RME ANNUAL SCHEME OF LEARNING- BASIC 7

WEEKS	FIRST TERM	SECOND TERM	THIRD TERM
ı	God, His Nature & Attributes	Religious Songs and Recitations	Manners & Decency
2	God, His Nature & Attributes	The Family Systems	Manners & Decency
3	God, His Nature & Attributes	The Family Systems	Manners & Decency
4	God, His Nature & Attributes	The Family Systems	Manners & Decency
5	Worship	The Family Systems	Substance Abuse
6	Worship	Religious Leaders	Substance Abuse
7	Worship	Religious Leaders	Substance Abuse
8	Worship	Religious Leaders	Work & Entrepreneurship
9	Worship	Religious Leaders	Work & Entrepreneurship
10	Worship	Religious Leaders	Work & Entrepreneurship
П	Religious Songs and Recitations	Manners & Decency	Work & Entrepreneurship

SCHEME OF LEARNING - TERM I

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
ı	God, His Creation	God, His Nature & Attributes	B7.1.1.1	B7.1.1.1	Pictures, wall charts, etc.
2	& Attributes	God, His Nature & Attributes	B7.1.1.1	B7.1.1.1.	Pictures, wall charts, etc.
3	God, His Creation	God, His Nature & Attributes	B7.2.1.1	B7.1.1.1.2.	Pictures, wall charts, etc.
4	& Attributes	God, His Nature & Attributes	B7.2.1.1	B7.1.1.3:	Pictures, wall charts, etc.
5	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.1:	Pictures, wall charts, etc.
6	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.1:	Pictures, wall charts, etc.
7	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.2:	Pictures, wall charts, etc.
8	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.2	Pictures, wall charts, etc.
9	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.3	Pictures, wall charts, etc.
10	Religious Practices	Worship	B7.2.1.1	B7.2.1.1.4	Pictures, wall charts, etc.
11	Religious Practices	Religious Songs and Recitations	B7 2.2.1	B7 2.2.1.1	Pictures, wall charts, etc.
12	Religious Practices	Religious Songs and Recitations	B7 2.2.1	B7 2.2.1.2	Pictures, wall charts, etc.

TERM 2 SCHEME OF LEARNING

WEEKS	STRAND	SUB STRAND	INDICATORS	RESOURCES
I	Religious Practices	Religious Songs and Recitations	B7 2.2.1.3	Pictures, wall charts, etc.
2	The Family &	The Family Systems	B7.3.1.1.1	Pictures, wall charts, etc.
3	The Community	The Family Systems	B7.3.1.1.1	Pictures, wall charts, etc.
4	The Family &	The Family Systems	B7 3.1.1.2:	Pictures, wall charts, etc.
5	The Community	The Family Systems	B7 3.1.1.3	Pictures, wall charts, etc.
6	Rel. Leaders & Personalities	Religious Leaders	B7.4.1.1.1.	Pictures, wall charts, etc.
7	Rel. Leaders & Personalities	Religious Leaders	B7.4.1.1.1.	Pictures, wall charts, etc.
8	Rel. Leaders & Personalities	Religious Leaders	B7.4.1.1.2.	Pictures, wall charts, etc.
9	Rel. Leaders & Personalities	Religious Leaders	B7.4.1.1.2.	Pictures, wall charts, etc.
10	Rel. Leaders & Personalities	Religious Leaders	B7.4.1.1 3	Pictures, wall charts, etc.
П	Ethics & Moral Life	Manners & Decency	B7.5.1.1.1.	Pictures, wall charts, etc.

TERM 3 SCHEME OF LEARNING

WEEKS	STRAND	SUB STRAND	INDICATORS	RESOURCES
I	Ethics & Moral	Manager & Danager	B7.5.1.1.1.	Pictures, wall
	Life	Manners & Decency	Б/.3.1.1.1.	charts, etc.
2		Manners & Decency	B7.5.1.1.2.	Pictures, wall
		Trainiers & Decency	D7.3.1.1.2.	charts, etc.
3	Ethics & Moral	Manners & Decency	B7 5.1.1.3	Pictures, wall
	Life	Trainiers & Decemey	57 3.1.1.5	charts, etc.
4		Manners & Decency	B7.5.1.1.4	Pictures, wall
		Thatmers & Decemey		charts, etc.
5		Substance Abuse	B7.5.2.1.1	Pictures, wall
		oubseance, touse		charts, etc.
6	Ethics & Moral Life	Substance Abuse	B7.5.2.1.2	Pictures, wall
	Lile	Substance / Ibuse		charts, etc.
7		Substance Abuse	B7.5.2.1.3	Pictures, wall
		Substance / Ibuse		charts, etc.
8		Work & Entrepreneurship	B7.6.1.1.1	Pictures, wall
	Rel. & Economic Life	TOTAL CENTER OF CHECKISHIP	57.0.1.1.1	charts, etc.
9	Lile	Work & Entrepreneurship	B7.6.1.1.2	Pictures, wall
		v ork & zna opranausmp		charts, etc.
10	D 1 0 F	Work & Entrepreneurship	B7.6.1.1.3	Pictures, wall
	Rel. & Economic Life	and optioned ship		charts, etc.
11	LIIE	Work & Entrepreneurship	B7.6.1.1.4	Pictures, wall
				charts, etc.

