

MINISTRY OF EDUCATION



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Religious and Moral Education (RME) For Senior High Schools

Teacher Manual

Year One



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

RELIGIOUS & MORAL EDUCATION TEACHER MANUAL

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INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Teacher Manual for Religious and Moral Education (RME) covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains information for all 24 weeks for year one. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

Some of the key features of the new curriculum are set out below.

Learner-Centred Curriculum

The SHS, SHTS, and STEM curriculum places the learner at the center of teaching and learning by building on their existing life experiences, knowledge and understanding. Learners are actively involved in the knowledge-creation process, with the teacher acting as a facilitator. This involves using interactive and practical teaching and learning methods, as well as the learner's environment to make learning exciting and relatable. As an example, the new curriculum focuses on Ghanaian culture, Ghanaian history, and Ghanaian geography so that learners first understand their home and surroundings before extending their knowledge globally.

Promoting Ghanaian Values

Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen. These values include truth, integrity, diversity, equity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership and responsible citizenship.

Integrating 21st Century Skills and Competencies

The SHS, SHTS, and STEM curriculum integrates 21st Century skills and competencies. These are:

- **Foundational Knowledge:** Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, Financial Literacy and Entrepreneurship, Cultural Identity, Civic Literacy and Global Citizenship
- **Competencies:** Critical Thinking and Problem Solving, Innovation and Creativity, Collaboration and Communication
- **Character Qualities:** Discipline and Integrity, Self-Directed Learning, Self-Confidence, Adaptability and Resourcefulness, Leadership and Responsible Citizenship

Balanced Approach to Assessment - not just Final External Examinations

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance

assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

- Internal Assessment (30%) – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.
- External Assessment (70%) – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are school-based. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be presented to universities alongside the WASSCE certificate for tertiary admissions.

An Inclusive and Responsive Curriculum

The SHS, SHTS, and STEM curriculum ensures no learner is left behind, and this is achieved through the following:

- Addressing the needs of all learners, including those requiring additional support or with special needs. The SHS, SHTS, and STEM curriculum includes learners with disabilities by adapting teaching and learning materials into accessible formats through technology and other measures to meet the needs of learners with disabilities.
- Incorporating strategies and measures, such as differentiation and adaptive pedagogies ensuring equitable access to resources and opportunities for all learners.
- Challenging traditional gender, cultural, or social stereotypes and encouraging all learners to achieve their true potential.
- Making provision for the needs of gifted and talented learners in schools.

Social and Emotional Learning

Social and emotional learning skills have also been integrated into the curriculum to help learners to develop and acquire skills, attitudes, and knowledge essential for understanding and managing their emotions, building healthy relationships and making responsible decisions.

Philosophy and vision for each subject

Each subject now has its own philosophy and vision, which sets out why the subject is being taught and how it will contribute to national development. The Philosophy and Vision for Religious and Moral Education (RME) is:

Philosophy: The philosophy guiding the Religious and Moral Education curriculum is that learning and teaching are non-confessional, integrated and harmoniously learner centered. It is an inter-religious curriculum supported by skilled teachers that engages learners to critically examine religious beliefs, practices, and moral values for their own holistic self-development, for the world of work, adult life, and further studies.

Vision: The vision of the Religious and Moral Education curriculum is to raise morally conscious and tolerant learners who are equipped with relevant skills and competencies to enable them to engage in a comprehensive examination of religious beliefs, practices and claims that lead to the acquisition and application of values for the promotion of peaceful co-existence and national development in adult life, world of work and lifelong learning.

SCOPE AND SEQUENCE

Religious and Moral Education Summary

| S/N | STRAND | SUB-STRAND | YEAR 1 | | | YEAR 2 | | | YEAR 3 | | |
|--------------|-----------------------------------|--------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | | | CS | LO | LI | CS | LO | LI | CS | LO | LI |
| 1. | Work, time management and leisure | Work, Ethics and Honesty | 1 | 1 | 2 | - | - | - | - | - | - |
| | | Time Management | - | - | - | 1 | 1 | 2 | - | - | - |
| | | Leisure | - | - | - | - | - | - | 1 | 1 | 2 |
| 2. | Stewardship and responsibility | The Environment and Climate Change | 1 | 1 | 2 | - | - | - | - | - | - |
| | | Responsible Parenting and Parenthood | - | - | - | 1 | 1 | 2 | - | - | - |
| | | Responsibilities of young persons | - | - | - | - | - | - | 1 | 1 | 2 |
| 3. | Ghanaian Values | Honesty and Nation Building | 1 | 1 | 3 | - | - | - | - | - | - |
| | | Character Values | - | - | - | 1 | 1 | 2 | - | - | - |
| | | Concern for One's Nation | - | - | - | - | - | - | 1 | 1 | 2 |
| Total | | | 3 | 3 | 7 | 3 | 3 | 6 | 3 | 3 | 6 |

Overall Totals (SHS 1 – 3)

| | |
|----------------------------|-----------|
| Content Standards | 9 |
| Learning Outcomes | 9 |
| Learning Indicators | 19 |

SECTION 1: WORK

Strand: **Work, Time Management and Leisure**

Sub-Strand: Work, Ethics and Honesty

Learning Outcome: *Justify the need for positive ethical work attitudes for the development of society.*

Content Standard: Demonstrate appreciation for hard work and working ethically.

INTRODUCTION AND SECTION SUMMARY

This is the introduction to section one of the Religious and Moral Education Teachers' Manual. The purpose of this section is to support learners to be able to use teachings of the three main religions in Ghana to justify the need to develop positive work ethics and honesty at workplaces. When this section is successfully delivered and experienced by learners', they will be able to explain, appreciate and live according to the principles espoused by these teachings. The knowledge acquired will further help them make well-informed choices between decent and indecent roles, jobs and careers. Learners will also come to appreciate the need to offer volunteering services and dispel gender stereotyping of roles/jobs/careers in the Ghanaian society. These are necessary to prepare learners for adult life, the world of work and further studies.

The weeks covered by the section are:

Week 1: Meaning, types and importance of work

Week 2: Religious teachings on the concept of work

Week 3: Gender stereotyping and work

Week 4: Gender stereotyping and work (Debate)

Week 5: Decent and indecent work

Week 6: Work ethics

Week 7: Honesty at workplaces

SUMMARY OF PEDAGOGICAL EXEMPLARS

Given that this is the introductory section to the entire subject, teachers are encouraged to create a warm and welcoming classroom environment so that learners' transition from JHS to SHS, SHTS and STEMS will be done with ease. The successful attainment of the learning indicator will be dependent on teachers' creative use of recommended learner-centred pedagogies such as collaborative learning, experiential learning, use of pictures, videos, internet resource, local materials, and people resources among others. It is expected that teachers will engage learners in activities such as role-play, talk-for-learning, presentations, debates to whip up excitement and interest in learning Religious and Moral Education. Teachers should be mindful of the diversity of their learners in terms of gender, ability and religion, and utilise that as a resource during the assignment of group tasks. Content and pedagogy of the lessons should be differentiated according to the abilities of the learners, being mindful that learners cannot always accomplish the same task. Particular attention should be paid to learners with special educational needs, making relevant accommodations to ensure their full participation in all activities. To support teachers with their approach to differentiation, this manual sometimes refers to learners as approaching proficiency, proficient and those working at a high level of proficiency.

ASSESSMENT SUMMARY

To evaluate the success of lessons and measure learners' attainment, assessment strategies have been suggested for each of the lessons. The emphasis of this section is on formative assessment with the end goal of providing information about learners' progress in terms of their holistic development. Assessment activities suggested include presentations, peer-editing critique, poster making, creative art, debate, oral responses among others. These are meant to gauge learners' progress towards achieving the learning outcome and not necessarily to assign grades and sort them into excellent and weak learners. These assessments are examples/guides and teachers may also create innovative assessment activities that will achieve this goal. A level of Depth of Knowledge (DOK) has been attributed to each of the assessments which will accommodate the diverse abilities of the learners.

Week 1

Learning Indicator: *Identify key work ethics and indicate how they can be applied at home, school and in the world of work.*

Theme or Focal Area: **Meaning, Types and Importance of Work**

Key Concepts

This introductory lesson seeks to expose learners to the concept of work, types of work, and the need to engage in productive activities. The lesson will dwell on learners' experiences to illustrate the various kinds of productive activities, and how these activities impact the individual and society. Particular attention should be given to examples of productive activities from learner's localities.

The key words that guide the discussion are *work; physical work and mental work*. Learners must have a thorough understanding of these concepts.

Key takeaways

1. Meaning of Work
 - a. Work is "any meaningful and beneficial act."
 - b. Work is an activity involving mental or physical effort done in order to achieve a purpose or result (Oxford Dictionary, 2024).
 - c. Work is an activity that a person engages in regularly to earn a livelihood (Marriam-Webster Dictionary, 2024).
2. Types of Work
 - a. Physical Work: This involves tasks that require more of physical strength to execute. E.g. masonry, farming, fishing, hunting, carpentry, mining, etc.
 - b. Mental Work: This involves tasks that require more of mental abilities to execute. E.g. teaching, preaching, nursing, counselling, etc.
3. Importance of Work
 - a. Work promotes healthy living
 - b. Individual and nations generate income from work
 - c. Work minimises social vices when people apply their energies in productive activities
 - d. Work enhances self-confidence and respect
 - e. Work attracts blessings from God
 - f. Work draws people closer to God

Learning Tasks

Guide learners to reflect on the importance and reasons to work.

1. State two reasons why work is important.
2. Explain two reasons why people need to work.
3. Examine two justifications why humans must work with relevant examples.

Pedagogical Exemplars

Teacher Activity:

The teacher introduces the lesson by connecting the concept of work to learners' experiences. Example: Randomly ask learners to tell the class what they usually do in the morning before coming to class as a way of connecting their daily experiences to the concept of work. The teacher may choose from one or more of the following exemplars to deliver the lesson.

- a. *Think-pair-share*: Teachers can encourage learners who are not actively participating or have low ability through think-pair-share discussions to develop their own understanding of what work means.
- b. *Collaborative Learning*: In mixed-ability/gender/religious groups, learners discuss the difference between physical work and mental work with relevant examples, and share their findings with the class. Teachers move around the room to target learners who may need more support. These may be through direct questioning or instructions. Those who exhibit clear or a high level of understanding may be provided with prompt sheets to support the discussion process.
- c. *Jigsaw activity*: In four groups, learners are tasked to discuss the meaning of work, physical work, mental work and importance of work respectively. Following that, group members break off to join new groups and share what they learnt in their previous groups. The teacher facilitates all activities being mindful of the different abilities of the learners and where required, poses questions that will elicit responses that reflect their individual abilities. The types of questions asked will reflect the amount of support required or level of stretch required for individual learners. For example,
 - i. *Why is it important to work? Targeted at learners approaching proficiency.*
 - ii. *What two reasons can you give to explain the need for work? Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*
 - iii. *How do you justify that work is a necessity for human existence? Targeted at those working at a high level of understanding where they are encouraged to justify their responses.*

Key Assessment

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DOK Level 1: Explain the concept of work from your own understanding (oral submission).

DOK Level 3: *Peer editing critique*: From the jigsaw activity, learners present their knowledge of the concepts learnt in their first groups to their colleagues in the second group for critique.

Week 2

Learning Indicator: Identify key work ethics and indicate how they can be applied at home, school and at the world of work.

Theme or Focal Area: Religious Teachings on the Concept of Work

Key Concepts

The focus of this lesson is to expose learners to religious teachings on the concept of work. Teachers should help learners appreciate that all the three main religions teach about the need to work hard. There is consensus that work is part of humankind; and to be human is to work.

