## **SECTION 1**

## **GOD, HIS CREATION AND HIS ATTRIBUTES**

General Objectives: The pupil will:

1. be aware of who God is through His attributes.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
God and Creation	1.1.1 explain the purpose and usefulness of things created by God.	Purpose and Usefulness of God's Creation: Everything created by God is useful and for a purpose.  a. Purpose: - For the comfort of humankind and other creatures Humankind is created to serve God Humankind to care for other creatures (Stewardship) - Universe to reflect the handiwork of God.  Usefulness: Animals Food, security and protection companionship, clothes, etc  Plants: Food, medicine, shelter, beautification, etc Water Bodies (Rivers, Streams, Seas)  Transportation, irrigation, electricity, domestic use, industrial use, etc.  Heavenly Bodies: - Sun: day light, energy, etc Moon and Stars: light in the night.	Pupils to review the creation stories of the three main Religions.  Pupils in groups, to discuss the purpose and usefulness of creation	Write an essay on any one of the Creation Stories.  Explain the usefulness of four created things.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd)	The pupil will be able to:			
God and Creation	1.1.2 explain the need to maintain the environment.	The Need to Maintain the Natural Environment:  It is a command from God Gen 1:26-30 to ensure the survival of created things. for healthy living, etc. Gen 2:15	Pupils to brainstorm for the various reasons for maintaining the environment.  Pupils to design posters to depict healthy environment.  Discuss how God put Adam in the garden of Eden to tend and keep it.  Stress how Adam's mandate has been passed on to all God's children.  We are all therefore to care for and guard God's creation as responsible stewards.	Class Exercise:- State and explain four reasons for maintaining the environment.
UNIT 2	1.1.3 suggest ways of protecting the environment.	Ways for Protecting the Environment: - Tree planting (afforestation) - Proper refuse and waste management Good mining practices - Good fishing practices - Good farming practices	Guide pupils to undertake environmental sustaining activities in the school. Discuss ways of protecting the natural environment.  NOTE: - Point out that God gave us a beautiful environment and expects us to be good stewards.  When we mistreat God's creation we offend the creator.	Project:- Pupils to mount an Educational Campaign on Environmental health in the community.
Attributes of God	<ul> <li>1.2.1 explain the nature of God through His attributes.</li> <li>1.2.2 demonstrate the attributes of God in his/her daily life.</li> </ul>	The Nature of God: God is: Love, Kindness, Omnipoten, Omnipresent, Faithful, Merciful, Sustainer of life, provider etc.  Application of Attributes of God in life: - Kindness: being kind to others Faithfulness: being faithful to others Trustfulness: being truthful to others - Honest: being honest - Patience: being patient - Tolerance: being tolerant Loving: expressing love to others	Pupils discuss the nature of God through His attributes. Pupils to read the following scriptures: Luke 1:37, Ps 139: 7-12, Ps 147:5, Ps 103: 12, Ps 100:5 Sum 17:110, 10:4  Discuss the traditional ideas/attributes of God in the various communities e.g. "oboades", "tetekwaframoah", "totrobonsu" etc. Surah 36:82  Role play situations to depict some of God's attributes.	Give five attributes of God.

### **SECTION 2**

### THE FAMILY, RELIGIOUS HOME AND OBEDIENCE

- 1. appreciate the importance of the two main family systems to the individual.
- 2. recognise the characteristics of a religious home.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
Family Systems	2.1.1 describe the two main family systems	The Two Main Family Systems:  a. Nuclear Family System:    It consists of father, mother and children.  b. Extended Family System:    It consists of the nuclear family members and other relations. e.g. uncles, aunties, cousins, grandparents, etc.	Pupils in groups to discuss the characteristics of the two main family systems.	Give two characteristics each of Nuclear and Extended Family Systems.
	2.1.2 analyse the merits and demerits of the two main family systems.	Merits and Demerits of the Family Systems:  a. Nuclear Family: e.g.     It is easy to care for the family members.     Proper supervision     Privacy – i.e. less interference from Extended Family members, etc  Demerits  - Lack of support in the absence of parents.  - Members suffer when the bread winner dies.  - Inadequate opportunity to socialize and learn from others, etc	Lead students to discuss the merits and demerits of: a. The Nuclear Family b. The Extended Family	Organise role-play highlighting the merits of: a. The Nuclear Family System. b. The Extended Family System.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) Family Systems	The pupil will be able to:	b. Extended Family Merits  - Opportunity to associate with more people.  - More people to give support economically and morally.  - Create security and protection. Demerits  - It encourages laziness - Over reliance on a few people who are working in the family		
	2.1.3 explain the role of individual members in the family.	Role of the members of the Family Parents Provision of basic necessity: e.g. food, shelter, clothing, education, etc. Children Performing household chores, run errands, assist to take care of younger siblings, etc. Grandparents Play advisory role to the family, play the role of nannies, help in character training of children etc.	Class discussion on the roles of family members.	Class Exercise:- Explain two roles of each of the following people in the family.  a. Parents b. Children c. Grandparents
	2.1.4 describe ways he/she should relate with family members.	Ways of Promoting Good Relationship: Respect, obedience, support parents, grandparents, house help, etc	Pupils in groups, discuss ways in which family members should relate with each other.	List four factors that promote good family relationship.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd)	The pupil will be able to:			
Family Systems	2.1.5 explain the importance of healthy relationship among family members.	Importance of Healthy Relationships: - Promote peace, unity progress, happiness - Fosters good interactions - Fulfill God's directives etc.	Pupils enact two role-plays depicting:  1) Healthy family relationship 2) Unhealthy family relationship Discuss the consequences of each	Class Exercise:- Give three reasons why you should relate well with family members.
	2.1.6 analyse the need for self examination when things go wrong in the family.	Need for Constant Self Examination For:  - For avoidance of false accusations  - For avoidance of unnecessary consultation with mediums, pastors,  - Mallams, etc.  - To prevent repeating of mistakes  - To accept responsibilities for your own actions.  - To build healthy and lengthy relationship or home.	Pupils to develop a check list that can be used for self examination.  Discuss the need for self examination.	Pupils to use check list for self examination.
UNIT 2				
Obedience	2.2.1 outline the importance of obedience.	Importance of Obedience:  - It is a command from God - It brings reward - It ensures peace - It brings unity - It brings respect - It brings good relationship - Avoidance of punishment	Present case studies or stories for pupils to study and to come out with the importance of obedience. Follow up with class discussion.	
	2.2.2 explain why he/she should obey God, parents and those in authority.	Reasons for Obeying God:  (Deuteronomy 6:3-5)  (Qu'ran 4:59)  - It is a commandment  - To show loyalty  - A mark of commitment, etc.	Pupils to discuss why they should obey God, parents, elders and authority.  Discuss religious rules which relate to obedience.	Assignment:- Pupils to find out from the three religious people who obeyed God and the rewards.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd) Obedience	The pupil will be able to:  2.2.3 Identify some rules and regulations that he/she needs to obey.	Parents: Exodus 20:12, Q. 17:23)  - a command from God  - a duty  - to give honour  - for good relationship  - to brings harmony, etc.  Authority: Romans 13:1  - established by God  - it is a duty  - maintain good relationship  - it brings harmony, etc.  Rules and Regulations to Obey:  - God's Commandments  e.g. The Ten Commandments	Debate on the topic "Children must obey adults"	
UNIT 3  Religious Home and Neigbourhood	2.3.1 describe the life patterns of people of the three main religions	(Exodus 20:1-17) (Qu'ran 4:59, 2:21 - Home - School - Authority  Life patterns of people of the Three Main Religions:  Christian: Pray together, study the scriptures etc. Islam Share chores, support each other Worship together, Study the Quran, Say the tusba together, Go on pilgrimage, Give alms.  ATR - Participate in religious ceremonies together - Adhere strictly to religious taboos - Practise animal sacrifices etc.	Pupils in groups to discuss rules and regulations in the home, community and school that they should obey.  Pupils to come out with appropriate sanctions for not obeying the rules.  Pupils in their religious groups discuss and present to class, the life patterns of people in their religion.	Class Exercise:- Explain three rules and regulations they find useful in a. The Home b. The School  Compare and contrast the life patterns of people of the main religions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3  Religious Home and Neigbourhood	The pupil will be able to:  2.3.2 suggest ways that people of different religions can co-exist peaceful	Peaceful co-existence: Appreciate other people's religion - Practise religious tolerance - Participate in ceremonies/festivities etc.	Pupils to discuss ways that people of different religions can co-exist peacefully.  Role-play a scenario of a community where people of different religions are living peacefully together.	Class Exercise:-  Explain four reasons why you should interact with members of other religions.