TERM THREE WEEKLY LESSON NOTES

WEEK I

Date: 16 th SEPT, 2022	DAY:		Subject: R.M.E				
Duration: 50MINS		Strand: Ethics & Moral		Strand: Ethics & Moral Life			
Class: B7		Class	Size:	Sub Strand: Manners & Decer	псу		
to apply them in their daily left Performance Indicator:	5.1.1: Develop good manners and learn how apply them in their daily lives. B7 5.1.1.1: Identify and explain behaviors considered to be good manners in the society.						
Learners can identify and explain behaviors considered to be good manners in the society CG 5.1 CG 5.4:CG 6.1: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:							
References: R.M.E Currio	culum Pg. 14-	15					
Phase/Duration	Learners A				Resources		
PHASE I: STARTER	Let learners	sing son	gs in relation to the	e lesson.			
	Ask learners	;					
	What is	good ma	anners?				
		-	depicts good mann	ers?			
			ant to observe goo				
	•	•	•				
			ndicators and introd				
PHASE 2: NEW			for the meaning of i		Pictures and		
LEARNING	Manners are a	ttitudes ar	nd behaviors that society	y accept or frowns on.	charts		
		etings, helf		s in the home. Spect and obedience to parents, respect			
	etiquette in	the hom	e.	f observing good manners or feer and encourage others to do their			
	Engage learn teach good r What ot Why sho						
	Brainstorm f What be What as At what						
	In groups, learners research for behaviors that attract punishment or frown and the effects of it. Example: Spitting in the open Effect: seen as not being 'cultured' Assessment What is good manners?						

	What are bad deeds? Describe five ways that can show good manners Describe five habits which constitute bad manners.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	
	Homework Find out from the community the different forms of greetings for various categories of people. Comment on the dressing of the youth of today	

Date: 16 th SEPT, 2022	DAY: Subje		Subject: R.M.E		
Duration: 50MINS			Strand: Ethics & Moral Life		
Class: B7		Class S	Size:	Sub Strand: Manners & Dece	ency
Content Standard: B7 5.1.1: Develop good man apply them in their daily live Performance Indicator:		how to		tify and explain behaviors on good manners in the society Core Competencies:	Lesson:
manners in the society	Learners can explain behaviors considered to be good manners in the society CG 5.1 CG 5.4:CG 6.1: CP 5.2: PL 6.1: PL 6.4:				
References: R.M.E Currio	culum Pg. 14-	15			
Phase/Duration	Learners A				Resources
PHASE I: STARTER	Show learners a 4min video or a slide show on how people dress. • What did you like/dislike about the video or slide show? • What kinds of dressing did you see? • Is it good to dressing decently as a child?				
PHASE 2: NEW LEARNING	Have in groups are the street of the street	Your dress should be clean and ironed The dress should cover all delicates or sensitive parts of the body arners to discuss the importance of decent dressing.			Pictures and charts
PHASE 3: REFLECTION	Assessment Describe ho State five im State four m Use peer dis what they ha				
	Homework		earners and summa	e of showing good table manners	

TERM THREE WEEKLY LESSON NOTES

Date: 23 rd SEPT, 2022	DAY:		Subject: R.M.E		
Duration: 50MINS			Strand: Ethics & Moral Life		
Class: B7		Class	Size:	Sub Strand: Manners & Decer	псу
Content Standard: B7 5.1.1: Develop good man to apply them in their daily I		how	Indicator: B7.5.1.1.2: Discumanners and de	uss the importance of good cency.	Lesson:
Performance Indicator: Learners can discuss the importance of good manners and decency Core Competencies: CG 5.1 CG 5.4:CG 6.1: CP 5.2 PL 6.1: PL 6.4:					CP 6 .3PL 5.4: PL 5.5:
References: R.M.E Curric	ulum Pg. 14-	15			
Phase/Duration	Learners A	ctivities			Resources
PHASE I: STARTER	Let learners	sing son	gs in relation to the	e lesson.	
	Ask learners	;			
	What is	•			
			depicts good mann		
	• Why is	it import	ant to observe goo	d manners!	
	Share perfor	manco ir	ndicators and introd	duce the lesson	
PHASE 2: NEW			for the meaning of		Pictures and
LEARNING			nd behaviors that societ		charts
	Example: gre	etings, helf		s in the home. spect and obedience to parents, respect	
	for the elderly,	obedience	to authority.		
	etiquette in	the hom	e.	f observing good manners or offer and encourage others to do their	
	Engage learn teach good r What otl Why sho				
	Brainstorm f What be What ar At what				
	In groups, le frown and the Example: Spite Effect: seen and Assessment What is goo				

	What are bad deeds?	
	Describe five ways that can show good manners	
	Describe five habits which constitute bad manners.	
PHASE 3:	Use peer discussion and effective questioning to find out from learners	
REFLECTION	what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	
	Homework	
	Find out from the community the different forms of greetings for various	
	categories of people.	
	Comment on the dressing of the youth of today	