Key Takeaways

1. AIR teaching on work – African Indigenous Religions teaches about work through proverbs and Wise sayings/songs

Examples:

- a. *Mmɔden bɔ bu musuo aba so (Twi) – Hard work dispels curses*
 - b. *Edwumadzen nnkum nyimpa (Fante) – Hard work does not kill*
 - c. *Fara je mahum/gom (Dagbanli) – Poverty hates sleeplessness*
 - d. *Tuma kakuuri (Nankari)– Work does not kill*
 - e. *Ne le dade koli yɔ wadei (Ewe) – When you lift it to your knee, they will help you take it unto your head*
 - f. *Atsuɔ dani ayaɔ (Ga) – Before you eat, make sure you work*
2. Christian teaching on work – Christianity teaches about the need for humankind to work from the following passages among others:
 - a. *Humankind was charged to work from the onset of creation (Genesis 2:4-15),*
 - b. *The Parable of the Talent (Matthew 25:14-30),*
 - c. *You shall not steal. (Exodus 20:15)*
 - d. *My father is always at his work to this very day and I too am working (John 5:17-18)*
 - e. *The one who is unwilling to work shall not eat (2 Thessalonians 3:10-13)*

(Refer to Holy Bible (RSV))
 3. Islamic teaching on work – Islam teachings about work can be found in the Qur’an, Hadith and Sunnah. E.g.:
 - a. *Man will not get anything unless he works hard (Holy Qur’an 53:39)*
 - b. *He taught them the art of making garment (Holy Qur’an 21:80a)*
 - c. *David would never eat except from the earnings of his own hand’s work (Sahih-al-Bukhari 5363, Book Number 69, Haddith 25)*
 - d. *I ask Aisha, “What did the Prophet use to do at home?” She said, “He used to work for his family, and when he heard the Adhan (call for the prayer), he would go out” d. (Sahih-al-Bukhari 5363, Book Number 69, Haddith 13) Narrated by Al -Aswad bin Hazid).*

Learning Tasks

Guide learners to reflect on the teachings of the three main religions in relation to work activities. Guidance should be given to those who may struggle with comparing the teachings that the three religions take in their approach to work.

1. State any three common teachings among the three main religions in Ghana on work.
2. Explain the positions of the three main religions in Ghana on work.
3. Justify any three of the quotations that all the three main religions in Ghana encourage their believers to work.

Pedagogical Exemplars

Teacher Activity:

The teacher introduces the lesson of the day, by providing a general overview of learning outcomes and major activities. The teacher may choose from one or more of the following exemplars to deliver the lesson.

1. *Collaborative Learning*: In groups, provide learners with quotations about work from the three main religions to discuss and present about what they mean to them.
2. *Videos/Talk-for-learning*: Watch a short video or news report on work and use talk-for-learning to discuss its implications for the value of hard work.
3. *Exhibition and Gallery Walk*: Gather and place portraits, traditional artifacts and artworks that depict the relevance of work. Task learners in mixed-ability/gender/religious groups to do a gallery walk to observe, discuss and report on the exhibitions and its implications for hard work. Teacher facilitates all activities being mindful of the different abilities of the learners and where required, poses questions that will elicit responses that reflect their individual abilities. The types of questions asked will reflect the amount of support required or level of stretch required for individual learners. For example:
 - a. *What does AIR, Christianity and Islam teach about work? Targeted at learners approaching proficiency.*
 - b. *What facts can you give to explain the position of the three religions on work? Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*
 - c. *How do you justify the view that all three religions enjoin their believers to work? Targeted at those working at a high level of understanding where they are encouraged to justify their responses.*

Key Assessment

DoK Level 1: *Oral response*: Task learners to mention or paraphrase one religious quote on the concept of work.

DoK Level 2: *Written response*: Task learners to search scriptures and oral sources (from online) for other religious quotes that have not been used in class.

DoK Level 4: *Poster making*: Task learners to create a poster/sticker/label/signage with a religious inscription on work and in their own understanding explaining why they would like to live with the selected quotations.

Week 3

Learning Indicator: *Identify key work ethics and indicate how they can be applied at home, school and at the world of work.*

Theme or Focal Area: Gender Stereotyping of Work

Key Concepts

The focus of this lesson is to expose learners to the concept of gender stereotyping in Ghanaian society and how it reflects in the roles/jobs/career choices. This lesson will enable learners to appreciate and re-examine the notion of gender stereotyping of roles/jobs/careers. The intention is to reduce barriers occasioned by socio-religious beliefs and gender biases about work.

Key Takeaways

1. Meaning of Gender Stereotype:
 - a. They are preconceived, usually generalised views about how members of a certain gender do or should behave, or which traits they do or should have. They are meant to reinforce gender norms, typically in a binary way (male/female) (<https://www.verywellhealth.com/gender-stereotypes-5323771>)
 - b. A gender stereotype is a generalised view or preconception about attributes or characteristics, or the roles that are, or ought to be possessed by, or performed by women and men (<https://www.ohchr.org/en/women/gender-stereotyping>). For example,
 - i. Girls are more fragile.
 - ii. Boys don't cry.
 - iii. Girls are interested in fashion and arts.
 - iv. Boys like video game and sport.
 - v. Girls are more perfectionistic and better at housework.
 - vi. Boys are more disorderly and less meticulous in doing housework.
 - vii. Girls are good with language.
 - viii. Boys are good with math. (Source: www.quebec.ca)
2. Gender stereotyping of work: Gender stereotyping of work is a generalised view or preconception about work roles that are, or ought to be performed by women or men. Examples:
 - a. Hunting, palm wine tapping, butchering, truck and commercial bus driving, electrical works, construction works, medical practice are mostly undertaken by men.
 - b. Baby-sitting, teaching (especially, early grade) nursing, chop bar operating, reception jobs, are often undertaken by women.

Note: Some work stereotypes are influenced by religious beliefs, practices and quotations.

Examples: Priesthood in some religious groups/denominations are strictly reserved for certain gender (talk about examples from all the three religions in Ghana).
3. Ways of minimising gender segregated work in Ghanaian society.
 - i. Formal education and training
 - ii. Deliberate policy direction for affirmative action by state agencies

- iii. Religious teachings on equal gender participation in work. For example,
- a. *In Roman 16:1, Paul commended Deacon Sister Phoebe for her outstanding leadership.*
 - b. *In Judges Chapter 4, Deborah is presented as a model judge and political leader.*
 - c. *Holy Qur'an 3:195 states that "Never will I allow to be lost the work of [any] worker among you, whether male or female; you are of one another".*
 - d. *Holy Qur'an 4:124 "...who so does good work whether male or female and be a Muslim, then they shall enter the Paradise and they shall be provided therein without count".*
 - e. *In Ghanaian matrilineal societies, the queen is the kingmaker.*
 - f. *Some Ghanaian ethnic groups crown queens as overlords. Eg. Nana Barnieh Adu-Amopmah (Ankobiahene of Akyem-Asuoso), Tindan paga Sulemana Memunatu of Katariga in the Sagnarigu Municipality, etc.*

Learning Tasks

Guide learners to reflect on the meaning of gender stereotyping and how those views influence work roles. Teachers may need to provide guidance in the form of questions or prompts for those learners who may struggle to understand the concept of gender stereotyping. Those learners working at a higher level of understanding should be able to make the link between gender stereotyping and work. They should understand the reasons for the biases and suggest ways that these can be overcome.

1. Mention any two gender stereotypes about work that you know.
2. Describe what is meant by gender stereotypes of work roles.
3. Examine any two gender stereotypes of work roles and suggest two solutions to minimise the biases.

Pedagogical Exemplars

The teacher may choose from one or more of the following pedagogical exemplars or create their own to deliver the lesson.

1. **a. Teacher Activity:** Introduce the lesson by asking the learners to select one job from each pair of work options given below and justify the reasons for their choices. Note preconceived jobs that are gender biased for discussion in the new lesson.
 - a. Clearing of land (weeding)/planting
 - b. Preparing food/fetching water
 - c. Pastoring/ushering
 - d. Nursing/block laying
- b. Teacher Activity:** Introduce the lesson by asking learners to orally mention their desired future work and reasons for that preference. From their responses, observe preconceived jobs that are gender biased for discussion in the new lesson.
 - i. *Collaborative learning:* In a mixed-ability/gender/religious groups, task learners to infer the meaning and examples of gender stereotyping and gender stereotyping roles/jobs/careers (at home, school, workplaces etc.) from the range of the responses given in their first activity and report their findings for class discussions.

Collaborative Learning: In the same groupings, task learners to examine how gender stereotyping works (roles/jobs/careers) are influenced by the main religions in Ghana. The teacher facilitates all activities being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. For example,

- a. *What gender stereotypes about work do you know? For those approaching proficiency, it may be sufficient for the learner to link the gender stereotypes to different work roles and questioning should reflect this.*
- b. *How would you explain gender stereotypes about work roles?*
- c. *How would you mitigate identifiable gender stereotypes of work roles in your community? Those with a higher level of understanding will be able to relate the subject to work roles within the wider community and main religions and consider ways in which the biases can be reduced.*

Key Assessment

DoK Level 2: Ask learners to explain their own understanding of gender stereotyping (Oral submission)

DoK Level 3: How has religion influenced gender stereotyping in roles/jobs/careers? (Oral submission)

DoK Level 4: *Assignment* – In two mixed-ability/gender/religious groups, task learners to prepare for a debate to speak for or against the motion “Gender stereotyped work roles should be maintained amidst the current economic circumstances in the country”.

Note: Learners can search for information from the internet and other relevant sources to support their debate preparation.

Week 4

Learning Indicator: *Identify key work ethics and indicate how they can be applied at home, school and at the world of work.*

Theme or Focal Area: Gender Stereotyping of Work (Debate)

Key Concepts

The focus of this lesson is to expose learners to the concept of gender stereotyping in Ghanaian society and how it reflects in the roles/jobs/career choices. This lesson will enable learners to appreciate and re-examine the notion of gender stereotyping of roles/jobs/careers. The intention is to reduce barriers occasioned by socio-religious beliefs and gender biases about work.

Key Takeaways

1. Debate: In two mixed-ability/gender/religious groups (subject to local settings), engage learners to debate for or against the motion “Gender stereotyped work (roles/jobs/careers) should be maintained amidst the current economic circumstances in the country”.
2. Potential points of argument
 - a. Supporting the motion
 - i. It is culturally appropriate.
 - ii. Some of the jobs are biologically convenient.
 - iii. Religious injunctions.
 - b. Against the motion
 - i. Unemployment rate.
 - ii. Changing societal dynamics.
 - iii. Education and training.

Learning Tasks

Additional guidance and support may be required for learners who are struggling to participate or may be nervous about debating in front of others. They could be given straightforward dialogues or prompts and offered direct instructions or modelling. They should rehearse along with others to build their confidence.

Learners who are comfortable with debating but still need some support may be given the opportunity to select the part of the debate that is most meaningful to them. They could also be provided with prompts or work with other members of the group to produce scripts that they can read aloud.

Pedagogical Exemplars

1. Debate:

Settings: The debate can be done inside or outside the classroom settings. It can even be scheduled on one of the school gatherings.

Teacher Activity: Introduce the lesson by announcing the motion, the rules, and the time allowance for both main and supporting (rebuttal) speakers for the debate. Task the various speakers to present their arguments according to the set rules.

Key Assessment

DoK Level 1: Task learners to state their individual position on the motion of the debate.

DoK Level 2: Task learners to engage in debriefing by reflecting on the main points raised and adding to the points.

DoK Level 3: Task learners to critique the presentations from the opposing side of the debate.

Week 5

Learning Indicator: *Identify key work ethics and indicate how they can be applied at home, school and in the world of work.*

Theme or Focal Area: **Decent and Indecent Work**

Key Concepts

The focus of this lesson is to expose learners to decent and indecent work according to the three main Ghanaian religious teachings and values. Teachers should help learners appreciate the need to engage in meaningful and socially acceptable work. Emphasis should be placed on the importance of voluntary work in the Ghanaian society and the world at large.

Key Takeaways

1. What is decent work? Decent work is any meaningful and beneficial activity that is socially appropriate and culturally approved of. For example.
 - a. Teaching
 - b. Farming
 - c. Public service
 - d. Truck pushing
 - e. Hawking
 - f. Street Portering (Kayaye)
2. Indecent work: Any activity regardless of how economically viable, that is socially inappropriate and culturally disapproved of. For example.
 - a. Stealing and pickpocketing
 - b. Robbery
 - c. Gambling
 - d. Prostitution (sex trade/hook-up)
 - e. Scamming (Sakawa)
 - f. Begging
 - g. Nudity and pornography
 - h. Gather them and sell (Galamsey)
 - i. Trading in examination questions (Apoo galore)

Learning Tasks

1. Teachers should provide guidance to learners on the range of decent and indecent work available and reasons why indecent work should be discouraged. Mention three examples of decent or indecent work.
2. Distinguish between decent and indecent work with relevant examples.
3. Justify in three ways the need to discourage indecent works among your peers. This can be completed using creative methods such as drama, role play, poetry, songs/rap.