### **SECTION 3**

### **RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS**

- 1. recognise the religious practices in the three main religions.
- 2. know the modes of worship in the three main religions.
- 3. appreciate the moral significance of religious practices.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
Religious Practices in the Three Main Religions	3.1.1 describe the various religious practices in the three main religions.	Religious Practices - Christianity: Initiation Practices e.g. baptism, dedication, confirmation, Fellowship i.e. communal activities e.g. worship, meetings, conferences, retreat, revivals, seminars, fasting Bible Studies, etc.  Islamic Practices (Iba'da) Islamic practices are based on the five pillars. e.g. Kalimat shahada (Declaration of Faith) Zakat (Almsgiving) Saum (fasting) Hajj (pilgrimage to Makka), Shurah (Consultation by Elders) Qur'anic studies, meetings, conferences, etc ATR Worship Services, Libation, sacrifices, prayer, drumming, singing and dancing Spirit possession Divination, etc.	Pupils to discuss the various practices in their religions.	Class Exercise:- Describe three religious practices for each of the three main religions.  Explain the moral significance of religious practices in your locality.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2	The pupil will be able to:			
Times and Mode of Worship	3.2.1 explain how worship as a religious practice is performed in the three main religions.	Times and Modes of Worship: Christian Time of worship: Any time for the individual worship and families. Congregational worship at specific agreed times e.g. Sundays, Saturdays, etc.  Mode of worship: Meditation, Bible reading, prayer, singing, drumming and dancing, teaching/preaching, offertory, etc.  Islam Time of worship: At any time, except when the sun is rising, when sun is right up (Zenith), and when the sun is setting. Five times a day Fajr 5:00am – 5:30am Zuhr 1:00pm – 2:00pm Asr 3: 30pm – 5:00pm Maghrib 6:00pm – 6:30pm Isha 7:00pm – late night  Mode of worship Ablution (wudu) (Qur'an 5:6) Congregational prayer led by Imam, recitations, medations, preaching on Friday prayers, glorification, etc ATR Time of worship Any time for individual and family worship. Congregational worship on sacred days, special occasions and in times of need.  Mode of worship Libation, sacrifice, prayer, drumming, singing and dancing, recitation, spirit	Pupils discuss the times and mode of worship in the three main religions.  Discuss the need to take active part in worship/salat.	Class Exercise:- Describe the times and mode of worship in one of the three main religions.  Compare and contrast worship in the three main religions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd)	The pupil will be able to:			
Times and Mode of Worship	3.2.2 analyse the moral significance of worship in the three main religions.	Moral Significance of Worship:     any time, our life and actions should be a worship unto God.     it encourages discipline.     brings us closer to God.     sense of belongness or identity     it brings unity     sharing our faith and values together     it gives us confidence to face life.     contentment of heart, joy and happiness     it gives instruction and directions in life.     respect to authority both divine and lay.     provides counselling in times of need.	Pupils to discuss the moral significance of worship in the three main religions.  Pupils role-play worship of the three main religions.  Note: Stress how they will apply the moral values in their daily lives, e.g. punctuality/discipline.	Class Exercise:- Give four moral values in worship.
	3.2. 3 explain the different types of Prayer/Salat in the three main religions.	Types of Prayers: a. Christian: Types; Thanksgiving, confession, intercession, petition, etc.  Mode of prayers: Silent /meditation, loud prayers, kneeling, closing of the eyes, lying prostrate, putting the hands together, etc.	Role – play /demonstrate a prayer section in any of the three main religions and discuss type and mode of prayer.  Discuss how ablution (Wudu) and Salat are performed in Islam.  NOTE: Invite a Resource person, e.g. a Pastor. Imam, Traditional Priest, etc.	State and explain four types of Christian prayers.  Describe how a. Ablution b. Salat are preformed.  Describe the mode of libation prayer.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd)	The pupil will be able to:	b. Islam		
Times and Mode of Worship.		Types of Prayers  - Salat - 5 daily compulsory prayers  - Jumah – Friday Congregational Prayer.  - Tarawih – Additional prayers during the month of Ramadan said at Isha.  - Eud prayers: during festivals.  - Tahajjud: pre dawn prayers.  - Jana za: prayer for the dead, etc  Modes of Prayers  - Salat, proceded by ablution and adhan made of different postures e.g.  - Standing (Qiyam), bowing (Ruku), Prostration (Sajda), Short sitting (jilsa) long sitting (Qa'da) saying of Salam to end the prayers, (Taslim).  - There are a number of rakat in different prayers e.g. Zuhr 10/12 rakats		
		ATR Types of prayers Thanksgiving, confession, petition, intercession, votive, etc.		
		Modes of prayers Introduction, Invocation, petition and conclusion Postures, standing, showing the drinks up, pour some to the ground during libation prayer, etc.		

