners to role-play situations to depict some of things God created. ise with learners to identify the types of worship he three major religions. assment Vrite an essay on any one of the Creation Stories. Asplain the usefulness of four created things. The escribe the times and mode of worship in the listian religions. The tate and explain the five daily prayers of Islam			Wall charts, wall words, posters, video clip, etc.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.					

WEEK ENDING: DAY:		Subject: R.M.E				
Duration:				Strand: Strands treated for the term		
Class: B7 Class Size:				Sub Strand: Sub strands for the term		
Content Standard: Demonstrate knowledge and understanding in the topics treated so far. Indicator: Preparation to			wards vacation			
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books. Core Competence PL 6.4: CI 6.1: CP 5.						
References: R.M.E Curri	culum Pg. I	to 9				
Phase/Duration	Learners	Activities	Resources			
PHASE I: STARTER	Ask learners to bring and display all the materials needed for the assessment. Educate them on the consequences of examination mal practice.				Exercise books, pen, pencils, erasers, Answer sheets.	
PHASE 2: NEW LEARNING	Engage learners to arrange themselves properly to sit for the assessment test.				SBA, Assessment Questions and exercise books.	
	Mark lea					
	Fill in lea	rner's SBA bo				
	Distribute learners answer sheets or exercise books for feedback.					