

# PRIMARY 1

## SECTION 1

### GOD, HIS CREATION AND HIS ATTRIBUTES

**General Objectives:** The Pupil will:

1. appreciate creation – humankind and the environment.
2. be aware of the attributes of God.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b> <b>God, the Creator</b>	<p>The pupil will be able to:</p> <p>1.1.1 describe some created things</p> <p>1.1.2 tell who the Creator is.</p> <p>1.1.3 state the attributes of God</p>	<p><b><u>Created Things</u></b></p> <p>Humankind Animals/birds Plants Sky Sea, river, etc</p> <p><b><u>God The Creator:</u></b></p> <p><u>Who is God?</u></p> <ul style="list-style-type: none"> <li>• the Creator of the world</li> <li>• the Creator of humankind</li> <li>• the Creator of the environment( plants , animals, sea)</li> </ul> <p><b><u>Attributes of God:</u></b></p> <p>God is: - Loving - Good - Merciful - Caring - Holy etc.</p>	<p>Take pupils out to explore the environment</p> <p>Discuss the things pupils observed</p> <p>Sing/tell a story on creation.</p> <p>Link lesson on 1.1.1-created things to God the creator using question and answers. Discuss who the Creator is. God is the creator and he created humankind, the world including the environment. Narrate the creation story. (based on 3 main religious) Sing a song on creation where possible.</p> <p><b>NOTE:</b> Point out that, our parents, brothers and sisters and ourselves are gifts from God so we should appreciate and honour them.</p> <p>Discuss the attributes of God with pupils. Narrate a story depicting God's love, mercy and care. Assist pupils to draw moral lessons from the story and show how they can practice them</p>	<p><b>Class Exercise-Oral</b></p> <p>Who created the world?</p> <p>Sing a song on creation.</p> <p><b>Class oral exercise:</b> Mention three things your parents /guardians do for you to show their love. List three attributes of God.</p> <p><b>Expression work:</b> Draw the Garden of Eden showing God and Adam together.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (Cont'd)</b></p> <p><b>God, The Creator</b></p>	<p>1.1.4 state the purpose for creating humankind</p> <p>1.1.5 explain why humankind need to be clean and holy</p> <p>1.1.6 describe ways in which one can keep the body clean and holy</p>	<p><u>Purpose for creating humankind</u></p> <p>- to fellowship and worship God</p> <p><u>Reasons for keeping clean and holy:</u></p> <ul style="list-style-type: none"> <li>• Humankind are created in the image of God</li> <li>• God is holy and clean so we should also be holy and clean</li> <li>• To be able to relate well with God</li> </ul> <p><u>Ways of keeping clean and holy</u></p> <p>Cleanliness:</p> <ul style="list-style-type: none"> <li>• Cleaning the teeth</li> <li>• Cutting the nails and keeping them clean</li> <li>• Washing the hands before and after meals and after using the toilet</li> <li>• Bathing regularly</li> <li>• Washing clothes</li> </ul> <p>Holiness:  <b>Doing good things eg not stealing, not lying, fighting, insulting others</b></p>	<p>Discuss with pupils the purpose for which God created humankind.  Use pictures of the Garden Eden to show how God fellowshiped with Adam in the garden  <b>Note:</b> Point out that, in relating to God we have to lead clean and holy lives by not doing bad and avoiding dirt.</p> <p>Discuss with pupils why humankind should keep clean and holy.  Note that cleanliness is next to Godliness  Again It is only when we stay clean and holy that we can enjoy fellowship with God.  Teacher to teach a rhyme or song on the need for cleanliness and holiness.</p> <p>Let volunteers demonstrate how they clean their teeth, wash their hands and bath.  Demonstrate the proper way of cleaning the teeth, washing of hands and bathing.  NOTE: Add that, in addition to cleaning the physical body, we should also keep ourselves holy by not doing the following: stealing, telling lies, fighting etc such things defile the body.  Our bodies are God's temple so we should keep them clean and holy</p>	<p>Give two reasons why we should care for our bodies</p> <p>Inspect pupils' finger nails and uniform</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>The Environment of God's Creation</b></p>	<p>The pupil will be able to:</p> <p>1.2.1 explain the need to have a clean and safe environment</p>	<p><u>The Need for a safe and clean environment:</u></p> <p>-To enjoy God's creation -</p> <ul style="list-style-type: none"> <li>• Trees for shade and rainfall</li> <li>• To enjoy good health</li> <li>• To use plants for medicinal purposes</li> <li>• To take care of the environment, so that we can plant and farm.</li> <li>• To take care of rivers, so that we can get clean water and fish.</li> <li>• To take care of the air, so that we</li> <li>• can breathe fresh air.</li> </ul>	<p>Review lesson on created things- (SRN 1.1.1)</p> <p>These include the air, the earth, the rivers, lakes, the sea, plants and animals.</p> <p>Discuss the reasons for keeping the environment safe and clean.</p> <p><b>NOTE:</b> These things are for our use and those yet unborn. So we should take good care of them (environment)</p> <p>Stress the moral values in taking good care of the natural environment. i.e. concern for all living things, love nature, respect for self and others, cleanliness,</p>	<p><b>Class Exercise:</b></p> <p>State two reasons why we should keep the environment clean and safe.</p> <p>State two moral values in taking good care of the natural environment.</p>

# PRIMARY 1

## SECTION 2

### THE FAMILY AND THE COMMUNITY

**General Objectives:** The pupil will:

1. recognize the role of the family and the community in the spiritual and moral upbringing of their members.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>The Family</b>	The pupil will be able to:  2.1.1 identify the role of the family in the spiritual and moral up bringing of its members	<u>Role of Family Members:</u> Father – spiritual head and leads family members in prayers Mother – assists father in promoting spiritual and moral growth Father and Mother –guide and train children (moral up bringing). Provide emotional support to members. Siblings – obey and respect other members of the family.	Review lesson on the family by asking pupils to mention the different members of their family. Discuss the roles of the various members in their spiritual and moral up bringing. Guide pupils to role-play a family having their morning/evening prayers.  NOTE: Stress the sense of belongness and Commitment to the family.	<b>Home work:</b>  Ask the names of your relatives and report to class.  Draw two members of your family.
<b>UNIT 2</b>  <b>The Community</b>	2.2.1 explain the role of the community in the spiritual and moral up bringing of its members	<u>Role of The Community.</u> -Provides places of worship - Prescribes the moral/ values of the community -Prescribes sanctions for wrong behaviour -Assists with the spiritual and moral up bringing of members etc	Pupils to mention some of the people who live in their community. Discuss the role of the community in the spiritual and moral up bringing of its members. Pupils to roe-play scenarios depicting the various roles of community members.	<b>Oral excise:</b> Mention three people in your community and say what they do.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>Personal Safety In The Community</b></p>	<p>The pupil will be able to:</p> <p>2.3.1. identify people in the community who are likely to harm them</p>	<p><b><u>People Who Are Likely to Harm Children in the Community</u></b></p> <p>-strangers          -people with suspicious character ie people who take advantage of children by giving them gifts like sweets, and money in order to be friend them and to harm later on etc</p>	<p>Discuss the people in the community who are likely to harm children.          Teacher to narrate a story about a child who was lured with sweets by a young man and later raped child.</p> <p><b>NOTE:</b> Stress need for children report to their parents and any adult about cases of molestation or harm.          Teacher to point out to pupils that even some people who may be related to the family, or may live in the same house or same compound with the child /pupil, can also harm them. They should therefore, not be alone with people who are not their parents, brothers, sisters, etc. They should not be alone in a room of people they do not trust.</p>	<p><b>Class Exercise:</b></p> <p>Identify three things strangers can do to win their confidence in order to be friend them.</p> <p>State the reasons why you should tell your parents all cases where you are molested by someone.</p>

# PRIMARY 1

## SECTION 3

### THE FAMILY, AUTHORITY AND OBEDIENCE

**General Objective:** The pupil will:

1. understand the role of the family in character formation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>The Role Of Parents</b>	<p>The pupil will be able to:</p> <p>3.1.1 mention what his/her parents do for him/her.</p> <p>3.1.2 describe behaviour patterns their parents approve of.</p>	<p><u>Duties of Parents:</u> Provision of: food, clothing, shelter, education, character training, etc.</p> <p><u>Expectations of Parents in Character Training of Children:</u> Parents are responsible for moulding the character of their children.</p> <ul style="list-style-type: none"> <li>▪ They correct children when they go wrong.</li> <li>▪ Show them how to do a variety of things</li> <li>▪ Tell them what is wrong and what is right etc.</li> </ul>	<p>Pupils to role play a typical family scene depicting the roles played by each member.</p> <p>Discuss the role play to bring out the exact roles played by parents.</p> <p>Discuss with pupils acceptable behaviour patterns their parents would approve off.</p> <p>Pupils in small groups to discuss and present the things they do that their parents disapprove/ frown on. They should mention specific occasions when parents approved of what they did, and occasions when parents showed disapproval.</p>	<p>Mention three duties of your parents in the home.</p> <p>Mention three things that your parents would like you to do and three things they would not like you to do.</p> <p>. Why do your parents</p> <ul style="list-style-type: none"> <li>- approve certain behaviours</li> <li>- disapprove of certain behaviours</li> </ul>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>Relationship with Parents</b></p>	<p>The pupil will be able to:</p> <p>3.2.1 state some expected qualities that will promote good relationship with parents</p>	<p><u>Some Expected qualities that will promote good relationship with parents</u></p> <p>Obedience to their parents: listening carefully when parents are talking to them, taking the advice of parents, etc.</p> <p>Showing courtesy Saying "Thank you" when parents do something good for them, etc.</p> <p>Performing household chores e.g. sweeping, fetching water, running errands, etc. Showing respect, love and care for parents, etc.</p>	<p>Pupils to discuss the expected qualities that will promote good relationship with parents.</p> <p>Role –play ways of showing obedience, respect, care, courtesy to parents</p> <p>Tell stories of good children who were rewarded by their parents.</p>	<p><b>Class Exercise:</b> Mention three qualities of the child in the home.</p>

