

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 1

<b>Week Ending:</b> 30-06-2023		<b>DAY:</b>		<b>Subject:</b> R.M.E	
<b>Duration:</b> 60MINS				<b>Strand:</b> Ethics & Moral Life	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Moral teachings from the Bible	
<b>Content Standard:</b> B8 5.1.1: Exemplify the moral teachings from the Bible, Qur'an and Oral Traditions			<b>Indicator:</b> B8 5.1.1.1: Identify and explain the moral teachings from the Bible		<b>Lesson:</b>  I OF 2
<b>Performance Indicator:</b> Learners can identify and explain the moral teachings from the Bible				<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References:</b> R.M.E Curriculum Pg. 42-43					
<b>Phase/Duration</b>		<b>Learners Activities</b>			<b>Resources</b>
<b>PHASE 1: STARTER</b>		Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.			
<b>PHASE 2: MAIN</b>		Begin the lesson by asking learners to individually brainstorm examples of situations where they had to make a difficult decision involving right and wrong. Share a few examples as a class.  Discuss their responses and highlight the importance of moral teachings in guiding ethical decision-making.  Facilitate a class discussion to collectively define moral teachings as <i>principles or guidelines that help individuals distinguish right from wrong and make ethical choices.</i>  Emphasize that moral teachings can be derived from religious texts, philosophical doctrines, cultural traditions, and personal beliefs.  Distribute excerpts of the Bible with moral teachings from different text, such as; • <i>The Ten Commandments (Exodus 20:1-17)</i> • <i>Moral Teachings found in the book of Proverbs (10-12)</i> • <i>The Teachings of Jesus e.g. Parables (Matthew 13:1-23 or Luke 8:4- 15; Matthew 13:24-52; Luke 15:11-31; Luke 16:1-13; Luke 10:25-37 etc.)</i> • <i>Sermon on the Mount (Matthew 5-7)</i> • <i>Moral Teachings as found in the Epistle of James (1-5).</i> • <i>Moral Teachings as found in the Letter to the Ephesians (15:21)</i>  In pairs or small groups, have learners analyze and discuss the moral teachings presented. Ask each group to share one moral teaching they found particularly interesting or thought-provoking.			Pictures and charts

	<p><u>Assessment</u></p> <p>Present a real-life ethical dilemma scenario to the class (e.g., "You find a wallet with a large sum of money. What would you do?").</p> <p>Discuss possible courses of action and the underlying moral teachings that might guide each decision.</p> <p>Encourage learners to reflect individually on their own moral beliefs and consider how these beliefs shape their decision-making.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 2

Week Ending: 07-07-2023		DAY:		Subject: R.M.E		
Duration: 60MINS				Strand: Ethics & Moral Life		
Class: B8		Class Size:		Sub Strand: Moral teachings from the Bible		
Content Standard: B8 5.1.1: Exemplify the moral teachings from the Bible, Qur'an and Oral Traditions			Indicator: B8 5.1.1.1: Identify and explain the moral teachings from the Quran		Lesson:  I OF 2	
Performance Indicator: Learners can identify and explain the moral teachings from the Bible				Core Competencies: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:		
References: R.M.E Curriculum Pg. 42-43						
Phase/Duration		Learners Activities			Resources	
PHASE 1: <b>STARTER</b>		Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.				
PHASE 2: <b>MAIN</b>		Begin the lesson by asking learners to individually brainstorm examples of situations where they had to make a difficult decision involving right and wrong. Share a few examples as a class.  Discuss their responses and highlight the importance of moral teachings in guiding ethical decision-making.  Facilitate a class discussion to collectively define moral teachings as <i>principles or guidelines that help individuals distinguish right from wrong and make ethical choices.</i>  Emphasize that moral teachings can be derived from religious texts, philosophical doctrines, cultural traditions, and personal beliefs.  Distribute excerpts of the Bible with moral teachings from different text, such as; • Social Justice (Qur'an 16:90; Qur'an 4:58); Qur'an 5:9) • Duty to parents (Qur'an 17:23-24) • Teasing people and being mischievous (Qur'an 33:58) • Patience (Qur'an 2:45) • Courage (Qur'an 2:178-179) • Cleanliness (Qur'an 5:6) • Humility (Qur'an 31:19-20) • Steadfastness (Qur'an 2:155) • Forbidding evil and enjoying good life (Qur'an 6:121; Qur'an 3:110) • Adultery and fornication (Qur'an 17:32) • Controlling anger (Qur'an 3:135) • Good life (Qur'an 11:115) • Mercy (Qur'an 42:41; Qur'an 7:157)			Pictures and charts	

	<p>In pairs or small groups, have learners analyze and discuss the moral teachings presented.</p> <p>Ask each group to share one moral teaching they found particularly interesting or thought-provoking.</p> <p><u>Assessment</u></p> <p>Present a real-life ethical dilemma scenario to the class (e.g., "You find a wallet with a large sum of money. What would you do?").</p> <p>Discuss possible courses of action and the underlying moral teachings that might guide each decision.</p> <p>Encourage learners to reflect individually on their own moral beliefs and consider how these beliefs shape their decision-making.</p>	
<p>PHASE 3:</p> <p><b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 3

Week Ending: 07-07-2023		DAY:		Subject: R.M.E	
Duration: 60MINS				Strand: Ethics & Moral Life	
Class: B8		Class Size:		Sub Strand: Moral teachings from the ATR	
Content Standard: B8 5.1.1: Exemplify the moral teachings from the Bible, Qur'an and Oral Traditions			Indicator: B8 5.1.1.1: Identify and explain the moral teachings from the ATR		Lesson:  I OF 2
Performance Indicator: Learners can identify and explain the moral teachings from the ATR				Core Competencies: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
References: R.M.E Curriculum Pg. 42-43					
Phase/Duration	Learners Activities				Resources
PHASE 1: <b>STARTER</b>	<p>Begin the lesson by discussing the significance of moral teachings and values in religious and cultural practices.</p> <p>Explain that African Traditional Religion (ATR) in Ghana has a rich heritage of moral teachings that guide the behavior and actions of its followers.</p> <p>Ask learners to share their understanding of moral values and why they are important in society.</p>				
PHASE 2: <b>MAIN</b>	<p>Define the term "taboo" and explain that it refers to behaviors or actions that are forbidden or culturally prohibited in ATR.</p> <p>Provide examples of ATR taboos, such as specific foods, gestures, or activities that are considered sacred or impure.</p> <p>Discuss the reasons behind these taboos and the moral lessons they convey.</p> <p>Encourage learners to share any taboos they may be aware of in their own cultures or religions.</p> <p>Introduce the concept of proverbs as concise statements or expressions of traditional wisdom.</p> <p>Share examples of ATR proverbs that highlight moral values and principles.</p> <ul style="list-style-type: none"><li>• Unity is strength</li><li>• Good name is better than riches</li><li>• Had I known is always at last</li><li>• Two heads are better than one</li><li>• Patience moves mountains</li><li>• A bird that does not fly out, stays hungry, etc.</li></ul> <p>Discuss the meanings and lessons conveyed by these proverbs.</p>				Pictures and charts