Date: 23 rd SEPT, 2022	I	DAY:		Subject: R.M.E		
Duration: 50MINS	1			Strand: Ethics & Moral Life		
Class: B7	Class: B7			Sub Strand: Manners & Dec	ency	,
Content Standard: B7 5.1.1: Develop good ma apply them in their daily liv	es.	now to	Indicator: B7.5.1.1.2: Disc manners and d	· · · · · · · · · · · · · · · · · · ·		Lesson: 2 OF 2
Performance Indicator: Learners can discuss the decency	importance of g		nanners and	Core Competencies: CG 5.1 CG 5.4:CG 6.1: CP 5.2: PL 6.1: PL 6.4:	CP (6 .3PL 5.4: PL 5.5:
References: R.M.E Curri	culum Pg. 14-15	5				
Phase/Duration PHASE I: STARTER	Learners Act Show learners		video or a slide s	how on how people dress.	Re	esources
	Show learners a 4min video or a slide show on how people dress. What did you like/dislike about the video or slide show? What kinds of dressing did you see? Is it good to dressing decently as a child?					
PHASE 2: NEW LEARNING	Have in groups Brainstorm lea It is the acceptor In groups, lear Learners prese Guide learners Example: • Your • The dody Have learners Example: • Decei	Your dress should be clean and ironed The dress should cover all delicate or sensitive parts of the body earners to discuss the importance of decent dressing.				ctures and charts
PHASE 3:	Assessment Describe how Ghanaians greet each other State five important of decent dressing State four moral benefits that can be derived from greeting. Use peer discussion and effective questioning to find out from learners					
REFLECTION	what they have	e learnt	during the lesson			
	Homework Have learners	to expl	ain the importanc	e of showing good table manners		

TERM THREE WEEKLY LESSON NOTES

Week Ending: 23rd SEPT, 2	2022	DAY:		Subject: R.M.E		
Duration: 50MINS		Strand: Ethics & Mor:		Strand: Ethics & Moral Life	ıl Life	
Class: B7		Class	Size:	Sub Strand: Manners & Decer	ncy	
Content Standard: B7 5.1.1: Develop good man to apply them in their daily li		how	Indicator: B7 5.1.1.3: Discu	uss the significance of chastity	Lesson:	
Performance Indicator:	Performance Indicator: Learners can discuss the significance of chastity Core Competencies: CG 5.1 CG 5.4:CG 6.1: CP 5.2: 0					
References: R.M.E Curric	ulum Pg. 17			PL 6.1: PL 6.4:		
	_					
Phase/Duration	Learners A				Resources	
PHASE I: STARTER	Do you Do De	 Engage learners in conversation and ask; Do you know of any Catholic priest or Roman sister in your community? Do Catholic priest or Roman sister marry? Why? Describe the way of lives of catholic priest and roman sisters. 				
	Share perfo	rmance	e indicators and in	troduce the lesson.		
PHASE 2: NEW LEARNING	Chastity is until marria Relate to the further explained in groups, I live a chasted assessment Guide learn live a chasted Additional in Addit	Brainstorm learners for the meaning of chastity. Chastity is the total abstinence from all sexually related activities until marriage. Relate to the Catholic priests, Roman sisters, Nun and Monks to further explain chastity. In groups, learners discuss how adolescent can remain chaste or live a chaste life. Call groups to present their solutions to the tasks. Encourage peer assessment and comments on other issues. Guide learners to identify how adolescent can remain chaste or live a chaste life. • Adolescent should be assertive • They should avoid friends that can force them to engage in				
PHASE 3: REFLECTION	Assessment What is cha State four v Use peer d learners wh					

Take feedback from learners and summarize the lesson.	
Homework List four benefits of living a chaste life,	
Mention four effects of teenage pregnancy.	

Week Ending: 23 rd SEPT, 2	2022	DAY:		Subject: R.M.E	
Duration: 50MINS				Strand: Ethics & Moral Life	
Class: B7		Class	Size:	Sub Strand: Manners & Dece	ency
Content Standard: B7 5.1.1: Develop good man to apply them in their daily I Performance Indicator:	how	Indicator: B7 5.1.1.3: Disci	uss the significance of chastity Core Competencies:	2 OF 2	
Learners can discuss the s		f chastit	у	CG 5.1 CG 5.4:CG 6.1: CP 5.2: PL 6.1: PL 6.4:	CP 6 .3PL 5.4: PL 5.5:
References: R.M.E Curric	ulum Pg. 17				
Phase/Duration	I earners A	ctivities			Resources
PHASE I: STARTER	Learners Activities Revise with learners on the previous lesson. One way of living a chaste life is to avoid? A vow to remain chaste for religious reasons is known as? What are the effects of premarital sex on a school boy and girl?			resources	
PHASE 2: NEW LEARNING PHASE 3: REFLECTION	Share performance indicators and introduce the lesson. Guide learners to write scripts to Role play ways of leading a chaste life. Allow learners to role play in groups, so that everyone will have equal opportunity of participating. Pause after every performance to analyze and appreciate what went well and what didn't. In groups, learners discuss the importance or benefits of leading chaste life. Example: It helps one to avoid STDs It makes one socially acceptable and respected. It helps girls to prevent unplanned pregnancies and abortion. Through a whole class discussion, guide learners to discuss the effects of not leading a chaste life. Example: One can contract STDs. Unplanned pregnancy and abortion School dropout Assessment State four advantages of leading a chaste life			ole play ways of leading a s, so that everyone will have halyze and appreciate what rtance or benefits of leading a able and respected. lanned pregnancies and uide learners to discuss the cortion laste life haste life lestioning to find out from	Pictures and charts
REFLECTION	learners wh	nat they	have learnt durin	_	
	Homework	<u> </u>			

List four benefits of living a chaste life,	
Mention four effects of teenage pregnancy.	