# PRIMARY 1

## SECTION 4

### RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS

**General Objectives:** The pupil will:

1. be aware of the three main religions in Ghana and their mode of worship.
2. appreciate the importance of religious practices.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>Christian, Islamic and African Traditional Religion</b></p>	<p>The pupil will be able to:</p> <p>4.1.1 name the three main religions in Ghana.</p> <p>4.1.2 describe the modes of worship of the three main religions.</p>	<p><u>The Three Main Religions:</u></p> <ol style="list-style-type: none"> <li>1. Christianity</li> <li>2. Islam</li> <li>3. Traditional Religion</li> </ol> <p><u>Modes of Worship:</u></p> <p><b>Christian</b> - Prayer, drumming, singing, clapping, dancing, preaching/teaching, offertory, Bible studies, etc.</p> <p><b>Islam:</b> - Prayer, preaching, recitation, glorification, etc.</p> <p><b>Traditional:</b> - Prayer, libation, sacrifice, drumming, singing, dancing, etc.</p>	<p>Through questions and answers, let pupils come out with the various religions in their communities</p> <p>Discuss the three main religions</p> <p>Group pupils according to their religions to discuss the activities that go on during Worship.</p> <p>Pupils to share the activities they enjoy most during worship.</p> <p>Teacher to teach pupils some simple songs /recitations used by the three religions.</p> <p><b>Note:</b> Resource persons could be called in to assist.</p>	<p>Mention the three main religions in Ghana.</p> <p>Sing some Christian and Traditional Religious songs</p> <p>Recite some simple verses from the Qur'an and Bible.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>Importance of Religious Practices</b>	<p>The pupil will be able to:</p> <p>4.2.1 explain the importance of some religious practices.</p>	<p><u>Importance of some religious practices:</u></p> <ul style="list-style-type: none"> <li>• Prayer – acknowledges that there is God, a way of talking with God, strengthens fellowship dependence on God, etc.</li> <li>• Songs: give moral instructions, comfort, encouragement, way of worship, etc.</li> <li>• Recitations: broaden thinking ability, promotes retention of scriptures etc</li> <li>• Offering/ Alms – sign of obedience to God, demonstrate kindness to others etc</li> </ul>	<p>Lead a class discussion on the importance of the religious practices under content.</p> <p>Pupils to learn some simple prayers e.g. the Lord's Prayer, Al-Fatiha, etc. and discuss</p>	<p><b>Class Exercise:</b></p> <p>a. Recite</p> <ol style="list-style-type: none"> <li>i. the Lord's Prayer</li> <li>ii. Al-Fatiha</li> <li>iii. A simple Traditional Prayer</li> </ol> <p>b. State 4 importance of some religious practices.</p>

# PRIMARY 1

## SECTION 5

### THE BIRTH OF THE LEADERS OF THE THREE MAIN RELIGIONS

**General Objectives:** The pupil will:

1. be aware of the birth stories of Jesus Christ, the Holy Prophet Muhammad (S.A.W) and an A.T.R Leader.
2. know the virtues of the leaders of the religions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>The Birth of:</b>  <b>A. Jesus Christ</b>  <b>B. The Holy Prophet Muhammad (S.A.W)</b>  <b>C. An ATR Leader</b></p>	<p>The pupil will be able to:</p> <p>5.1.1 tell the story of the birth of  a. Jesus Christ  b. The Holy Prophet Muhammad (S.A.W)  c. An ATR Leader</p> <p>5.1.2 mention some virtues of each of the leaders.</p>	<p><b>The story of the birth of:</b>  a. Jesus Christ  b. The Holy Prophet Muhammad (S.A.W)  c. An ATR Leader  e.g. Okomfo Anokye</p> <p><b><u>Virtues of the leaders</u></b>  <b>Jesus:</b>  Chaste, humble, obedient, caring, loving, compassionate etc</p> <p><b>Muhammad:</b>  Humble, loving, caring, hardworking, compassionate etc.</p>	<p>Using pictures, tell the stories of the birth of:  a. Jesus Christ  b. The Holy Prophet Muhammad (S.A.W)  c. An ATR Leader in the local community. e.g. Okomfo Anokye</p> <p>Guide pupils to role-play the birth of one of the religious leaders.</p> <p>Discuss the role-play and explain the significance or reasons for their birth.</p> <p>Discuss with pupils the virtues of the three leaders.</p>	<p><b>Expression Work:</b>  Draw aspects of the role-play of the birth of the leaders.</p> <p><b>Class Exercise:</b>  Pupils to say the common virtues of the leaders.</p>

# PRIMARY 2

## SECTION 1

### GOD, HUMANKIND AND THE ENVIRONMENT

**General Objectives:** The pupil will:

1. understand the purpose of creation.
2. appreciate God as sustainer of life.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b> <b>Purpose of God's Creation</b> <b>Plants and animals</b>	The pupil will be able to: 1.1. 1 explain the purpose for creating plants and animals.	<b><u>The purpose for creating Plants and animals</u></b> Plants: - to beautiful our environment to serve as food. for furniture for shelter, etc  Animals: - as friends for our use as food for clothing for shoes, bags, belts, etc	Review lesson on creation. Ask pupils to mention created things.  Discuss the purpose and usefulness of animals and plants.  Take pupils to explore the environment to observe plants, flowers and animals.  Pupils to draw the plants and animals.	
<b>UNIT 2</b> <b>Caring for God's Creation</b> <b>-Human Body</b>	1.2.1 explain the need for cleanliness in religious practices	<b><u>Need for Cleanliness</u></b> Our bodies are the temple of God and should be kept clean since God is clean and holy. To avoid diseases and epidemics for healthy living. To avoid sin-doing bad things etc	Discuss the need for cleanliness in religious practices Pupils to role-play two scenarios depicting a clean environment that promotes a healthy interaction with God and one which is dirty and unacceptable to God	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>Attribute of God as sustainer of Life</b></p>	<p>The pupil will be able to:</p> <p>1.3.1 explain why God is the sustainer of life.</p>	<p><u>God as the sustainer of Life:</u>  God is the:  giver of life  protector of life  giver of rain  giver of light  provider of needs, etc.</p>	<p>Discuss the attributes which make God the sustainer of life as in content</p> <p>Note: explain that, God as a sustainer of life is caring, generous, selfless, impartial etc</p> <p>Therefore we should also demonstrate these attributes because we are made in His image</p>	<p>State two moral values that you like best in God's attribute as Sustainer of life</p>

# PRIMARY 2

## SECTION 2

### THE FAMILY'S COMMITMENT TO RELIGIONS

**General Objectives:** The pupil will:

1. appreciate the need for commitment by the family to religion.
2. be aware of the need for tolerance of other religions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>The Religious Family</b></p>	<p>The pupil will be able to:</p> <p>2.1.1 mention some of the things their parents do to show their commitment to God</p> <p>2.1.2 explain the need for Commitment to God</p> <p>2.1.3. give reasons why he/she should play with children from families of different religions</p>	<p><u>Commitment To God:</u></p> <p>-Family Devotions/Prayers -Attending religious programmes, prayer service, participate in rituals e.g. libation, ablution, etc -Religious ceremonies e.g. outdoorings, naming ceremonies, marriages, etc</p> <p><u>Need for Commitment to God:</u> Brings you close to God Makes you responsible Shows your seriousness to life, etc</p> <p><u>Reasons:</u></p> <ul style="list-style-type: none"> <li>▪ Foster unity and peaceful co-existence.</li> <li>▪ Broaden the range of friendships. To get to know all people very well.</li> </ul>	<p>Discuss some of the things their parents do to show their commitment to God.</p> <p>Discuss the need for commitment to God.</p> <p>Put pupils into a mix group of the three religions. Let each group discuss and present the need to play with children of other religious background. NOTE: Encourage them to respect, accept and play with children from different religious families.</p>	<p>Mention three things that your parents do to show their commitment to God.</p> <p>Give three reasons for commitment to one's religion.</p> <p>Mention three things they can do to show that they respect and accept members of other religions.</p> <p>Give three reasons for tolerating other religions.</p>

# PRIMARY 2

## SECTION 3

### THE FAMILY, AUTHORITY AND OBEDIENCE

**General Objective:** The pupil will:

1. recognise the role of the family in character formation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Role of Parents and Children</b>	<p>The pupil will be able to:</p> <p>3.1.1 describe how their parents help to mould their character.</p> <p>3.1.2 identify specific roles he/she play in the home towards his/her character formation.</p>	<p><u>Role of Parents in Character Formation:</u> Give directions and advice to children on their daily activities. Determine acceptable/unacceptable behaviour Reward/ reprimand specific behaviour etc</p> <p><u>The Role of Children in their Character Formation:</u> Obedient, respectful, responsible, hardwork, accept corrections, etc.</p>	<p>Discuss with pupils the role of parents in character formation.</p> <p>Discuss what part they will play in their character formation. Pupils to role-play a family scene where children play their roles in the home.</p>	<p>State three things parents do for their children in their character formation.</p> <p>Identify three things that children should do towards their character formation.</p>
<b>UNIT 2</b>  <b>Parent – Child Relationship</b>	<p>3.2.1 explain how to live in harmony with their parents.</p>	<p><u>Harmonious Relationship:</u></p> <ul style="list-style-type: none"> <li>- respecting parents,</li> <li>- being obedient,</li> <li>- showing love</li> <li>- running errands/performing household chores,</li> <li>- being at peace with every body, not fighting, etc.</li> </ul>	<p>Randomly call pupils to tell class how their family live in harmony. Discuss pupils' responses. Pupils to roe-play a harmonious living at home.</p>	<p>Mention three things they can do to ensure peace in the home.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (Cont'd)</b>  <b>Parent – Child Relationship</b>	The pupil will be able to:  3.2.2 explain how parents can promote harmonious living.	<b>Harmonious Relationship:</b> -making room for children to express their opinion on issues while maintaining respect for parents -allow children to participate in decision making processes -encouraging children to make sacrifices when necessary -encourage children to discuss their problems with parents for assistance and solutions.	Discuss how parents can promote harmonious living in the home.  Ask pupils to tell class their expectations of their parents in the promotion of harmonious living in the home.  Discuss why they should share their problems with parents.	Give two reasons for telling parents their problems in order to get parental advice.

# PRIMARY 2

## SECTION 4

### RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS

**General Objective:** The pupil will:

1. appreciate the importance of prayer and songs in religious worship.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Worship</b>	The pupil will be able to:  4.1.1 explain the need to pray and worship God.	<u>The Need to Pray and Worship God:</u> - because God is our Creator, all loving, all powerful and deserves worship. - helps us to focus on the things God wants us to do, etc.  <u>The Need to Pray to God Daily:</u> To confess our sins To ask for forgiveness To give thanks for his mercies To ask for our needs.	Class discussion on the need to pray and worship God daily. Discuss when and where the various religious groups worship.	Give three reasons why we worship God.  Identify four importance of prayer in the life of children.
<b>UNIT 2</b>  <b>Songs/Recitations</b>	4.2.1 sing songs and recite religious verses from the three main religions	<u>Religious Songs/Recitations</u>  <u>Moral Implications of Religious Practices:</u> e.g. To reinforce our love for God, for our families and our friends, etc.	Teach pupils some simple songs used in Christian and Traditional worship. Pupils learn simple verses from the Qur'an and Bible. <b>NOTE:</b> Point out the values in the songs and verses.	Give two values in a given religious songs or verse.