	<p>Engage learners in a discussion about proverbs in their own cultures or communities, emphasizing the importance of passing down wisdom through oral traditions.</p> <p>Explain that wise sayings, similar to proverbs, are short phrases or statements that offer guidance or moral lessons.</p> <p>Provide examples of wise sayings from ATR that reflect cultural values and moral teachings.</p> <p>Discuss the significance of wise sayings in shaping behavior and decision-making.</p> <p>Encourage learners to think about wise sayings they have heard in their own families or communities.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the significance of moral teachings in African Traditional Religion (ATR) in Ghana?</li> <li>2. What are taboos in ATR, and what purpose do they serve?</li> <li>3. Can you provide an example of a taboo in ATR? What moral lesson does it convey?</li> <li>4. How would you define a proverb? How do proverbs contribute to moral teachings in ATR?</li> <li>5. Share an ATR proverb that you find particularly meaningful. Explain its moral lesson.</li> </ol>	
<p><b>PHASE 3:</b></p> <p><b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b> 07-07-2023		<b>DAY:</b>		<b>Subject:</b> R.M.E	
<b>Duration:</b> 60MINS				<b>Strand:</b> Ethics & Moral Life	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Moral teachings from the ATR	
<b>Content Standard:</b> B8 5.1.1: Exemplify the moral teachings from the Bible, Qur'an and Oral Traditions			<b>Indicator:</b> B8 5.1.1.1: Identify and explain the moral teachings from the ATR		<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can identify and explain the moral teachings from the ATR				<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References:</b> R.M.E Curriculum Pg. 42-43					
Phase/Duration		Learners Activities			Resources
PHASE 1: <b>STARTER</b>		Begin the lesson by discussing the significance of moral teachings and values in religious and cultural practices.  Explain that African Traditional Religion (ATR) in Ghana has a rich heritage of moral teachings that guide the behavior and actions of its followers.  Ask learners to share their understanding of moral values and why they are important in society.			
PHASE 2: <b>MAIN</b>		Define the term "taboo" and explain that it refers to behaviors or actions that are forbidden or culturally prohibited in ATR.  Provide examples of ATR taboos, such as specific foods, gestures, or activities that are considered sacred or impure.  Discuss the reasons behind these taboos and the moral lessons they convey.  Encourage learners to share any taboos they may be aware of in their own cultures or religions.  Introduce the concept of proverbs as concise statements or expressions of traditional wisdom.  Share examples of ATR proverbs that highlight moral values and principles.  Discuss the meanings and lessons conveyed by these proverbs. Engage learners in a discussion about proverbs in their own cultures or communities, emphasizing the importance of passing down wisdom through oral traditions.  Explain that wise sayings, similar to proverbs, are short phrases or statements that offer guidance or moral lessons.  Provide examples of wise sayings from ATR that reflect cultural values and moral teachings.			Pictures and charts

	<p>Discuss the significance of wise sayings in shaping behavior and decision-making.</p> <p>Encourage learners to think about wise sayings they have heard in their own families or communities.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What are wise sayings, and how do they differ from proverbs? Give an example of an ATR wise saying.</li> <li>2. Reflect on the importance of passing down wisdom through oral traditions, such as proverbs and wise sayings.</li> <li>3. How can the moral lessons conveyed through ATR taboos, proverbs, and wise sayings be applied in everyday life?</li> <li>4. Can you think of any moral teachings or values that are emphasized in your own cultural or religious background?</li> <li>5. Discuss the role of cultural heritage and traditions in shaping individual and community values.</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



# SECOND TERM

## WEEKLY LESSON NOTES

### WEEK 4

<b>Week Ending:</b> 21-07-2023	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Economic Life
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Money
<b>Content Standard:</b> B8 6.1.1: Plan the wise use of money	<b>Indicator:</b> B8 6.1.1.1: Explain the term “money” and indicate its usefulness	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain the term “money” and indicate its usefulness.		<b>Core Competencies:</b> CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:
<b>References:</b> R.M.E Curriculum Pg. 36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Ask learners about their understanding of money and its importance in their daily lives.</p> <p>Discuss with learners the various ways in which they interact with money, such as earning, spending, and saving.</p>	
<b>PHASE 2: MAIN</b>	<p>Define money as a medium of exchange that is widely accepted in transactions and serves as a unit of value.</p> <p>Explain the characteristics of money, including its portability, divisibility, durability, and recognizability.</p> <p>Show pictures of money or real Ghanaian currency notes and coins, and discuss examples of different forms of money, such as coins, banknotes, and digital currencies.</p> <p>Introduce the functions of money: medium of exchange, unit of account, and store of value.</p> <p>Discuss how money simplifies trade by eliminating the need for bartering and enabling specialization in the economy.</p> <p>Explain how money acts as a unit of account by providing a common measure for pricing goods and services.</p> <p>Describe money's role as a store of value, allowing individuals to save and accumulate wealth for future use.</p> <p>Discuss the usefulness of money in meeting individuals' needs and desires.</p> <ul style="list-style-type: none"> <li>• used to promote God's work</li> <li>• motivation to work</li> <li>• used to acquire our basic needs e.g. food, clothing, shelter, education</li> </ul>	Ghanaian currency notes and coins

