

JUNIOR HIGH SCHOOL - YEAR 1

SECTION 1

GOD, HIS CREATION AND HIS ATTRIBUTES

General Objectives: The pupil will:

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 God and Creation	<p>The pupil will be able to:</p> <p>1.1.1 explain the purpose and usefulness of things created by God.</p>	<p><u>Purpose and Usefulness of God's Creation:</u> Everything created by God is useful and for a purpose.</p> <p>a. <u>Purpose:</u></p> <ul style="list-style-type: none"> - For the comfort of humankind and other creatures. - Humankind is created to serve God. - Humankind to care for other creatures (Stewardship) - Universe to reflect the handiwork of God. <p><u>Usefulness:</u></p> <p><u>Animals</u> Food, security and protection companionship, clothes, etc</p> <p><u>Plants :</u> Food, medicine, shelter, beautification, etc Water Bodies (Rivers, Streams, Seas)</p> <p>Transportation, irrigation, electricity, domestic use, industrial use, etc.</p> <p><u>Heavenly Bodies:</u></p> <ul style="list-style-type: none"> - Sun: day light, energy, etc. - Moon and Stars: light in the night. 	<p>Pupils to review the creation stories of the three main Religions.</p> <p>Pupils in groups, to discuss the purpose and usefulness of creation</p>	<p>Write an essay on any one of the Creation Stories.</p> <p>Explain the usefulness of four created things.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) God and Creation	The pupil will be able to: 1.1.2 explain the need to maintain the environment.	<u>The Need to Maintain the Natural Environment:</u> <ul style="list-style-type: none"> - It is a command from God Gen 1:26-30 - to ensure the survival of created things. - for healthy living, etc. Gen 2:15 	Pupils to brainstorm for the various reasons for maintaining the environment. Pupils to design posters to depict healthy environment. Discuss how God put Adam in the garden of Eden to tend and keep it. Stress how Adam's mandate has been passed on to all God's children. We are all therefore to care for and guard God's creation as responsible stewards.	<u>Class Exercise:-</u> State and explain four reasons for maintaining the environment.
	1.1.3 suggest ways of protecting the environment.	<u>Ways for Protecting the Environment:</u> <ul style="list-style-type: none"> - Tree planting (afforestation) - Proper refuse and waste management. - Good mining practices - Good fishing practices - Good farming practices 	Guide pupils to undertake environmental sustaining activities in the school. Discuss ways of protecting the natural environment. NOTE: - Point out that God gave us a beautiful environment and expects us to be good stewards. When we mistreat God's creation we offend the creator.	<u>Project:-</u> Pupils to mount an Educational Campaign on Environmental health in the community.
UNIT 2 Attributes of God	1.2.1 explain the nature of God through His attributes.	<u>The Nature of God:</u> God is: Love, Kindness, Omnipotent, Omnipresent, Faithful, Merciful, Sustainer of life, provider etc.	Pupils discuss the nature of God through His attributes. Pupils to read the following scriptures: Luke 1:37, Ps 139: 7-12, Ps 147:5, Ps 103: 12, Ps 100:5 Sum 17:110, 10:4	
	1.2.2 demonstrate the attributes of God in his/her daily life.	<u>Application of Attributes of God in life:</u> <ul style="list-style-type: none"> - Kindness: being kind to others. - Faithfulness: being faithful to others. - Trustfulness: being truthful to others - Honest : being honest - Patience: being patient - Tolerance: being tolerant. - Loving: expressing love to others 	Discuss the traditional ideas/attributes of God in the various communities e.g. "oboadee", "tetekwaframoah", "totrobonsu" etc. Surah 36:82 Role play situations to depict some of God's attributes.	Give five attributes of God.