# PRIMARY 2

## SECTION 5

### THE EARLY LIFE OF THE LEADERS OF THE THREE MAIN RELIGIONS

**General Objectives:** The pupil will:

1. know the relevance of the early life of Jesus Christ, the Holy Prophet Muhammed (S.A.W) and an ATR leader.
2. appreciate the virtues of leaders.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>The Early Life of: Jesus Christ</b> <b>The Holy Prophet Muhammad (S.A.W)</b> <b>Okomfo Anokye</b>	<p>The pupil will be able to:</p> <p>5.1.1 tell the early life of the leaders of the three religions</p> <p>5.1.2 identify the virtues of the leaders of the three religions</p>	<p><b><u>The Early life of the Leaders of the three Religions:</u></b></p> <p><b>A. Jesus Christ:</b></p> <ul style="list-style-type: none"> <li>-Helped his father in his carpentry trade</li> <li>- At the age 12 he taught and explained the scriptures in the temple</li> <li>- He went about preaching and healing people. Etc</li> <li>-</li> </ul> <p><b>B. The Holy Prophet Muhammad (S.A.W)</b></p> <ul style="list-style-type: none"> <li>-how he earned the titles, “truthful” “trustworthiness”</li> <li>-his journey to Syria with his uncle at the age of 12 and his encounter with the Jewish monk.</li> <li>-the placing of the stone in the Kaba.</li> </ul> <p><b>C ATL leader eg Okomfo Anokye :</b></p> <p><b><u>Virtues of the Leaders</u></b></p> <p>Courageous, Perseverance, Endurance, Truthfulness, Knowledgeable, Diligence, Modesty, Commitment, Obedience, Truthfulness, Humility, Trustworthiness, Selflessness, etc.</p>	<p>Discuss the early life of:</p> <ol style="list-style-type: none"> <li>a. Jesus Christ</li> <li>b. The Holy Prophet Muhammad (S.A.W)</li> <li>c. Any Traditional Leader eg Okomfo Anokye</li> </ol> <p>Discuss the virtues of the leaders.</p> <p>Role –play some aspects of any one of the leaders.</p> <p>Discuss the role-play stressing the virtues exhibited.</p>	<p><b>Class Exercise:</b></p> <ol style="list-style-type: none"> <li>1. Narrate the story of the early life of any one religious leader.</li> </ol> <p>Identify the virtues of the religious leaders that you would like to emulate.</p>

# PRIMARY 2

## SECTION 6

### RELIGIOUS FESTIVALS

**General Objectives:** The pupil will:

1. appreciate Christian, Islamic and Traditional Religious Festivals
2. be aware of the moral implications of the religious festivals.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>Religious Festivals</b></p>	<p>The pupil will be able to:</p> <p>6.1.describe the religious festivals of the three main religions in Ghana</p> <p>6.1.2 tell the importance of the religious festivals.</p>	<p><u>Main Religious Festivals:</u></p> <p><u>Christian</u></p> <ul style="list-style-type: none"> <li>▪ Christmas, Easter, etc</li> <li>▪ <u>Islamic</u></li> <li>▪ Eid-ul-Fitr</li> <li>▪ Eid-ul, Adha, etc</li> </ul> <p><u>ATR</u></p> <ul style="list-style-type: none"> <li>▪ Odwira</li> <li>▪ Adae</li> <li>▪ Damba</li> <li>▪ Homowo</li> <li>▪ Hogbetsotso</li> <li>▪ Kundum, etc.</li> </ul> <p><u>Importance of festivals:</u></p> <ul style="list-style-type: none"> <li>▪ Recount of historical events.</li> <li>▪ Preservation of cultural heritages, purification rites, etc.</li> <li>▪ Showing gratitude to God and other deities.</li> <li>▪ Sharing</li> <li>▪ Unity</li> <li>▪ Reconciliation, etc.</li> </ul>	<p>:</p> <p>Pupils to brainstorm and come out with the various religious festivals.</p> <p>Class discussion on the celebrations of the festivals.</p> <p>Discuss the importance of each festival.</p> <p>Role-play an aspect of a named festival, paying attention to the moral values in it.</p> <p>Class discussion of role-play.</p>	<p><b>Class exercise:</b></p> <p>Mention the months in which the various festivals are celebrated.</p> <p>Pupils to describe any one of the festivals.</p> <p>State the importance of the religious festivals</p>

# PRIMARY 3

## SECTION 1

### GOD AND HIS CREATION

**General Objectives:** The pupil will:

1. appreciate all humankind.
2. appreciate their bodies and their environment.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>Humankind</b></p>	<p>The pupil will be able to:</p> <p>1.1.1 explain the need for good relationship among people from different ethnic groups</p> <p>1.1.2 describe how people of different ethnic background can live peacefully with each other.</p>	<p><u>God Relationship Among Different Ethnic Groups</u></p> <p>There are difference among people, Akans, Ewes, Gas, Dagombas, etc. especially in terms of language. There are also a lot of similarities which unite the people of Ghana. Each ethnic group must respect the other because they are all God's creation.</p> <p><b>How To Live Peacefully with Different People:</b> -Love each other just as God Loves us -respect each other -understand and tolerate each other -avoid undue criticism etc</p>	<p>Through questions and answers let pupils mention ethnic group members in their neighbourhood.</p> <p>Discuss how ethnic groups in their neighbourhood relate to each other.</p> <p>Organize an 'Ethnic Day' in the class.</p> <p>Discuss the day and highlight how the different groups should live peacefully</p>	<p>Explain how we can maintain good relationship with other people.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (Cont'd)</b></p> <p><b>Humankind</b></p>	<p>The pupil will be able to:</p> <p>1.1.3 explain the need for both boys and girls to respect each other.</p>	<p>Both males and females are creations of God and must respect and appreciate each other. A society cannot be made up of boys only or girls only. Boys and girls can be friends.</p>	<p>Discuss the need for both boys and girls to respect and appreciate each other.</p> <p>Demonstrate how boys and girls can respect each other e.g tolerate each others views, be kind and loving to each other, show empathy, helping each other. <b>Note:</b> Stress the need for boys to desist from bullying girls.</p>	<p>Give two reasons why boys and girls should respect each other.</p>
<p><b>UNIT 2</b></p> <p><b>Caring for God's Creation - Plants and Animals</b></p>	<p>1.2.1 explain the need to be kind to animals.</p> <p>1.2.2 state how plants and animals contribute to a healthy environment.</p>	<p><u>Reasons for Being kind to Animals</u></p> <ul style="list-style-type: none"> <li>▪ they are God's creation</li> <li>▪ good companions</li> <li>▪ provide security and protection, etc</li> </ul> <p><u>Plants:</u> beautify the environment, provide oxygen, absorb carbon dioxide, roots of plants check erosion by holding the soil firmly, etc.</p> <p><u>Animals:</u> manure the soil, disperse seeds, control growth of vegetation by grazing, etc.</p>	<p>Review the importance of plants and animals. Discuss why we should be kind to animals.</p> <p>Discuss how plants help to provide a clean and healthy environment (You can set up an experiment to show how plants absorb carbon dioxide, etc). Take pupils out to see how the roots of plants hold the soil. Discuss how animals manure the soil and control vegetation growth.</p>	<p>Mention names of some animals people use as pets. Give two importance of</p> <ol style="list-style-type: none"> <li>a. plants</li> <li>b. animals</li> </ol> <p>1. state three cruel things people do to animals and three kind things people should do for animals.</p> <p>2. Give two reasons why we should be kind to animals.</p> <p>Mention two ways by which:</p> <ol style="list-style-type: none"> <li>a. plants</li> <li>b. animals</li> </ol> <p>contribute to a healthy environment.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>Caring for the Environment</b></p>	<p>The pupil will be able to:</p> <p>1.3.1 explain the importance of the environment</p> <p>1.3.2 explain how people destroy the environment.</p> <p>1.3.3 suggest what can be done to keep the environment clean and healthy.</p>	<p><u>Importance of the Environment:</u></p> <ul style="list-style-type: none"> <li>▪ Land for farming, mining, building, homes and factories.</li> <li>▪ The atmosphere: provides air, rain, sunshine, etc.</li> <li>▪ Seas and rivers: provide fish, water ways for transportation, water for household use, etc.</li> </ul> <p><u>Environmental Degradation:</u></p> <ul style="list-style-type: none"> <li>▪ Throwing waste papers and plastic bags around, burning of rubbish, urinating at wrong places, defecating at wrong places, cutting down trees, illegal mining, etc.</li> </ul> <p><u>Keeping the Environment Clean and Healthy:</u></p> <p>- Avoid burning rubbish unnecessarily in order to keep the air clean and fresh.</p> <ul style="list-style-type: none"> <li>▪ Avoid throwing garbage in the streets and other places i.e. throwing away empty plastic bags in streets, gutters, pathways, etc.</li> <li>▪ Put garbage in garbage bins etc.</li> <li>▪ Plant trees</li> <li>▪ Construct drains for waste water,</li> <li>▪ Watering flowers, weeding around their homes, etc.</li> </ul>	<p>Review the lesson on what makes the environment</p> <p>Discuss the various ways in which the atmosphere, the land, the sea and rivers etc, are important to us.</p> <p>Pupils to brainstorm on how the environment is degraded. Discuss pupils' responses and bring out the important points.</p> <p>Put pupils into groups to discuss and report: a) on ways we can protect the environment. b) ways we can of keeping the school compound clean and beautiful C. prepare a roster for cleaning the classroom.</p>	<p><b>Class Exercise:</b></p> <p>State two aspects of the environment that are of great importance to you and why?</p> <p>Describe three ways through which we destroy the environment.</p> <p>Mention three things they can do to maintain a healthy environment.</p>

# PRIMARY 3

## SECTION 2

### COMMITMENT TO GOD

**General Objectives:** The pupil will:

1. be aware of God's promises to humankind.
2. appreciate the need for humankind to appropriate God's promises.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b> <b>God's Promises to Humankind</b>	<p>The pupil will be able to:</p> <p>2.1.1 Describe some of God's promises to humankind.</p> <p>2.1.2 narrate stories of God's promises to people in the Holy Scriptures and Oral Traditions.</p> <p>2.1.3 tell the moral lessons they learnt about God in His promises to people.</p>	<p><u>God's Promises to humankind in the:</u></p> <p>a. Bible e.g. Ask and it shall be given unto you Mathew 7:7</p> <p>b. Holy Qur'an call on Me, I shall respond unto thee Q. 40:60</p> <p>c. Oral Tradition e.g. "Aboa a onni dua no, Onyame na opra ne ho" which means it is God who protects the tail-less animal.</p> <p><u>God Promises People:</u></p> <p>Abraham and Noah (Bible and Qur'an) (Gen. 6,7,9 and 12) ( Qur'an 2:124)</p> <p><u>Moral Lessons from God's Promises:</u> Honesty, faithfulness, reliability, dependability, trustful, truthful, etc.</p>	<p>Guide pupils to identify the promises of God from their holy books.</p> <p>Pupils to learn/memorise some verses in the Holy Scriptures and Traditional sayings about God's promises to humankind.</p> <p>Discuss these promises and sayings to humankind.</p> <p>Let pupils read from their holy books some stories of God's promises <b>Or</b> teacher should narrate some of the stories to pupils. Discuss the stories for pupils to get insight into God's Promises and their fulfillment. NOTE: Encourage pupils to believe and appropriate God's promises Discuss the moral lessons from God's Promises to people. NOTE: Teacher to encourage people to fulfill promises that they make.</p>	<p>Mention two promises of God and one Traditional saying.</p> <p>a. Mention two instances where God called people and made promises. b. State how these promises were fulfilled.</p> <p>Mention two moral lessons you have learnt from God's Promises to people.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>Humankind's Response to God's Promises</b></p>	<p>The pupil will be able to:</p> <p>2.2.1 describe humankind's response to God's promises in the:</p> <p>a. Bible b. Holy Qur'an c. Oral Tradition</p> <p>2.2.2 suggest the moral lessons he/she will derive from the responses of individuals to God's Promises.</p>	<p><u>Humankind's response to God's Promises:</u> Bible and Qur'an: e.g. Abraham and Noah's responses to God's promises.</p> <p><u>Moral Lessons from Individual's Responses to God's Promises.</u> Faith, Obedience, respect, trust, commitment, perseverance, reliable, etc.</p>	<p>Discuss how individuals responded to God's promises e.g. Abraham and Noah</p> <p>Discuss the moral lessons drawn from the individuals responses to God's Promises. Pupils to share ideas of how they will practise these moral values in their lives.</p>	<p>Explain how Abraham and Noah responded to God's promises.</p> <p>State two moral lessons you have learnt from individual's response to God's Promises.</p>