	<ul style="list-style-type: none"> <li>• <i>used to prepare for the future when we are not strong to work or we retire from work, e.g., social security</i></li> <li>• <i>used to help the poor and needy in society, etc.</i></li> </ul> <p>Explain how money provides financial security, facilitates economic growth, and promotes economic efficiency.</p> <p>Illustrate how money enables the exchange of goods and services, encourages innovation, and supports economic development.</p> <p>Divide learners into small groups and provide each group with a scenario related to money, such as making a purchase or managing personal finances.</p> <p>Learners in their groups to discuss and analyze the role of money in their given scenario, considering the functions and usefulness of money.</p> <p>Encourage groups to share their findings and engage in a class discussion about the importance of money in different contexts.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the definition of money?</li> <li>2. Name three characteristics of money.</li> <li>3. Explain the function of money as a medium of exchange.</li> <li>4. How does money serve as a unit of account?</li> <li>5. Describe the role of money as a store of value.</li> <li>6. Why is money considered useful in society?</li> <li>7. How does money simplify trade and economic transactions?</li> <li>8. What are some examples of different forms of money?</li> <li>9. How does money provide financial security to individuals?</li> <li>10. Discuss the importance of money in promoting economic growth and efficiency.</li> </ol>	
<b>PHASE 3: REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b> 21-07-2023	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Economic Life
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Money
<b>Content Standard:</b> B8 6.1.1: Plan the wise use of money	<b>Indicator:</b> B8 6.1.1.1: Explain the term “money” and indicate its usefulness	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can explain the term “money” and indicate its usefulness.		<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:
<b>References:</b> R.M.E Curriculum Pg. 36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Ask learners about their understanding of money and its importance in their daily lives.</p> <p>Discuss with learners the various ways in which they interact with money, such as earning, spending, and saving.</p>	
<b>PHASE 2: MAIN</b>	<p>Define money as a medium of exchange that is widely accepted in transactions and serves as a unit of value.</p> <p>Explain the characteristics of money, including its portability, divisibility, durability, and recognizability.</p> <p>Show pictures of money or real Ghanaian currency notes and coins, and discuss examples of different forms of money, such as coins, banknotes, and digital currencies.</p> <p>Introduce the functions of money: medium of exchange, unit of account, and store of value.</p> <p>Discuss how money simplifies trade by eliminating the need for bartering and enabling specialization in the economy.</p> <p>Explain how money acts as a unit of account by providing a common measure for pricing goods and services.</p> <p>Describe money's role as a store of value, allowing individuals to save and accumulate wealth for future use.</p> <p>Discuss the usefulness of money in meeting individuals' needs and desires.</p> <ul style="list-style-type: none"> <li>• used to promote God's work</li> <li>• motivation to work</li> <li>• used to acquire our basic needs e.g. food, clothing, shelter, education</li> <li>• used to prepare for the future when we are not strong to work or we retire from work, e.g., social security</li> <li>• used to help the poor and needy in society, etc.</li> </ul>	Pictures and charts

	<p>Explain how money provides financial security, facilitates economic growth, and promotes economic efficiency.</p> <p>Illustrate how money enables the exchange of goods and services, encourages innovation, and supports economic development.</p> <p>Divide learners into small groups and provide each group with a scenario related to money, such as making a purchase or managing personal finances.</p> <p>Learners in their groups to discuss and analyze the role of money in their given scenario, considering the functions and usefulness of money.</p> <p>Encourage groups to share their findings and engage in a class discussion about the importance of money in different contexts.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the definition of money?</li> <li>2. Name three characteristics of money.</li> <li>3. Explain the function of money as a medium of exchange.</li> <li>4. How does money serve as a unit of account?</li> <li>5. Describe the role of money as a store of value.</li> <li>6. Why is money considered useful in society?</li> <li>7. How does money simplify trade and economic transactions?</li> <li>8. What are some examples of different forms of money?</li> <li>9. How does money provide financial security to individuals?</li> <li>10. Discuss the importance of money in promoting economic growth and efficiency.</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 6

<b>Week Ending:</b> 04-08-2023	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Economic Life
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Money
<b>Content Standard:</b> B8 6.1.1: Plan the wise use of money	<b>Indicator:</b> B8 6.1.1.3: Discuss the appropriate ways of using money	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can discuss the appropriate ways of using money		<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:
<b>References:</b> R.M.E Curriculum Pg. 36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: MAIN</b>	<p>Discuss the importance of money in people's lives and its role in meeting basic needs, acquiring goods and services, and achieving financial security.</p> <p>Ask learners to share their understanding of money and its purposes.</p> <p>Facilitate a class discussion on the positive and negative aspects of money and its potential impact on individuals, communities, and society.</p> <p>Write down key points and ideas on the whiteboard or flip chart.</p> <p>Introduce religious texts or teachings from different faiths that address the topic of money and its usage (e.g., Bible, Quran, etc.). You can provide handouts with relevant passages for learners to read and analyze.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Helping the poor and the needy</i> (Bible teachings 1 Peter 4:10; Deuteronomy 15:7-11); Qur'anic teachings on zakat and sadaqa (Qur'an 2:215, 3:134; Qur'an 9:30; Qur'an 9:60 and 9:103).</li> <li>• <i>Earning money from unlawful sources</i> (fraud, armed robbery; sakawa; embezzlement and corruption) is not appropriate</li> <li>• <i>From Oral traditions</i>, "The person who gives to the poor receives a reward from God."</li> </ul> <p>Divide the class into small groups and assign each group a specific religious text or teaching to focus on.</p>	Pictures and charts