TERM THREE WEEKLY LESSON NOTES

Week Ending: 7 th OCT,	DAY:		Subject: R.M.E			
Duration: 60MINS				Strand: Ethics & Moral Li	fe	
Class: B7		Class S	Size:	Sub Strand: Manners & Decency		
Content Standard: B7 5.1.1: Develop good manners and learn how to apply them in their daily lives. Performance Indicator: Learners can discuss the teachings of the three main religions on manners, decency and characters on manners, decency and chastity. References: R.M.E Curriculum Pg. 14-15				nastity	Lesson: I OF 2 .3PL 5.4: PL 5.5:	
Phase/Duration PHASE I: STARTER	Let learners s Ask learners What are What be	Learners Activities Let learners sing songs in relation to the lesson. Ask learners;				ces
PHASE 2: MAIN	Revise with le manners or example: Indigenous Adolescents performance	· ·			Pictures	and charts
PHASE 3: REFLECTION	Assessment State two African proverbs that frowns on pre- marital and extra marital sex. Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.					

\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	2022	DAY				
Week Ending: 7 th OCT,	2022	DAY:		Subject: R.M.E		
Duration: 60MINS				Strand: Ethics & Moral Li	fe	
Class: B7		Class Size:		Sub Strand: Manners & D	Decency	
Content Standard:			Indicator:			Lesson:
B7 5.1.1: Develop good ma		arn how to		Discuss the teachings of the th		2 OF 2
apply them in their daily live Performance Indicator			main religio	ns on manners, decency and core Competencies:	ilastity	2 OF 2
	earners can discuss the teachings of the three main religions CG 5.1, CG 5.4:CG 6.1: C					
on manners, decency and chastity. PL 6.1: PL 6.4:						
References: R.M.E Curr	iculum Pg. I	4-15				
Phase/Duration	Learners A				Resour	ces
PHASE I: STARTER		n learners on th	-			
		ay of living a ch				
			_	us reasons is known as?		
		are the effects o	of premarital	sex on a school boy and		
	girl?					
	Share perfe	ormance indicat	tors and intro	oduce the lesson.		
PHASE 2: MAIN				e or benefits of leading a	Bible, C	Duran
	chaste life.			o or oonento or remaning in	5.5.5, \	
				ngage in activities that		
	teach ways	of leading a ch	aste life.			
	Have learn	ors to domans	rate good m	annors proper way of		
			-	anners, proper way of f decent dressing.		
	di coonig ai	id discuss the ii	iipoi tarice o	decent di essing.		
	Through q	uestions and an	swers, learn	ers identify and explain		
	teachings o	on manners, dec	ency and ch	astity.		
	For examp					
	• Christi	•				
				varns on adultery		
	adulter		irages chastii	ty and cautions against		
	Islamic	•				
	Qur'an 49: 11 – cautions against insult					
	Qur'an 25: 63 – encourages humility even in walking					
			-			
	Assessmen					
		•		and Bible that talks about		
DLIACE 2.		lecency and cha		tioning to find and frage		
PHASE 3: REFLECTION		hat they have le		tioning to find out from		
INCI ELCTION	icai iici s W	nac uncy nave le	ai iit dul liig	uie iessoii.		

Take feedback from learners and summarize the lesson.

TERM THREE WEEKLY LESSON NOTES

Week Ending: 14th OCT	DAY:		Subject: R.M.E			
Duration: 60MINS				Strand: Ethics & Moral Life	:	
Class: B7		Class Size:		Sub Strand: Substance Abu	ıse	
thoughts and actions, with	B7 5.2.1: Demonstrate the need to stay away from immoral thoughts and actions, with a key focus on substance abuse B7.5.2.1.1: Summarize the causes substance abuse					Lesson:
Performance Indicator Learners can identify th	earners can identify the types and causes of substance abuse. CG 5.1, CG 5.4:CG 6.1: CP 5.4.					.3PL 5.4: PL 5.5:
References: R.M.E Curi	riculum Pg. 18-2	20				
DI /D ::	T	• •.•				
Phase/Duration PHASE I: STARTER	Learners Act	ivities re of person smoki	ng and	drinking alcohol	Resou	ırces
	Let learners relate to it and share their ideas. What is written on the cigarette box? What happens when you get drunk with alcohol? Do you see people in your locality abusing a drug before?					
PHASE 2: MAIN					Diatuu	res and charts
	Write learners responds and discuss with them. Brainstorm on the meaning of substance abuse. Taking drugs without medical prescription or excessive use of drugs. In groups, learners discuss and identify the types of substances abused. • The abuse of legal drugs — Paracetamol, Tramadol, Benylin, antacid, tobacco, Alcohol, etc. • The abuse of illegal drugs — cocaine, heroin, cannabis, hashish, etc. Divide the class into three groups. Let each group identify and discuss one of the classification of drugs that are abused and their effects. Hallucinogens — marijuana(wee or Indian hemp) Stimulants — caffeine, Nicotine, cocaine, Amphetamines. Depressants — alcohol, barbiturates, tranquilizers, Narcotics. Allow learners to present their findings to class for further discussion. Classification Substance(Drug) Hallucinogens Marijuana (wee or Indian hemp) Stimulants Caffeine, Nicotine, cocaine, Amphetamines Depressants Alcohol, barbiturates, tranquilizers,					
	Example:					