# PRIMARY 3

## SECTION 3

### THE FAMILY, AUTHORITY AND OBEDIENCE

**General Objective:** The pupil will:

1. recognize the role of other family members in character formation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Relationship with Other Family Members</b>	<p>The pupil will be able to:</p> <p>3.1.1 mention ways in which other family members help to mould his/her character.</p> <p>3.1.2 explain what he/she will do to live in harmony with other family members.</p> <p>3.1.3 explain the need to live in harmony with other family members.</p>	<p><u>The Role of other Family Members in Character Formation:</u> Grandparents, uncles, aunts etc.</p> <ul style="list-style-type: none"> <li>▪ Give advice, counsel, correct, feed, provide shelter, comfort, basic needs, etc.</li> </ul> <p><u>Things to do to Promote Harmony with other Family Members:</u> Respectful, obedient, sober, sensitive, caring, patient, tolerant, selfless, serviceable etc.</p> <p><u>The Need to Live in Harmony with other Family Members:</u></p> <ul style="list-style-type: none"> <li>▪ ensure proper character formation.</li> <li>▪ ensure progress in the family</li> <li>▪ ensure provision of basic needs e.g. food, shelter, school fees etc.</li> </ul>	<p>Discuss the roles of grandparents, uncles, aunts etc. in moulding their characters in the family. Guide pupils to role-play the roles grandparents, uncles, aunts mould their character</p> <p>Put pupils into groups to discuss some of the things children should do to promote harmony with other family members.</p> <p>Lead a class discussion on the need to live in harmony with other family members.</p>	<p><b>Home Work</b> Pupils to find out from extended family members their role in character formation of children in the family.</p> <p>Mention four things that you will do to promote harmony with other family members.</p> <p>Give two reasons for the need to live in harmony with other family members.</p>



# PRIMARY 3

## SECTION 4

### RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS

**General Objectives:** The pupil will:

1. understand the need to study and be familiar with the scriptures and oral traditions.
2. be aware of the moral values in the sacred scriptures and oral Traditions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Study of Sacred Scriptures and Oral Traditions</b>	The pupil will be able to:  4.1.1 describe the sacred scriptures /oral traditional teachings of the three main religions in Ghana.	<u>Introduction to:</u> a. The Bible <ul style="list-style-type: none"> <li>• Holy Book of Christians Has two sections i.e Old and New Testaments</li> <li>▪ Old Testament talks about creation and history of Israel.</li> <li>▪ New Testament talks about the birth and life of Christ and the beginning of Christianity.</li> </ul> b. The Holy Qur'an <ul style="list-style-type: none"> <li>• Holy Book of Muslims</li> <li>• Revealed by Allah to the Holy Prophet Muhammad (S.A.W)</li> <li>• Revealed for a period of approximately 23 years.</li> <li>• Made up of Makkan and Madinan chapters (surahs)</li> <li>• Made up of 114 chapters (surahs)</li> </ul>	Using the holy books and oral narrations discuss with pupils the sacred scriptures of : <ol style="list-style-type: none"> <li>a. Christians</li> <li>b. Muslims</li> <li>c. Traditional religious worshippers.</li> </ol>	<b>Class Exercise</b>  Describe: <ol style="list-style-type: none"> <li>a. Sacred scriptures of Christians and Muslims</li> <li>b. Oral Traditional teachings.</li> </ol>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (Cont'd)</b>  <b>Study of Sacred Scriptures and Oral Traditions</b>	<p>The pupil will be able to:</p> <p>4.1.2 explain the moral importance of the sacred scriptures and oral tradition.</p>	<p>c. Traditional</p> <ul style="list-style-type: none"> <li>• The religion that came through our ancestors</li> <li>• Carried over orally from one generation to another.</li> <li>• Explain the religious practices of various African people and their relationship to the Supreme Being and other deities.</li> </ul> <p><u>The importance of :</u></p> <ol style="list-style-type: none"> <li>a. The Bible</li> <li>b. The Holy Qur'an</li> <li>c. Oral Traditional teachings</li> </ol> <p>lead us to God inspire us advise, encourage, direct us, etc. wise sayings give us wisdom, etc</p>	<p>Discuss the importance of the sacred scriptures and oral sacred teachings of the three main religions in Ghana.</p> <p>Put pupils into groups and guide to identify some passages and verses from the sacred scriptures and wise sayings and learn them</p> <p>Pupils to quote some of the scriptures and wise sayings. Discuss the moral values in the scripture.</p>	<p>Pupils to learn and recite more scriptures.</p>

# PRIMARY 3

## SECTION 5

### THE MINISTRY OF THE LEADERS OF THE THREE MAIN RELIGIONS

**General Objectives:** The pupil will:

1. be able to narrate the story of the ministry of Jesus Christ, The Holy Prophet Muhammad (S.A.W) and an ATR Leader.
2. appreciate the moral lessons that can be learnt from their ministries.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>The Ministry of: Jesus Christ The Holy Prophet Muhammad (S.A.W) An ATR Leader</b></p>	<p>The pupil will be able to:</p> <p>5.1.1 narrate the story of the ministry of the three religious leaders.</p>	<p><u>The ministry of:</u></p> <p><b>a. Jesus Christ</b> Started his ministry at age 30 Went thro' temptation Went about teaching/preaching/healing e.g. Lepers Performed miracles e.g. feeding of the 5000 Spoke in parables e.g. the prodigal son</p> <p><b>b. The Holy Prophet Muhammad (S.A.W)</b></p> <ul style="list-style-type: none"> <li>• Started his ministry at age 40</li> <li>• Had an encounter with angel Jibril (Gabriel) in Cave Hira</li> <li>• Miracle of the Holy Qur'an</li> <li>• Went about teaching/preaching</li> <li>• His journey to Taif</li> <li>• His migration (Hijra) to Madina</li> <li>• His farewell pilgrimage (Hajjatul Wada')</li> </ul>	<p>Teacher to narrate the story of the ministry of the leaders of the three main religions in Ghana.</p> <p>a. Jesus Christ b. The Holy Prophet Muhammad (S.A.W) c. Okomfo Anokye</p> <p>Ask pupils to read the stories from the holy books. Encourage pupils to ask questions</p>	<p>Narrate the story of the ministry of one of the leaders of the three main religions.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (Cont'd)</b></p> <p><b>The Ministry of: Jesus Christ The Holy Prophet Muhammad (S.A.W) An ATR Leader</b></p>	<p>The pupil will be able to:</p> <p>5.1.2 explain the moral significance of the ministry of the leaders of the three main religions.</p>	<p>c. An ATR Leader Okomfo Anokye:</p> <ul style="list-style-type: none"> <li>• a priest</li> <li>• brought the golden stool</li> <li>• assisted Osei Tutu in the Asante Wars</li> <li>• helped to unite the Asante Kingdom</li> <li>• make Kumasi the capital city of Asante Kingdom, etc.</li> </ul> <p><u>Moral Significance of their Ministries:</u></p> <ul style="list-style-type: none"> <li>• To direct humankind to God, their Creator (the Supreme Being)</li> <li>• To live exemplary life (e.g. Holy, humble, care, serviceable, forgiveness, tolerance etc)</li> <li>• To live peacefully with others</li> <li>• To live in unity and co-operate with other people.</li> <li>• To believe in the Judgment Day which teaches accountability, reward and punishment?</li> </ul>	<p>Assist pupils to:</p> <p>discuss the moral lessons in the ministry of the religious leaders.</p>	<p>Identify four moral lessons in the ministry of any of the religious leaders.</p>

# PRIMARY 4

## SECTION 1

### GOD, HIS CREATION AND HIS OMNIPOTENCE

General Objectives: The pupil will:

1. appreciate the significance of creation stories.
2. recognize the Omnipotence of God

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Significance of Creation Stories</b>  <b>- Life Application</b>	The pupil will be able to:  1.2.1 outline the life application of the creation stories	<u>Life Application of the Creation stories:</u> <ul style="list-style-type: none"> <li>• Originators of our own works (initiative and creativity)</li> <li>• Orderliness in our daily activities</li> <li>• (Plan your work and work out your plan).</li> </ul>	Review the lesson on the significance of the creation stories.  Discuss the life application of the creation stories. Note: Let pupils know that, they are made in the image and likeness of God so the should be creative, orderly etc	Explain how the creation stories apply to your personal life.
<b>UNIT 2</b>  <b>The Omnipotence of God</b>	1.3.1 explain the meaning of the Omnipotence of God.   1.3.2 identify the values in God's omnipotence	<u>Omnipotence of God:</u> God is all: <ul style="list-style-type: none"> <li>• present</li> <li>• powerful</li> <li>• loving</li> <li>• knowing</li> </ul> <u>Values from God's Omnipotence:</u> <ul style="list-style-type: none"> <li>• Honesty</li> <li>• Truthfulness</li> <li>• Love</li> <li>• Knowledge</li> <li>• Confidence</li> <li>• Courage</li> <li>• Transparency</li> </ul>	Discuss what it means as God being: <ul style="list-style-type: none"> <li>- All – present</li> <li>- All – powerful</li> <li>- All – loving</li> <li>- All – knowing</li> </ul> Tell a story on God's omnipotence and let pupils bring out the values in the story as stated in the content.  Let pupils tell class how those values can be applied in their lives.	<b>Class Exercise:</b>  Explain in your own understanding how God is omnipotent  Recall the meaning of four attributes of God which indicate His Omnipotence  State three moral values you have learnt from the Omnipotence of God.