	<p>Ask the groups to read and discuss the assigned text or teaching, paying particular attention to any guidance or principles regarding the appropriate use of money.</p> <p>Provide examples of common financial situations or dilemmas (e.g., giving to charity, managing debt, saving for the future, etc.) and ask learners to consider how religious teachings may guide their choices in those situations.</p> <p>Discuss bad ways of using money from the perspective of the three religions.</p> <ul style="list-style-type: none"> <li>• <i>Using money to exploit others</i></li> <li>• <i>Lavish spending of money</i></li> <li>• <i>Squandering money for heirs to pay off indebtedness</i></li> <li>• <i>Using money to make others suffer etc.</i></li> </ul> <p>Invite a guest speaker, such as a religious leader or financial advisor, to share their insights on the appropriate use of money based on religious perspectives.</p> <p><u>Assessment</u></p> <p>Put learners into two groups to come out with a sketch to demonstrate a good way and a bad way of using money.</p>	
PHASE 3: <b>REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b> 04-08-2023		<b>DAY:</b>		<b>Subject:</b> R.M.E	
<b>Duration:</b> 60MINS				<b>Strand:</b> Economic Life	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Money	
<b>Content Standard:</b> B8 6.1.1: Plan the wise use of money			<b>Indicator:</b> B8 6.1.1.3: Discuss the appropriate ways of using money		<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can discuss the appropriate ways of using money				<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:	
<b>References:</b> R.M.E Curriculum Pg. 36					
Phase/Duration	Learners Activities				Resources
PHASE 1: <b>STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.				
PHASE 2: <b>MAIN</b>	Provide examples of common financial situations or dilemmas (e.g., giving to charity, managing debt, saving for the future, etc.) and ask learners to consider how religious teachings may guide their choices in those situations.  <i>1. Situation: Giving to Charity</i> <i>Dilemma: You have a limited amount of money and are unsure whether to donate to a charity or keep it for your own needs.</i> <i>Question: How might religious teachings guide your decision on whether to give to charity and how much to give?</i>  <i>2. Situation: Managing Debt</i> <i>Dilemma: You have accumulated a significant amount of debt and are struggling to make payments.</i> <i>Question: How might religious teachings influence your approach to managing debt, such as considering interest, ethical borrowing, and fulfilling financial obligations?</i>  <i>3. Situation: Saving for the Future</i> <i>Dilemma: You have extra money and are unsure whether to save it for future needs or spend it on immediate desires.</i> <i>Question: How might religious teachings impact your decision on saving for the future and balancing material desires with long-term financial security?</i>  <i>4. Situation: Ethical Investments</i> <i>Dilemma: You have the opportunity to invest in a company that produces products or engages in practices that conflict with your moral or religious values.</i> <i>Question: How might religious teachings guide your decision on ethical investing and aligning your financial choices with your values?</i>  <i>5. Situation: Fair Wages and Just Compensation</i> <i>Dilemma: You have the authority to determine wages for employees and are torn between maximizing profits and ensuring fair compensation.</i>				Pictures and charts

	<p><i>Question: How might religious teachings influence your approach to setting fair wages and treating employees justly in terms of financial compensation?</i></p> <p><i>6. Situation: Avoiding Exploitative Practices</i>  <i>Dilemma: You have a business opportunity that involves engaging in exploitative practices or taking advantage of vulnerable individuals or communities.</i>  <i>Question: How might religious teachings guide your decision on engaging in or avoiding exploitative practices and prioritizing social responsibility over financial gain?</i></p> <p><i>7. Situation: Responsible Stewardship of Resources</i>  <i>Dilemma: You have access to abundant resources but are uncertain how to use them in a way that is responsible and aligned with your religious beliefs.</i>  <i>Question: How might religious teachings inform your choices about responsible stewardship of resources, such as considering sustainability, environmental impact, and equitable distribution?</i></p> <p><i>8. Situation: Gambling and Risk-Taking</i>  <i>Dilemma: You are tempted to engage in gambling or high-risk investments that could potentially lead to financial loss.</i>  <i>Question: How might religious teachings influence your attitude toward gambling and risk-taking, emphasizing principles of moderation, contentment, and avoiding addictive behaviors?</i></p> <p><u>Assessment</u>          Divide the class into small groups and assign each group to discuss the appropriate way of dealing with each situation.</p>	
PHASE 3: <b>REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 5

<b>Week Ending:</b> 28-07-2023	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Economic Life
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Money
<b>Content Standard:</b> B8 6.1.1: Plan the wise use of money	<b>Indicator:</b> B8 6.1.1.2: Identify and explain honest ways of acquiring money	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain honest ways of acquiring money		<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:
<b>References:</b> R.M.E Curriculum Pg. 36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Ask learners about their understanding of money and its importance in their daily lives.</p> <p>Ask learners to share their thoughts on the ways people can acquire money</p>	
<b>PHASE 2: MAIN</b>	<p>Engage learners in a discussion on the importance of honesty in acquiring money.</p> <p>Introduce the concept of ethical and honest ways of earning money.</p> <p>Discuss the values and principles found in religious teachings that emphasize honest earning and fair trade.</p> <p>Provide learners with worksheets containing relevant religious teachings or stories related to money and earning.</p> <p><u>Islam</u></p> <ul style="list-style-type: none"> <li>• Hard work (Qur'an 53:39-41)</li> <li>• Collecting interest on loan (Qur'an 2:274-276)</li> <li>• Gambling (Qur'an 5:90-91).</li> </ul> <p><u>Christianity</u></p> <ul style="list-style-type: none"> <li>• Hard work (Proverbs 14: 23-24; Proverbs 6:6-8; Colossians 3: 23-24; Romans 11: 12-13)</li> <li>• Money should be acquired through good stewardship (Parable of the Talent Matthew 25-14-30)</li> <li>• Money should be acquired honestly and not from the exploitation of the poor and the weak (Proverbs 22:22-23; Proverbs 28:8) and gambling (Amos 4; Exodus 20: 17 and Luke 12: 15).</li> </ul> <p><u>Indigenous African Religion</u></p> <ul style="list-style-type: none"> <li>• Hard work</li> <li>• Prudence: Akan Proverb - "One cannot be feasting and at the same time become rich".</li> </ul>	Ghanaian currency notes and coins