	Narcotics: These are depressants drugs that act on the brain to inhibit the perception of pain. Examples of narcotics are opium, morphine, codeine and heroine.	
	Assessment What is substance abuse? State and explain the types of substance abuse.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Week Ending: 14th OCT	-, 2022	DAY:		Subject: R.M.E		
Duration: 60MINS				Strand: Ethics & Moral Life		
Class: B7		Class Size:		Sub Strand: Substance A	Abuse	
	Content Standard: B7 5.2.1: Demonstrate the need to stay away from immoral thoughts and actions, with a key focus on substance abuse Indicator: B7.5.2.1.1: Summarize the cause substance abuse					Lesson: 2 OF 2
Performance Indicator Learners can identify the		uses of substance a	buse.	Core Competencies: CG 5.1, CG 5.4:CG 6.1: CF PL 6.1: PL 6.4:	P 5.2: CP 6	.3PL 5.4: PL 5.5:
References: R.M.E Curr	riculum Pg. 18-	20				
Discos /Donnericos	I	t. dat			D	
Phase/Duration PHASE I: STARTER	Learners Act		ing and	drinking alcohol	Resour	ces
	Show a picture of person smoking and drinking alcohol. Let learners relate to it and share their ideas. • What is written on the cigarette box? • What happens when you get drunk with alcohol? • Do you see people in your locality abusing a drug before?					
PHASE 2: MAIN	Write learners responds and discuss with them. Divide the class into three groups. Let each group identify and discuss one of the classification of drugs that are abused and their effects. Hallucinogens – marijuana(wee or Indian hemp) Stimulants – caffeine, Nicotine, cocaine, Amphetamines. Depressants – alcohol, barbiturates, tranquilizers, Narcotics. Allow learners to present their findings to class for further discussion. Classification Substance(Drug) Hallucinogens Marijuana (wee or Indian hemp) Stimulants Caffeine, Nicotine, cocaine, Amphetamines Depressants Alcohol, barbiturates, tranquilizers, Narcotics Example: Amphetamines: These are stimulants that are only prescribed by a			Pictures	s and charts	
	lead to impulse aggression. Through a classification of substance Peer pression To relieve Curiosity Advertises	reaction and out of co ass discussion, guid abuse.	e learn			

	Give three examples of drugs that are abused mostly by students.	
	3. State three reasons why students abuse drugs.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.	
NEI EEG HON	Take feedback from learners and summarize the lesson.	

TERM THREE WEEKLY LESSON NOTES

Week Ending: 21st OCT	DAY:		Subject: R.M.E				
Duration: 60MINS				Strand: Ethics & Moral L	Strand: Ethics & Moral Life		
Class: B7		Class Size:		Sub Strand: Substance A	buse		
Content Standard: B7 5.2.1: Demonstrate the thoughts and actions, with	a key focus on		B7 5.	5.2.1.2: Discuss the effects of tance abuse 2 OF 2		Lesson: 2 OF 2	
Performance Indicator Learners can identify th	Performance Indicator: Learners can identify the types and causes of substance abuse. Core Competencies: CG 5.1, CG 5.4:CG 6.1: PL 6.1: PL 6.4:					.3PL 5.4: PL 5.5:	
References: R.M.E Curi	riculum Pg. 18-	20					
Phase/Duration	Learners Act	ivities			Resource	ras	
PHASE I: STARTER			ing and	drinking alcohol.	Resource	ces	
PHASE 2: MAIN	 Show a picture of person smoking and drinking alcohol. Let learners relate to it and share their ideas. What is written on the cigarette box? What happens when you get drunk with alcohol? Do you see people in your locality abusing a drug before? Write learners responds and discuss with them. Divide the class into three groups. Let each group identify and discuss one of the classification of drugs that are abused and their effects. Hallucinogens – marijuana(wee or Indian hemp) Stimulants – caffeine, Nicotine, cocaine, Amphetamines. Depressants – alcohol, barbiturates, tranquilizers, Narcotics. 				Pictures	s and charts	
	Allow learner discussion.	rs to present their	finding	s to class for further			
	Classificatio	n Substance(Dr	ug)				
	Hallucinogen						
	Stimulants Caffeine, Nicotine, cocaine, Amphetamines Depressants Alcohol, barbiturates, tranquilizers, Narcotics						
	medical doctor, nervous system lead to impulse aggression.	but are abused. Stude in order to keep wake reaction and out of coasts discussion, guidabuse.	ents use e at nigh ontrol be	are only prescribed by a it to stimulate the central t to study. Regular use may havior such as fighting and ers to discuss the causes			

	 To relieve them from tension and boredom Curiosity
	Advertisement by the media
	Assessment
	 Explain the term addiction with respect to drugs. Give three examples of drugs that are abused mostly by
	students.
	3. State three reasons why students abuse drugs.
PHASE 3:	Use peer discussion and effective questioning to find out from
REFLECTION	learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

Week Ending: 21st OCT	, 2022	DAY:		Subject: R.M.E			
Duration: 60MINS				Strand: Ethics & Moral Life			
Class: B7 Class Size:				Sub Strand: Substance Abuse			
Content Standard: B7 5.2.1: Demonstrate the thoughts and actions, with		ator: 2.1.2: Discuss the effects of ance abuse	Lesson:				
	Performance Indicator: Learners can discuss the effects of substance abuse. Core Competencies: CG 5.1, CG 5.4:CG 6.1: CI PL 6.1: PL 6.4:						
References: R.M.E Curi	riculum Pg. 18-	20					
Phase/Duration	Learners Act	ivitios			Resources		
PHASE I: STARTER		re of person smoki	ing and	drinking alcohol.	Resources		
	Let learners relate to it and share their ideas. • What is written on the cigarette box? • What happens when you get drunk with alcohol? • Do you see people in your locality abusing a drug before? Write learners responds and discuss with them.						
PHASE 2: MAIN	pictures, lear abuse. Example: It damage exaggera It causes damage to their ideas to Example: Improved Improved Improved Improved Improved Have learner substance abore Example: To Through a classills that proabuse. Example: use Avoid bad fri	es the brain by causting reactions to exmood swings, made to the body, etc. arners discuss how the class for furthed public education intation of governming ment in mental hears design posters to use. be able to live a design guide otect and defend ar	sing lap vents. Iness, h to con er disc ent po lth faci explai e learne individual c, Avoice, etc.	licies on drug peddling and lities, etc. In the need to avoid and healthy life. Lers to discuss defensive dual against substance discuss daying 'NO thank you',	Pictures and charts		