Pedagogical Exemplars

1. *Moral Dilemma*: Teacher introduces lesson by presenting a moral scenario to elicit learners' responses:

Example of a Moral Dilemma:

Two beautiful twin girls from a royal family graduated from Junior High School but could not progress because of weak passes. The eldest chose to be a nudist (showing naked images and video of herself on the social media), and the youngest chose to be a baker. Although both are earning income from their chosen occupations, the eldest is far richer. It is time to enthrone one of them as queen of their community. Which of these two would you choose to be your queen, if you were one of the king/queen makers? Justify your response.

2. *Talk-for-learning*: Through whole-group discussion, learners are guided to discuss their choices from the moral dilemma scenario through critiquing of other justifications from colleagues. From this, learners will come to appreciate the difference between decent and indecent work.
3. *Collaborative Learning*: In mixed-ability/gender/religious groups, learners discuss characteristics of decent and indecent work and provide examples for class presentation. Within this setting, learners may work creatively to produce group poems, songs/rap. The teacher facilitates all activities being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. For example,
 - a. *What is the difference between decent and indecent work? Targeted at learners approaching proficiency.*
 - b. *What examples can you use to distinguish between decent and indecent work? Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*
 - c. *How would you justify the need to discourage indecent work and promote decent work among your peers? Targeted at those working at a high level of understanding where they are encouraged to justify their responses.*
4. *Creative work*: This can be used to demonstrate either positive or negative work ethics. It can be completed individually or as mixed-ability/gender/religious groups. It could take the format of a group play, role play, poem composition or song. Teachers could provide groups with different topics to prepare for presentation to the class or wider school audience.

Key Assessment

DoK Level 2: Reflection: Task learners to reflect on the jobs they intend to do in the future to determine whether they are decent or indecent.

DoK Level 4: Creative work: Compose a short poem, song/rap to discourage a specific indecent work which is common in your community/the country.

Note: Creative works may be shared on social media or school notice board. Poetry recital may also be done at school gathering.

Week 6

Learning Indicator: *Identify key work ethics and indicate how they can be applied at home, school and at the world of work.*

Theme or Focal Area: **Work Ethics**

Key Concepts

The focus of this lesson is to foster positive work ethics among learners. Adopting a proactive attitude toward work and understanding workplace etiquette are necessary values for self-development and nation building. It is expected that teachers will help learners develop the right mental attitude needed for further studies, the world of work and adult life.

Key Takeaways

1. *Work Ethics:* It is a set of values, beliefs, intentions, and objectives that drive people to perform a given task. It refers to principles of human behaviour and attitudes that are exhibited towards a given task.
2. Ethics refers to moral principles that govern a person's behaviour or the conduct of an activity (Oxford Dictionary).
3. *Positive work ethics:* Attitudes that enhance progress, productivity, growth and development of individuals and organisations. Examples:
 - a. Diligence
 - b. Honesty
 - c. Teamwork
 - d. Punctuality and regularity
 - e. Tolerance
 - f. Volunteerism
 - g. Discipline
 - h. Time consciousness.
4. *Negative work ethics:* Attitudes and behaviours that discourage productivity, growth and development of individuals and organisations. Examples:
 - a. Sluggishness/Laziness
 - b. Tardiness/lateness
 - c. Absenteeism
 - d. Truancy
 - e. Corruption
 - f. Pilfering.

Learning Tasks

Guide learners to create short dramas and skits designed to educate others on positive and negative work ethics. These should reflect on differentiating between positive and negative work ethics and ways to discourage negative work ethics. For example,

1. State two examples each of positive and negative work ethics.
2. Differentiate between positive and negative work ethics with relevant examples.
3. Examine the need to discourage negative work ethics among your peers.

Pedagogical Exemplars

- a. *Drama*: Prior to the lesson, the teacher should task learners in small mixed-ability groups to script and rehearse a short drama that portrays both positive and negative work ethics. They should be offered guidance and direct instructions to complete this exercise in relation to timings, content, inclusivity, and storylines. Roles assigned must be inclusive and the storyline should be sensitive to biases and stereotypes. For this lesson, learners come prepared to dramatise their scripts and rehearsed roles.

Note: This lesson can be undertaken outside of classrooms at convenient places like under trees or open spacious and conducive places in the school. It may also be done as a whole school activity.

- b. *Digital literacy project*: Learners script skits to educate others about specific work ethics, record as video for screening within the school environment. Support learners to ensure active participation of all. Learners can take different roles such as scripting, directing, recording, editing etc. The teacher can provide guidance by offering instructions or modelling, providing prompts for the creation of skits, or probing the creative choices of those working at higher proficiency. NB: The product of learners should first be submitted to the RMEC for approval prior to screening and sharing.
- c. *Talk-for-Learning*: This is an additional activity to compliment the drama and digital literacy project. Learners need to be supported to discuss the drama and skits, drawing lessons or values from the projects.
- d. *Song pedagogy*: Support learners to analyse the content of patriot songs on hard work and share the values inherent in the songs. Eg. Ghana Nyiba, Aniha mu nni biribi se ohia.
- e. *Poster*: Support learners to create a poster using digital tools to show religious quotations that promote positive work ethics. In contexts where digital tools are not available, learners may create a paper poster. Such outputs may be posted at vantage points in the school, including classrooms, dormitories, and the dining hall. The teacher facilitates all activities being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. For example,
 - a. *What is the difference between positive and negative work ethics? Learners working at achieving proficiency may need more guidance and direct instructions to support them with the production of dramas and skits.*
 - b. *What examples can you use to distinguish between positive and negative work ethics? Learners working at proficiency level should be able to work independently or with prompt sheets provided by the teacher to help break down the process of dramatisation into manageable steps.*
 - c. *How would you justify the need to discourage negative work ethics and promote positive work ethics among your peers? Learners working at the higher proficiency should be able to demonstrate critical thinking, creativity, and innovation in the development of their drama or skits.*

Key Assessment

DoK Level 4: *Drama:* Accept students' performance of drama as evidence of learning. Teacher to take notes of the strengths and weaknesses of the dramatisation and share specific comments about students' strength and areas for improvement.

DoK Level 4: *Creative work:* Accept students' skits and posters as evidence of learning. Teacher may evaluate the products and offer feedback in terms of students' strengths and areas needing improvement.

Week 7

Learning Indicator: *Identify key work ethics and indicate how they can be applied at home, school and in the world of work.*

Theme or Focal Area: **Honesty at workplaces**

Key Concepts

The focus of this lesson is to introduce learners to the need to inculcate and maintain honesty in the workplace. Cultivating honesty in a workplace is significant for maintaining a healthy and ethical work culture. Teachers should therefore help learners appreciate the importance of upholding honesty in their work endeavours, starting from their academic work. The following concepts should be emphasised:

Key Takeaways

1. *Honesty*: It is the value of being free from deceit or untruthfulness to oneself or others. In other words, honesty means sincerity.
2. *Dishonesty*: It is the act of deceitfulness and insincerity to oneself or others
3. Forms of dishonesty
 - a. Age-cheating
 - b. Bribery
 - c. Corruption
 - d. Fraud
 - e. Extortion
 - f. Over/under-invoicing
 - g. Lying/false witness
 - h. Misrepresentation and fabrication (falsification of facts to one's benefit)
 - i. Impersonation
4. Need for honesty at workplaces
 - a. Honesty is a divine command that yields blessings
 - b. Honesty can be rewarding eg. promotion
 - c. Honesty improves productivity
 - d. Honesty builds good relationships/teamwork
 - e. Honesty enhances job satisfaction
 - f. Honesty promotes security
 - g. Honesty promotes trust/respect

Learning Tasks

1. Mention three honest behaviours to be exhibited at a workplace.
2. Explain any three identifiable honest behaviours at a workplace.
3. Justify the relevance of exhibiting honesty at the workplace as a major tool for nation building.

Pedagogical Exemplars

1. *Role play*: With the support of teachers, learners roleplay scenarios that depict dishonesty at a workplace. Examples of such scenarios include:
 - a. Falsification of age (a.k.a. football age)
 - b. Writing wrong time in time book
 - c. Cheating in exams
 - d. Extorting monies from clients
 - e. Stealing from workplaces
2. *Talk-for-Learning*: Using pyramid discussion, learners discuss scenarios of dishonesty shown in the role play. Discussion should be directed to reveal the imports of dishonesty and the need for honesty at workplaces.
3. *Videos/Talk-for-learning*: Watch a short video or news report on (dis)honesty at work and use talk-for-learning to discuss its implications.
4. *Research*: Learners search online for reports on corruption over a given period. They develop a presentation on corruption. They should tabulate and sum the financial loss to the country and hypothesise the resources those monies could have provided to improve education in the country. Examples of reports may include:
 - a. Auditor-general’s report – <https://audit.gov.gh/files/audit-reports>
 - b. Corruption watch - [cddgh.org/corruption watch/cases-updates/](http://cddgh.org/corruption%20watch/cases-updates/)
5. *Textual Analysis*: Learners analyse content of the National Pledge to highlight areas where Ghanaians are not living up to the expectation. Discuss with learners to appreciate that failure to live up to the pledge we recite amounts to dishonesty.
6. *Song Pedagogy*: Show, play or invite learners to sing Kofi Kinaata’s song “*Things Fall Apart*” (<https://www.youtube.com/watch?v=OTAFc8aAQ5g>) or Safo Newman’s “*Akokoa*” (<https://www.youtube.com/watch?v=7b3lQX9wUt0>)

Discuss the content of the songs. Support learners to evaluate evidence of dishonesty from the lyrics of the music and how this represents the Ghanaian situation. The teacher facilitates all activities being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities.

- i. *Why do you need to demonstrate honesty in the workplace? Learners working at achieving proficiency may need more guidance and direct questioning to engage in discussions. Teachers can draw out their thinking through open-ended questions.*
- ii. *What specific examples can you use to distinguish between honest and dishonest behaviours in the workplace? Learners working at proficiency levels should be able to clearly articulate their thoughts and provide examples of both honest and dishonest behaviours. If required, teachers can support this process by questioning and providing prompt sheets.*
- iii. *How would you justify that dishonesty in the workplace is the bane of Ghana’s development? Learners should be able to work at a high level of understanding here. They are asked*

to analyse information that they have researched on corruption and make links between that and the development prospects of Ghana. Teachers can support this process and help learners to clarify their thinking using probing questions about why they have drawn those conclusions.

Key Assessment

DoK Level 4: Research outcome Learners develop a presentation using PowerPoint slides to share their findings from the research on corruption. In context where technology is not readily available, they could draw tables and charts on their report and present before their class.

DoK Level 2: Honour code: In groups, task learners to discuss the values they would like to include in an honour code based on honesty in the workplace. The whole class then contributes to producing one honour code. A sheet should be provided for learners to sign as a pledge to live an honest life at school and beyond. In signing the code, each learner chooses a critical friend who will support them to live an honest life.



Figure 1: Example of contents of an honour code

DoK Level 3: National Pledge analysis report: Learners present the outcomes of their analysis of the national pledge for discussion.

Section Review

In this section, learners were introduced to work in respect to their daily experiences on the roles/jobs/career lines. Learners have been supported to use the teachings of the main religions to justify the need to develop positive work ethics and demonstrate honesty at workplaces. They have also been exposed to gender stereotyping of roles/jobs/careers in Ghanaian society and the need to dispel gender stereotyping of work roles. Learner-centred pedagogies such as experiential learning, collaborative learning, and use of pictures, videos, internet resource, local materials, and local and national figures among others were utilised to teach the concepts. The emphasis was on the formative assessment with the end goal of providing information about learners' progress in terms of their holistic development. Assessment activities included:

presentations, peer-editing critique, poster making, creative art, debate, oral responses among others. It is expected that learners will appreciate and live according to the principles of hard work as espoused by the teachings of the main religions in Ghana. The knowledge, skills and attitudes acquired from this section will prepare learners for adult life, the world of work and further studies.