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THE FAMILY, RELIGIOUS HOME AND OBEDIENCE

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 Family Systems	<p>The pupil will be able to:</p> <p>2.1.1 describe the two main family systems</p> <p>2.1.2 analyse the merits and demerits of the two main family systems.</p>	<p><u>The Two Main Family Systems:</u></p> <p>a. Nuclear Family System: It consists of father, mother and children.</p> <p>b. Extended Family System: It consists of the nuclear family members and other relations. e.g. uncles, aunties, cousins, grandparents, etc.</p> <p><u>Merits and Demerits of the Family Systems:</u></p> <p>a. Nuclear Family: e.g. It is easy to care for the family members. Proper supervision Privacy – i.e. less interference from Extended Family members, etc</p> <p>Demerits</p> <ul style="list-style-type: none"> - Lack of support in the absence of parents. - Members suffer when the bread winner dies. - Inadequate opportunity to socialize and learn from others, etc 	<p>Pupils in groups to discuss the characteristics of the two main family systems.</p> <p>Lead students to discuss the merits and demerits of:</p> <p>a. The Nuclear Family b. The Extended Family</p>	<p>Give two characteristics each of Nuclear and Extended Family Systems.</p> <p>Organise role-play highlighting the merits of:</p> <p>a. The Nuclear Family System.</p> <p>b. The Extended Family System.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) Family Systems	The pupil will be able to:	b. Extended Family Merits <ul style="list-style-type: none"> - Opportunity to associate with more people. - More people to give support economically and morally. - Create security and protection. Demerits <ul style="list-style-type: none"> - It encourages laziness - Over reliance on a few people who are working in the family (high dependency ratio) - Less privacy ,etc 		
	2.1.3 explain the role of individual members in the family.	Role of the members of the Family <u>Parents</u> Provision of basic necessity: e.g. food, shelter, clothing, education, etc. <u>Children</u> Performing household chores, run errands, assist to take care of younger siblings, etc. <u>Grandparents</u> Play advisory role to the family, play the role of nannies, help in character training of children etc.	Class discussion on the roles of family members.	<u>Class Exercise:-</u> Explain two roles of each of the following people in the family. a. Parents b. Children c. Grandparents
	2.1.4 describe ways he/she should relate with family members.	<u>Ways of Promoting Good Relationship:</u> Respect, obedience, support parents, grandparents, house help, etc	Pupils in groups, discuss ways in which family members should relate with each other.	List four factors that promote good family relationship.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd)	The pupil will be able to:			
Family Systems	<p>2.1.5 explain the importance of healthy relationship among family members.</p> <p>2.1.6 analyse the need for self examination when things go wrong in the family.</p>	<p><u>Importance of Healthy Relationships:</u></p> <ul style="list-style-type: none"> - Promote peace, unity progress, happiness - Fosters good interactions - Fulfill God's directives etc. <p><u>Need for Constant Self Examination For:</u></p> <ul style="list-style-type: none"> - For avoidance of false accusations - For avoidance of unnecessary consultation with mediums, pastors, Mallams, etc. - To prevent repeating of mistakes - To accept responsibilities for your own actions. - To build healthy and lengthy relationship or home. 	<p>Pupils enact two role-plays depicting:</p> <ol style="list-style-type: none"> 1) Healthy family relationship 2) Unhealthy family relationship <p>Discuss the consequences of each</p> <p>Pupils to develop a check list that can be used for self examination. Discuss the need for self examination.</p>	<p><u>Class Exercise:-</u> Give three reasons why you should relate well with family members.</p> <p>Pupils to use check list for self examination.</p>
UNIT 2				
Obedience	<p>2.2.1 outline the importance of obedience.</p> <p>2.2.2 explain why he/she should obey God, parents and those in authority.</p>	<p><u>Importance of Obedience:</u></p> <ul style="list-style-type: none"> - It is a command from God - It brings reward - It ensures peace - It brings unity - It brings respect - It brings good relationship - Avoidance of punishment <p><u>Reasons for Obeying God:</u> (Deuteronomy 6:3-5) (Qu'ran 4:59)</p> <ul style="list-style-type: none"> - It is a commandment - To show loyalty - A mark of commitment, etc. 	<p>Present case studies or stories for pupils to study and to come out with the importance of obedience. Follow up with class discussion.</p> <p>Pupils to discuss why they should obey God, parents, elders and authority. Discuss religious rules which relate to obedience.</p>	<p><u>Assignment:-</u> Pupils to find out from the three religious people who obeyed God and the rewards.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd) Obedience	<p>The pupil will be able to:</p> <p>2.2.3 Identify some rules and regulations that he/she needs to obey.</p>	<p><u>Parents</u> : Exodus 20:12, Q. 17 : 23)</p> <ul style="list-style-type: none"> - a command from God - a duty - to give honour - for good relationship - to brings harmony, etc. <p><u>Authority</u> : Romans 13:1</p> <ul style="list-style-type: none"> - established by God - it is a duty - maintain good relationship - it brings harmony, etc. <p><u>Rules and Regulations to Obey:</u></p> <ul style="list-style-type: none"> - God's Commandments <p>e.g. The Ten Commandments (Exodus 20:1-17) (Qu'ran 4:59, 2:21)</p> <ul style="list-style-type: none"> - Home - School - Authority 	<p>Debate on the topic "Children must obey adults"</p>	
UNIT 3 Religious Home and Neighbourhood	<p>2.3.1 describe the life patterns of people of the three main religions</p>	<p><u>Life patterns of people of the Three Main Religions:</u></p> <p><u>Christian:</u> Pray together, study the scriptures etc.</p> <p><u>Islam</u> <u>Share</u> chores, support each other Worship together, Study the Quran, Say the tusba together, Go on pilgrimage, Give alms.</p> <p>ATR</p> <ul style="list-style-type: none"> - Participate in religious ceremonies together - Adhere strictly to religious taboos - Practise animal sacrifices etc. 	<p>Pupils in groups to discuss rules and regulations in the home, community and school that they should obey.</p> <p>Pupils to come out with appropriate sanctions for not obeying the rules.</p> <p>Pupils in their religious groups discuss and present to class, the life patterns of people in their religion.</p>	<p><u>Class Exercise:-</u> Explain three rules and regulations they find useful in</p> <ol style="list-style-type: none"> The Home The School <p>Compare and contrast the life patterns of people of the main religions.</p>