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd)	The pupil will be able to:			
Times and Mode of Worship.	3.2. 4 analyse the moral significance of prayer.	Moral Significance of prayer:  Thanksgiving /gratitude to God. humility, acceptance of wrong doing.  Acknowledge the Omnipotence of God – i.e. human beings depend on God for sustenance, Intercession  Showing the act of caring for others  Act of selflessness or sacrifice  Showing honesty, transparency.  Brings us closer to God  Holiness/uprightness  Keeping away from indecency, etc	Discuss the moral significance of prayer in the three main religions.	Class Exercise:- State five moral significance of prayer.
UNIT 3				
Religious Songs and Their Moral Implications	3.3.1 differentiate between religious and non religious songs.	Religious Songs - God is the centre - Religious and moral values are emphasized, etc.  Non -Religious Songs - Profane - Social issues are emphasized - Secular in nature - World pleasure, etc.	Discuss religious and non religious songs with examples.	Essay:- Differentiate between religious and non religious songs.
	3.3.2 identify the moral significance in the songs/recitations and apply the values in his/her daily life.	Moral Significance of Religious Songs/ Recitations: Motivation, closer to God, humility, contentment, obedience, acknowledging the Omnipotence and Omnipresence of God, patience, accountability, reliability and reliance on God, transparency, perseverance, faithfulness, honesty, sincerity, tolerance, etc.	Pupils to come out with examples of religious songs and recitations.  Discuss the moral significance in the songs/recitations.  NOTE: Encourage pupils to apply the moral values in the songs and recitations, in their lives.	Sing two religious songs and explain their moral values.

## **SECTION 4**

## **MANNERS**

General Objective: The pupil will:

1. develop good manners and apply them.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
Manners:				
Greeting and Dressing	4.1.1 greet correctly and dress decently.	A. Correct Greetings Towards adults, those in authority, e.g. chiefs, etc. – You bow or kneel to greet.  B. Decent dressing? Tuck in shirts, lacing shoes, fasting belts, bugling sandals etc.	Pupils take turns to demonstrate how to greet correctly. Pupils to practise the right way of dressing.	
	4.1.2 explain why he/she should greet correctly and dress decently	Greetings:-  To meet cultural expectation  As Design of discipline, respect, humility  Promotes good relationship  Decent Dressing:-  to meet cultural/social expectation  For moral descry, commands respects, prevents general assault (grape)	Discuss the reasons why they should greet correctly and dress decently.  Inspect pupils' dressing and insist on decent dressing.  Pupils to discuss the dressing of the youth of today.	Assignment:- Find out from the community the different forms of greetings for various categories of people.  Essay: Comment on the dressing of the youth of today.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2	The pupil will be able to:			
Manners:  Comportment and courtesy	4.2.1 explain the meaning of comportment and courtesy.	Comportment Control of temper, patience, paying attention in class, urinating and easing oneself at authorized places, behaving well during sports, showing joy and enthusiasm at appropriate places and occasions, etc.	Pupils to brainstorm on the meaning of comportment and courtesy.  Discuss some situations where they need to show comportment.  NOTE: - Indicate that both behaviours go to form good character.	Class Exercise:- List four behaviours each that show comportment and courtesy.
		Courtesy - respect for self, age group, parents, teachers and other people giving a helping hand to the elderly and needy - apologizing for mistakes, etc.	Discuss some situations where they need to show courtesy.  Pupils to role-play different scenarios depicting comportment and courtesy.	Observe pupils' behaviour on comportment and courtesy and correct where necessary.
	4.2.2. explain the need to comport him/herself and show courteous in different situations.	The need for comportment and courtesy. Promotes: peaceful co-existence - harmony - mutual respect - progress and development - good sportsmanship - good relationship - decency in society - religious virtues - it is rewarding etc.	Pupils to discuss why it is necessary to comport themselves and show courtesy in various situations.	Give five reasons why you should comport yourself and show courtesy in various situations.

## **SECTION 1**

## **WORK, MONEY, TIME AND LEISURE**

- 1. appreciate the need for hard work and to be self-reliant
- 2. recognize useful ways for time and leisure.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
Work	1.1.1 identify the various types of work.	Work is what a person does as an occupation, especially in order to earn maney.  Types: - normal home duties - school work (academic and non – academic) - community work e.g. communal	Pupils to brainstorm for the meaning of work.  Discuss the various types of work.	Explain four types of work.
	1.1.2 explain the importance of work as a normal human activity.	labour work for livelihood/occupational work etc.  Importance of Work: - for healthy living for self-reliance - for self-development - for production, etc Ref: 2 <sup>nd</sup> Thessalonians 3:4 Sura 2:279, 2:276	Guide pupils to discuss the importance of work as normal human activity.  Discuss various maxims about work in traditional communities e.g. There is dignity in honest labour A person who comes to like the soup pot will never be filled.  Laziness and poverty are bed fellows	Assignment: - Find other maxims about work in their scriptures and in the community, and report in class.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 ( Cont'd)	The pupil will be able to:			
Work	1.1.3 explain how to develop the spirit of hard work.	How to Develop the Spirit of Hard Work:  - going to school on time  - engaging yourself in useful and productive activities.  - not sleeping in class or at work  - planning your work ahead, etc.  - develop a positive attitude towards work.  - do away with laziness  - be dedicated to work  - be committed  - be reliable  - be honest  - co-operate with others etc.	Pupils to brainstorm on how to develop the spirit of hard work. (Emphasise the need for the spirit of hard work as explained in the content). Guide pupils to develop a check list and use it to assess themselves.	Class Exercise:- State four ways of developing the spirit of hard work.  Observe the attitudes of pupils towards class work and homework.  Discuss your observations with class and let them give their reactions.  Give four positive attitudes towards work.
	1.1.4 benefits/importance of hard work	Importance of Hard work: Individual  increase earnings  makes you active and strong  opens other avenues for self development.  To the states  increase in productivity.  contributing towards national development  increase in revenue School  progress and development  ensure academic excellence in school.  ensure clean and healthy environment Religious  promotes commitment to God.  draws you closer to God.	Discuss the importance of hard work.  NOTE: A person made in the image of God or a religious person should be hard working.	Explain why you should develop the spirit of hard work.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 Money	The pupil will be able to:  1.2.1 explain the term money and its usefulness.	Money: It is anything accepted as legal tender and used as medium of exchange e.g. coins, paper notes, cheques, credit cards etc.  Usefulness of Money - motivation to work - acquire our basic needs e.g. food, shelter, clothing determine the worth of a person etc used to promote God's work - used to help the poor. Used to build the notion	Brainstorm on the usefulness of money.  Let pupils in groups discuss how they could as God's peopl3e use their money to assist/support other.	Assignment:- Find out from other sources including the interest more usefulness of money.
	1.2.2 plan the wise use of his/her money.	Wise use of Money:  - Buy the things you urgently need.  - Do not do impulse buying.  - Do not spend money on unnecessary things etc.	Ask pupils to say how they can use money wisely.  Guide pupils to plan a budget	Ask pupils to write a list of things they need to spend money on each week.  Let them provide the cost of estimate for each item written.  Let them write a new list for one month, and then for one year and provide the cost (i.e. one month budget and one year budget).