# PRIMARY 4

## SECTION 2

### COMMITMENT, REWARD, PUNISHMENT AND THE ENVIRONMENT

**General Objectives:** The pupil will:

1. recognise that he/she is responsible for his/her actions.
2. appreciate the need to maintain a healthy environment.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Commitment to God</b>	The pupil will be able to:  2.1.1 explain how God expects humankind to respond to His commands.	<b><u>God's Expectations To His Commands:</u></b> God's call on us to be good people e.g. honest, caring, kind, truthful etc. e.g. The ten Commandments. Exodus 20:1-17 Mathew 5 - 7 Quran 6:160 Quran 76:8 Quran 2:148 Proverbs and wise sayings	Discuss with pupils how God expects humankind to respond to His commands. Teacher to make reference to Holy Scriptures and Oral Traditions  NOTE: Humankind has the free will to either respond or not to God's commands. Our response to God's expectations determines our future.	Give two examples of God's expectation of us.
<b>UNIT 2</b>  <b>Reward and Punishment</b>	2.2.1 explain why good deeds are rewarded and bad deeds punished.	<b>Rewards and Punishments</b> Types of actions that are rewarded at home: -running errands -being obedient etc Types of actions that are punished at home: -lying -stealing -fighting -truancy etc	Pupils in groups discuss and report on types of actions that are rewarded and punished at home  Teacher to tell stories about deeds that attract rewards and deeds that call for punishment.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (Cont'd)</b>  <b>Reward and Punishment</b>	The pupil will be able to:	Types of actions that are rewarded at school: - being obedient to authority - being respectful - taking initiatives etc Types of actions that are punished at school: -being disobedient to authority -being disrespectful and lazy -being a truant etc	Pupils to role-play a scene at school depicting behaviour that is rewarded.  Discuss the role-play, bringing out the good behaviour exhibited.  Give examples of actions that are generally approved or disapproved by their friends. Explain why some deeds are approved and some others disapproved.  <b>Note:</b> In life good things are approved of and rewarded, and bad deeds are disapproved and punished.	<b>Home Work:</b> Pupils to find out from their communities behaviours that are cherished.  Explain why it is necessary to do good deeds.
<b>UNIT 3</b>  <b>Sanctions for Misuse of the Environment</b>	2.3. 1 mention some practices in their community that sustain the environment.	<b>Practices That Sustain the Environment</b>  <u>Taboos:</u> -specific days set aside for non fishing in the sea, non farming (sacred days) - sacred groves./trees/rocks etc	Review the lesson on how they can maintain a healthy environment.  Discuss practices in their communities which sustain the environment	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3 (Cont'd)</b></p> <p><b>Sanctions for Misuse of the Environment</b></p>	<p>The pupil will be able to:</p> <p>2.3.2 explain the importance of Taboos in sustenance of the environment.</p> <p>2.3.3 describe some sanctions for breaking taboos.</p> <p>2.3.4 explain how the destruction and misuse of the environment affect the life of people.</p>	<p><u>Importance of Taboos:</u></p> <p><b>Taboos on forest:</b></p> <ul style="list-style-type: none"> <li>• prevent people from destroying the forest .</li> </ul> <p><b>Taboos on fishing day :</b></p> <ul style="list-style-type: none"> <li>• resting day for fishermen from the sea.</li> </ul> <p><b>Taboos on farming day:</b></p> <ul style="list-style-type: none"> <li>• resting day for farmers and the land.</li> </ul> <p><u>Some Sanctions For Breaking Taboos:</u></p> <ul style="list-style-type: none"> <li>• payment of fines</li> <li>• banishment</li> <li>• punishment from the gods and ancestors.</li> </ul> <p><u>Effects of Destruction and Misuse of the Environment:</u></p> <ul style="list-style-type: none"> <li>• Land degradation leads to lost of valuable farm land and destruction of water bodies.</li> <li>• Unhygienic piles of refuse leads to spread of diseases</li> <li>• Pollution of waters, streams and other sources of water leads to diseases.</li> </ul>	<p>Discuss the importance of taboos in the sustenance of the environment. Emphasise the spiritual aspects of such taboos</p> <p>Pupils in small groups to discuss some of the sanctions that a person will face by breaking a taboo.</p> <p>Using pictures, discuss the various ways in which the environment can be destroyed and how the destruction and misuse of the environment affect the life of people.</p> <p>Take pupils on a field trip to observe the effects of the misuse of the environment</p>	<p><b>Class Exercise:</b> Explain how taboos have helped to preserve our forests and minimized the pollution of our rivers and streams.</p> <p><b>Home Work</b> Pupils to find out more about taboos and their sanctions in their community and report in class. ( 4 taboos and their sanction.)</p> <p><b>Project:</b> Investigate cases of environmental degradation in their locality and write an essay describing the type of degradation and how it can be avoided.</p>



# PRIMARY 4

## SECTION 3

### THE FAMILY, AUTHORITY AND OBEDIENCE

**General Objectives:** The pupil will:

1. be aware of the importance of being a loyal member of the family.
2. understand the need to obey those in authority.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Authority and Obedience in the Family</b>	The pupil will be able to:  3.1.1 identify those in authority in the family.          3.1.2 explain the importance of being a loyal member of the family.	<u>Those in Authority in the family:</u> <ul style="list-style-type: none"> <li>• Father</li> <li>• Mother</li> <li>• Older siblings</li> </ul> <u>Loyal Member of the Family:</u> <ul style="list-style-type: none"> <li>• Promotes unity</li> <li>• Promotes peace</li> <li>• Maintains the good name of the family</li> <li>• Protects family members</li> <li>• Promotes the progress of the family, etc.</li> </ul>	Discuss with pupils the authority structure of the family.          Discuss the importance of being loyal to parents, relatives and friends.	List five members in your family whom you need to obey.          Give three importance of being a loyal member of your family.

# PRIMARY 4

## SECTION 4

### RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS

**General Objectives:** The pupil will:

1. understand the need to study and be familiar with the sacred and oral tradition/wise sayings.
2. recognise that prayer is very important in the three main religions in Ghana.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Sacred Scriptures and Oral Traditions</b>	The pupil will be able to:  4.1.1 identify the moral lessons from the sacred scriptures/oral sacred teachings	<u>Moral Lessons from:</u> a. The Bible e.g. The Good Samaritan (Luke 10:25-37)  b. The Holy Qur'an e.g. Taking good care of the poor, needy and orphans. (Qur'an 107 : 1-6, 76:8 Peace making (Qur'an 49:9) An Nawawi's collection of Hadith No 13 "No one of you is a true believer, until he/she loves for his/her brother what he/she loves for himself/herself (Bukhari and Muslim)  c. African Oral Traditon Self-sacrifice e.g. Tweneboa Kodua Egya Ahor	With reference to the sacred scriptures and oral teachings, tell stories with moral lessons  Assist pupils to identify the moral lessons from the stories.  Discuss how they will apply the moral lessons to their daily lives.	<b>Class Exercise:</b> Dramatize /Role-play one religious story with a moral lesson.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>Prayer</b>	<p>The pupil will be able to:</p> <p>4.2.1 describe types of prayer in the three main religions in Ghana.</p> <p>4.2.2. explain the importance of prayer.</p>	<p><u>Types of Prayer in the Three Main Religions in Ghana:</u></p> <ul style="list-style-type: none"> <li>• Prayer of Thanksgiving</li> <li>• Prayer of Confession</li> <li>• Prayer of Intercession</li> <li>• Prayer of Petition, etc.</li> </ul> <p><u>Importance of Prayer in our lives:</u></p> <ul style="list-style-type: none"> <li>• To establish communion with God</li> <li>• To request for our needs</li> <li>• To confess wrongdoing</li> <li>• To ask for forgiveness</li> <li>• To show gratitude to God.</li> </ul>	<p>Pupils to recite the various types of prayers in the three main religions in Ghana. Discuss the prayers indicating which type according to content</p> <p>Discuss the importance of prayer. Encourage pupils to pray regularly</p>	<p>Mention three types of prayers.</p> <p>Give three reasons why you pray.</p>

# PRIMARY 4

## SECTION 5

### THE CALL OF THE LEADERS OF THE THREE MAIN RELIGIONS

**General Objective:** The pupil will:

1. know the significance of the call of Jesus Christ, the Holy Prophet Muhammad (S.A.W) and an ATR Leader.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>The Call of the Leaders of the Three Main Religions</b></p>	<p>The pupil will be able to:</p> <p>5.1.1 tell the story of the call of the three religious leaders</p> <p>5.1.2 describe some virtues exhibited by the three religious leaders</p>	<p><u>The Call of the Leaders:</u></p> <p>a. Jesus Christ</p> <ul style="list-style-type: none"> <li>▪ His Baptism</li> <li>▪ His Temptation according to St. Luke's Gospel</li> </ul> <p>b. The Holy Prophet Muhammad (S.A.W)</p> <ul style="list-style-type: none"> <li>▪ His marriage to Khadjia</li> <li>▪ His call to Prophethood according to Qur'an and Hadith.</li> <li>▪</li> </ul> <p>c. ATR Leader</p> <p>e.g. Okomfo Anokye</p> <ul style="list-style-type: none"> <li>▪ Possession</li> <li>▪ Training, etc</li> </ul> <p><b>Virtues of The Religious Leaders</b></p> <ul style="list-style-type: none"> <li>-Humility</li> <li>-Tolerance</li> <li>-Just</li> <li>-Persevered</li> <li>-Forgiving etc</li> </ul>	<p>With reference to the sacred scriptures and oral tradition, discuss the call of the leaders of the three main religions.</p> <p>Role-play some aspects of the call of any one of the following :</p> <ul style="list-style-type: none"> <li>a. Jesus Christ</li> <li>b. The Holy Prophet Muhammad (S.A.W)</li> <li>c. Okomfo Anokye</li> </ul> <p>Discuss virtues of the leaders as in content</p>	<p>Give three reasons why they study the call of the religious leaders</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (Cont'd)</b>  <b>The Call of the Leaders of the Three Main Religions</b>	The pupil will be able to:  5.1.3 apply some of the virtues of the religious leaders to their lives.	<u>Life Application Of Virtues</u> <ul style="list-style-type: none"> <li>▪ Truthfulness</li> <li>▪ Honesty</li> <li>▪ Trustworthiness</li> <li>▪ Attentiveness</li> <li>▪ Willingness to serve</li> <li>▪ Endurance</li> <li>▪ Humility, etc.</li> </ul>	Discuss how pupils can apply these virtues in their daily lives.	Give three virtues they have learnt from the call of the religious leaders.

# PRIMARY 4

## SECTION 6

### RELIGIOUS FESTIVALS

**General Objective:** The pupil will:

1. understand the religious significance of the Christian, Islamic and Traditional Religious Festivals.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Religious Festivals</b>	The pupil will be able to:  6.1.1 outline the religious importance of the various festivals.	<u>Religious and Importance of:</u> a. Christian Festivals <b>Christmas:</b> <ul style="list-style-type: none"> <li>▪ Religious: Recognition of the coming of the saviour</li> </ul> <b>Easter</b> Religious;: Death and resurrection of the saviour (salvation) b. Islamic Festivals <b>Eid- ul -Fitr</b> Religious: nearness to God spiritual devotion thanksgiving to God	Pupils in groups to discuss the religious significance of festivals of the three religions.	<b>Class Exercise:</b> Mention the religious importance of one of the festivals of the three main religions in Ghana.