	<ul style="list-style-type: none"> <li>• <i>Creativity brings wealth - 'Poverty causes one to think creatively'</i></li> <li>• <i>Good stewardship: "If one takes good care of another's possession, one also gets possession".</i></li> </ul> <p>Read and discuss the teachings or stories as a class, highlighting the lessons and values they convey.</p> <p>Encourage learners to reflect on the teachings and consider how they can be applied to their own lives.</p> <p>Learners in their groups give reasons for acquiring money honestly.</p> <ul style="list-style-type: none"> <li>• <i>It is sin to dishonestly acquire money, e.g. from sakawa. (cyber fraud)</i></li> <li>• <i>It is not good to take something which does not belong to you.</i></li> <li>• <i>Dishonest acquisition of money brings chaos to society, etc.</i></li> <li>• <i>Dishonest acquisition of money such as not paying the social security of employees deprives them of income when they retire from active work.</i></li> </ul> <p><u>Assessment</u></p> <p>Assign learners to research and present on individuals or organizations that have made significant contributions to society through honest ways of acquiring and using money.</p>	
<b>PHASE 3: REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b> 28-07-2023		<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS			<b>Strand:</b> Economic Life
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Money
<b>Content Standard:</b> B8 6.1.1: Plan the wise use of money		<b>Indicator:</b> B8 6.1.1.2: Identify and explain honest ways of acquiring money	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can explain honest ways of acquiring money			<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:
<b>References:</b> R.M.E Curriculum Pg. 36			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	<p>Ask learners about their understanding of money and its importance in their daily lives.</p> <p>Ask learners to share their thoughts on the ways people can acquire money</p>		
PHASE 2: <b>MAIN</b>	<p>Present learners with various scenarios related to earning money.</p> <p><i>Scenario 1: Working Part-Time Job</i>  <i>Sarah is a grade 8 student who wants to earn some extra money to save for a special event. She decides to take on a part-time job at a local bookstore after school. She spends her evenings and weekends helping customers, organizing books, and handling sales transactions.</i></p> <p><i>Scenario 2: Starting a Small Business</i>  <i>John is passionate about baking and wants to earn money doing what he loves. He decides to start a small baking business from his home. He bakes delicious cookies and cupcakes and sells them to friends, family, and neighbors. He carefully manages his expenses and ensures that his prices are fair and reflect the quality of his products.</i></p> <p><i>Scenario 3: Babysitting Service</i>  <i>Emily enjoys spending time with children and wants to earn money by offering her babysitting services. She advertises her services to parents in her community and is hired to take care of children after school and on weekends. She ensures the safety and well-being of the children under her care and provides a nurturing environment.</i></p> <p>Divide the class into 3 small groups and assign each group a scenario to discuss.</p> <p>In their groups, learners should analyze the scenarios and determine if the actions depicted align with the concept of honest ways of acquiring money.</p> <p>Each group will present their analysis and explain their reasoning to the rest of the class.</p>		Ghanaian currency notes and coins

	<p>Guide learners to discuss how to develop habit of saving money for future use.</p> <ul style="list-style-type: none"> <li>• <i>Get a place you can safely save money (e.g. in a saving box</i></li> <li>• <i>Decide on an amount of money you can save either daily or weekly from your pocket money.</i></li> <li>• <i>At the end of the term and with the help of your parents count all your savings and open an account with a financial institution to save the money.</i></li> <li>• <i>Start the daily or weekly saving again.</i></li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• Why is it important to discuss honest ways of acquiring money?</li> <li>• Can you provide an example of a religious teaching or story that emphasizes honest earning?</li> <li>• How can religious teachings guide our behavior when it comes to earning money?</li> <li>• What are some ethical principles or values associated with honest ways of acquiring money?</li> </ul>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 7

<b>Week Ending:</b> 11-08-2023	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Economic Life
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> SSNIT pension scheme
<b>Content Standard:</b> B8 6.1.1: Plan the wise use of money	<b>Indicator:</b> B8 6.1.1.4. Discuss the benefits of the SSNIT pension scheme and people who are qualified to benefit.	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can discuss the benefits of the SSNIT pension scheme and people who are qualified to benefit.		<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:
<b>References:</b> R.M.E Curriculum Pg. 36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
PHASE 1: <b>STARTER</b>	<p>Begin the lesson by asking students if they have heard about social security and pension schemes. Write these terms on the board.</p> <p>Engage the students in a brief discussion about what they think social security and pension schemes are and why they might be important.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: <b>MAIN</b>	<p>Write the terms "Employment," "Employer," and "Employee" on the board.</p> <p>Ask the students to define each term individually or in small groups.</p> <p>Discuss their answers as a class, highlighting the key characteristics of each concept.</p> <p>Explain the responsibilities of employers in relation to social security and pension schemes, including:</p> <ul style="list-style-type: none"> <li>• Registering employees for social security and pension schemes.</li> <li>• Paying the required contributions regularly and on time.</li> <li>• Maintaining accurate records of employee contributions.</li> <li>• Providing necessary information and documents to employees.</li> </ul> <p>Use real-life examples or case studies to illustrate these obligations.</p> <p>Divide the students into small groups.</p>	Pictures and charts

	<p>Assign each group to discuss the obligations of employees in social security and pension schemes.</p> <ul style="list-style-type: none"> <li>• Checking the statement of contributions regularly.</li> <li>• Updating personal information and records.</li> <li>• Reporting any discrepancies or issues to the employer or relevant authorities.</li> </ul> <p>After the group discussions, ask each group to share their findings with the class.</p> <p><u>Assessment</u></p> <p>1. Question for Concept Explanation:</p> <ol style="list-style-type: none"> <li>a) Define the term "employment."</li> <li>b) Provide an example of a typical employer-employee relationship.</li> <li>c) Explain the role of an employer in the workplace.</li> </ol> <p>2. Questions on Obligations of an Employer:</p> <ol style="list-style-type: none"> <li>a) What are some responsibilities of an employer in social security and pension schemes?</li> <li>b) Why is it important for employers to register their employees for social security and pension schemes?</li> <li>c) What consequences might an employer face for not fulfilling their obligations in these schemes?</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b> 11-08-2023		<b>DAY:</b>		<b>Subject:</b> R.M.E	
<b>Duration:</b> 60MINS				<b>Strand:</b> Economic Life	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> SSNIT pension scheme	
<b>Content Standard:</b> B8 6.1.1: Plan the wise use of money			<b>Indicator:</b> B8 6.1.1.4. Discuss the benefits of the SSNIT pension scheme and people who are qualified to benefit.		<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can discuss the benefits of the SSNIT pension scheme and people who are qualified to benefit.				<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:	
<b>References:</b> R.M.E Curriculum Pg. 36					
Phase/Duration	Learners Activities				Resources
PHASE 1: <b>STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.				
PHASE 2: <b>MAIN</b>	Explain to the students that employer-employee relations refer to the interactions and contractual agreements between employers and employees in the workplace.  Highlight that social security and pension schemes are significant aspects of these relations.  Discuss the benefits employers provide through social security and pension schemes, such as retirement benefits, healthcare coverage, and financial security.  Explain the responsibilities of employers, including making regular contributions to the schemes, ensuring compliance with relevant laws, and maintaining accurate employee records.  Explain the benefits employees receive from social security and pension schemes, such as retirement income, disability benefits, and healthcare coverage.  Discuss the responsibilities of employees, including making their contributions to the schemes, reporting any changes in personal information, and adhering to workplace policies.  Highlight the significance of these schemes in providing financial stability during retirement and in times of need, such as disability or unemployment. Emphasize that social security and pension schemes promote social welfare and help create a safety net for individuals and society as a whole.				Pictures and charts