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd)	The pupil will be able to:			
Money	1.2.3 handle money honestly and appropriately.	Appropriate way of Handing Money: Honest and Appropriate Handling of money.  - do not deface paper note do not handle it when your hands are dirty, or when your hands are wet do not crumple it fold it nicely and put it in your pocket or hand bag do not take money that does not belong to you - give honest account of money entrusted to you etc.	Pupils to discuss some of the ways in which money is defaced and made dirty.  Discuss how dirty money can be a source of illness.  Suggest ways in which money may be kept clean and safe from germs.  Present a case study of a girl/boy of their age who picked up a package on the ground and found that it was a huge sum of money, assist them to discuss the case with questions.	Assignment:- Class to develop a plan which will help market traders to keep their money clean and safe.
	1.2.4 explain the importance of Contributing money towards God's work.	<ul> <li>Importance of Contributing to the Church:</li> <li>it will enable the church to do its work for the society by providing schools, hospitals, other facilities, etc.</li> <li>it also provides for the poor, needy and counseling service.</li> <li>to support outreach programmes (Prisons, Hospital, Orphanages)</li> </ul>	Discuss the work of the church Discuss how the church raises money for its work. (Emphasise the importance of contributing to the church).	Essay:- Write a short essay on the importance of supporting God's work financially. Or Debate on the topic: Giving towards God's work is giving to God.
	1.2.5 explain why he/she should not steal, cheat, bribe and corrupt others with money.	Reasons for Not Stealing, Cheating, Bribery and Corruption:  it is against God  it is a sin  encourages honest living and hard work  you live a free blameless life etc.	Pupils discuss why they should not cheat, bribe and corrupt others.  Group discussion on how bribery and corruption negatively influence the society?  Why should people not be corrupt?	Give four reasons why you should not cheat, bribe and corrupt others.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd) Money	The pupil will be able to:  1.2.2 explain the honest ways of earning money.	Honest ways of Earning Money: - through hard work - through investment - savings - gifts from friends and other people, etc.	Group discussion on honest ways of earning money and how they feel when they honestly earn money.	Assignment:- Pupils to find out other ways of earning money.
UNIT 3				
Time and Leisure	1.3.1 explain how to use time profitably.	Time is a very precious resource just like money, raw materials, etc. (Time is money) Time wasted cannot be recovered.  Proper use of Time Used for: school and at work studies - earning money - communing with God - do God's work etc.	Pupils to discuss how they use their time during the day, night and at weekends.  Discuss the proper use of time as in content.	Class Exercise:- Make a time plan for a day.
	1.3.2 distinguish between idleness and leisure.	Leisure time is a break from normal work, or school in the form of vacation, time for engaging in hobbies, recreational activities e.g. football, excursion, etc.  Idleness Being lazy while there is work to do or being there without doing anything when there is something to be done.	Brainstorm on the differences between idleness and leisure.  Discuss the effects of idleness on a person's life.  Quote scripture/wise saying to support your discussions.	Assignment:- Ask pupils to prepare personal programmes for hobbies and other out of school activities.  Ask pupils to look for scriptures/wise saying that talk about idleness

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (Cont'd)	The pupil will be able to:			
Time and Leisure	1.3.3 explain the need for leisure time.	Need for Leisure Time: Leisure time is a time to relax and recover your energies. It is therefore necessary to take periodic rest for the body to recover its lost energy. It is a Divine Law. It is a time for reflection, meditation and studying of scriptures etc.	Discuss the need for leisure and the various forms of leisure activities.	Explain two reasons why leisure is an important aspect of life.
			Pupils in groups to develop plans for using their leisure time profitably.	Assignment:- Pupils to find out how other people use their leisure time profitably