Additional Reading Materials

- The Holy Bible.
- The Holy Qur'an.
- Epitacio, S. P. 2007. *Introduction to values education*. Manda: Rex Books.
- Gyekye, K. (2003). *African cultural values: An introduction*. Accra: Sankofa Publishing.
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- Holy Bible (RSV) 1.6. (2015). Solvus Lab.
- Holy Qur'an. (n.d).
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- Oxford Dictionary. (2024). Work. Oxford University Press. https://www.oxfordlearnersdictionaries.com/definition/english/work_1
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- World Meteorological Organization. (2024). <https://wmo.int/topics/climate#:~:text=Climate%20weather%20conditions>

SECTION 2: ENVIRONMENT

Strand: **Stewardship and Responsibility**

Sub-Strand: Environment and Climate Change

Learning Outcome: *Explain the positive and negative impact of our daily activities on the environment and how we can ensure sustainable environment.*

Content Standard: Demonstrate an understanding of the impact of human activities on the environment, and the need to prevent destruction of the environment.

INTRODUCTION AND SECTION SUMMARY

This is the introduction to section two of the Religious and Moral Education Teachers' Manual. The purpose of this section is to support learners to be able to use teachings of the three main religions in Ghana, to explain the positive and negative impact of our daily activities on the environment and how we can ensure sustainable development. When this section is successfully delivered and experienced by learners, they will be able to explain, appreciate and live according to the principles espoused by religious teachings to use, care, control, protect and conserve the environment. The knowledge acquired will further help them to make informed choices about positive and negative environmental practices. Learners will also come to appreciate the need to offer volunteering services that ensure environmental reparations. These are necessary to prepare learners for adult life, the world of work and further studies.

The weeks covered by the section are:

Week 8: The concept of environment and types.

Week 9: Religious foundations of environment.

Week 10: Human activities that impact the environment.

Week 11: Human activities that impact the environment - Campus or Community Tour.

Week 12: The concept of climate change.

Week 13: Causes and effects of climate change.

Week 14: Ways of minimising the negative impact of climate change.

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this section, teachers are encouraged to create a warm and welcoming classroom environment to ensure the delivery of the lessons. The successful attainment of the learning indicator will be dependent on teachers' creative use of recommended learner-centred pedagogies, such as collaborative learning, experiential learning, use of pictures, videos, internet resources, local materials, and external resource persons among others. It is expected that teachers will engage learners in activities such as role-play, talk-for-learning, experiential and service learning, presentations, debates to whip up excitement and interest in learning Religious and Moral Education. Teachers should be mindful of the diversity of their learners in terms of gender, ability, and religion, and utilise that as a resource during the assignment of group tasks. Content and pedagogy of the lessons should be differentiated along the abilities of the learners, being mindful that learners cannot always accomplish the same task. Particular attention should be paid to learners with special educational needs, making relevant accommodations to ensure their full participation in all activities. To support teachers with their approach to differentiation, this

manual sometimes refers to learners as approaching proficiency, proficient and those working at a high level of proficiency.

ASSESSMENT SUMMARY

To evaluate the success of lessons and measure learners' attainment, assessment strategies have been suggested for each of the lessons. The emphasis of this section is on formative assessment with the end goal of providing information about learners' progress in terms of their holistic development. Assessment activities include presentations, peer-editing critique, poster making, creative art, reflective journal, oral responses among others. These are meant to gauge learners' progress towards achieving the learning outcomes and not necessarily to assign grades and sort them into excellent and weak learners. These assessments are examples/guides and teachers may also create innovative assessment activities that will achieve this goal. A level of Depth of Knowledge (DOK) has been attributed to each of the assessments which will accommodate the diverse abilities of the learners.

Week 8

Learning Indicator: *Explain human activities that impact on the environment.*

Theme or Focal Area: **Meaning, Types and Importance of Environment**

Key Concepts

This lesson seeks to expose learners to the concept of environment, types, and importance. The lesson will dwell on learners' experiences on the various types and importance of environment. This will enable them appreciate how beneficial the environment is to them individually and to the society as a whole. Teachers should use examples from the learners' locality in talking about environmental issues.

The key words that guide the discussion are *environment; physical environment, biological environment, social or cultural environment and spiritual environment*. Learners must have a thorough understanding of these concepts.

Key takeaways

1. Meaning of Environment:

- a. Environment encompasses all the living and non-living elements and their influence on human life.
- b. It is circumstances or conditions that surround the organism or group of organisms. They could be welcoming conditions or hostile ones.
- c. It includes physical, social, chemical, and other natural forces that make life possible.
- d. It is everything that surrounds us and it includes both living and non-living things such as water, soil, air, climate, animals, and plants which adapt themselves to their surroundings.

Note: The interaction between the living and non-living objects and the products of these interactions constitutes the environment.

2. Types of Environments:

- a. **Physical Environment:** This includes sunshine, water bodies, sky, rocks, mineral deposits, and all other non-living things and built environment.
- b. **Biological Environment:** This includes man, bacteria, trees, animals, and all living things.
- c. **Social or cultural environment:** This is the complex social or cultural conditions that affect an individual or community.
- d. **Spiritual environment:** The world of the living-dead, angels, Supreme Being, good and bad spirits.

3. Importance of Environment:

- a. It provides a habitat for all organisms.
- b. It sustains the lives of all living organisms.
- c. It provides raw material for industries.

Learning Tasks

1. State any two types of environments.
2. Explain with relevant examples, two types of environments.
3. Contrast the types of environments and justify the complimentary role they play for humans.

Pedagogical Exemplars

Teacher may choose from one or more of the following exemplars to deliver the lesson.

- a. *Experiential Learning/Pyramid Discussion:* Task individual learners to look around and list some of the things they see in their school surroundings. In mixed-ability/gender/religious groupings (as may be applicable), learners share their listed items with their group members in order to reflect and collaboratively decide on a definition that represents all that they have observed and listed. Each group in turns, share their suggested definitions with the whole class for their consideration. (The pyramid discussion is intended to connect learners' experiences to the concept of environment).
- b. *Collaborative Learning:* In their various groups, learners decide on their own definitions of environment and share their answers with the whole class.

Note: Guide learners to refine their answers to correspond to the definitions provided at the Key Takeaways.

- c. *Talk-for-Learning:* In their groups, help learners to classify the listed items into physical, biological, social, or cultural and spiritual environments. Allow learners to add more examples under the various types of environments. The Teacher should moderate discussion, being mindful of the different abilities of the learners and pose questions that will elicit responses that reflect and stretch their abilities. The teacher should aim to stretch all learners through increasing the difficulty of questions. For example,
 - i. *What type of environment can you identify based on the classifications? Targeted at learners approaching proficiency.*
 - ii. *What other examples can you give to distinguish the types of environments based on your classifications? Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*
 - iii. *How would you contrast the types of environments and justify the complimentary role they play for humans? Targeted at those working at a high level of understanding where they are encouraged to justify their responses.*
- d. *Reflection:* Task learners to reflect on different types of environments and describe the benefits that can be derived from them.

Key Assessment

DoK Level 1: In your groups, list at least four components of the physical environment (Accept written or oral responses). Peer group marking is encouraged in this written exercise.

DOK Level 2: Explain the concept of environment from your own understanding (oral submission).

DoK Level 3: *Reflective Writing:* Learners reflect and explore the connections between the physical and spiritual environment. (Learners' responses will be used in the next lesson).

DoK Level 4: *Exhibition Exercise:* In your groups, draw your ideal spatial school environment on a manila card and exhibit your drawing in the next lessons (Off-class Assignment).

Week 9

Learning Indicator: *Explain human activities that impact on the environment.*

Theme or Focal Area: **Religious Foundations of the Environment**

Key Concepts

The focus of this lesson is to expose learners to religious teachings on the concept of the environment. Teachers should help learners appreciate that all the three main religions teach about the need to take good care of the environment for our livelihood and for unborn generations. There is consensus among the three main religions in Ghana that the environment has been given to humankind by the Creator to use, care, protect and conserve for sustainable development. These following concepts should be emphasised:

Key Takeaways

1. African Indigenous Religion's view on the environment:
 - a. The physical environment was created by the Supreme Being.
 - b. The physical environment is the abode of the spiritual entities (e.g. gods, ancestral spirits, and other spirit beings).
 - c. The ancestors are the custodians of the physical environment while the living (humankind) are stewards.
 - d. Spirits operate in the human world through sacred animals and plants (totems), and other inanimate objects such as rocks, mountains, water bodies, etc.
 - e. There should be harmony between the physical and the spiritual world. Any act of disharmony results in dire consequences. For example, famine, drought, epidemics, misfortunes, etc.
2. Christians' view on the environment:
 - a. Christians believe that the physical environment (world) was created by the Almighty God (Gen 1:1).
 - b. God gave humans a special responsibility within creation to cultivate it, guard it and use it wisely – this is called stewardship (Gen 1:26; 2:15).
 - c. Humans have to work within creation and to look after it (Gen 2: 15).
 - d. All creation, both with and without human, has a close interdependence which was made in this way by God. This harmony of creation is to the glory of God.
 - e. Humans have the role of protecting all creation, not abusing or destroying those (Numbers 35:33).
 - f. All types of exploitation of the world and its resources and all creatures are rejected. Humans must not do anything that risks or damage the world (cf. Numbers 35:33; John 6:12).
3. Islam's view on the environment:

The following quotes from Islamic teachings support the position that the environment is sacred, and therefore should be treated with utmost care:

 - a. Muslims believe that the universe was created by Allah, and it belongs to Him (Surah 2:29; 2:117; 3:190; 45:11-12).
 - b. All creation is like a family of Allah; and He loves the most those who are beneficent to His family (Hadith).
 - c. Islam teaches that humans have been given the role of Khalifa (trustee or steward) (Surah 6:165)

- d. Islam prohibits the excessive consumption of resources the earth provides to humanity (Quran 7:3; 6:141; 30:30).
- e. Islam believes that the whole world is a mosque (Hadith 1057:4).
- f. Allah loves and cares for all creatures so cruelty to animals is forbidden (Hadith)
- g. Doing good to a beast is as good as doing good to a human being (Hadith)

Learning Tasks

1. Explain the positions of the three main religions on the environment with relevant references.
2. Justify the need to protect the environment using evidence from the three main religions.

Pedagogical Exemplars

- a. *Presentation on Reflective Writing:* From the previous lesson, learners in their groups present their findings on the connections between the physical and spiritual environment. The teacher should encourage all learners to contribute according to their confidence and abilities (Refer to **DoK Level 3** in Week 8 Lesson). This may include targeting learners who need support with additional questioning and direct instructions.
- b. *Collaborative Learning:* Learners form convenient groups. Each group is given a passage on a religion's view of environment to study and prepare to teach their colleagues in the other groups. Learners regroup into groups of three with one each from groups that have focused on a particular religion. In the new groups, they take turns to share what they learnt in their previous groups. Those learners who are approaching proficiency and proficient may need support in recalling the religious position and providing evidence Teachers should circulate the room to help those learners to contribute to their group's learning. Students who are developing their responses with justification (higher proficient learners), could be invited to share their points with the whole class after the activity.
- c. *Talk-for-Learning:* Learners reflect and contribute to a discussion on the question: "Why is there over exploitation of the environment, in spite of religious teachings on environmental conservation?" The teacher should moderate discussion, being mindful of the different abilities of the learners and pose questions that will elicit responses that reflect their abilities. The teacher should aim to stretch all learners through increasing difficulty of questions. For example,
 - a. *What is the common position of all three religions on the environment? Targeted at learners approaching proficiency.*
 - b. *Which beliefs from the three main religions in Ghana support their positions on environmental conservation? Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*
 - c. *How would you justify the view that all three religions agree that the environment should be conserved? Targeted at learners working at a high level of understanding where they are encouraged to justify their responses.*

Key Assessment

DoK Level 1 and 2: Oral Presentation: Learners share their findings from their reflective writing.