	State three defensive skills you would use to protect yourself against substance abuse.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	

TERM THREE WEEKLY LESSON NOTES

Week Ending: 28th OCT	Γ, 2022	DAY:	': Subject: R.M.E			
Duration: 60MINS				Strand: Ethics & Moral Life		
Class: B7		Class S	iize:	Sub Strand: Substance A		
from immoral thoughts and actions, with a key from the three religions			nonstrate knowledge of teachings religions on defensive skills in self against substance abuse			
	ners can demonstrate knowledge of teachings from the e religions on defensive skills in protecting yourself against Core Competencies: CG 5.1, CG 5.4:CG 6.1: CP				5.2: CP 6	.3PL 5.4: PL 5.5:
References: R.M.E Cur	riculum Pg. 18-2	20				
Phase/Duration	Learners Acti	ivities			Resour	ces
PHASE I: STARTER	previous lesso	on.		nderstanding in the		
PHASE 2: MAIN	major religior Teachings: Christianity Islam: Qur'a Indigenous of drunkard who In groups, lea Adherence Say no to di Seek help fr trusted adult Avoid bad co Learners drar apply lessons their life	 Christianity Bible (Proverbs 20:1 and 1 Corinthians 6: 19-20). Islam: Qur'an (2:219 and 5: 90-91) Indigenous African Religion: Oral traditions "A man is called a drunkard when he misbehaves, not when he drinks" etc. In groups, learners role play some of the moral Lesson: Adherence to the teachings of one's religion Say no to drugs when offered Seek help from a counsellor, religious teacher, elders or any trusted adult Avoid bad company of friends, etc. Learners dramatize the effects of drug abuse and how they will apply lessons from the religious teachings on substance abuse in 				s and charts
PHASE 3: REFLECTION	learners what	they ha	ve learnt during 1	tioning to find out from the lesson. marize the lesson.		

Week Ending: 28th OCT, 2022			2022 DAY:		Subject: R.M.E			
Duration: 60MINS				Strand: Ethics & Moral Life				
Class: B7		Class S	ize:	Sub Strand: Substance A	buse			
Content Standard: B7 5.2.1: Demonstrate the need to stay away from immoral thoughts and actions, with a key focus on substance abuse			from the three	nonstrate knowledge of tea religions on defensive skills rself against substance abus	Lesson: 2 OF 2			
Performance Indicator Learners can demonstra three religions on defen substance abuse	ite knowledge c		_	Core Competencies: CG 5.1, CG 5.4:CG 6.1: CP PL 6.1: PL 6.4:	5.2: CP 6	.3PL 5.4: PL 5.5		
References: R.M.E Curr	riculum Pg. 18-2	.0						
Phase/Duration	Learners Activ	vities			Resour	ces		
PHASE I: STARTER	previous lesso	Revise with learners to review their understanding in the previous lesson.						
	-		dicators with lear					
PHASE 2: MAIN	major religion. Teachings: Christianity Islam: Qur'a Indigenous Adrunkard whe In groups, lear Adherence t Say no to dri Seek help fro	uide learners to identify and explain the teachings of the ajor religions on the need to avoid substance abuse. Eachings: Christianity Bible (Proverbs 20:1 and 1 Corinthians 6: 19-20). Islam: Qur'an (2:219 and 5: 90-91) Indigenous African Religion: Oral traditions "A man is called a unkard when he misbehaves, not when he drinks" etc. In groups, learners role play some of the moral Lesson: Adherence to the teachings of one's religion say no to drugs when offered seek help from a counsellor, religious teacher, elders or any				s and charts		
	apply lessons f their life	from the	religious teachii	ngs on substance abuse in				
PHASE 3: REFLECTION			nd effective ques ve learnt during t	tioning to find out from				

Take feedback from learners and summarize the lesson.

TERM THREE WEEKLY LESSON NOTES

		Week Ending: 4 th NOV, 2022 DAY: Subject: R.M.E					
Duration: 60MINS				Strand: Rel. & Economic Life			
Class: B7		Class S	ize:	Sub Strand: Work & Ent	repreneu	rship	
·				ain the meaning of work ar ip	nd	Lesson:	
entrepreneurship	Learners can explain the meaning of work and CG 5.1, CG 5.4:CG 6.1: CF					.3PL 5.4: PL 5.5:	
References: R.M.E Curricul	um Pg. 21-2	24					
PHASE I: STARTER Re	evious lesso	earners to on.		derstanding in the	Resourc	ces	
PHASE 2: MAIN Gu "el • V pui • E ass • S pro circ Le wo Ty • E • C • S of: • V nui • R ada As W Sta Ho PHASE 3: Us	wide learner intrepreneu Vork – activity pose or resultintrepreneu intrepreneu	rs to distribute rship" are ty which he tis. rship — the lof it. ity — a soor y assistant rupon returned roups idea washing, so — clean-uperic and rus, etc. elihood/Cretc. rk — the evangelist of the evangelist of the cursion and uses of washing are the evangelist of the evangelist of the cursion and uses of washing are the evangelist of the evangelist	nd "social security as the aim of production of process of setting cial protection prograce to individuals in the irement from work. entify and explain weeping, cooking, etco exercises, building on on-academic) — sture of priests/priesetc. cork? the from entreprending effective question of deffective question.	e concepts; "work", y." cing something or achieving a up a new business and amme often backed by law to the event of unforeseen future the various types of c. of schools, clinics, etc. dying, sweeping, games, work aching, farming, carpentry, stesses, imams, church eurship? tioning to find out from	Pictures	and charts	
		•	ve learnt during t	he lesson. narize the lesson.			