	<p>Explain the role of the government in regulating and overseeing social security and pension schemes to ensure their effectiveness and fairness.</p> <p>Discuss how the government establishes laws, sets contribution rates, monitors compliance, and provides assistance or benefits to eligible individuals.</p> <p><u>Assessment</u></p> <p>I. Questions on Obligations of an Employee:</p> <ol style="list-style-type: none"> <li>Name two obligations of an employee in social security and pension schemes.</li> <li>Why is it important for employees to check their statement of contributions regularly?</li> <li>How can an employee update their records in social security and pension schemes?</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 8

<b>Week Ending:</b> 18-08-2023	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Economic Life
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Bribery & Corruption
<b>Content Standard:</b> B8 6.2.1: Explain the need to avoid bribery and corruption and the ways to do so.	<b>Indicator:</b> B8 6.2.1.1: Explain the terms "bribery" and "corruption".	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain the terms "bribery" and "corruption".		<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:
<b>References:</b> R.M.E Curriculum Pg. 51		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: MAIN</b>	<p>Brainstorm learners if they know what bribery means. Let them share their ideas.</p> <p>Provide the definition of bribery - "The act of giving or receiving something of value in exchange for some kind of influence or action in return, that the recipient would otherwise not offer."</p> <p>Break learners into groups of four. Have each group come up with one or two real-life examples of bribery.</p> <p>Each group shares their examples. Discuss how these examples demonstrate the concept of bribery.</p> <p><b>Examples:</b></p> <p>1. <i>Political Bribery:</i> A business owner gives a large campaign donation to a politician with the expectation that, once in office, the politician will make decisions that favor the business owner's interests. This could include passing laws that benefit the business owner's industry, granting government contracts, or turning a blind eye to regulatory violations by the business.</p> <p>2. <i>Law Enforcement Bribery:</i> A driver pulled over for speeding offers the police officer money or gifts to avoid getting a ticket. The driver is trying to influence the officer to ignore the law in exchange for personal gain.</p> <p>3. <i>Academic Bribery:</i> A student's parent offers a sizable donation to a university in exchange for guaranteeing their child's admission. The</p>	Pictures and charts

	<p><i>institution might be influenced to compromise their admission standards in favor of this student.</i></p> <p><i>4. Judicial Bribery: A lawyer bribes a judge to rule in favor of his client in a court case. The expectation is that the judge will pervert the course of justice in exchange for the bribe.</i></p> <p><i>5. Corporate Bribery: A company bribes a potential client with expensive gifts or vacations to win a contract. The client is being influenced to choose this company over competitors not because of better service or product, but because of the bribe.</i></p> <p>Hand out sheets with relevant excerpts from religious texts that discuss bribery. This could include Proverbs 17:23 from the Bible ("The wicked take bribes to pervert the course of justice"), and similar passages from other religious texts.</p> <p>Have learners read these excerpts in their groups and discuss what they think each one is saying about bribery.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the definition of bribery?</li> <li>2. Give an example of a real-life scenario where bribery might occur.</li> <li>3. What does Proverbs 17:23 from the Bible say about bribery?</li> <li>4. Based on your understanding, why do you think bribery is considered unethical in society?</li> <li>5. How does your understanding of bribery align or differ with the viewpoints presented in the religious texts we discussed?</li> </ol>	
PHASE 3: <b>REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Homework</u></p> <p>Ask learners to write a paragraph on why they think bribery is considered a negative act in society.</p>	

<b>Week Ending:</b> 18-08-2023		<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS			<b>Strand:</b> Economic Life
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Bribery & Corruption
<b>Content Standard:</b> B8 6.2.1: Explain the need to avoid bribery and corruption and the ways to do so.		<b>Indicator:</b> B8 6.2.1.1: Explain the terms “bribery” and “corruption”.	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain the terms “bribery” and “corruption”.			<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4.
<b>References:</b> R.M.E Curriculum Pg. 51			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
PHASE 2: <b>MAIN</b>	Brainstorm learners if they know what corruption means. Let them share their ideas.  Provide the definition of corruption - "Dishonest or fraudulent conduct by those in power, typically involving bribery."  Break learners into groups of four. Have each group come up with one or two real-life examples of corruption.  Each group shares their examples. Discuss how these examples demonstrate the concept of corruption. Examples: <i>1. Political Corruption: A politician uses public funds for personal gain, such as purchasing luxury items, funding personal trips, or diverting money into their personal accounts. This abuse of power for personal benefit is a classic form of corruption.</i>  <i>2. Corporate Corruption: A business falsifies its financial statements to appear more profitable and attract investors. The executives are involved in corrupt practices to mislead shareholders and potential investors for financial gain.</i>  <i>3. Police Corruption: A police officer consistently ignores certain illegal activities in a specific area because the criminals operating there pay him off regularly. This is an example of corruption within law enforcement where the officer is corruptly neglecting his duties.</i>  <i>4. Healthcare Corruption: A hospital administrator manipulates the tendering process to ensure that contracts for medical supplies are awarded to a specific company owned by a friend or family member, even though there are other companies offering better quality or</i>		Pictures and charts

	<p>prices. This is a form of corruption involving nepotism and abuse of power.</p> <p><i>5. Educational Corruption: A school principal alters learners' standardized test scores to make the school appear to be performing better than it actually is, in order to secure more funding. The principal's actions are a form of corruption as they dishonestly manipulate data for personal or institutional benefit.</i></p> <p>Hand out sheets with relevant excerpts from religious texts that discuss corruption.</p> <p>This could include Ephesians 4:22 from the Bible ("You were taught, with regard to your former way of life, to put off your old self, which is being corrupted by its deceitful desires"), and similar passages from other religious texts.</p> <p>Have learners read these excerpts in their groups and discuss what they think each one is saying about corruption.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the definition of corruption?</li> <li>2. Provide an example of a real-life scenario where corruption might occur.</li> <li>3. What does Ephesians 4:22 from the Bible say about corruption?</li> <li>4. Based on your understanding, why do you think corruption is considered unethical in society?</li> <li>5. How might corruption be linked to the concept of bribery?</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Homework</u></p> <p>Ask learners to write a paragraph on why they think corruption is considered a negative act in society, and how it might be linked to the concept of bribery they learned about in the previous lesson.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 9