DoK Level 3: Written Response: Learners interrogate the beliefs from the three main religions in Ghana that support environmental conservation.

DoK Level 4: Poster making: Learners in their second groups design a poster on the teaching of the three religions on the environment.

Week 10

Learning Indicator: *Explain human activities that impact on the environment.*

Theme or Focal Area: **Human Activities that Impact on the Environment**

Key Concepts

The focus of this lesson is to expose learners to human activities that impact the environment. Learners should be guided to understand and appreciate human activities that endanger the environment and ways by which humans can sustain the environment. This will enable learners to re-examine their actions and inactions with regards to the environment at school, home, and community. Also, developing concerns about the use of the environment will help learners to play advocacy roles in safeguarding the environment.

Key Takeaways

1. Human activities that can impact the environment negatively:
 - a. Indiscriminate lumbering (eg. Timber, charcoal, firewood, building)
 - b. Bad farming practices (eg. slash and burn methods, excessive use of chemicals like inorganic fertilizer and weedicide/pesticide)
 - c. Illegal mining activities (eg. “Gather them and sell” – “Galamsey”,)
 - d. Illegal fishing activities (eg. Use of unapproved fishing net, pair trolling, use of chemicals such as DDT for fishing, light fishing)
 - e. Indiscriminate hunting for game (eg. the use of chemicals for hunting, burning of bushes for hunting, hunting on unapproved seasons)
 - f. Construction menace (eg. Building on waterways and wetlands, depleting of forest cover for construction)
 - g. Indiscriminate sand winning and quarrying
 - h. Improper waste disposal – solid waste, liquid waste, biomedical waste (eg. dumping of refuse on water bodies/ways, dumping of refuse in unapproved places)
 - i. Burning of fossil fuel by industrial machines and transportation vehicles.
2. Ways by which humans can sustain the environment:
 - a. Afforestation
 - b. Improved farming practices
 - c. Proper mining practices
 - d. Approved fishing methods
 - e. Construction of irrigation projects
 - f. The use of clean energy (eg. Biogas, LPG, solar etc.)
 - g. Proper use of space (eg. Building high rise buildings instead of short ones which waste space)
 - h. Enforcement of environmental laws
 - i. Protection of underground and surface water bodies
 - j. Proper waste management practices
 - k. Wildlife conservation

Learning Tasks

1. Explain with relevant examples, five human activities that destroy the environment.
2. Prescribe solutions to five identifiable human activities that destroy the environment.

Pedagogical Exemplars

Teacher may choose from one or more of the following pedagogical exemplars or create their own to deliver the lesson.

1. *a. Videos/Talk-for-Learning:* Watch a short video or news report on environmental problems such as choked waterways, polluted water bodies, “galamsey” sites, etc. and use talk-for-learning to discuss their implication on the environment.

Or

- b. Gallery Walk/Talk-for-Learning:* Display pictures on environmental problems such as choked waterways, polluted water bodies, “galamsey” sites, refuse sites etc and use talk-for-learning to discuss their implication on the environment. Learners who are approaching proficiency may need support to discuss implications and the teacher should ask prompt questions to help stretch them. Other learners should be encouraged to think beyond implications to solutions and share these with the class to help with the collaborative learning activity.
2. *Collaborative Learning:* In mixed-ability/gender/religious groupings, task each group to suggest solutions to mitigate at least one environmental problem from the video/gallery walk and present their findings to the whole class.

Key Assessment

DoK Level 1: *Oral submission:* Task learners to identify human activities that negatively impact the environment.

DoK Level 3: *Oral submission:* Task learners to suggest ways of solving environmental problems they have identified.

Week 11

Learning Indicator: *Explain human activities that impact on the environment.*

Theme or Focal Area: **Human Activities that Impact the Environment (Campus or Community Tour – A follow-up lesson)**

Key Concepts

The focus of this lesson is to expose learners to human activities that impact the environment. Learners should be guided to understand and appreciate human activities that endanger the environment and ways by which humans can sustain the environment. This will enable learners to re-examine their actions and inactions with regards to the environment at school, home, and community. Also, developing concerns about the use of the environment will help learners to play a part in advocacy and volunteering roles in safeguarding the environment.

Key Takeaways

1. Some of the noticeable environmental problems likely to be found around the school or the community may include:
 - a. Choked drains.
 - b. Indiscriminate dumping.
 - c. Poor shades/vegetation cover on campus.
 - d. Erosion and leaching.
 - e. Open defecation.
 - f. Unhygienic washroom, kitchen, drains, dormitories etc.
2. Some of the possible solutions to the environmental problems that can be identified in the school, or the community include:
 - a. De-silting of choked drains/gutters.
 - b. Clearing and proper disposal of waste (Refuse can sorted for reuse, recycling, or artistic purposes).
 - c. Planting and caring for trees, grasses on the school playing field, ornamental plants.
 - d. Provide erosion breaks (eg. Sandbags, pegs, growing of cover plant/grass).
 - e. Provide education to their peers and community members to desist from open defecation. Serve as a watchdog of their campus environment. NB: If it is possible, the learners can provide a simple dugout and fence it with local material to be used as a place of convenience.
 - f. Scrubbing of washrooms, kitchen, open drains, dormitories, and all unhygienic places that can be identified.

Pedagogical Exemplars

1. *Experiential/Service Learning* – Learners tour their school campus or their school’s community to observe, identify and list environmental problems. Learners go back to their classrooms, plan a solution and a day to solve the problem(s) identified during their tour.

Note: Learners can search for information from the internet and other relevant sources to support them to mitigate their identified environmental problems. A citation could also be

design by the RMEC to honour the class for solving a specific environmental problem on their campus or the community.

2. *Reflective Journal:* Learners create a reflective journal on their experience and feelings when participating in solving an environmental problem.
3. *Digital Literacy Project:* From the service learning, learners produce skits educating others about the need to take good care of the environment.

Or

4. *Creative Work:* Compose a short poem, song/rap to campaign for the protection of the environment.

Note: The Digital Literacy Project and the Creative Work may be shared on school platforms or school gatherings with a prior approval of the RMEC.

Key Assessment

DoK Level 1 and 2: *Oral response:* Learners' list three environmental problems in the school or the community and explain how they solved the problems.

DoK Level 3: *Reflective Journal:* Learners submit their reflective journal to their peers for review and feedback.

DoK Level 4: *Skits/creative works:* Learners submit skits/creative works produced during their service learning for assessment.

Week 12

Learning Indicator: *Explain human activities that impact on the environment.*

Theme or Focal Area: **The Concept of Climate Change**

Key Concepts

The focus of this lesson is to introduce learners to the concept of climate change. Teachers should help learners appreciate the need to observe the changing pattern of weather conditions over the years and plan their activities to correspond with the changes.

Key Takeaways:

- a. Meaning of Climate:
 - i. Climate is the average weather conditions for a particular location over a long period of time, ranging from months to thousands or millions of year (World Meteorological Organization, 2024).
Note: World Metrological Organization uses 30-year periods to determine average climate.
 - ii. Climate refers to the average course or condition of the weather at a place usually over a period of years as exhibited by temperature, wind velocity, and precipitation. <https://www.merriam-webster.com/dictionary/climate>.
- b. Meaning of Climate Change:
 - i. Climate change refers to changes in climatic elements such as temperature, rainfall, wind and other elements varying over decades or more.
 - ii. It is a long-term significant variation in climatic conditions of the earth.
 - iii. Climate change is any change in climate variability either natural or as a result of human activities.
 - iv. Climate change is a change of climate which is attributed directly or indirectly to human activities that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time period. (UN 1992).

Learning Tasks

1. Describe the concept of “climate” and share your understanding of it.
2. Explain with relevant examples the concept of climate.
3. Distinguish between climate and climate change.

Pedagogical Exemplars

1. *Talk-for-learning:* Task learners to share their views on the “concept of climate” and suggest definitions for it. Teachers should moderate the discussion being mindful of the different abilities of the learners and posing questions that will elicit responses that reflect learners’ abilities. For example,
 - a. *How would you describe the concept of “climate” in your own understanding? Targeted at learners approaching proficiency.*
 - b. *How would you explain the concept of ‘climate’ with relevant examples? Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*

- c. *How would you distinguish between climate and climate change? Targeted at those working at a high level of understanding where they are encouraged to justify their responses.*
2. *Video(s)/Talk-for-Learning:* Learners watch video(s) on the concept of climate change and use talk-for-learning to discuss what they learnt from the video. Through the whole-class discussion, learners are guided to suggest definitions for climate change.

Note: Teachers may use their own videos to teach the concept or select videos from the following links:

<https://www.youtube.com/watch?v=vjZnUI3OkCI>

https://www.youtube.com/watch?v=G9t__9Tmwv4

<https://www.youtube.com/watch?v=d4BFgtU0hJU>

<https://www.youtube.com/watch?v=6ZYU0kB3D4s>

3. *Research Activity:* Learners research the causes and effects of climate change over the past five years and present their findings for the discussions in the next lesson. Learners may surf the internet and other sources to aid their research.

Key Assessment

DoK Level 1: *Oral Submission:* Task learners to define climate from their own understanding?

DoK Level 2: *Oral or Written Responses:* Task learners to differentiate between climate and climate change.

DoK Level 3: Written response: Tabulate climate changes they have experienced for the past 5 years.

Learning Indicator: *Explain human activities that impact on the environment.*

Theme or Focal Area: **Causes and Effects of Climate Change**

Key Concepts

The focus of this lesson is to introduce learners to the concept of climate change. Teachers should help learners appreciate the need to observe the changing pattern of weather conditions over the years and plan their activities to correspond with the changes. The following concepts should be emphasised:

Key takeaways

1. Causes of Climate Change:
 - a. Deforestation/lumbering
 - b. Bad farming practices
 - c. Fumes from factories
 - d. Release of greenhouse gases (methane, carbon dioxide, nitrous, chlorofluorocarbons etc.)
 - e. Bush burning
 - f. Burning of fossil fuel (coal, oil, liquefied petroleum gas – LPG etc.)
 - g. Toxic chemicals from testing of weapons etc.
2. Effects of Climate Change
 - a. Rise in sea level leading to floods
 - b. Drought
 - c. Desertification
 - d. Food insecurity due to low yield of farm produce
 - e. Poverty and displacement of people and animals
 - f. Depletion of living organisms (Extinction of some plants and animals)
 - g. Torrential rainfall leads to flooding, damage to infrastructure and the spread of diseases
 - h. Melting of ice in the temperate regions
 - i. Soil erosion



Scan for information on Climate Action

Learning Tasks

1. State any three causes and three effects of climate change.
2. Explain with relevant examples, two causes and two effects of climate change.
3. Justify the need to learn about the causes and effects of climate change.

Pedagogical Exemplars

1. *Collaborative Learning*: In mixed-ability/religious groupings, learners are tasked to share and discuss their findings from the research given to them in the previous lesson on the causes and effects of climate change. They can write their finding on small sheets of paper or stickers and pass them to their group members to read them.
2. *Group Presentations*: Learners in their groups collate and refine their findings on the causes and effects of climate change and present them to the whole class.
3. *Video Show/ Picture Gallery*: Learners watch a short video(s) or picture(s) of the causes and effects of climate change in Ghana, West Africa and elsewhere in the world. Climate change phenomena like the melting of glaciers, desertification, and drought leading to the death of animals can be shown for learners' reflection.
4. *Reflections*: Learners are guided to reflect on the video(s) or the picture(s) and suggest ways by which humans can reduce the causes or effects of climate change.