# PRIMARY 5

## SECTION 1

### UNIQUENESS OF HUMANKIND

**General Objectives:** The pupil will:

1. appreciate the uniqueness of humankind from other creatures.
2. appreciate humankind as creation in the image of God.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>The Uniqueness of Humankind</b></p>	<p>The pupil will be able to:</p> <p>1.1.1 explain the uniqueness of humankind in relation to other created things.</p> <p>1.1.2 explain how each individual is special.</p>	<p><u>The Uniqueness of Humankind:</u></p> <ul style="list-style-type: none"> <li>▪ our thinking ability.</li> <li>▪ ability to speak</li> <li>▪ ability to reason, industry</li> <li>▪ stewardship etc.</li> </ul> <p><u>Uniqueness of Individuals:</u> Each person is different from the other in terms of characteristics like:</p> <ul style="list-style-type: none"> <li>- Physical features (height, size colour)</li> <li>- Likes and Dislikes</li> <li>- Strengths and Weaknesses</li> <li>- Abilities</li> <li>- Behaviour ( the way you think, talk</li> </ul>	<p>:</p> <p>Discuss the characteristics of humankind that make us unique in relation to other created things.</p> <p>Pupils in groups to discuss and present how each individual is different from the other.</p>	<p>Mention three things that make humankind unique from other creatures.</p> <p>List four characteristics of two of your friends, which make them different from you.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	<p>1.1.3 outline some characteristics of humankind.</p> <p>1.1.4 give reasons why human beings should not deface their bodies.</p>	<p><b><u>The Nature of Humankind:</u></b>  Positive aspects:  <ul style="list-style-type: none"> <li>▪ Love</li> <li>▪ Honesty</li> <li>▪ Kindness</li> <li>▪ Patience</li> <li>▪ Respect</li> </ul> Negative aspects:  <ul style="list-style-type: none"> <li>▪ Dishonesty</li> <li>▪ Hatred</li> <li>▪ Jealousy</li> <li>▪ Impatience</li> <li>▪ Deceit etc.</li> </ul>   <u>Defacing of Bodies:</u>  <ul style="list-style-type: none"> <li>▪ Facial marks (Tribal marks)</li> <li>▪ Female Genital mutilation (FGM)</li> <li>▪ Bleaching of the skin</li> </ul>   <u>Reasons for not Deforming the Bodies:</u>  <ul style="list-style-type: none"> <li>▪ Facial, tribal marks deform the face</li> <li>▪ Health problems</li> <li>▪ Disfigures the person</li> <li>▪ Bleeding to death</li> <li>▪ Can cause infertility</li> <li>▪ Reduce sexual satisfaction in marriage.</li> </ul>   <u>Abolishing Female Genital Mutilation:</u>  <ul style="list-style-type: none"> <li>▪ Education</li> <li>▪ Enforcement of the laws</li> <li>▪ Stiffer punishment for breaking the laws.</li> </ul>   Reasons to practise positive aspect:  Peace, harmony, good relationship, etc.</p>	<p>Discuss the positive and negative aspects of humankind.</p> <p>Discuss why we should always practise the positive of the characteristics of humankind in the:</p> <ul style="list-style-type: none"> <li>▪ home</li> <li>▪ school</li> <li>▪ community.</li> </ul> Pupils to brainstorm and come out with the various forms of body marks. <b>NOTE:</b> Point out that the reasons for the marks are no more relevant <p>With the aid of diagram/ models or film show explain FGM to pupils.</p> <p>Let pupils give their comments about the film/ diagrams/ models.</p> Suggest ways for abolishing Female Genital Mutilation.	<p><b>Class Exercise:</b></p> <p>Mention three positive and two negative aspects of the nature of humankind.</p> <p>Explain why we should show the positive aspects of the nature of humankind.</p> Debate whether facial markings should continue to be practised.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (Cont'd)</b></p> <p><b>The Uniqueness of Humankind</b></p>	<p>The pupil will be able to:</p>	<p><u>Reasons for not Deforming the Bodies:</u></p> <ul style="list-style-type: none"> <li>▪ Facial, tribal marks deform the face</li> <li>▪ Health problems</li> <li>▪ Disfigures the person</li> <li>▪ Bleeding to death</li> <li>▪ Can cause infertility</li> <li>▪ Reduce sexual satisfaction in marriage.</li> </ul> <p><u>Abolishing Female Genital Mutilation:</u></p> <ul style="list-style-type: none"> <li>▪ Education</li> <li>▪ Enforcement of the laws</li> <li>▪ Stiffer punishment for breaking the laws.</li> </ul> <p>Reasons to practise positive aspect: Peace, harmony, good relationship, etc.</p>	<p>With the aid of diagram/ models or film show explain FGM to pupils.</p> <p>Let pupils give their comments about the film/ diagrams/ models.</p> <p>Suggest ways for abolishing Female Genital Mutilation.</p>	<p><b>Class Exercise:</b> Mention tribes in and outside Ghana that practise Female Genital Mutilation</p> <p>Give three reasons why Female Genital Mutilation should not be practised in modern times.</p> <p>Suggest four ways for abolishing female genital mutilation.</p>
<p><b>UNIT 2</b></p> <p><b>Humankind as the Image of God</b></p>	<p>1.2.1 explain the belief that humankind is created in the image of God.</p>	<p><u>Humankind is Created in the Image of God Based on the Beliefs of the Three Main Religions in Ghana:</u></p> <p>Christianity: Genesis 1:26 - 28</p> <p>Islam: Qur'an 95:4</p> <p>Tradition: The soul is from God.</p>	<p>Pupils to read and discuss how humankind is created in the image of God from the Holy Scriptures and Oral Tradition.</p>	<p><b>Oral Exercise</b> Explain why humankind is created in the image of God.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2 (Cont'd)</b></p> <p><b>Humankind as The Image of God</b></p>	<p>The pupil will be able to:</p> <p>1.2.2 identify some qualities of God that humankind should exhibit.</p>	<p><u>Some Qualities of God that Humankind should Exhibit :</u></p> <ul style="list-style-type: none"> <li>▪ Holiness</li> <li>▪ Graciousness</li> <li>▪ Merciful</li> <li>▪ Loving</li> <li>▪ Forgiving</li> <li>▪ Just</li> <li>▪ Compassionate, etc</li> </ul>	<p>Discuss some of the qualities of God that humankind should exhibit.</p> <p>NOTE: Ensure that each pupil understands and can explain the meaning and moral implications of each of the qualities listed in the content.</p>	<p>List four qualities of God and show how you will exhibit them.</p>

# PRIMARY 5

## SECTION 2

### COMMITMENT, REWARD AND PUNISHMENT

**General Objectives:** The pupil will:

1. appreciate the need to show commitment in the home, school, community etc.
2. be aware that there are rewards and punishments for good deeds and bad deeds respectively.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>Commitment to the Community</b></p>	<p>The pupil will be able to:</p> <p>2.1.1 state how he/she is committed to the community.</p> <p>2.1.2 explain the benefits of his/her commitment to the community.</p>	<p><u>Commitment to our communities.</u> Commitment generally includes:</p> <ul style="list-style-type: none"> <li>▪ Maintaining order</li> <li>▪ Giving support</li> <li>▪ Protecting others including their properties</li> <li>▪ Being patriotic</li> <li>▪ Taking part in communal labour, etc.</li> </ul> <p>e.g. clean up exercise.</p> <p><u>Benefits of Commitment to the Community :</u></p> <ul style="list-style-type: none"> <li>▪ Opportunity to perform his/her duties in the home, school, town, village and the religion.</li> <li>▪ Promotes good neighbourliness</li> <li>▪ Sharing the joys and sorrows of neighbours and community.</li> <li>▪ Promotes healthy Community</li> <li>▪ Progress and development for yourself and the community</li> </ul> <p>Enhances socialization etc.</p>	<p>Discuss the various communities they belong to.</p> <p>In small groups pupils discuss how they can be committed to their communities.</p> <p>Pupils to discuss the benefits of their commitment to their communities as in content</p> <p><b>NOTE</b> Teacher to explain that, because they have the nature of God they have to contribute to keep their community going</p>	<p>List four examples of communities you belong to.</p> <p>Write five things you will do to help the community</p> <p><b>Class Exercise:</b> Suggest three benefits of your commitment to your community.</p> <p>Mention three effects of neglecting one's community.</p>



# PRIMARY 5

## SECTION 3

### THE RELIGIOUS FAMILY AND CHARACTER FORMATION

**General Objective:** The pupil will:

1. appreciate the role of the religious family in character formation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>Role of the Religious Family in Character Formation</b></p>	<p>The pupil will be able to:</p> <p>3.1.1 explain the role of the religious family in character formation.</p>	<p><u>The Role of the Religious Family in Character Formation:</u></p> <p>A Christian: The family teaches their members right from by doing the following: Tell children religious stories Have family devotions together</p> <ul style="list-style-type: none"> <li>▪ Sunday schools</li> <li>▪ Children service programmes</li> <li>▪ Youth programmes</li> <li>▪ Bible studies</li> <li>▪ Preaching /teaching etc</li> </ul> <p>b. Islamic Character formation starts from birth through the following:</p> <ul style="list-style-type: none"> <li>▪ Calling the Adhan and Iqama into the ears.</li> <li>▪ Naming of the child (Aqiqah)</li> <li>▪ Introducing the child to prayers at home and in the mosque</li> <li>▪ Quranic studies</li> <li>▪ Teaching and training (Ta'lim &amp; Tarbiyyah)</li> <li>▪ Attending religious programmes, etc</li> </ul>	<p>Discuss the role of the religious family in character formation.</p>	<p>Identify the roles of the three main religious families in character formation.</p>