Week Ending: 4th N	Week Ending: 4 th NOV, 2022 DAY: Sub				Subject: R.M.E			
Duration: 60MINS				Strand: Rel. & Economic Life				
Class: B7		Class S	Size:	Sub Strand: Work & Entrepre	eneurship			
develop the spirit of	Content Standard: 7 6.1.1: Cultivate the need for hard work and evelop the spirit of entrepreneurship Indicator: B7 6.1.1.1: Explain the meaning entrepreneurship				Lesson:			
Performance Indic Learners can explai entrepreneurship		ork and		Core Competencies: CG 5.1, CG 5.4:CG 6.1: CP 5.2: C PL 6.1: PL 6.4:	CP 6 .3PL 5.4: PL 5.5:			
References: R.M.E	Curriculum Pg. 21-	24						
Phase/Duration	Learners Activitie				Resources			
PHASE I: STARTER		ers to re		rstanding in the previous	Resources			
PHASE 2: MAIN	Engage learners to Example; Types of work at Sweeping the Control Washing cook Types of work at Mashing cook Types of work in Mashing part in Mashing part in the Mashing Part in	nunity. o do a p home compound before a ing utensi school to study rules and hool cor the com n commu- ring foot tree plan o role pl	resentation on the distribution of the distribution of the distribution of the public of the vision	ets and cups that have been used and notes.	Pictures and charts			
PHASE 3: REFLECTION	Use peer discussi what they have le Take feedback fro	earnt dur	ring the lesson.	ing to find out from learners ze the lesson.				

TERM THREE WEEKLY LESSON NOTES WEEK 9

Week Ending: 11th NO	/, 2022	DAY:		Subject: R.M.E				
Duration: 60MINS				Strand: Rel. & Economic Life				
Class: B7		Class S	iize:	Sub Strand: Work &	Entrepreneurship			
Content Standard: B7 6.1.1: Cultivate the need develop the spirit of entre		and	Indicator: B7 6.1.1.2: Discuss the religious and en	the relevance of work	from I OF 2			
Performance Indicator Learners can discuss the ethical perspectives		work fro	m the religious and	Core Competencies: CG 5.1, CG 5.4:CG 6.1: 5.5: PL 6.1: PL 6.4:	CP 5.2: CP 6 .3PL 5.4: PL			
References: R.M.E Curr	riculum Pg. 21-	24						
New words: Entreprener	urship, economic	s, work,	financial management,	planning, time managemer	nt, financial independence			
Si /S .	T							
Phase/Duration PHASE I: STARTER	Learners Act				Resources			
	previous lesse Share perform	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.						
PHASE 2: MAIN	E.g., • be punctual to • avoid over do hand that does • eschew lazing Ghanaian providoes not breal • plan in advan • show dedicat (Matthew 25:1 achieves succe In groups learn • it enables us	Learners brainstorm to demonstrate knowledge of good work habits. Pictures and charts						
PHASE 3: REFLECTION	Use peer disc learners what	cussion a t they ha	nd effective questior ve learnt during the earners and summari	lesson.				

Week Ending: 11th NOV	/, 2022	DAY:		Subject: R.M.E			
Duration: 60MINS		•		Strand: Rel. & Economic Life			
Class: B7		Class S	ize:	Sub Strand: Work &	Entrepre	neurship	
B7 6.1.1: Cultivate the need for hard work and B7 6.1.			Indicator: B7 6.1.1.2: Discuss the religious and et	the relevance of work	from	Lesson:	
Performance Indicator Learners can discuss the ethical perspectives	: e relevance of		<u> </u>	Core Competencies: CG 5.1, CG 5.4:CG 6.1: 5.5: PL 6.1: PL 6.4:		CP 6 .3PL 5.4: PL	
References: R.M.E Curr	riculum Pg. 21-	24					
New words: Entreprener	urship, economic	cs, work, f	financial management,	planning, time managemer	nt, financia	l independence	
	_						
Phase/Duration	Learners Act				Resour	ces	
PHASE I: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.						
PHASE 2: MAIN	Learners brain E.g., • be punctual t • avoid over de hand that does • eschew lazine Ghanaian prov does not breal • plan in advan • show dedicat (Matthew 25:1 achieves succe In groups learn • it enables us • work is good • develop and	Picture	s and charts				
PHASE 3: REFLECTION	learners what	t they ha	nd effective question ve learnt during the earners and summari	lesson.			