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

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SECTION 3

RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS

General Objectives: The pupil will:

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

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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd) Times and Mode of Worship.	The pupil will be able to:	<p>b. <u>Islam</u></p> <p>Types of Prayers</p> <ul style="list-style-type: none"> - Salat - 5 daily compulsory prayers - Jumah – Friday Congregational Prayer. - Tarawih – Additional prayers during the month of Ramadan said at Isha. - Eud prayers: during festivals. - Tahajjud : pre dawn prayers. - Jana za: prayer for the dead, etc <p><u>Modes of Prayers</u></p> <ul style="list-style-type: none"> - Salat, preceded by ablution and adhan made of different postures e.g. - Standing (Qiyam), bowing (Ruku), Prostration (Sajda), Short sitting (jilsa) long sitting (Qa'da) saying of Salam to end the prayers, (Taslim). - There are a number of rakat in different prayers e.g. Zuhr 10/12 rakats <p><u>ATR</u></p> <p>Types of prayers</p> <p>Thanksgiving, confession, petition, intercession, votive, etc.</p> <p><u>Modes of prayers</u></p> <p>Introduction, Invocation, petition and conclusion.</p> <ul style="list-style-type: none"> - Postures, standing, showing the drinks up, pour some to the ground during libation prayer, etc. 		

JUNIOR HIGH SCHOOL - YEAR 1

SECTION 4

MANNERS

General Objective: The pupil will:

1. develop good manners and apply them.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 Manners: Greeting and Dressing	<p>The pupil will be able to:</p> <p>4.1.1 greet correctly and dress decently.</p> <p>4.1.2 explain why he/she should greet correctly and dress decently</p>	<p>A. Correct Greetings Towards adults, those in authority, e.g. chiefs, etc. – You bow or kneel to greet.</p> <p>B. Decent dressing? Tuck in shirts, lacing shoes, fastening belts, bugling sandals etc.</p> <p><u>Greetings:-</u></p> <ul style="list-style-type: none"> - To meet cultural expectation - As Design of discipline, respect, humility - Promotes good relationship <p><u>Decent Dressing:-</u></p> <ul style="list-style-type: none"> - to meet cultural/social expectation - For moral descry, commands respects, prevents general assault (grape) 	<p>Pupils take turns to demonstrate how to greet correctly. Pupils to practise the right way of dressing.</p> <p>Discuss the reasons why they should greet correctly and dress decently.</p> <p>Inspect pupils' dressing and insist on decent dressing.</p> <p>Pupils to discuss the dressing of the youth of today.</p>	<p><u>Assignment :-</u> Find out from the community the different forms of greetings for various categories of people.</p> <p><u>Essay:</u> Comment on the dressing of the youth of today.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 Manners: Comportment and courtesy	<p>The pupil will be able to:</p> <p>4.2.1 explain the meaning of comportment and courtesy.</p> <p>4.2.2. explain the need to comport him/herself and show courteous in different situations.</p>	<p><u>Comportment</u> Control of temper, patience, paying attention in class, urinating and easing oneself at authorized places, behaving well during sports, showing joy and enthusiasm at appropriate places and occasions, etc.</p> <p><u>Courtesy</u></p> <ul style="list-style-type: none"> - respect for self, age group, parents, teachers and other people. - giving a helping hand to the elderly and needy - apologizing for mistakes, etc. <p><u>The need for comportment and courtesy.</u> Promotes: peaceful co-existence</p> <ul style="list-style-type: none"> - harmony - mutual respect - progress and development - good sportsmanship - good relationship - decency in society - religious virtues - it is rewarding etc. 	<p>Pupils to brainstorm on the meaning of comportment and courtesy.</p> <p>Discuss some situations where they need to show comportment.</p> <p>NOTE: - Indicate that both behaviours go to form good character.</p> <p>Discuss some situations where they need to show courtesy.</p> <p>Pupils to role-play different scenarios depicting comportment and courtesy.</p> <p>Pupils to discuss why it is necessary to comport themselves and show courtesy in various situations.</p>	<p><u>Class Exercise:-</u> List four behaviours each that show comportment and courtesy.</p> <p>Observe pupils' behaviour on comportment and courtesy and correct where necessary.</p> <p>Give five reasons why you should comport yourself and show courtesy in various situations.</p>

JUNIOR HIGH SCHOOL - YEAR 2

SECTION 1

WORK, MONEY, TIME AND LEISURE

General Objectives: The pupil will:

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 Work	<p>The pupil will be able to:</p> <p>1.1.1 identify the various types of work.</p> <p>1.1.2 explain the importance of work as a normal human activity.</p>	<p>Work is what a person does as an occupation, especially in order to earn money.</p> <p>Types:</p> <ul style="list-style-type: none"> - normal home duties - school work (academic and non – academic) - community work e.g. communal labour. - work for livelihood/occupational work etc. <p><u>Importance of Work:</u></p> <ul style="list-style-type: none"> - for healthy living. - for self-reliance - for self-development - for production, etc <p>Ref: 2nd Thessalonians 3:4 Sura 2:279, 2:276</p>	<p>Pupils to brainstorm for the meaning of work.</p> <p>Discuss the various types of work.</p> <p>Guide pupils to discuss the importance of work as normal human activity.</p> <p>Discuss various maxims about work in traditional communities e.g. There is dignity in honest labour A person who comes to like the soup pot will never be filled. Laziness and poverty are bed fellows</p>	<p>Explain four types of work.</p> <p><u>Assignment:</u> - Find other maxims about work in their scriptures and in the community, and report in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 Money	<p>The pupil will be able to:</p> <p>1.2.1 explain the term money and its usefulness.</p> <p>1.2.2 plan the wise use of his/her money.</p>	<p><u>Money:</u> It is anything accepted as legal tender and used as medium of exchange e.g. coins, paper notes, cheques, credit cards etc.</p> <p><u>Usefulness of Money</u></p> <ul style="list-style-type: none"> - motivation to work - acquire our basic needs e.g. food, shelter, clothing. - determine the worth of a person etc. - used to promote God's work - used to help the poor. Used to build the notion <p><u>Wise use of Money:</u></p> <ul style="list-style-type: none"> - Buy the things you urgently need. - Do not do impulse buying. - Do not spend money on unnecessary things etc. 	<p>Brainstorm on the usefulness of money.</p> <p>Let pupils in groups discuss how they could as God's people use their money to assist/support other.</p> <p>Ask pupils to say how they can use money wisely.</p> <p>Guide pupils to plan a budget</p>	<p>Assignment:- Find out from other sources including the internet more usefulness of money.</p> <p>Ask pupils to write a list of things they need to spend money on each week.</p> <p>Let them provide the cost of estimate for each item written.</p> <p>Let them write a new list for one month, and then for one year and provide the cost (i.e. one month budget and one year budget).</p>