### **SECTION 2**

### **RELIGIOUS PERSONALITIES**

- 1. recognize the role of Patriarchs, Prophets/Caliphs and Traditional Religious Personalities.
- 2. appreciate the moral teachings of the three main religious leaders.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
Patriarchs/Prophets /Caliphs and Traditional Religious Leaders.	3.1.1 give reasons why some religious personalities are classified as patriarchs, caliphs, prophets, etc.	Patriarch: A patriarch was a religious leader in the Old Testament.  Prophet A prophet is a person chosen by God who teaches the will of God and can tell the future.  Caliph: A Caliph in Islam refers to a spiritual leader. It is also applied to the successors of the Holy Prophet Muhammad (S.A.W.)	Discuss why some religious personalities are classified as prophets and others as patriarchs and caliphs.  Ask pupils to identify one virtue of any of the personalities they would like to emulate and give reasons for their choice.	Class Exercise:- Mention the successors of the Hoy Prophet Muhammad (S.A.W)  Explain why they are referred to as caliphs.
Patriarchs/Prophets /Caliphs and Traditional Religious Leaders.	3.1.2 outline the mission and exemplary lives of the patriarchs, caliphs, prophets and the traditional religious personalities.	The Mission and exemplary lives of the Patriarchs, Caliphs, Prophets and great Traditional Religious Personalities.	Discuss the mission of the Patriarchs, Caliphs, Prophets and Traditional Religious Personalities.  Discuss aspects of the lives of Patriarchs, Caliphs, Prophets which they will like to emulate in their own lives.	Compare the mission of two selected Prophets.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2  Moral Teachings of the Three Main Religious Leaders	The pupil will be able to:  3.2.1 narrate the teachings of The leaders of the three main religions.	The Teachings of: a. Jesus Christ e.g. Parables (Mathew 13:1-23 or Luke 8:4-15 Mathew 13:24 – 52 Luke 15:25-36 Luke 15:3-7, 8 – 10, 11 – 32 Luke 16:1-13, Luke 10:25- 36, etc. Sermon on the mount, Mathew 5 -7, etc b. The Holy Prophet Muhammad (S.A.W) 100 collected Hadith No. 5 The Book of Allah, The practice of His Messenger Hadith No. 9 Kindness to younger ones and respect to elders. Hadith No. 15 It is a great sin that a man should abuse his parents. Hadith No. 21 Any young person who shows respect to an elder person because of his old age, will get someone to respect him when he grows old.	Put pupils into groups to discuss the teachings of the leaders of the three main religions.	
		Hadith No. 84 – Charity Hadith No. 85 – Be good to friends and neighbours  c. An ATR Leader Proverbs and Wise Sayings - unity is strength - good name is better than riches had I known is always at last two heads are better than one patience moves mountains if a bird does not go out it will go hungry		Assignment:- Write on the teachings of one religious leader concerning love.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The pupil will be able to:  3.2.2. draw moral lessons from the scriptures and sayings of the three Religious Leaders.	Moral Teachings of the Leaders of the Three Main Religions. peace, humility, service, selflessness obedience, courage, honesty, forgiveness tolerance, unity, perseverance, sincerity truthfulness, faithfulness, respect kindness, patience, love, etc.	Pupils to discuss the moral teachings drawn from the scriptures and sayings that they have read.  Ask pupils to read more about the moral teachings from their Holy Books and other sayings.	Assignment:- Choose one scripture passage or saying and identify the moral teachings in it.
	3.2.3 explain how he/she will apply the moral values in the teachings of the religious leaders in his/her life.	Application of Moral Values from the Religious Leaders: - avoid quarreling and fighting - perform responsibilities - avoid false witness - comport yourself - obey authority including parents - follow the examples of the religious leaders etc.	Pupils to say how they will apply the moral values of religious leaders in their lives.  Pupils to role play a scenario depicting some of the values of the teachers of the leaders.	Select four of the moral values of the religious leaders and demonstrate how you will apply them in your life.

### **SECTION 3**

### **RELIGIOUS FESTIVALS**

- 1. beware of the various festivals and how they are celebrated.
- 2. recognise the relevance of these festivals.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
Religious Festivals	4.1.1 describe when and how some religious festivals are celebrated	When and How various Religious Festivals are Celebrated: Christmas Easter Eid-ul-Fitr Eid-ul, Adha Odwira	Review lessons on the various types of religious festivities.  Ask one or two pupils to describe how some festivals are celebrated.	Essay Write on a religious festival you have witnessed. The essay should include its significance.
	4.1.2 give reasons for the celebration of religious festivals.	Reasons for Celebration of Religious Festivals:  - thanksgiving - sharing - reconciliation - unity/togetherness - Holiness - Purification - Family re-union - remembrance - re-commitment - promotion of culture and tradition, etc.	Brainstorm on the reasons for the celebration of religious festivals.	Write an essay on "A religious festival and its significance"

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The pupil will be able to:  4.1.3 explain why he/she must participate in festivals and apply their moral values to his/her life.	Need to Participate in Religious Festivals:  to learn our culture.  to learn our religious heritage.  to socialize with others.  it is time for reflection.  it is a time for decision making.  it gives us identity and belongingness  it gives spiritual satisfaction  it brings about unity.  it brings about reconciliation, etc.  Application:  mould our lives  draw us closer to God  co-operate with others  promote hard work  self –examination, direct our moral lives, etc.	Class discussion on the need to participate in religious festivals.  Discuss the moral values of the festivals and why they should be applied in their lives.  Organize pupils to watch a festival and discuss it later in class.  Role –play an important scene of a festival.  NOTE: (Encourage pupils to participate in their various religious festivals and to practise the moral values.	Give four reasons why you should a. participate in religious festivals b. apply the moral values learnt from them.

### **SECTION 4**

### RITES OF PASSAGE

- understand the importance of rites of passage in the three main religions.
   appreciate the significance and implications of these rites.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
Naming Ceremony	5.1.1 explain rites of passage.	Rites of Passage: Are rituals that are performed from one transition of the stages of life cycle. They cover a period of birth to death. e.g. naming, puberty, marriage and death.	Pupils to brainstorm for the meaning of rites of passage.	
	5.1.2 describe a naming and outdooring ceremony.	Outdooring and Naming Ceremony: Eight days after birth the child is outdoored and given a name. Procedures involves in outdooring and naming ceremony: - people come together mother and child have to be healthy There is an officiant ( priest, abusuapanyin, morally upright person) - Prayers are said to invoke blessings and moral values on the child The child is brought out and is given a name Gifts are given to the child and the mother There is merry-making.	Discuss procedures involved in the naming of a child in the various ethnic groups e.g. The Akans, Gas, Northerners and Ewes.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd)  Naming Ceremony	The pupil will be able to:	- In Islam, the child is shaved, circumcised and a ram is slaughtered (in the case of a girl, one ram and two rams in the case of a boy).	Role-play a naming ceremony.	
UNIT 2	5.1.3 state the importance of naming ceremony.	Importance of Naming Ceremony:  - it gives the individual a name and identify.  - makes one to be part of a family.  - it officially welcomes the child to the world of living.  -It invokes blessings on the child.	Class discussion on the importance of naming ceremony.  NOTE: Stress the religious significance of naming ceremony by stating that the child is given recognition and acceptance as part of family community.	State two importance of naming or outdooring a child.
Puberty	5.2.1 explain what puberty is	Puberty is a growth from childhood to adulthood. Between age 10 – 19 years (W.H.O).	Pupils to brainstorm on the meaning of puberty	
	5.2.2 explain physical and emotional changes that characterize puberty.	Physical changes: Boys - enlargement of chest breaking of voice - development of pubic hairs development of masculine features producing of sperms and wet dreams. Girls - development of breast - onset of menstruation - development of pubic hairs enlargement of hips. Emotional changes: - extreme sensitivity of their environment emotionally interested in the opposite sex become aware of their sexuality - become shy and rebellious strive for their independence - become sexually active - peer pressure and peer influence	Discuss the physical and emotional changes that go with puberty.	Mention three physical and emotional changes each that occur during puberty.