Note: Resource persons such as Geography or Social Studies teachers and environmental experts would be helpful in the explanation of certain key concepts of climate change if the need be. The teacher moderate's discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What are the causes and effects of climate change? – AP*
- b. *What common examples can you cite to distinguish the climate change effects in Africa and the Western World? – P*
- c. *How would you describe the effects of climate change on agricultural productivity in your country? – HP*

Key Assessment

1. **DoK Level 1: Individual Task**: State at least three causes and effects of climate change (Oral exercise).
2. **DoK Level 2: Presentation**: In your groups, collate your responses on the causes and effects of climate change and present them to the class (oral submission).
3. **DoK Level 4: Nature Walk/Observation**: Learners walk around the school or the community and observe/take pictures/videos of examples of the possible causes and/or effects of climate change in their environment. Learners may edit the videos and make short documentaries (with suitable narrations) to educate their peers and the general public about the causes and effects of climate change. The documentary can be shared/or shown in a school gathering or on social media. Also, posters may be designed with the pictures taken from the nature walk. Appropriate inscriptions can be put underneath to educate their peers and the public about the causes and effects of climate change. Learners' work may be shared on the school noticeboard and social media handles (for example Facebook, Snapchat, TikTok, WhatsApp status) of the learners and/or the school.

Note: Products of learners: Express permission should be obtained from RMEC before any products of learners can be shared on any platform. Learners' products in the form of documentaries and posters should be accepted as evidence of learning.

Week 14

Learning Indicator: *Explain human activities that impact on the environment.*

Theme or Focal Area: **Ways of Minimising the Negative Impacts of Climate Change**

Key Concepts

The focus of this lesson is to introduce learners to the concept of climate change. Teachers should help learners appreciate the need to observe the changing pattern of weather conditions over the years and plan their activities to correspond with the changes. The following concepts should be emphasised:

Key takeaways

1. Ways of minimising the negative impacts of climate change:
 - a. Promote afforestation and reforestation practices
 - b. Adoption of environmentally friendly farming practices
 - c. Ensure proper mining practices
 - d. The use of clean energies (eg. Solar, hydro, biogas etc.) to power factories, automobiles, homes etc.
 - e. Walk, bike or take public transport to reduce the burning of fossil fuel.
 - f. Increase public education for attitudinal change.
 - g. Ensure sound and sustainable management of natural resources in the environment
 - h. Adoption of proper waste management practices.
 - i. Enforcement of sustainable environmental laws to protect forest and water resources.

Learning Tasks

1. Mention any three ways in which humans can minimise the negative impacts of climate change.
2. Explain with relevant examples, three indigenous ways of protecting water and forest resources.
3. Discuss three examples of proper waste management practices.
4. Justify with relevant examples why humans need to minimise the impacts of climate change.

Pedagogical Exemplars

1. *Talk for Learning:* Through talk for learning, learners discuss their reflection on video(s)/ picture(s) on the causes and effects of climate change watched in their previous lessons and suggest ways by which humans can minimise the impacts of climate change. Examples should proceed from the learners' local environment before new and unfamiliar ones can be introduced to enhance the better understanding of concepts.
2. *Poem/Story/Rap/Song Composition:* In mixed-ability/religious groupings, task learners to compose poems/stories/raps about the various ways in which humans can minimise the negative impacts of climate change.

Note: The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What are the ways of minimising the negative impacts of climate change? – AP*
- b. *What roles can the three main religious groups in Ghana play in the mitigation of the impacts of climate change? – P*
- c. *How would you justify the need to take mitigation measures to minimising the impacts of climate change? – HP*

Key Assessment

1. **DoK Level 3: Individual Task:** Learners are guided to describe at least three ways in which humans can minimise the negative impacts of climate change and explain the importance of doing so. (Oral submission).
2. **DOK Level 4: Presentation:** Groups take turns to present their composed poems/stories/raps/songs to the whole class (accept both oral and written responses as evidence of learning from learners).

SECTION 3: HONESTY AND NATION BUILDING

Strand: **Ghanaian Values**

Sub-Strand: Honesty and Nation Building

Learning Outcome: *Appraise how honesty and selflessness contribute to national development.*

Content Standard: Demonstrate knowledge and understanding of the causes and effects of corruption and defend honest ways of gaining wealth.

INTRODUCTION AND SECTION SUMMARY

The purpose of section three of the RME Teachers' Manual is to support learners to be able to use the teachings of the three main religions in Ghana in demonstrating knowledge and understanding of the causes and effects of corruption and to defend honest ways of gaining wealth. When this section is successfully delivered and experienced by learners they will be able to appreciate religious, moral and legal principles that promote honesty and discourage dishonest behaviours at home, school and society in general. Lessons from this section will also help learners to understand the causes and effects of corruption and ways in which corruption can be minimised in every facet of learners' lives. Knowing these will help learners to appraise how honesty and selflessness contribute to national development; and adequately prepares them for adult life, the world of work and further studies.

The weeks covered by the section are:

Week 15: Honesty and corruption I

Week 16: Honesty and corruption II

Week 17: Honesty and corruption III

Week 18: Honesty at home

Week 19: Honesty at school I

Week 20: Honesty at school II

Week 21: Honesty in the community I

Week 22: Honesty in the community II

Week 23: Honesty and wealth

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this section, teachers are encouraged to create a warm and welcoming classroom environment to ensure the delivery of the lessons. The successful attainment of the learning indicators will be dependent on teachers' creative use of recommended learner-centred pedagogies such as collaborative learning, experiential learning, the use of pictures, videos, internet resources, local materials, and resource persons among others. It is expected that teachers will engage learners in activities such as role-play, talk for learning, experiential and service learning, presentations and any other pedagogical strategy that teachers will deem fit for any of the lessons to whip up excitement and interest in learning Religious and Moral Education. Teachers should be mindful of the diversity of their learners in terms of gender, ability and religion, and utilise that as a resource during the assignment of group tasks. Content and pedagogy of the lessons should be differentiated along the abilities of the learners, being mindful that learners cannot all accomplish the same task at all times. Particular attention should be

paid to persons with special education needs, making relevant accommodations to ensure their full participation in all activities as possible.

ASSESSMENT SUMMARY

To evaluate the success of lessons and measure learners' attainment, assessment strategies have been suggested for each of the lessons. The emphasis of this section is on formative assessment with the end goal of providing information about learners' progress in terms of their holistic development. Assessment activities suggested include presentations, peer-editing critique, poster making, reflective journals, oral and written responses among others. These are meant to gauge learners' progress towards achieving the learning outcomes and not necessarily to assign grades and sort them into excellent and weak learners. Teachers are to make careful choices from among the assessment options provided and also create innovative assessment activities that will achieve this goal. It will be noticed that for each of the assessment options suggested, a level of Depth of Knowledge (DOK) has been gauged. Teachers are to make choices that will ensure a good mix of high and low levels to accommodate the diverse abilities of the learners.

Week 15

Learning Indicator: *Discuss dishonesty as central to the causes and effects of corruption.*

Theme or Focal Area: **Honesty and Corruption I**

Key Concepts

The focus of this lesson is to expose learners to religious teachings on the concept of honesty and to emphasise the importance of the Ghana National Anthem and Pledge. Teachers should help learners appreciate that all three main religions in Ghana teach about the need to maintain honesty in the lives of their believers. It is a common ground among the teachings of the three main religious groups that the Creator loves honest people. In this respect, learners are encouraged to make honesty a guiding principle of their daily life activities. The following concepts should be emphasised:

Key Takeaways

1. Meaning of honesty:
 - a. It is the value of being free from deceit or untruthfulness to oneself or others. In other words, honesty means sincerity.
 - b. It implies a refusal to lie, steal, or deceive in anyway (Merriam Webster)
 - c. Fairness and straightforwardness of conduct (Merriam Webster)
2. What the three main religions say about honesty.
 - a. African Indigenous Religion:
 - i. A lie has many variations, truth has none (African Indigenous saying)
 - ii. The path of a liar is very short (African Indigenous saying)
 - iii. A half-truth is a liar (African Indigenous saying)
 - iv. Buy the truth but never sell it (African Indigenous saying)
 - v. It is better to be punished for telling the truth than to be rewarded for telling lies (African Indigenous saying)
 - vi. Truth is like fire, it cannot be hidden under dry leaves (African Indigenous saying)
 - b. Christian Teaching:
 - i. You shall not bear false testimony against your neighbours (Exod 20:16)
 - ii. God does not show partiality or take bribes (Deut. 10:17)
 - iii. Do not lie to one another (Col 3:9)
 - iv. Put away falsehood. Let everyone speak the truth (Eph. 4:25)
 - v. Let your yes be yes, and your no be no (Matt 5:37)
 - c. Islamic Teachings:
 - i. This is the day when the truthful will be saved by their truthfulness (Qur'an 5:119)
 - ii. God will surely recompense the truthful for their truthfulness (Qur'an 33:24)
 - iii. ... those who guide in accordance with the truth, the truth renders them righteous (Qur'an 7:159)
 - iv. Those who promote the truth and believe therein are the righteous (39:33)
 - v. O you who believe! Fear God, and be with those who are true – in word and deeds (Qur'an 9:119)

Learning Task

1. State the meaning of honesty from your own understanding.
2. Examine the religious teachings on honesty from the three main religions of Ghana.
3. Justify your stand on the behaviours of the characters in the moral dilemma. Use any two religious quotes to support your stand.

Pedagogical Exemplars

1. *Think-pair-share*: Through think-pair-share, learners brainstorm the meaning of the word “honesty” as being used in their everyday lives.
2. *Collaborative learning*: In mixed-ability/religious groupings, learners examine some teachings/sayings on honesty from the three main religions in Ghana.
3. *Reflection*: Learners reflect on the commonalities among the three main religions’ teachings on honesty, and that of the Ghana National Anthem and Pledge.
4. *Moral Dilemma*: Joojo’s mother is fatally ill. Baba, their neighbour drives them to the nearby hospital. Upon arrival, the doctor examines her and prescribes some medicine. To Joojo’s amazement, he got to the pharmacy only to realize that the money he had available was not enough to purchase the medicine. Ohenewaa, the pharmacist, turned to attend to another patient. Thinking of his mother’s critical condition, Joojo grabs the medicine which is within reach and runs off towards the hospital. His mum, Enyonam, eventually recovers after taking the medicine.

Analyse Joojo’s action based on your view on honesty: Does this amount to stealing or is his action justifiable?

Note: The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What is the meaning of the word “honesty”? – AP*
- b. *How would you explain the word honesty from a religious point of view? – P*
- c. *What interpretation would you give to any two religious quotes in relation to your understanding of honesty? – HP*

Key Assessment

1. **DoK 1 : Oral Submission**: Learners take turns to explain the term “honesty” based on their understanding.
2. **DoK 3: Oral or Written Response**: In groups, task learners to examine the teachings on honesty in the three main religions in Ghana and show how they will apply them in their daily lives.
3. **DoK 4: Singing and Recitation**: Learners sing and recite the Ghana National Anthem and the Pledge respectively. Task Learners to analyse why both underscore the need for honesty among citizens.

Week 16

Learning Indicator: *Discuss dishonesty as central to the cause and effects of corruption*

Theme or Focal Area: **Honesty and Corruption II**

Key Concepts

The focus of this lesson is to expose learners to the concepts of honesty and corruption. Teachers should help learners appreciate the meaning and understanding of the concepts of corruption, forms of corruption and the causes of corruption in Ghanaian society. In this respect, learners should be equipped with the knowledge, skills and attitudes that will help them to appreciate the need to avoid all acts of corruption and also, to show the willingness and boldness to expose corrupt acts in Ghanaian society. The following concepts should be emphasised:

Key Takeaway

1. Meaning of corruption:
 - a. Dishonest or fraudulent conduct by those in power, typically involving bribery.
 - b. It is a situation where a person tries to use his or her status, position or rank in society for personal gain.
2. Forms of corruption:
 - a. Bribery
 - b. Extortion
 - c. Cronyism
 - d. Nepotism
 - e. Theft and embezzlement
 - f. Fraud in contract performance
 - g. Fraud in an audit inquiry
 - h. Money laundering
 - i. Misuse of funds etc.
3. Causes of corruption
 - a. Increased economic hardship
 - b. Greed and self-centredness
 - c. Tribalism
 - d. Frequent demands by the extended family
 - e. Attitudinal problems
 - f. Bureaucracy
 - g. Unemployment
 - h. Desire to get rich quick
 - i. Lack of self-control

Learning Task

1. Explain the term corruption?
2. Explain the meaning of five forms of corruption?
3. Analyse any five causes of corruption in the Ghanaian society.