JUNIOR HIGH SCHOOL - YEAR 2

SECTION 2

RELIGIOUS PERSONALITIES

General Objectives: The pupil will:

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

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

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

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

JUNIOR HIGH SCHOOL - YEAR 2

SECTION 3

RELIGIOUS FESTIVALS

General Objectives: The pupil will:

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1	The pupil will be able to:			
Religious Festivals	<p>4.1.1 describe when and how some religious festivals are celebrated</p> <p>4.1.2 give reasons for the celebration of religious festivals.</p>	<p><u>When and How various Religious Festivals are Celebrated:</u> Christmas Easter Eid-ul-Fitr Eid-ul, Adha Odwira</p> <p><u>Reasons for Celebration of Religious Festivals:</u></p> <ul style="list-style-type: none"> - thanksgiving - sharing - reconciliation - unity/togetherness - Holiness - Purification - Family re-union - remembrance - re-commitment - promotion of culture and tradition, etc. 	<p>Review lessons on the various types of religious festivities.</p> <p>Ask one or two pupils to describe how some festivals are celebrated.</p> <p>Brainstorm on the reasons for the celebration of religious festivals.</p>	<p><u>Essay</u> Write on a religious festival you have witnessed. The essay should include its significance.</p> <p>Write an essay on "A religious festival and its significance"</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	<p>The pupil will be able to:</p> <p>4.1.3 explain why he/she must participate in festivals and apply their moral values to his/her life.</p>	<p><u>Need to Participate in Religious Festivals:</u></p> <ul style="list-style-type: none"> - to learn our culture. - to learn our religious heritage. - to socialize with others. - it is time for reflection. - it is a time for decision making. - it gives us identity and belongingness - it gives spiritual satisfaction - it brings about unity. - it brings about reconciliation, etc. <p><u>Application:</u></p> <ul style="list-style-type: none"> - mould our lives - draw us closer to God - co-operate with others - promote hard work - self –examination, - direct our moral lives, etc. 	<p>Class discussion on the need to participate in religious festivals.</p> <p>Discuss the moral values of the festivals and why they should be applied in their lives.</p> <p>Organize pupils to watch a festival and discuss it later in class.</p> <p>Role –play an important scene of a festival.</p> <p>NOTE: (Encourage pupils to participate in their various religious festivals and to practise the moral values.</p>	<p>Give four reasons why you should</p> <p>a. participate in religious festivals</p> <p>b. apply the moral values learnt from them.</p>

JUNIOR HIGH SCHOOL - YEAR 2

SECTION 4

rites of passage

General Objectives: The pupil will:

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 Naming Ceremony	<p>The pupil will be able to:</p> <p>5.1.1 explain rites of passage.</p> <p>5.1.2 describe a naming and outdoor ceremony.</p>	<p><u>Rites of Passage:</u> Are rituals that are performed from one transition of the stages of life cycle. They cover a period of birth to death. e.g. naming, puberty, marriage and death.</p> <p><u>Outdoor and Naming Ceremony:</u> Eight days after birth the child is outdoor and given a name. Procedures involves in outdoor and naming ceremony: <ul style="list-style-type: none"> - people come together. - mother and child have to be healthy. - There is an officiant (priest, abusuapanyin, morally upright person) - Prayers are said to invoke blessings and moral values on the child. - The child is brought out and is given a name. - Gifts are given to the child and the mother. - There is merry-making. </p>	<p>Pupils to brainstorm for the meaning of rites of passage.</p> <p>Discuss procedures involved in the naming of a child in the various ethnic groups e.g. The Akans, Gas, Northerners and Ewes.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) Naming Ceremony	The pupil will be able to:	<ul style="list-style-type: none"> - In Islam, the child is shaved, circumcised and a ram is slaughtered (in the case of a girl, one ram and two rams in the case of a boy). 	<p>Role-play a naming ceremony.</p> <p>Class discussion on the importance of naming ceremony.</p> <p><u>NOTE:</u> Stress the religious significance of naming ceremony by stating that the child is given recognition and acceptance as part of family community.</p>	<p>State two importance of naming or outdooing a child.</p> <p>Mention three physical and emotional changes each that occur during puberty.</p>
	5.1.3 state the importance of naming ceremony.	<p><u>Importance of Naming Ceremony:</u></p> <ul style="list-style-type: none"> - it gives the individual a name and identify. - makes one to be part of a family. - it officially welcomes the child to the world of living. - It invokes blessings on the child. 		
UNIT 2 Puberty	5.2.1 explain what puberty is	<p>Puberty is a growth from childhood to adulthood. Between age 10 – 19 years (W.H.O).</p>	<p>Pupils to brainstorm on the meaning of puberty</p>	
	5.2.2 explain physical and emotional changes that characterize puberty.	<p><u>Physical changes:</u></p> <p><u>Boys</u></p> <ul style="list-style-type: none"> - enlargement of chest. - breaking of voice - development of pubic hairs. - development of masculine features. - producing of sperms and wet dreams. <p><u>Girls</u></p> <ul style="list-style-type: none"> - development of breast - onset of menstruation - development of pubic hairs. - enlargement of hips. <p><u>Emotional changes:</u></p> <ul style="list-style-type: none"> - extreme sensitivity of their environment. - emotionally interested in the opposite sex. - become aware of their sexuality - become shy and rebellious. - strive for their independence - become sexually active - peer pressure and peer influence 	<p>Discuss the physical and emotional changes that go with puberty.</p>	