	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd) Puberty	The pupil will be able to:	Puberty:- Puberty is a growth from childhood to adulthood. Between ages 10-19 years (WHO) Physical changes		
	5.2.3 describe some puberty rites	Puberty Rites: Dipo among the Krobos Otofo among the Gas Bragoro among the Akans Sodji –Wi among North-Eastern part of Volta Region (male) Iseyi – Iseh among Akpafu in the central Volta (girls). Baala among sisala in the northern region (boys)	Pupils to brainstorm on the meaning of puberty rites.  Discuss the changes that occur during puberty.  Discuss how puberty rites are performed among some ethnic groups.	Describe a named puberty rite.
	5.2.4 explain the religious significance of puberty rite.	Religious Significance of Puberty Rites:  it initiates them into adulthood.  prepares them for marriage.  it tests their courage and endurance  they are taught good grooming  they are taught their traditions — dancing, drumming.  they are committed into God's hands for guidance and protection  it is a moral requirement to keep them from pre-marital sex.  they are taught to remain chaste	Discuss the religious significance of puberty rites.  NOTE: - Stress the importance of chastity at this stage of their lives.	Describe five significance of puberty rites.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3	The pupil will be able to:			
Christian/ Islamic/Traditional Marriage Rite.	4.3.1 describe marriage rites of the three main religious	Marriage Rites: Christian marriage rites Islamic marriage rites Traditional marriage rites.	Pupils to brainstorm for the meaning for the term marriage.  Discuss marriage as a divine institution Bible:- Marriage Is a divine institution: Bible: Genesis 2:23-25, Qu'ran 2:35, 4:3, 33:4, 4:22  Qur'an:- Discuss marriage rites in the three main religions.  Pupils to role-play the marriage rites of the three main religions.	Explain marriage as a divine institution.  Write about marriage rites in any one of the three main religions.
	4.3.2 explain the importance of marriage rites.	Importance of marriage rites:  It brings the two families together.  It seals the marriage.  it introduces the couple to the community.  Approval of God and ancestors are sought for the marriage.  Couples are introduced to the moral values of marriage life.  officially allowed to be husband and wife, etc,  How to Sustain Marriage:  build mutual trust and understanding discuss issues and problems together  avoid quarrels, etc.	Discuss the importance of marriage rites.  Discuss how marriage can be sustained.  NOTE: Emphasize the need to maintain marriage at all cost because it is a divine institution. God does not approve of divorce.	Essay:- Write about the importance of marriage rites in any of the three main religions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (Cont'd)	The pupil will be able to:			
Christian/ Islamic/Traditional Marriage Rite. UNIT 4	4.3.3 explain why marriage should be sustained.	Importance of sustaining marriage: - For protection/security - Support of the family - For children to grow up in a secured environment.	Discuss the importance of sustaining marriage.	Interview married couples to find out how they are sustaining their marriages.
Christian/ Islamic/Traditional Religious Death Rites	4.4.1 compare death rites in the three main religions.	Death Rites:  A. Christian death rites  - laying in state  - wake-keeping  - burial service  - burial with body in coffin  - memorial /thanksgiving service  B. Islamic death rites  - laying in state  - Janazah prayer  - burial without coffin  - 40 <sup>th</sup> day funeral celebration for some Muslim sects.  C. Traditional religious death rites:  - laying in state  - wake –keeping  - burial rites  - burial with body in coffin  - widowhood rites  - final funeral rites.	Discuss death as a necessary transition in human life and all living organization.  NOTE: - Point out that God has given at least 70 years for humans to live on earth so we should take good care of ourselves and live well.  Discuss death rites in the three main religions.	Assignment: - Pupils to find out the causes of death in their community and suggest ways as to how some of them could be prevented.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (Cont'd)	The pupil will be able to:			
Christian/ Islamic/Traditional Religious Death Rites	4.4.2 explain the significance of death rites.	Significance of death rites:  - it reminds us of the God's judgment and accountability there after.  - it serves as a rites of parting between the living and the dead.  - prepares the dead to go to the ancestors/ maker.  - reminds the living of the inevitability of death.  - as celebration of the life and moral qualities of the dead person.	Class discussion on the significance of death rites.	Give reasons why death rites are performed with reference to any one of the three main religions.

### **SECTION 5**

### **CHASTITY AND IMMORALITY**

- 1. appreciate the importance of leading a chaste life.
- 2. be aware of the effects of immorality.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
Leading a Chaste Life	5.1.1 explain the term chastity.	Chastity: - a way of life in which there is absence of sexual indulgence. Especially for religious reasons.	Brainstorm the meaning of chastity.	
	5.1.2 outline the importance of leading a chaste life.	Importance of leading a Chaste Life:  - makes one socially acceptable and respected.  - helps girls to avoid teenage pregnancy.  - helps boys to live a life style that will not make them pre-mature fathers  - helps boys and girls to avoid STI's e.g. HIV/AIDS  - lives life pleasing to God, etc.	Discuss reasons why they should lead chaste live.  Use a case study of a boy/girl who led a chaste life and how it benefited him/her. Let pupils study the case study and answer question on it.	Class Exercise:- List four effects of leading a chaste life.
	5.1.3 demonstrate ways of leading a chaste life.	Ways of Leading a Chaste Life: - avoid bad friends avoid fornication be committed to your religious /moral values listen to advice of parents and teachers read the scriptures often - avoid reading/watching pornographic materials/films etc.	Pupils in groups, to discuss and present ways that one can lead a chaste life.	Assignments:- Pupils in groups to draw action plans for leading a chaste life.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2	The pupil will be able to:			
Immorality	6.2.1 explain what is meant by immorality.	Immorality: Is the inability to follow accepted standards of sexual behaviour.  - not stealing/cheating - not indulging in pre-marital sex	Brainstorm the meaning of immorality	Explain the term "Immorality".
	6.2.2. describe the effects of immorality.	Effects of Immorality:  - It brings about teenage pregnancy School drop out - Teenage mothers and fathers - poverty - STI's/HIV/AIDS - Pre –matured death Prostitution - It can lead to social vices like armed robbery, "wee" smoking Loss of respect, etc.	Use the futures Wheel, discuss the effects of immorality.  Pupils to share experiences of people who led immoral lives and their consequences.  Role-play a situation in which a boy or a girl became a school drop-out as a result of immorality.	Give four effects of immorality.