Pedagogical Exemplars

1. *Reflection:* From the previous lesson, learners are to reflect on dishonest behaviours or attitudes from their experiences that are in contrast with the values espoused in the Ghana National Anthem and Pledge.
2. *Talk for Learning:* Learners are guided to talk about the contrasting values from activity one that constitute corruption. Learners brainstorm and come up with the meaning of the concept “corruption”.
3. *Cooperative Learning:* In groups of five, learners discuss, with relevant examples, the forms and causes of corruption and share their responses with the whole class. Emphasis should be on assigning roles in the groups to promote maximum participation of all learners.
4. *Activity-Based Learning:* In large groups, create and act out a drama on the effects of bribery and corruption and how this can be prevented in Ghana. The teacher could provide scenarios for learners to act out or learners could create their own scenarios with guidance from the teacher.

Note: Learners are encouraged to surf the internet for news on corruption and corrupt practices to support their work. The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What is corruption? – AP*
- b. *How would you explain five causes of corruption to your friends at school? – P*
- c. *Identify behaviours in your community that elicit Nepotism and Money laundering as forms of corruption? – HP*

Key Assessment

1. **DoK 1: Oral Submission:** Task learners to explain corruption from their understanding.
2. **DoK 3: Presentation:** Learners present their reports on forms and causes of corruption to the class. (*Oral Submission*)
3. **DoK 4: Exhibition:** In their groups, learners are tasked to design posters/charts on the forms of corruption and display them in permissible places in the school to create awareness.

Week 17

Learning Indicator: *Discuss dishonesty as central to the causes and effects of corruption.*

Theme or Focal Area: **Honesty and Corruption III**

Key Concepts

The focus of this lesson is to expose learners to the effects of corruption and ways of minimising corruption as well as the need to avoid corrupt practices. Teachers should help learners appreciate the dangers associated with the effects of corruption and make conscious efforts not to indulge in corrupt acts and also to expose those who engage in corrupt practices. Learners should also be in the position to explain the need to avoid corrupt practices. Because of this, learners are entreated to make honesty a guiding principle of their daily activities. The following concepts should be emphasised:

Key Takeaways

1. The effects of corruption
 - a. Diversion of public funds to private pockets
 - b. Execution of shoddy/poor/substandard work
 - c. Inefficiency and low productivity in the workplace
 - d. Over staffing
 - e. Employment of unqualified people
 - f. It tarnishes the image of the individuals and the countries
 - g. Retard developments
 - h. It facilitates environmental degradation
 - i. Lack of trust for individual and public institutions
2. Ways of minimising corruption
 - a. Increased public education
 - b. Public exposure of public officials
 - c. Frequent auditing of public or state institutions
 - d. Punitive measures
 - e. Revision of procedures in institutions to deal with bureaucracy
 - f. Improvement in the economic situation
 - g. Religious leaders should be bold enough to preach against corruption
3. The need to avoid corrupt practices
 - a. They are against the word of God
 - b. They are sinful acts
 - c. They violate the laws of Ghana
 - d. They do not encourage hard work
 - e. They do not show honesty
 - f. One lives a free and blameless life

Learning Task

1. Discuss four effects of corruption.
2. Explain four ways of minimising corruption in Ghana.
3. Justify with appropriate examples four reasons to minimise corruption in Ghana.

Pedagogical Exemplars

Teacher Activity: The teacher introduces the lesson by presenting a moral dilemma below for learners' reflection and discussions.

1. *Moral Dilemma:* A fund was earmarked for the reconstruction of a broken bridge that connects nine communities in the Moframfadwen District. The District Chief Executive would rather use the fund to build a public toilet for Ablekope, one of the communities on the same road that would have benefited from the new bridge. He would do this to win their support for his future political ambition.
 - a. What would be the possible effects of the DCE's action on the affected communities?
 - b. Does the DCE's actions constitute corruption?
2. *Talk for Learning:* Based on the discussions on the moral dilemma, task learners to suggest possible effects of corruption on individuals, community and the country as a whole.
3. *Collaborative Learning:* In groups of five, task learners to discuss ways of minimising corruption in Ghana.

Note: Learners are encouraged to surf the internet for news of corruption and corrupt practices to support their work. The teacher moderate's discussion, being mindful of the different abilities of the learners and asks probing questions that will elicit responses that reflect their abilities. Eg.

- a. *What are the effects of corruption on the development of Ghana? – AP*
- b. *What five ways would you advocate as a means to minimise corruption in your community? – P*
- c. *How would you justify in five ways the need to minimise corruption in Ghana? – HP*

Key Assessment

1. **DoK 1: Written Submission:** Enumerate four effects of corruption in Ghana. Peer marking is encouraged in this activity.
2. **DoK 3: Oral/Written Submission:** Explain five methods of minimising corruption in Ghana.
3. **DoK 4:** Learners justify the need to avoid corruption in Ghana from moral, religious and legal points of view.

Week 18

Learning Indicator: *Discuss the place of honesty at home, school, and society in general*

Theme or Focal Area: **Honesty at Home**

Key Concepts

The lesson introduces learners to some dishonest behaviours exhibited at home and the various ways of promoting honesty at home. As the saying goes “Charity begins at home” so does honesty also begin at home. As learners are exposed to honest living in their various homes such values will live with them even as they move from home to the outside world. The following concepts should be emphasised:

Key Takeaways

1. Ways of promoting honesty at home
 - a. Admitting when one is wrong
 - b. Refraining from all forms of cheating
 - c. Avoid being selfish and admitting when you have had your fair share
 - d. Speaking up when something upsets you
 - e. Saying an unpopular truth in spite of the consequences
 - f. Returning something that belongs to others
 - g. Giving sincere feedback
 - h. Doing the right things even when no one is looking
2. Dishonest behaviours at home
 - a. Refusing to admit one’s wrongdoings
 - b. Cheating/stealing
 - c. Bearing false witness against family members
 - d. Telling lies
 - e. Taking bribes (giveaways) before running errands for family members
 - f. Favouritism and discrimination among family members
3. The need to promote honest behaviours at home
 - a. Honesty is a command from God
 - b. It attracts blessings from God
 - c. Honesty improves spiritual and mental health
 - d. Honesty promotes trust
 - e. Honesty attracts respects
 - f. Honesty promotes peace and stability at home

Learning Task

1. State four ways of promoting honesty at home.
2. Examine four dishonest behaviours people exhibit at home.
3. Give four reasons to support the need to promote honest behaviour at home.

Pedagogical Exemplars

Teacher Activity: Teacher uses the scenario below to elicit learners' views on honest and dishonest behaviours at home.

1. *Moral Dilemma:* Kwaku and Amina were helping Araba, their mother prepare breakfast in the kitchen. While they were cooking, their mother, realized they needed sardines. She sent Amina on an errand to buy some from Mr. Ackah's supermarket. Upon reaching the shop, Mmba the shop attendant told her the sardine cost GHC12.00 but she only had GHC10.00. She returned home and informed her mother that the sardine cost GHC15.00, so she could keep the balance. Her mother informed their father who was preparing to go to work that the sardine cost GHC20.00, so she could keep the balance. Their father, Mr. Owusu decided to accompany Amina to the shop since he was joining Mr. Ackah to work. In their conversation, Mr. Ackah mentioned that the sardine cost GHC10.00.
 - a. Whom should Mr. Owusu blame for this mix-up?
 - b. How would you describe the actions of the mother Araba, Amina and the shop attendant?
 - c. How do you relate to this story?
 - d. What do you think would be the outcome of these behaviours on Mr. Owusu's family?
2. *Whole Class Discussion:* Learners reflect on their family settings and identify the various ways in which honesty can be promoted at their homes. Practical examples, devoid of stereotypes and marginalisation, may be cited to enrich discussions.
3. *Talk Show:* A personnel from the RMEC or the school community should be invited to give a talk on the need to promote honest behaviours at home.

Note: *The talk should be based on religious, moral and legal justifications. The person should be informed ahead of time to have ample preparation time before the lesson day. The teacher moderates discussion being mindful of the different abilities of the learners and asks probing questions that will elicit responses that reflect their abilities. Eg.*

- a. *What two dishonest behaviours are common at home? – AP*
- b. *What five ways do people demonstrate honesty at home? – HP*
- c. *How would you justify the need to promote honesty at home? – P*

Key Assessment

1. **DoK 1: Oral Submission:** State four ways in which honesty can be promoted at home.
2. **DoK 4: Oral Submission:** Based on the talk, summarise five cogent points on the need to promote honesty at home.

Week 19

Learning Indicator: *Discuss the place of honesty at home, school and society in general*

Theme or Focal Area: **Honesty at School**

Key Concepts

The lesson introduces learners to some dishonest behaviours exhibited at school and the various ways of promoting honesty at school. It is common knowledge that learners today spend an appreciable amount of their time at school. Hence reinforcing moral values learnt at home and honesty in school will provide a solid moral foundation for the education and training of responsible citizens for national development. Teachers should help the learners to see the need to exhibit honest behaviour while in school. The following concepts should be emphasised:

Key Takeaway

1. Ways of promoting honesty at school
 - a. Sincere borrowing and lending of learning items/materials
 - b. Refraining from all forms of cheating including exams malpractices
 - c. Avoid being selfish and admit it when you have had your fair share
 - d. Speaking up when something upsets you
 - e. Speaking the truth and acting truthfully
 - f. Not covering up misbehaviours of colleagues
 - g. Returning something that belongs to others
 - h. Giving sincere feedback to teachers and school authority
 - i. Doing the right things even when no one is looking
 - j. Accepting constructive criticism
2. Dishonest behaviours at school
 - a. Refusing to admit one's wrongdoings
 - b. Cheating/stealing of learning items/materials from colleagues and the school
 - c. Bearing false witness against school friends/colleagues
 - d. Telling lies to friends and school authority
 - e. Favouritism and discrimination among school friends/colleagues
3. The need to promote honest behaviours at school
 - a. Honesty is a command from God
 - b. It attracts blessings from God
 - c. Honesty improves spiritual and mental health
 - d. Honesty promotes trust
 - e. Honesty attracts respects
 - f. Honesty promotes peace and stability at home

Learning Tasks

1. Identify four ways of promoting honesty in your school.
2. Explain four dishonest behaviours learners often exhibit in your school.
3. Give four reasons to support the need to maintain honest behaviour among learners.

Pedagogical Exemplars

Teacher Activity: The teacher introduces the lesson by asking the learners to mention some honest and dishonest behaviours at home learnt in their previous lesson. Let learners recall some of the points given by the resource personnel as reasons to maintain honesty at home.

1. *Jigsaw activity:* In mixed-ability/religious groupings, learners discuss honest and dishonest behaviours they have observed among their peers at school. Learners are regrouped to share the stated points in their previous groups with their new group members. In their new groups, learners discuss the possible rippling effects of dishonest behaviours at school such as examination malpractices, stealing, rioting, substance abuse, truancy/absenteeism and disobedience to other school rules could bring to the individual learners, their school, family, community and nation at large.

Example: Possible effects of embarking on dishonest ways of passing examinations to complete educational programmes can lead to the following

Individual: The learner involved can be dismissed from school preventing him/her from achieving their educational goals.

Family/School: It can bring shame and waste of resources to both the family and the school.

Community/Nations: It can lead to the training of sub-standard personnel and workforce for the nation.

Note: The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. Eg.

- a. *What two dishonest behaviours are common in school settings? – AP*
- b. *What five ways do people demonstrate honesty in school settings? – HP*
- c. *How would you justify the need to discourage dishonest behaviours in your school? – P*

Key Assessment

1. **DoK 1: Oral Submission:** Learners state three ways in which honesty can be promoted at school.
2. **DoK 4: Oral Submission:** With relevant examples, justify the importance of promoting honest behaviours at school.

Week 20

Learning Indicator: *Discuss the place of honesty at home, school and society in general.*

Theme or Focal Area: **Honesty at School**

Key Concepts

The lesson introduces learners to some dishonest behaviours exhibited at school and the various ways of promoting honesty at school. It is common knowledge that learners today spend an appreciable amount of their time at school. Hence reinforcing moral values learnt at home such as honesty in school will provide a solid moral foundation for the education and training of responsible citizens for national development. Teachers should help the learners to see the need to exhibit honest behaviour while in school. The following concepts should be emphasised:

Key Takeaway

Role-play: The possible effects of dishonest ways of living in school.