<b>Week Ending:</b> 25-08-2023	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Economic Life
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Bribery & Corruption
<b>Content Standard:</b> B8 6.2.1: Explain the need to avoid bribery and corruption and the ways to do so.	<b>Indicator:</b> B8 6.2.1.1: Explain the terms "bribery" and "corruption".	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain the terms "bribery" and "corruption".		<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:
<b>References:</b> R.M.E Curriculum Pg. 51		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: MAIN</b>	<p>Brainstorm learners if they know what bribery means. Let them share their ideas.</p> <p>Provide the definition of bribery - "The act of giving or receiving something of value in exchange for some kind of influence or action in return, that the recipient would otherwise not offer."</p> <p>Break learners into groups of four. Have each group come up with one or two real-life examples of bribery.</p> <p>Each group shares their examples. Discuss how these examples demonstrate the concept of bribery.</p> <p><b>Examples:</b></p> <p>1. <i>Political Bribery:</i> A business owner gives a large campaign donation to a politician with the expectation that, once in office, the politician will make decisions that favor the business owner's interests. This could include passing laws that benefit the business owner's industry, granting government contracts, or turning a blind eye to regulatory violations by the business.</p> <p>2. <i>Law Enforcement Bribery:</i> A driver pulled over for speeding offers the police officer money or gifts to avoid getting a ticket. The driver is trying to influence the officer to ignore the law in exchange for personal gain.</p> <p>3. <i>Academic Bribery:</i> A student's parent offers a sizable donation to a university in exchange for guaranteeing their child's admission. The</p>	Pictures and charts

	<p><i>institution might be influenced to compromise their admission standards in favor of this student.</i></p> <p><i>4. Judicial Bribery: A lawyer bribes a judge to rule in favor of his client in a court case. The expectation is that the judge will pervert the course of justice in exchange for the bribe.</i></p> <p><i>5. Corporate Bribery: A company bribes a potential client with expensive gifts or vacations to win a contract. The client is being influenced to choose this company over competitors not because of better service or product, but because of the bribe.</i></p> <p>Hand out sheets with relevant excerpts from religious texts that discuss bribery. This could include Proverbs 17:23 from the Bible ("The wicked take bribes to pervert the course of justice"), and similar passages from other religious texts.</p> <p>Have learners read these excerpts in their groups and discuss what they think each one is saying about bribery.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the definition of bribery?</li> <li>2. Give an example of a real-life scenario where bribery might occur.</li> <li>3. What does Proverbs 17:23 from the Bible say about bribery?</li> <li>4. Based on your understanding, why do you think bribery is considered unethical in society?</li> <li>5. How does your understanding of bribery align or differ with the viewpoints presented in the religious texts we discussed?</li> </ol>	
PHASE 3: <b>REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Homework</u></p> <p>Ask learners to write a paragraph on why they think bribery is considered a negative act in society.</p>	

<b>Week Ending:</b> 25-08-2023		<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS			<b>Strand:</b> Economic Life
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Bribery & Corruption
<b>Content Standard:</b> B8 6.2.1: Explain the need to avoid bribery and corruption and the ways to do so.		<b>Indicator:</b> B8 6.2.1.1: Explain the terms “bribery” and “corruption”.	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explain the terms “bribery” and “corruption”.			<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4.
<b>References:</b> R.M.E Curriculum Pg. 51			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
PHASE 2: <b>MAIN</b>	Brainstorm learners if they know what corruption means. Let them share their ideas.  Provide the definition of corruption - "Dishonest or fraudulent conduct by those in power, typically involving bribery."  Break learners into groups of four. Have each group come up with one or two real-life examples of corruption.  Each group shares their examples. Discuss how these examples demonstrate the concept of corruption. Examples: <i>1. Political Corruption: A politician uses public funds for personal gain, such as purchasing luxury items, funding personal trips, or diverting money into their personal accounts. This abuse of power for personal benefit is a classic form of corruption.</i>  <i>2. Corporate Corruption: A business falsifies its financial statements to appear more profitable and attract investors. The executives are involved in corrupt practices to mislead shareholders and potential investors for financial gain.</i>  <i>3. Police Corruption: A police officer consistently ignores certain illegal activities in a specific area because the criminals operating there pay him off regularly. This is an example of corruption within law enforcement where the officer is corruptly neglecting his duties.</i>  <i>4. Healthcare Corruption: A hospital administrator manipulates the tendering process to ensure that contracts for medical supplies are awarded to a specific company owned by a friend or family member, even though there are other companies offering better quality or</i>		Pictures and charts

	<p>prices. This is a form of corruption involving nepotism and abuse of power.</p> <p><i>5. Educational Corruption: A school principal alters learners' standardized test scores to make the school appear to be performing better than it actually is, in order to secure more funding. The principal's actions are a form of corruption as they dishonestly manipulate data for personal or institutional benefit.</i></p> <p>Hand out sheets with relevant excerpts from religious texts that discuss corruption.</p> <p>This could include Ephesians 4:22 from the Bible ("You were taught, with regard to your former way of life, to put off your old self, which is being corrupted by its deceitful desires"), and similar passages from other religious texts.</p> <p>Have learners read these excerpts in their groups and discuss what they think each one is saying about corruption.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the definition of corruption?</li> <li>2. Provide an example of a real-life scenario where corruption might occur.</li> <li>3. What does Ephesians 4:22 from the Bible say about corruption?</li> <li>4. Based on your understanding, why do you think corruption is considered unethical in society?</li> <li>5. How might corruption be linked to the concept of bribery?</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Homework</u></p> <p>Ask learners to write a paragraph on why they think corruption is considered a negative act in society, and how it might be linked to the concept of bribery they learned about in the previous lesson.</p>	



# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 10

<b>Week Ending:</b> 01-09-2023	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Economic Life
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Bribery & Corruption
<b>Content Standard:</b> B8 6.2.1: Explain the need to avoid bribery and corruption and the ways to do so.	<b>Indicator:</b> B8 6.2.1.2: Identify the causes and effects of bribery and corruption	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can identify the causes and effects of bribery and corruption		<b>Core Competencies:</b> CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:
<b>References:</b> R.M.E Curriculum Pg. 40		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>HASE 2: MAIN</b>	<p>Brainstorm learners to discuss the common causes of bribery and corruption, including:</p> <ul style="list-style-type: none"> <li>• Weak legal and regulatory systems</li> <li>• Lack of transparency and accountability</li> <li>• Poverty and inequality</li> <li>• Greed and unethical behavior</li> <li>• Ineffective law enforcement</li> <li>• Political instability</li> </ul> <p>Discuss the consequences of bribery and corruption using a slide:</p> <ul style="list-style-type: none"> <li>• Undermining trust in institutions</li> <li>• Economic damage and hindering development</li> <li>• Impeding social progress</li> <li>• Distorting fair competition</li> <li>• Weakening rule of law</li> <li>• Eroding public services</li> </ul> <p>Provide learners with handouts containing real-world case studies of bribery and corruption scandals. Allow them time to read and discuss the cases in small groups, and then share their findings with the class.</p> <p>Lead a class discussion addressing the following questions:</p> <ul style="list-style-type: none"> <li>• How do the causes of bribery and corruption relate to the effects?</li> </ul>	Pictures and charts

	<ul style="list-style-type: none"> <li>• Why is it important for individuals and societies to address these issues?</li> <li>• How can individuals contribute to reducing bribery and corruption?</li> </ul> <p><u>Assessment</u> Ask learners to research a recent case of bribery or corruption and write a short essay analyzing its causes, effects, and potential solutions.</p>	
PHASE 3: <b>REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b> 01-09-2023		<b>DAY:</b>	<b>Subject:</b> R.M.E	
<b>Duration:</b> 60MINS			<b>Strand:</b> Economic Life	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Bribery & Corruption	
<b>Content Standard:</b> B8 6.2.1: Explain the need to avoid bribery and corruption and the ways to do so.		<b>Indicator:</b> B8 6.2.1.2: Identify the causes and effects of bribery and corruption		<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explore practical strategies and approaches to prevent and combat bribery and corruption in various contexts.			<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:	
<b>References:</b> R.M.E Curriculum Pg. 40				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.			
HASE 2: <b>MAIN</b>	Brainstorm learners to discuss the various preventive measures and strategies, including: <ul style="list-style-type: none"><li>• Strengthening legal frameworks and regulations</li><li>• Enhancing transparency and accountability</li><li>• Implementing effective whistleblower protection</li><li>• Promoting ethical education and awareness</li><li>• Encouraging responsible business practices</li><li>• Fostering international cooperation</li></ul> Provide learners with handouts containing hypothetical scenarios involving bribery and corruption. In groups, have learners analyze the scenarios, identify potential ethical dilemmas, and propose strategies to address them.  Discuss the importance of effective enforcement mechanisms and the role of law enforcement agencies, judiciary, and anti-corruption commissions.  If possible, invite a guest speaker from an anti-corruption organization or law enforcement agency to share their experiences and insights on combating bribery and corruption.  Lead a class discussion and debate on the most effective approaches to combat bribery and corruption. Encourage learners to present their arguments and engage in constructive dialogue.  <u>Assessment</u>			Pictures and charts

	Assign learners to write a policy brief proposing practical measures to combat bribery and corruption within a specific sector or context of their choice.	
PHASE 3: <b>REFLECTION</b>	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.	

# THIRD TERM WEEKLY LESSON NOTES WEEK 11

## REVISION AND END OF TERM ASSESSMENT

<b>Week Ending:</b> 08-09-2023	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Strands for the term
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.	<b>Indicator:</b> Recall and summarize all what they have learnt within the term	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can recall and summarize all what they have learnt within the term		<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:
<b>References:</b> R.M.E Curriculum Pg. 40		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>HASE 2: MAIN</b>	<p>Brainstorm learners to discuss the common causes of bribery and corruption, including:</p> <ul style="list-style-type: none"> <li>• Weak legal and regulatory systems</li> <li>• Lack of transparency and accountability</li> <li>• Poverty and inequality</li> <li>• Greed and unethical behavior</li> <li>• Ineffective law enforcement</li> <li>• Political instability</li> </ul> <p>Discuss the consequences of bribery and corruption using a slide:</p> <ul style="list-style-type: none"> <li>• Undermining trust in institutions</li> <li>• Economic damage and hindering development</li> <li>• Impeding social progress</li> <li>• Distorting fair competition</li> <li>• Weakening rule of law</li> <li>• Eroding public services</li> </ul> <p>Provide learners with handouts containing real-world case studies of bribery and corruption scandals. Allow them time to read and discuss the cases in small groups, and then share their findings with the class.</p> <p>Lead a class discussion addressing the following questions:</p>	Pictures and charts

	<ul style="list-style-type: none"> <li>• How do the causes of bribery and corruption relate to the effects?</li> <li>• Why is it important for individuals and societies to address these issues?</li> <li>• How can individuals contribute to reducing bribery and corruption?</li> </ul> <p><u>Assessment</u> Ask learners to research a recent case of bribery or corruption and write a short essay analyzing its causes, effects, and potential solutions.</p>	
PHASE 3: <b>REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b> 08-09-2023	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Strands for the term
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.	<b>Indicator:</b> Recall and summarize all what they have learnt within the term	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can recall and summarize all what they have learnt within the term		<b>Core Competencies:</b> CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:
<b>References:</b> R.M.E Curriculum Pg. 40		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>HASE 2: MAIN</b>	<p>Brainstorm learners to discuss the various preventive measures and strategies, including:</p> <ul style="list-style-type: none"> <li>• Strengthening legal frameworks and regulations</li> <li>• Enhancing transparency and accountability</li> <li>• Implementing effective whistleblower protection</li> <li>• Promoting ethical education and awareness</li> <li>• Encouraging responsible business practices</li> <li>• Fostering international cooperation</li> </ul> <p>Provide learners with handouts containing hypothetical scenarios involving bribery and corruption. In groups, have learners analyze the scenarios, identify potential ethical dilemmas, and propose strategies to address them.</p> <p>Discuss the importance of effective enforcement mechanisms and the role of law enforcement agencies, judiciary, and anti-corruption commissions.</p> <p>If possible, invite a guest speaker from an anti-corruption organization or law enforcement agency to share their experiences and insights on combating bribery and corruption.</p> <p>Lead a class discussion and debate on the most effective approaches to combat bribery and corruption. Encourage learners to present their arguments and engage in constructive dialogue.</p> <p><u>Assessment</u></p>	Pictures and charts

	Assign learners to write a policy brief proposing practical measures to combat bribery and corruption within a specific sector or context of their choice.	
PHASE 3: <b>REFLECTION</b>	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.	