### **SECTION 1**

### MORAL TEACHINGS AND COMMITMENT

- 1. be aware of the importance of moral teachings from the Bible, Holy Qur'an and ATR wise sayings.
- 2. understand the importance of commitment and its practical implications.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
Moral Teachings	1.1.1 state some of the moral teachings found in the three main religions.	Moral Teachings:- a Bible The Ten Commandments (Exodus 20:1-17) The book of proverbs (10-12) Sermon on the Mount (Mathew 5-7) Epistle of James (1-5), etc. Ephesians 5:15-21  b. Holy Qur'an Patience (2:46) Courage (2:178) Cleanliness (5:7) Humility (31:19 -20) Steadfastness (41:31) Forbidding Evil and enjoying good life (3:11)  c. Traditional Religious Wise Sayings: A word to the wise is enough. A rolling stone gathers no moss. Patience moves mountains, etc	Pupils to read some scriptural passages and identify moral teachings in them.  Discuss the moral lessons gathered from these scriptural passages.  Pupils to read more on moral teachings from the Bible and the Holy Qu'ran.  Discuss traditional religious moral sayings.	Assignment: - Find out more wise sayings from the traditional religion for discussion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd)	The pupil will be able to:			
Moral Teachings	1.1.2 explain the moral teachings in ATR	Explanation of Moral Teachings in the Passages and Wise Sayings in ATR  Commitment to God  Honesty,  Truthfulness  Respect for elderly  Sincerity  Care for life  Love of neighbour  Fairness  Steadfastness  Courage  Humility  Patience /obedience	Discuss the moral teachings as in content.  Role-play a story with moral lesson.	
	1.1.3 demonstrate how he/she should apply moral lessons in his/her daily life	Application of Moral Lessons in their Daily Lives:  1. Truthfulness – telling the truth no matter the consequences.  2. Respect for authority – performing duties giving by those in authority etc.	Discuss how they would apply the moral teachings in their lives.  Pupils to role-play how some of the moral values would be applied.	
UNIT 2				
Commitment	1.2.1 explain how he/she can be Committed to God, Family and Society	Commitment Devoting oneself to something worthwhile.  Commitment to: Ref John 14:6 A – God 1. obeying his commandments 2. performing duties prescribed by God, etc.	Brainstorm on the meaning of commitment.  Discuss how they can be committed to: a. God b. Family c. Society	Assignment:- Pupils to search the scriptures and write on 2 people who were committed to God.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 ( Cont'd)	The pupil will be able to:			
Commitment		B- Family 1. Performing responsibilities 2. Respecting /obeying family authorities, etc.  C. Society 1. obeying societal rules and regulations 2. Performing societal/communal duties e.g. communal labour.		
	1.2.3 demonstrate commitment in their daily lives.	Practical Application of Commitment: - show personal commitment to duties and responsibilities develop and follow personal principles of life e.g. principles of honesty, reliability, hardwork, co-operation with others for a good cause be able to say 'No' to peers.	Pupils to role –play situations where they can show a practical commitment.  Discuss the role play.	

### **SECTION 2**

### **REWARD AND PUNISHMENT**

- be aware that good deeds go with rewards and bad deeds go with punishment. appreciate the consequences of bad deeds and the need for repentance.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
Good Deeds and Rewards.	2.1.1 mention acts considered as good deeds.  2.1.2 describe types of reward	Acts of Good Deeds:  Helping the elderly to carry loads. Giving your seats to elderly, pregnant and sick people. Running errands free of charge Caring for animals Helping the aged and handicaps to cross the road. Reporting criminals to the police when very sure. Helping accident victims and sick people to hospital, etc. Ref: Matt 25:34-36, Luke 17:11-16 Surah 9:105, 69:19-24  Types of Reward: Praise, handshake, recommendation, testimonial, awards, money, trophy, say thank you, sending cards, simple smile, etc.	Pupils to discuss with examples of good deeds.  Give pupils a case study and let pupils identify the good deeds from the case study  Assist pupils to sing songs or tell stories that depict good deeds.  Discuss with examples, various rewards and appreciation.  Ask pupils who have been rewarded to tell class why and how they received their rewards.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd)	The pupil will be able to:			
Good Deeds and Rewards.	21.3 explain the need to show appreciation.	The Need to Show Appreciation: - It serves as reinforcement motivation to keep doing good to other it serves as moral values of gratitude and thankfulness.	Pupils to discuss why they should show appreciation.  Pupils to recall situations where someone showed appreciation or rewarded them for what they had done.	Explain the benefits one gets in showing appreciation.
UNIT 2	2.1.4 explain the moral significance for performing good deeds.	Moral Significance:     because it is a command from God.     e.g. love your neighbour as yourself.      because it is a societal expectation because it is a demand from the Holy Scriptures, African Traditions, etc.	Role –play a situation in which someone was rewarded for his/her good deeds.	Write an essay on the topic "A good deed I performed for which I was rewarded.
Bad Deeds and Punishment	2.2.1 mention acts considered as bad deeds.	Acts of Bad Deeds:  Telling lies, stealing, disobedience to parents and teachers, fighting, aggressive behaviours, quarrelling etc.  Reasons for punishing bad deeds: - retribution - deterrence - protection - reformation	In groups, pupils discuss bad deeds and give examples.  Discuss reasons for punishing bad deeds.  Ref: Romans 13:2-4, 47-48  Exekiel 18:21  Surah 18:88,2:161	Give four examples of bad deeds.
	2.2.2 describe some types of punishment	Types of Punishment:  Reprimand Physical punishment (corporal punishment) Bad testimonials Imprisonment Fines Capital punishment	Pupils to discuss the types of punishment.  Sing songs and tell stories that depict bad deeds and punishment.  NOTE: - Canning is being discouraged in schools.  Teacher can use other forms of punishment instead of canning.	State three types of punishment.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd)	The pupil will be able to:			
Bad Deeds and Punishment	2.2.3 describe deeds that are punishable.	<u>Deeds That are Punishable:</u> Stealing, Bullying, Cheating, Telling lies, Violent behaviour, Murder, etc.	Pupils to discuss deeds and acts that are punishable.	
UNIT 3	2.2.4 discuss the need to avoid wrong and bad deeds.	The Need to Avoid Bad Deeds:  to avoid unpleasant punishment  to avoid physical pain  to avoid emotional pain  to avoid psychological pain  to aim at leading up right life  promote peace and security  Ways of accepting responsibilities for one's bad deeds.  owning up for something you did wrong.  Accepting to correct the wrong you did.  Apologizing for bad deeds.	Class discusses the consequences of bad deeds and the need to avoid bad deeds.  NOTE: - Emphasize the need to accept responsibilities for ones bad needs and to make amends for the deeds.	
Repentance	2.3.1 describe the stages of repentance.	Stages of Repentance: - realization and acceptance of one's fault. — Qur'an 25:70-71, 66:8 - Bible: 1 John 1:8-9 - regret for doing wrong request for pardon and forgiveness /say "I am "sorry" - avoiding to do the wrong thing again.	Discuss the stages of repentance.  Role-play situations where they have to say "I am sorry" "please pardon me" etc.  Role-play the acts of repentance.  NOTE: repeating bad deeds shows you have not regretted and also that you have no respect.	State the stages of repentance.
	outline the importance of repentance.	Importance of Repentance - promotes good relationship - satisfies God's demands - promotes peace within - draws one closer to God etc.	Discuss the importance of repentance.	