TERM THREE WEEKLY LESSON NOTES

Week Ending: 18 th NOV, 2022 DAY:				Subject: R.M.E			
Duration: 60MINS				Strand: Rel. & Economic Life			
Class: B7		Class S	iize:	Sub Strand: Work &	Entrepreneurship		
develop the spirit of entre	Content Standard: B7 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship Indicator: B7 6 1.1.3: Identify steps to be taken to successful entrepreneur						
Performance Indicator Learners can identify ste entrepreneur	CP 5.2: CP 6 .3PL 5.4						
References: R.M.E Curr	riculum Pg. 21-2	24					
New words: Entreprener	urship, economic	s, work,	financial management,	planning, time managemer	nt, financial independence		
DI /D		,.					
Phase/Duration PHASE I: STARTER	Learners Acti		a waxiaxa ahain undax	estanding in the	Resources		
PHASE I. STARTER	previous lesso	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.					
PHASE 2: MAIN			are, leaners identify ste		Pictures and charts		
11002 2. 11411		essful ent	repreneur. • Learners	state the various steps	rictares and chares		
	• •	e innovat nal goals	ive and mission for the fut	cure			
	Calculative risks taker etc. In groups, learners discuss the benefits of entrepreneurship. E.g. freedom to pursue one's vision flexibility of time employment to other members of society helps in nation-building						
	sense of pride when vision of business is achieved, etc. Learners in groups take a field research in their community into how to become a successful entrepreneur and present findings for class discussion.						
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.						
	Take feedbac	k from le	earners and summari	ze the lesson.			

Week Ending: 18th NO	V, 2022	DAY:		Subject: R.M.E			
Duration: 60MINS		•		Strand: Rel. & Econo	Strand: Rel. & Economic Life		
Class: B7		Class S	Size:	Sub Strand: Work &	Entrepre	neurship	
Content Standard: B7 6.1.1: Cultivate the new develop the spirit of entre		c and	Indicator: B7 6 1.1.3: Identify successful entrepre	steps to be taken to be	ecome a	Lesson:	
Performance Indicator Learners can identify st entrepreneur		to beco	ome a successful	Core Competencies: CG 5.1, CG 5.4:CG 6.1		CP 6 .3PL 5.4	
References: R.M.E Cur	riculum Pg. 21-	24					
New words: Entreprene	urship, economic	cs, work,	financial management,	planning, time manageme	nt, financia	l independence	
Phase/Duration	Learners Act				Resour	ces	
PHASE I: STARTER	previous less	on.	to review their under	· ·			
PHASE 2: MAIN	Using Think-Pabecome a succe to become an Prerequisite for One has to be Setting person Calculative rilling groups, learn freedom to person flexibility of the employment helps in nation sense of priduces as discussion.	entreprer or Entreprer or Entreprer or innovat onal goals isks taker ners discu- oursue on- cime to other on-building e when vi oups take	Pictures	s and charts			
PHASE 3: REFLECTION	learners wha	t they ha	nd effective questior ve learnt during the earners and summari				

TERM THREE WEEKLY LESSON NOTES

WEEK II

Week Ending: 25 th NO	Ending: 25 th NOV, 2022 DAY: Subject: R.M.E					
Duration: 60MINS				Strand: Rel. & Econor	mic Life	
Class: B7		Class S	ize:	Sub Strand: Work &	Entrepre	neurship
Content Standard: B7 6.I.I: Cultivate the need develop the spirit of entre		and	Indicator: B7 6.1.1.4: Justify the entrepreneur	he need to become an		Lesson:
Performance Indicator Learners can justify the		ne an ent		Core Competencies: CG 5.1, CG 5.4:CG 6.1:		P 6 .3PL 5.4
References: R.M.E Curr	riculum Pg. 21-	24				
New words: Entreprener	urship, economic	cs, work, f	financial management,	planning, time managemer	nt, financia	l independence
Phase/Duration	Learners Act				Resourc	ces
PHASE I: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners					
PHASE 2: MAIN	 freedom to flexibility of employmen helps in nati sense of pri Learners in the community in present finding Have learners through to see 	Share performance indicators with learners. In groups, learners discuss the benefits of entrepreneurship. E.g. • freedom to pursue one's vision • flexibility of time • employment to other members of society • helps in nation-building • sense of pride when vision of business is achieved, etc. Learners in three groups take a field research in their community into how to become a successful entrepreneur and present findings for class discussion. Have learners create a poster outlining the steps they would go through to set up their own company.				and charts
PHASE 3: REFLECTION	learners what	t they ha	nd effective question we learnt during the earners and summari	lesson.		

Week Ending: 25 th NOV	/, 2022	DAY:		Subject: R.M.E			
Duration: 60MINS				Strand: Rel. & Econor	nic Life		
Class: B7		Class S	iize:	Sub Strand: Work &	Entrepreneurship		
Content Standard: B7 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship Indicator: B7 6.1.1.4: Justify the need to become are entrepreneur					Lesson:		
Performance Indicator Learners can justify the	:	ne an ent	·	Core Competencies: CG 5.1, CG 5.4:CG 6.1:		CP 6 .3PL 5.4	
References: R.M.E Curr	riculum Pg. 21-	24					
New words: Entreprener	urship, economic	cs, work,	financial management,	planning, time managemer	nt, financia	l independence	
Phase/Duration	Learners Act				Resour	ces	
PHASE I: STARTER	previous less	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners					
PHASE 2: MAIN	Share performance indicators with learners. In groups, learners discuss the benefits of entrepreneurship. E.g. • freedom to pursue one's vision • flexibility of time • employment to other members of society • helps in nation-building • sense of pride when vision of business is achieved, etc. Learners in three groups take a field research in their community into how to become a successful entrepreneur and present findings for class discussion. Have learners create a poster outlining the steps they would go				Pictures	s and charts	
PHASE 3: REFLECTION	Use peer disc learners what	cussion a t they ha	ir own company. nd effective questior ve learnt during the earners and summar				