- a. Examination malpractices
- b. Substance abuse
- c. Sexual immorality
- d. Rioting
- e. Favouritism

Learning Task

Play a role assigned to you by your group members or pick a role in a given task assigned to your group.

Pedagogical Exemplars

1. *Role-play:* In mixed-ability/religious groupings, learners pick any of the topics shown in the key takeaways and role-play its possible effect on the learners, school, family, community or nation.
2. *Debriefing:* Learners talk about the role played by their peers and provide constructive feedback to them. The teacher moderate's discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities.

Key Assessment

Reflection activities: Learners use the following questions to assess their colleagues (Oral Submission):

1. **DoK 1:** What have you learnt from the role-play?
2. **DoK 3:** What could they have done differently if they are given the opportunity to role-play again?
3. **DoK 4:** Describe the impact of dishonest behaviour at school on the following people
 - a. The individual
 - b. Their classmates
 - c. The wider school community
 - d. Their family
 - e. Their community/nation

Week 21

Learning Indicator: *Discuss the place of honesty at home, school and society in general*

Theme or Focal Area: **Honesty in the Community I**

Key Concepts

This lesson introduces learners to some dishonest behaviours exhibited in the community and the various ways of promoting honesty in the community. Living honest lives in the community is in line with Ghanaian values which is a panacea for national development. The promotion of honesty in the community is therefore highly encouraged to accelerate the socio-economic development of the nation. Teachers should help the learners to see the need to exhibit honest behaviours in every facet of their lives. The following concepts should be emphasised:

Key Takeaways

1. Ways of promoting honesty in the community
 - a. Sincere borrowing and lending of money and other resources to members of the community.
 - b. Avoid all forms of cheating
 - c. Avoid being selfish and admitting when you have had your fair share
 - d. Speaking up when something upsets you
 - e. Speaking the truth and acting truthfully
 - f. Not covering up misbehaviours of members of the community
 - g. Returning something that belongs to others in the community
 - h. Giving sincere feedback to people and authorities
 - i. Doing the right things even when no one is looking
 - j. Accepting constructive criticism
2. Dishonest behaviours in the community
 - a. Refusing to admit one's wrongdoings
 - b. Cheating/stealing from people in the community
 - c. Bearing false witness against community members
 - d. Telling lies to people
 - e. Favouritism and discrimination among people in the community
3. The need to promote honest behaviours in the community
 - a. Honesty is a command from God
 - b. It attracts blessings from God
 - c. Honesty improves spiritual and mental health
 - d. Honesty promotes trust
 - e. Honesty attracts respects
 - f. Honesty promotes peace and stability at community

Learning Tasks

1. Identify four ways of discouraging dishonest behaviour in your hometown.
2. Explain four honest behaviours people often exhibit in your hometown.
3. Give four reasons to support the need to promote honest behaviour in the community.

Pedagogical Exemplars

Teacher Activity: The teacher introduces the lesson by asking the learners to mention some honest and dishonest behaviours at home learned in their previous lesson. Let learners recall some of the points given by the resource personnel as reasons to maintain honesty at home.

1. *Video/Story activity:* Learners watch a short video or listen to a story about honesty/dishonesty in the community.
2. *Talk for Learning:* Based on the video or the story, learners discuss the characters' actions concerning honest and dishonest behaviours in communities.
3. *Collaborative Learning:* In mixed-ability/religious groups, learners should create a chart that shows relationships among honesty and other Ghanaian values including Integrity, Support for one another, Duty consciousness, Fair play, Truthfulness, Faithfulness and loyalty, Service, Sacrifice, Sustainability, Selflessness, Good character, Compassion.

Note: The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. E.g.

- a. *What constitutes dishonesty behaviours in Ghanaian communities? – AP*
- b. *What two explanations would you give to justify the need to be honest at all times in the Ghanaian community? – HP*
- c. *How would you relate honesty to other Ghanaian values such as integrity, loyalty and selflessness? – P*

Key Assessment

1. **DoK 1: Oral Submission:** Learners state three ways in which honesty can be promoted in the community.
2. **DoK 3: Oral Submission:** Learners explain any three dishonest behaviours in their community and their effects on the development.
3. **DoK 4: Oral Submission:** With four relevant examples, justify the need to promote honest behaviours in the community.

Week 22

Learning Indicator: *Discuss the place of honesty at home, school and society in general*

Theme or Focal Area: **Honesty in the Community II**

Key Concepts

This lesson introduces learners to some dishonest behaviours exhibited in the community and the various ways of promoting honesty in the community. Living honest lives in the community is in line with Ghanaian values which is a panacea for national development. The promotion of honesty in the community is therefore highly encouraged to accelerate the socio-economic development of the nation. Teachers should help learners to exhibit honest behaviours in every facet of their lives. The following concepts should be emphasised:

Key Takeaways

1. Creating resources for community outreach on the promotion of honesty
2. Creating resources for community outreach against corruption in all forms

Learning Tasks

1. Design placards to promote honesty in your community.
2. Produce a skit to campaign against corruption in Ghanaian society.

Pedagogical Exemplars

1. *Placards Design and Display:* In mixed-ability/religious groups, learners are tasked to design placards with various inscriptions to campaign for honesty; and against corruption in the community.
2. *Video/Skit Making:* In mixed-ability/ religious groups, learners produce skits to campaign against corruption and all forms of dishonest behaviours in Ghanaian society.

Learners should display their works in their class for peer review. **Note:** these works are to be kept for the RME Commemoration Day programme to be held at the end of the RME year. The teacher should allow learners to align with any group that can maximise their creative abilities as every learner has their natural inclination.

Key Assessment

DoK 4: Learners' creative works should be accepted as evidence of learning.

Week 23

Learning Indicator: *Analyse honest ways of gaining wealth*

Theme or Focal Area: **Honesty and Wealth**

Key Concepts

The focus of this lesson is to draw learners' attention to honest ways of acquiring wealth in Ghana. The lesson will leverage learners' experiences from their parents, teachers, traders, business people, and well-meaning Ghanaians in their communities to encourage their interest in undertaking legal and moral economic activities. Teachers should be mindful not to encourage the use of stereotypical examples only in the delivery of the lesson. The following concepts should be emphasised:

Key Takeaways

1. Honest means of gaining wealth
 - a. Prudent savings and investment
 - b. Gifts
 - c. Inheritance
 - d. Buying and selling
 - e. Helping others with simple everyday tasks
 - f. Media content creation
 - g. Engaging in civil/military/paramilitary professions
 - h. Engaging in artisanal works etc.
2. Dishonest ways of gaining wealth
 - a. Ritual money (money doubling and blood money)
 - b. Gambling (lotto, betting)
 - c. Cyber crimes (Sakawa)
 - d. Robbery/stealing
 - e. Illegal mining (Galamsey)
 - f. Looting
 - g. Drug trafficking
 - h. Prostitution etc.

Learning Tasks

1. Mention four honest ways of gaining wealth in Ghanaian society.
2. Explain with relevant examples four dishonest ways of gaining wealth in Ghana.
3. Examine four consequences of gaining wealth through shortcut means.

Pedagogical Exemplars

1. *Digital Pedagogy:* Learners watch a video or a talk from a resource person on how to acquire wealth or make money honestly. Resource persons may be invited to deliver a talk. Learners

should be encouraged to obtain mentorship from experienced and skilled personalities in their preferred field of work to learn on the job.

2. *Project-Based Learning*: In mixed-ability/religious groups, learners develop their own write-ups on how young people can make money or acquire wealth honestly. Ghanaian values such as hard work, dedication, discipline, faithfulness, patient, persistence, perseverance, contentment, good investment, volunteerism should be stressed in this lesson.
3. *Talk for Learning*: In their groupings, learners discuss dishonest ways of making wealth that are common in their localities. They should also talk about some of the causes and consequences involved in taking shortcuts to make wealth.

Note: The teacher moderates discussion being mindful of the different abilities of the learners and poses questions that will elicit responses that reflect their abilities. E.g.

- a. *What are some of the honest ways of gaining wealth in Ghana? – AP*
- b. *What two explanations would you provide to support the premise that inheritance is an honest way of gaining wealth in Ghana? – HP*
- c. *How do you intend to create wealth after completing senior high school to earn a good living? – P*

Key Assessment

1. **DoK 1:** *Oral/written submission:* State as many as possible honest ways of gaining wealth in Ghana.
2. **DoK 3:** *Oral/written submission:* Explain with relevant examples two dishonest ways of gaining wealth in Ghana.
3. **DoK 4:** *Written Submission:* Justify the position that sport betting is a dishonest way of gaining wealth.

Week 24

RME Commendation Day

Overall Appraisal of RME Year One Lessons

In collaboration with the school authority, the Religious and Moral Education Committee (RMEC) should organise a special gathering at the end of every academic year to honour deserving students who have exhibited a high sense of the real values and morals learnt from the RME lessons. The available awards and criteria for selecting suitable candidates could be made known to learners at the beginning of the academic year by the RMEC. The award should be preceded by a short address on the purpose of the gathering and the need for the learners to live up to the values enshrined in the curriculum and Ghanaian society.

Based on the strands, the following honours could be considered (a school can create its award title based on its local situation):

1. Mannerly Courteous Award – This award can be given to learners with a consistent record of decency in speech and behaviour.
2. Authentic Honest Award – Learners with persistent truthful track records.
3. Nature-Nurturer Award – Learners with a demonstrable passion for environmental preservation and protection.
4. Powerful Problem Solver Award – Learners who are self-directed in finding immediate solutions to problems confronting fellow learners or the school community.
5. Incredible Hardworker Award – Learners who have consistently demonstrated traits of hard work in class and toward school activities.
6. Valiant Volunteer Award – Self-directed and self-motivated learners who engage in developmental tasks without financial or material expectations.
7. Helping-Hand Award – Learners who are readily available to render services when called upon by fellow learners or teachers in the school.
8. Creative Learner Award – Learners who through critical thinking initiate innovative strategies in dealing with their affairs and school-related issues.
9. Cooperative Captain Award – Learners who demonstrate outstanding leadership with participatory team-playing skills in class and the school community.
10. Passionate Participant Award – Learners who productively participate in group activities either in class or in the school community.
11. Perfectly Patient Award – Learners who exhibit a high sense of decorum even in the face of provocation.
12. Splendid Sharer Award – Learners who have demonstrated an appreciable level of generosity to fellow learners in their school life.
13. Fantastic Finisher Award – Learners who complete assigned tasks within the stipulated time with impressive outcomes.
14. Overall Learner Excellence Award (This learner will demonstrate attainment of several of the other awards)

Awards can be in the form of badges, certificates, plaques, honour codes, citations etc. as the school deem fit. The list of awardees and the photographs of the event should be hosted on all school platforms including the school noticeboard, magazines and social media handles.

Note: RMEC should create avenues for the exhibition of various works from learners' activities from RME lessons. The programme could be interspersed with exhibitions of charts, video clips/skits, the display of drama, poetry recitation, and musical interludes (eg. raps/songs) made by learners during their RME lessons.

Section 3 Review

In this section, learners were introduced to the concept of honesty and nation-building. Learners have been supported to use the teachings of the main religions to demonstrate knowledge and understanding of the causes and effects of corruption and to defend honest ways of making wealth in Ghana. Learners have been supported to appreciate the religious and moral values that promote honesty and discourage dishonest behaviours at home, school and society in general. Learner-centred pedagogies such as experiential/service learning, collaborative learning, and the use of pictures, videos, internet resources, and local materials among others were utilised to teach the concepts. Emphasis was placed on formative assessment with the end goal of providing information about learners' progress in terms of their holistic development. Assessment activities suggested included: presentations, poster making, creative art, and digital literacy projects, oral and written responses among others. The learners' backgrounds were used as a vehicle to explore honesty and dishonesty in their local and national settings. It is expected that lessons from this section will help the learners to appraise how honesty and selflessness contribute to national development; and adequately prepare them for adult life, the world of work and further studies.

Additional Reading

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