## **SECTION 3**

## **RELIGIOUS YOUTH ORGANISATIONS**

General Objectives: The pupil will:

1. appreciate the importance of Religious Youth Organizations.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
Religious Youth Organizations.	3.1.1 identify some Youth Organizations in the three main religions.	Youth Organizations in the Three Main Religions: a. Christianity: Boys and Girls' Brigade, Catholic Youth Organization (C.Y.O) Pentecost Youth Movement. (P.Y.M) Young Peoples' Guild (Y.P.G) b- Islam Muslim Youth Organization. Ahmadiyya Muslim Youth Organization (Khudamu (Ahmadiyya )  c- Traditional Religion: Cultural Groups, Youth Asafo movements.	In groups, pupils to discuss Youth Organizations and their aims and objectives.  Discuss the Qur-anic reference to the formation of Youth Associations Sura 3:103	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) Religious Youth Organizations.	The pupil will be able to:  3.1.2 explain the moral teachings of youth organizations.	Aims and Objectives of Youth Organizations: - Bring the Youth together Teach them moral values Teach the traditions of the religion Incorporating the youth into the religion Re-directing their energies for useful work To learn leadership skills Forum for discussing youth problems exclusively etc.		Class Exercise:- Explain the aims and objectives of one religious youth organization.
	3.1.3 explain the need to join religious youth organizations.	Moral Teachings of Youth Organizations:  - Emphasize holiness (chastity)  - Foster Unity  - Sincerity  - Stewardship  - Courage  - Hardwork  - Perseverance  - Honesty  - Commitment, etc.	Discuss the moral teachings of Religious Youth Organizations, as in Content.	Explain four moral teachings of any one of the Youth Organizations.
		The Need to join Youth Organizations:  - For socialization -making acquaintance  - Able to learn skills  - Benefit from talks, teachings, Workshops  - Gain moral teachings.  - Peer counseling, etc.	Brainstorm and discuss on need to join the Youth Organizations.	List four reasons for joining youth organizations.

### **SECTION 4**

### **DECENCY AND SUBSTANCE ABUSE**

- 1. appreciate decent behaviours, in society.
- 2. recognise the adverse effects of substance abuse.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
Decency	4.1.1 outline the significance of decency.	Decency: is an acceptable and commendable behaviour in a given society.  Significance of Decency Respect Peace and harmony Admiration from the people in the Society Becoming a role model. It goes with reward.	Discuss the meaning and significance of decency.	Class Exercise: - Give four significance of decency.
	4.1.2 state the behaviours considered decent in his/her society.	Decent behaviours  - Healthy interaction with the opposite sex.  - control of temper  - comportment  - proper dressing  - proper eating habits  - proper way of talking etc.	Discuss what constitutes decent behaviours.  Role-play different scenarios depicting decent behaviour.  NOTE: - Stress the need to lead a decent life.	Assignment: - Find out from the community, behaviours that are considered decent and report in class.
		The Need to Lead a Decent Life: - for self respect - to gain the respect of others to gain the trust of others - religious responsibilities - expectation of the society	Class discussion on the need to lead a decent life.	Assignment: - Observe and assess pupils on decent behaviour in school and discuss your findings with the class.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2	The pupil will be able to:			
Substance Abuse	4.2.1 identify some types of substance that can be abused.	Types of Substances that can be Abused: a – common drugs – Paracetamol, chloroquine, B-complex, etc. b. Hard drugs "Wee" (weed), or marijuana, cocaine, Heroine, etc. c. Stimulants – Alcohol, Beer, Pito, Palm wine, coffee, cola-nuts, glue, etc.	Brainstorm on the meaning of substance abuse:	List five substances that can be abused.
	4.2.2 summarize the causes of substance abuse.	Causes of Substance Abuse: - Ignorance - Refusal to take medical advice - Peer group influence - Bad friends - Economic stress situations - Emotional stress situations - Immoral living - Alcoholism	Discuss the causes of substance abuse.  Invite medical personnel to give a talk on substance abuse.	
	4.2.3 explain the effects of substance abuse.	Effects of Substance Abuse: - Madness, school drop- out - Abnormal behaviour - Murder - Death - Sicknesses - Breaking of marriages Joining gangs for robbery, etc.	Take pupils on excursion to a psychiatric hospital to observe victims of drug abuse or a. show a film on Drug Abuse b. show pictures of victims of drug abuse. Pupils to role-play the effects of substance abuse.  Use the Futures Wheel to outline the effects of substance abuse.	Essay Topic "The causes and effects of substance Abuse"
	4.2.4 explain the need to avoid substance abuse.	<ul> <li>The Need to Avoid Substance Abuse:</li> <li>To be able to live a decent and healthy life.</li> <li>To ensure progress in life.</li> <li>maintain peace in the family.</li> <li>to maintain the family's good image.</li> <li>to protect and maintain the body which is the temple of God.</li> </ul>	Discuss the need to avoid substance abuse.	Give reasons why we should avoid substance abuse.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 ( Cont'd)	The pupil will be able to:			
Substance Abuse	4.2.6 demonstrate defensive skills in protecting him/herself against substance abuse.	Defensive skills:     Say "No" to drugs when offered.     Avoid company of persons who indulge in drugs.     Avoid eating food and drinks offered by people who cannot be trusted.     Avoid bad friends     Keep to your religions teachings on drugs.	Discuss ways of protecting and defending yourself against substance abuse.  NOTE: Encourage pupils to understand the need to discuss personal problems with parents, elders, religious leaders, counselors for advice.  Role-play some of the defensive skills in avoiding drugs.	State four defensive skills in protecting yourself against drug abuse.