# PRIMARY 5

## SECTION 4

### ACTS OF WORSHIP

**General Objectives:** The pupil will:

1. be aware of the importance of participating in Worship /Salat.
2. appreciate the moral significance of participating in Worship/Salat.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>Worship/Salat</b></p>	<p>The pupil will be able to:</p> <p>4.1.1 identify the various forms of worship /salat in the three main religions</p>	<p><b><u>Various Forms of Worship/Salat</u></b></p> <p>a. Christian e.g. Normal Sunday/Saturday Service</p> <ul style="list-style-type: none"> <li>▪ Baptism /confirmation service</li> <li>▪ Communion service etc.</li> </ul> <p>b. Islam : Salat (Five Daily Prayers)</p> <ul style="list-style-type: none"> <li>▪ Fajr (dawn) 5:00am – 5:30 a.m.</li> <li>▪ Zuhr (afternoon) 1:00pm – 2:00pm</li> <li>▪ Asr (late afternoon) 3:30pm – 4:30pm</li> <li>▪ Maghrib (Sunset) 6:00pm – 6:30pm</li> <li>▪ Isha (night) 7:00pm – late night.</li> </ul> <p>Other prayers</p> <ul style="list-style-type: none"> <li>▪ Tahajjud</li> <li>▪ Janaza, etc,</li> <li>▪</li> </ul> <p>c. Traditional Religion</p> <ul style="list-style-type: none"> <li>▪ Morning worship</li> <li>▪ Evening worship</li> <li>▪ Worship on special occasions e.g. weekly worship</li> <li>▪ Sacred days</li> <li>▪ rites of passage</li> </ul>	<p>Randomly call pupil of the three religions to talk about their forms of worship</p> <p>Discuss pupils' responses.</p>	<p>Role-play an act of worship/Salat in the religion of their choice.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (Cont'd)</b></p> <p><b>Worship/Salat</b></p>	<p>The pupil will be able to:</p> <p>4.1.2 explain the purpose and significance of worship/Salat .</p>	<p><u>Times for worship/Salat:</u></p> <ul style="list-style-type: none"> <li>▪ e.g. daily</li> <li>▪ weekly</li> <li>▪ annually</li> <li>▪ when in need</li> <li>▪ special occasions</li> </ul> <p><u>Purpose of Worship /Salat:</u></p> <ul style="list-style-type: none"> <li>▪ to establish communion with God</li> <li>▪ to express gratitude to God</li> <li>▪ to express obedience</li> <li>▪ to make requests</li> <li>▪ to ask for forgiveness from God etc.</li> </ul> <p>Moral Significance of Worship</p> <ul style="list-style-type: none"> <li>▪ Promotes Holiness</li> <li>▪ Keeps one from sinning</li> <li>▪ Draws one closer to God</li> <li>▪ Makes one dependent on God</li> </ul>	<p>Discuss the purpose and significance of worship</p>	<p>Describe the times of worship /Salat</p> <p>Give four purposes of worship/Salat.</p> <p>State four moral significance in Worship/Salat.</p>
<p><b>UNIT 2</b></p> <p><b>Religious Songs/Recitations and Their Moral Significance</b></p>	<p>4.2.1 differentiate between religious and non religious songs/recitations.</p>	<p><u>Differences between Religious and Non Religious Songs/Recitations:</u></p> <p><b>Religious Songs:</b> Hymns Chorus Islamic songs Traditional songs</p> <p><b>Non Religious Songs</b> Profane Hip -life Secular songs etc</p>	<p>Let pupils give examples of religious songs/recitations, and mention some of the non – religious songs and discuss them.</p>	<p>Give two examples each of religious and non religious songs.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (Cont'd)</b>  <b>Religious Songs/Recitations and Their Moral Significance</b>	<p>The pupil will be able to:</p> <p>4.2.2. sing /recite some religious songs /recitations.</p> <p>4.2.3 explain the moral significance of religious songs/ recitations.</p>	<p><b>Religious songs/recitations:</b> e.g. onward Christian soldiers Lailaha illa' lah/Nashkru lah</p> <p>Moral significance of religious songs/recitations.</p> <ul style="list-style-type: none"> <li>▪ Tell us about the attributes of God</li> <li>▪ Warn us against evil</li> <li>▪ Promote peace and unity with people.</li> <li>▪ Bring contentment</li> <li>▪ Promote courage.</li> </ul>	<p>Pupils to learn some religious songs/recitations.</p> <p>Discuss the moral significance of religious songs/recitations and how they will apply the moral lessons of songs /recitations to their daily lives.</p>	<p>Sing/recite two religious songs in class.</p> <p>Sing /recite and explain the moral values in some religious songs.</p>
<b>UNIT 3</b>  <b>Sacred Passages/Oral Traditions in the Three Main Religions</b>	<p>4.3.1 recite some sacred passages and oral traditions in the three main religions.</p>	<p>Some sacred passages/oral traditions in the three main religions.</p> <p><b>a. Christian</b> The Lord's Prayer, The Apostle Creed, Passages from the books of Psalms and Proverbs e.g. Ps 23, Proverbs 6:6 etc.</p> <p><b>b. Islam</b> Holy Qur'an chp. 1 (Al- Fatiha) Suras 105 – 114 Passages from the Hadith, etc.</p> <p><b>c. Traditional Religion</b> Proverbs, folk-tales, myths, wise sayings, etc.</p>	<p>Pupils to recite some scriptural passages /oral traditions.</p> <p>Discuss the meanings of the scriptural passages/oral traditions.</p>	<p>Recite some sacred passages and oral traditions and explain their moral values.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3 (Cont'd)</b></p> <p><b>Sacred Passages/Oral Traditions in the Three Main Religions</b></p>	<p>The pupil will be able to:</p> <p>4.3.2 explain the moral lessons in the passages.</p> <p>4.3.3. analyse how he/she will apply the moral lessons in the scriptural passages /oral traditions in his/her life.</p>	<p><u>Moral lessons of the Scripture Passages/Oral Traditions:</u></p> <p>Psalm 23  The Faithfulness of God  The dependence of God  Proverbs 6:6  Hardwork and diligence  Commitment</p> <p>Qur'an 5:8  Justice  Qur'an 17:32, 23:2-6, 24:2-4 chastity</p> <p><u>The How to Apply the Moral Lessons in their Lives:</u></p> <p>Examples of Moral Lessons  Patience – being patient in life  Kindness – being kind to others  Hardwork  Diligence  Obedience  Respect</p>	<p>Discuss the moral lessons in the passages /oral traditions.</p> <p>Discuss the various ways in which they could emulate the moral lessons provided</p>	<p>Sing /recite and explain the moral values of some religious songs.</p> <p>Teacher observes and assesses how far pupils apply the moral teachings in their lives at play in class, etc.</p>

# PRIMARY 5

## SECTION 5

### THE LATER LIFE OF THE LEADERS OF THE THREE MAIN RELIGIONS

**General Objectives:** The pupil will:

1. narrate the story of the later life of Jesus Christ, The Holy Prophet Muhammad (S.A.W) and an A.T.R leader.
2. be aware of the moral lessons in the stories of the later life of the religious leaders.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>The Later Life of: Jesus Christ, The Holy Prophet Muhammad (S.A.W) An ATR Leader</b></p>	<p>The pupil will be able to:</p> <p>5.1.1 tell the story of the later life of the leaders of the three religions</p>	<p><u>Later life of leaders of the three religions:</u></p> <p>a. Jesus Christ</p> <ul style="list-style-type: none"> <li>▪ the triumphant entry</li> <li>▪ the last supper</li> <li>▪ passion stories i.e. crucifixion, his resurrection.</li> </ul> <p>b. The Holy Prophet Muhammad (S.A.W)</p> <ul style="list-style-type: none"> <li>▪ the Hijra</li> <li>▪ the last pilgrimage</li> <li>▪ the triumphant entry into Mekka.</li> </ul> <p>c. Later Life of an ATR leader Okomfo Anokye</p> <ul style="list-style-type: none"> <li>▪ He led the Asantis in battle against their enemies.</li> <li>▪ He united the Ashanti Kingdom and provided the Golden Stool as a symbol.</li> </ul>	<p>With reference to the Holy Scriptures and oral traditions, discuss the later life of the religious leaders.</p>	<p>Narrate the story of the later life of any one of the religious leaders.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (Cont'd)</b></p> <p><b>The Later Life of: Jesus Christ, The Holy Prophet Muhammad (S.A.W) An ATR Leader</b></p>	<p>The pupil will be able to:</p> <p>5.1.2 identify the virtues of the three leaders in their later lives</p>	<p><u>Virtues of the three leaders</u></p> <p>a. Jesus Christ</p> <ul style="list-style-type: none"> <li>▪ Humility</li> <li>▪ Courageous</li> <li>▪ Forgiveness</li> <li>▪ Tolerance</li> <li>▪ Healing</li> <li>▪ Perseverance</li> <li>▪ Endurance, etc</li> </ul> <p>b. The Holy Prophet Muhammad</p> <ul style="list-style-type: none"> <li>▪ Courageous</li> <li>▪ Endurance</li> <li>▪ Equality</li> <li>▪ Forgiveness</li> <li>▪ Merciful</li> <li>▪ Respect,</li> <li>▪ Tolerance, etc</li> </ul> <p>c. An ATR Leader Okomfo Anokye</p> <ul style="list-style-type: none"> <li>▪ Selflessness</li> <li>▪ Unity</li> <li>▪ Perseverance,</li> <li>▪ Courageous, etc</li> </ul>	<p>Discuss the virtues that they have learnt from the later lives of the religious leaders.</p>	<p>a. Select one of the religious leaders and state four moral lessons from his later lives.</p> <p>b. Explain how you can apply them in your life.</p>

# PRIMARY 6

## SECTION 1

### HUMANKIND, THE ENVIRONMENT AND THE NATURE OF GOD

**General Objectives:** The pupil will:

1. recognise that humankind and their environment were created by God for a purpose.
2. appreciate the nature of God.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Humankind and The Environment</b>	<p>The pupil will be able to:</p> <p>1.1.1 explain creation as the work of God.</p> <p>1.1.2 state the purpose for which God created humankind and the environment.</p>	<p><u>Creation as the work of God According to Creation Stories in the three main Religions.</u></p> <p>e.g.</p> <p>a. Christian Gen. Chp. 1 and 2</p> <p>b. Islam: Qur'an 22:5 23:12 -14</p> <p>c. ATR</p> <p>Myths of creation Moral lesson to portray God's care, love, etc. orderliness, planning, etc.</p> <p><u>The Purpose of Creating Humankind and the Environment:</u></p> <ul style="list-style-type: none"> <li>▪ Humankind is God's representative on earth.</li> <li>▪ To Worship God</li> <li>▪ Take care of other creatures.</li> <li>▪ To share in God's creation (Be fruitful and multiply)</li> <li>▪ To portray God's glory</li> <li>▪ To give man comfort</li> <li>▪ To be responsible</li> </ul>	<p>Narrate the Creation stories according to the three main religions.</p> <p>Discuss the moral lessons in the Creation stories.</p> <p>NOTE: They should plan their lives.</p> <p>Discuss God's purpose for creating humankind and the environment.</p>	<p>Narrate one creation story from one of the three main religions.</p> <p>State three moral lessons learnt from the creation stories.</p> <p>State three reasons each why God created</p> <p>a. Humankind b. The environment</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (Cont'd)</b>  <b>Humankind and The Environment</b>	<p>The pupil will be able to:</p> <p>1.1.3 explain how to preserve the environment.</p> <p>1.1.4 explain the religious and moral lessons in preserving the environment.</p>	<p><u>How to Preserve the Environment:</u> Prevention of:</p> <ul style="list-style-type: none"> <li>▪ Bush fires</li> <li>▪ Overgrazing</li> <li>▪ Indiscriminate sand winning</li> <li>▪ Littering</li> <li>▪ Improper refuse disposal etc.</li> </ul> <p><u>Religious and Moral lessons in the Preservation of the Environment:</u></p> <p>i. The environment was created by God for the use of humankind. It is therefore important for us to keep it clean and safe for everybody.</p> <p>ii. The environment is the home for humans, plants and animals. It is therefore our responsibility to keep it safe and clean for all God's creation.</p>	<p>Brainstorm the reasons why the environment must be preserved.</p> <p>Pupils to undertake a clean –up exercise.</p> <p>Discuss the religious and moral lessons in preserving the environment. NOTE: God expects us to be good stewards of the environment</p>	<p>a. Mention three things you would do to maintain the environment.</p> <p>b. Give three reasons why the environment must be preserved.</p> <p>State two religious and moral lessons learnt from preserving the environment.</p>
<b>UNIT 2</b>  <b>Nature of God</b>	<p>1.2.1 recall the nature of God through His attributes.</p>	<p><u>The Nature of God through His Attributes:</u></p> <ul style="list-style-type: none"> <li>▪ Merciful</li> <li>▪ Caring</li> <li>▪ Loving</li> <li>▪ Giver of life</li> <li>▪ Sustainer of life</li> <li>▪ Protector of life</li> <li>▪ Giver of rain</li> <li>▪ Giver of light</li> <li>▪ Custodian of morality</li> <li>▪ Just</li> <li>▪ Everlasting, etc</li> </ul>	<p>Discuss the nature and attributes of God.</p> <p>NOTE: This lesson should put together the attributes of God learnt in Primary 1 and 2. Use questions and answers to revise the lessons learnt on this topic in Primary 2 and 1 and then move on to the present unit.</p> <p>Stress the fact that “God is good” based on all the attributes studied in class. They should therefore learn to be good pupils.</p>	<p>Mention and explain four attributes of God.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (Cont'd)</b>  <b>Nature of God</b>	<p>The pupil will be able to:</p> <p>1.2.2 state the moral lessons in God's attributes.</p> <p>1.2.3 demonstrate the attributes Of God in his /her daily life.</p>	<p><u>Moral Lessons of God's Attributes:</u></p> <ul style="list-style-type: none"> <li>▪ Merciful</li> <li>▪ Caring</li> <li>▪ Loving</li> <li>▪ Kindness</li> </ul> <p><u>Demonstration of Attributes:</u></p> <ul style="list-style-type: none"> <li>▪ Merciful: We should show mercy to people like the poor and the needy.</li> <li>▪ Caring: we should care for the aged and the sick both humankind and animals, etc.</li> </ul>	<p>Take each attribute in turn and discuss the moral lesson in it.</p> <p>Use stories or experiences to explain the moral attributes of God and lessons learnt from them.</p> <p>Pupils to role- play some of the attributes of God and discuss their moral values.</p>	<p>Select three moral attributes of God and specify how you can apply them in your life.</p>



# PRIMARY 6

## SECTION 2

### RELATIONSHIPS AND RESPONSIBILITIES

**General Objectives:** The pupil will:

1. appreciate the need for good relationship.
2. appreciate the need to live up to their responsibilities.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>Relationships</b>	The pupil will be able to:  2.1.1 state different types of relationships.          2.1.2 explain how to build healthy and cordial relationships.	<p><b><u>Different types of relationships:</u></b></p> <p>Family Peer groups Grown ups Goy-girl relationship Friends.</p> <p><u>How to build healthy cordial relationships with family, friends, grown ups etc:</u> Show respect and appreciation. Assist family grown ups, friends, members of the opposite sex whenever necessary.</p>	<p>Discuss different types of relationships.</p> <p>In small groups, pupils to discuss how to build cordial relationships with family, friends etc.</p> <p>Role-play how to make friends.</p>	<p><b>Role-play</b> "Family Relationship viz father, mother, children and the opposite sex.</p> <p>State four ways of making friends.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (Cont'd)</b>  <b>Relationships</b>	<p>The pupil will be able to:</p> <p>2.1.3 explain the need to develop healthy relationship with the opposite sex.</p> <p>2.1.4 explain why he/she should develop good relationship with members of other ethnic group</p>	<p><u>The Need to Develop Healthy Relationship with Members of the Opposite Sex:</u></p> <ul style="list-style-type: none"> <li>▪ To accept and respect each other</li> <li>▪ To help each other</li> <li>▪ We make up for each others' weaknesses</li> <li>▪ To avoid pre-marital sex</li> <li>▪ To avoid teenage pregnancy</li> <li>▪ To avoid STI's , HIV / AIDS, etc</li> </ul> <p><u>Developing Cordial Ethnic Relationship:</u> Reasons</p> <ul style="list-style-type: none"> <li>▪ To avoid ethnic conflicts</li> <li>▪ To promote respect and peace</li> <li>▪ To ensure unity in diversity.</li> </ul>	<p>Discuss why it is necessary to develop healthy relationships with members of the opposite sex.</p> <p>NOTE: Teacher should encourage pupils to remain chaste</p> <p>Pupils to brainstorm and discuss why we should develop good relationship with other ethnic groups.</p> <p>NOTE: Avoid stereotype and negative thinking about other ethnic groups.</p>	<p>State three reasons why it is necessary for boys and girls to keep healthy relationships.</p> <p>Explain why is it important for all ethnic groups in Ghana to co-operate with one another?</p>
<b>UNIT 2</b>  <b>Responsibilities</b>	<p>2.2.1 explain what responsibilities are.</p>	<p><u>Responsibilities:</u></p> <p>Performing household chores, helping parents by running errands, performing school duties, etc.</p> <p><u>Responsibilities as Part of Human life:</u> A religious person works well, and does not avoid his/her responsibilities. We need to accept our responsibilities because we live in society and not in isolation.</p>	<p>Pupils to discuss in groups, their responsibilities at home and school.</p> <p>Discuss the need to accept responsibilities</p> <p>Let pupils explain why responsibilities are important at home and in school.</p>	<p>Give three responsibilities of the child at:</p> <ol style="list-style-type: none"> <li>a. home</li> <li>b. school</li> </ol> <p>Observe and assess how pupils respond to their duties.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (Cont'd)</b>  <b>Responsibilities</b>	The pupil will be able to:  2.2.2 explain the importance of performing his/her responsibilities	<u>Importance of Performing Responsibilities:</u> <ul style="list-style-type: none"> <li>▪ Promote peace and harmony</li> <li>▪ Receive rewards / Avoid punishments.</li> <li>▪ Contribute towards the welfare of the home etc.</li> <li>▪ Means of showing loyalty and commitment</li> <li>▪ Promote progress and development.</li> <li>▪ Unity and co-operation.</li> </ul>	Discuss why it is important for them to perform their responsibilities at home and in school.  NOTE: Teacher to give his observations on pupils who generally show sense of responsibilities in class, reward them and encourage others to be responsible.	<b>Class Exercise</b> Give three reasons why you should perform your responsibilities at: <ol style="list-style-type: none"> <li>i. home</li> <li>ii. school</li> </ol>

# PRIMARY 6

## SECTION 3

### RELIGIOUS LEADERS

**General Objectives:** The pupil will:

1. understand the ministry of the leaders of the three main religions.
2. appreciate the need to emulate the exemplary lives of the leaders of the three main religions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>The Ministry of the Leaders of the Three Main Religions</b>	<p>The pupil will be able to:</p> <p>3.1.1 recall the highlights of the ministry of the leaders of the three main religions.</p> <p>3.1.2 identify the techniques they used in presenting their messages</p>	<p>Highlights of the ministry of leaders</p> <ul style="list-style-type: none"> <li>- Start of the ministry</li> <li>- New approach to salvation</li> <li>- Preaching/teaching</li> <li>- Performed miracles, healing etc.</li> </ul> <p>Techniques For Presenting Messages:</p> <ul style="list-style-type: none"> <li>- Parabels</li> <li>- Wise Sayings</li> <li>- Hadiths</li> <li>- Folktales</li> <li>- Proverbs</li> </ul>	<p>Review the highlights of the ministry of the leaders of the three main religions</p> <p>Discuss some of the main techniques the leaders used in presenting messages.</p>	<p><b>Assignment</b></p> <p>Pupils to identify a parable/hadith/proverb and bring out its moral values for reporting in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (Cont'd)</b></p> <p><b>Birth, Early Life And Ministry of the Leaders of the Three Main Religions</b></p>	<p>The pupil will be able to:</p> <p>3.1.3 identify some of the key events in their ministry and how these relate to his/her life.</p>	<p><u>The Importance and Relevance of some Key Events of their Ministry:</u></p> <p>Jesus Christ</p> <ul style="list-style-type: none"> <li>▪ Call of disciples</li> <li>▪ Teaching e.g. Sermon on the Mt. miracles and parables.</li> <li>▪ Last supper</li> <li>▪ Passion Event (Trial, arrest, crucifixion, death and resurrection)</li> </ul> <p>The Holy Prophet Muhammad</p> <ul style="list-style-type: none"> <li>▪ Hijra</li> <li>▪ The Last Pilgrimage</li> <li>▪ The Triumphant entry into Mecca.</li> </ul> <p>ATR: Okomfo Anokye</p> <ul style="list-style-type: none"> <li>▪ His imprisonment</li> <li>▪ His contact with Osei Tutu</li> <li>▪ Provision of the Golden Stool</li> <li>▪ The defeat of the Denkyira state and other enemies</li> <li>▪ The establishment of Ashanti Kingdom, Kumasi as the capital</li> </ul>	<p>With reference to the holy books pupils to discuss some key events of the ministry of the religious leaders and explain how these events are important to their lives.</p>	<p>State two moral values learnt from the lessons.</p>

# PRIMARY 6

## SECTION 4

### RELIGIOUS FESTIVALS

**General Objectives:** The pupil will:

1. understand how religious festivals are celebrated.
2. appreciate the significance of religious festivals.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>Religious Festivals</b></p>	<p>The pupil will be able to:</p> <p>4.1.1 identify some Religious Festivals</p> <p>4.1.2 describe how they are celebrated.</p>	<p><u>Religious Festivals:</u></p> <p>a. Christians Christmas, Easter etc.</p> <p>b. Islam Eid – ul – Fitr Eid – ul – Adha</p> <p>c. Traditional / Religion Hogbetsotso Homowo Fetu Afahye Damba Ahorba Kundum etc.</p> <p><u>Celebration of religious Festivals:</u> Christian Islam ATR</p>	<p>Discuss some religious festivals of the three main religions.</p> <p>Pupils to discuss how some of the religious festivals are celebrated.</p> <p>Pupils to role-play the celebrations of the three festivals</p> <p>Discuss why they should participate in religious festivals.</p>	<p>Mention six religious festivals, two from each of the three main religions in Ghana.</p> <p><b>Essay:</b> Discuss a religious festival.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (Cont'd)</b></p> <p><b>Religious Festivals</b></p>	<p>The pupil will be able to:</p> <p>4.1.3 outline the moral, and religious significance of religious festivals.</p> <p>4.1.4 demonstrate how her/she will apply the moral lessons in festivals to his/her daily life.</p>	<p><u>Moral, Social Religious Significance of the Festivals.</u> Ref: P4 sec. 6,</p> <p>Application of the Moral Lessons of the Religious Festivals. take part in communal labour.</p> <ul style="list-style-type: none"> <li>▪ Be generous to others.</li> <li>▪ Reconcile with those who have offended you.</li> </ul>	<p>Discuss the moral, social and religious significance of the festivals.</p> <p>Role- play one of the religious festivals depicting some of the moral lessons and how they apply to their lives.</p>	<p>State two</p> <ol style="list-style-type: none"> <li>a. Moral</li> <li>b. Social</li> <li>c. Religious</li> </ol> <p>significance of festivals.</p> <p>Give four reasons why you should participate in religious festivals.</p> <p>Identify four ways through which you will apply the moral lessons of the festivals in your daily life.</p> <p>Give four reasons why you should apply the moral lessons of the festivals to your daily life.</p>