	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd) Puberty	The pupil will be able to:	<u>Puberty:-</u> Puberty is a growth from childhood to adulthood. Between ages 10-19 years (WHO) Physical changes		.
	5.2.3 describe some puberty rites	<u>Puberty Rites:</u> Dipo among the Krobos Otofo among the Gas Bragoro among the Akans Sodji –Wi among North-Eastern part of Volta Region (male) Iseyi – Iseh among Akpafu in the central Volta (girls). Baala among sisala in the northern region (boys)	Pupils to brainstorm on the meaning of puberty rites. Discuss the changes that occur during puberty. Discuss how puberty rites are performed among some ethnic groups.	Describe a named puberty rite.
	5.2.4 explain the religious significance of puberty rite.	<u>Religious Significance of Puberty Rites:</u> <ul style="list-style-type: none"> - it initiates them into adulthood. - prepares them for marriage. - it tests their courage and endurance - they are taught good grooming - they are taught their traditions – dancing, drumming. - they are committed into God's hands for guidance and protection - it is a moral requirement to keep them from pre-marital sex. - they are taught to remain chaste 	Discuss the religious significance of puberty rites. NOTE: - Stress the importance of chastity at this stage of their lives.	Describe five significance of puberty rites.

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (Cont'd) Christian/ Islamic/Traditional Religious Death Rites	<p>The pupil will be able to:</p> <p>4.4.2 explain the significance of death rites.</p>	<p><u>Significance of death rites:</u></p> <ul style="list-style-type: none"> - it reminds us of the God's judgment and accountability there after. - it serves as a rites of parting between the living and the dead. - prepares the dead to go to the ancestors/ maker. - reminds the living of the inevitability of death. - as celebration of the life and moral qualities of the dead person. 	<p>Class discussion on the significance of death rites.</p>	<p>Give reasons why death rites are performed with reference to any one of the three main religions.</p>

JUNIOR HIGH SCHOOL - YEAR 2

SECTION 5

CHASTITY AND IMMORALITY

General Objectives: The pupil will:

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 Leading a Chaste Life	<p>The pupil will be able to:</p> <p>5.1.1 explain the term chastity.</p> <p>5.1.2 outline the importance of leading a chaste life.</p> <p>5.1.3 demonstrate ways of leading a chaste life.</p>	<p>Chastity: - a way of life in which there is absence of sexual indulgence. Especially for religious reasons.</p> <p><u>Importance of leading a Chaste Life:</u></p> <ul style="list-style-type: none"> - makes one socially acceptable and respected. - helps girls to avoid teenage pregnancy. - helps boys to live a life style that will not make them pre-mature fathers - helps boys and girls to avoid STI's e.g. HIV/AIDS - lives life pleasing to God, etc. <p><u>Ways of Leading a Chaste Life:</u></p> <ul style="list-style-type: none"> - avoid bad friends. - avoid fornication. - be committed to your religious /moral values. - listen to advice of parents and teachers. - read the scriptures often - avoid reading/watching pornographic materials/films etc. 	<p>Brainstorm the meaning of chastity.</p> <p>Discuss reasons why they should lead chaste live.</p> <p>Use a case study of a boy/girl who led a chaste life and how it benefited him/her. Let pupils study the case study and answer question on it.</p> <p>Pupils in groups, to discuss and present ways that one can lead a chaste life.</p>	<p><u>Class Exercise:-</u> List four effects of leading a chaste life.</p> <p><u>Assignments:-</u> Pupils in groups to draw action plans for leading a chaste life.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 Immorality	<p>The pupil will be able to:</p> <p>6.2.1 explain what is meant by immorality.</p> <p>6.2.2. describe the effects of immorality.</p>	<p><u>Immorality:</u> Is the inability to follow accepted standards of sexual behaviour.</p> <ul style="list-style-type: none"> - not stealing/cheating - not indulging in pre-marital sex <p><u>Effects of Immorality:</u></p> <ul style="list-style-type: none"> - It brings about teenage pregnancy. - School drop out - Teenage mothers and fathers - poverty - STI's/HIV/AIDS - Pre –matured death. - Prostitution - It can lead to social vices like armed robbery, “wee” smoking. - Loss of respect, etc. 	<p>Brainstorm the meaning of immorality</p> <p>Use the futures Wheel, discuss the effects of immorality.</p> <p>Pupils to share experiences of people who led immoral lives and their consequences.</p> <p>Role-play a situation in which a boy or a girl became a school drop-out as a result of immorality.</p>	<p>Explain the term “Immorality”.</p> <p>Give four effects of immorality.</p>

JUNIOR HIGH SCHOOL - YEAR 3

SECTION 1

MORAL TEACHINGS AND COMMITMENT

General Objectives: The pupil will:

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 Moral Teachings	<p>The pupil will be able to:</p> <p>1.1.1 state some of the moral teachings found in the three main religions.</p>	<p>Moral Teachings:-</p> <p>a Bible</p> <ul style="list-style-type: none"> - The Ten Commandments (Exodus 20:1-17) - The book of proverbs (10-12) - Sermon on the Mount (Mathew 5-7) - Epistle of James (1-5) , etc. - Ephesians 5:15-21 <p>b. Holy Qur'an</p> <ol style="list-style-type: none"> 1. Patience (2:46) 2. Courage (2:178) 3. Cleanliness (5:7) 4. Humility (31:19 -20) 5. Steadfastness (41:31) 6. Forbidding Evil and enjoying good life (3:11) <p>c. Traditional Religious Wise Sayings:</p> <ul style="list-style-type: none"> - A word to the wise is enough. - A rolling stone gathers no moss. - Patience moves mountains, etc 	<p>Pupils to read some scriptural passages and identify moral teachings in them.</p> <p>Discuss the moral lessons gathered from these scriptural passages.</p> <p>Pupils to read more on moral teachings from the Bible and the Holy Qu'ran.</p> <p>Discuss traditional religious moral sayings.</p>	<p><u>Assignment:</u> - Find out more wise sayings from the traditional religion for discussion.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) Moral Teachings	The pupil will be able to: 1.1.2 explain the moral teachings in ATR 1.1.3 demonstrate how he/she should apply moral lessons in his/her daily life	<u>Explanation of Moral Teachings in the Passages and Wise Sayings in ATR</u> <ul style="list-style-type: none"> - Commitment to God - Honesty , - Truthfulness - Respect for elderly - Sincerity - Care for life - Love of neighbour - Fairness - Steadfastness - Courage - Humility - Patience /obedience <u>Application of Moral Lessons in their Daily Lives:</u> 1. Truthfulness – telling the truth no matter the consequences. 2. Respect for authority – performing duties giving by those in authority etc.	Discuss the moral teachings as in content. Role-play a story with moral lesson. Discuss how they would apply the moral teachings in their lives. Pupils to role-play how some of the moral values would be applied.	
UNIT 2 Commitment	1.2.1 explain how he/she can be Committed to God, Family and Society	<u>Commitment</u> Devoting oneself to something worthwhile. Commitment to: Ref John 14:6 A – God 1. obeying his commandments 2. performing duties prescribed by God, etc.	Brainstorm on the meaning of commitment. Discuss how they can be committed to: a. God b. Family c. Society	<u>Assignment:-</u> Pupils to search the scriptures and write on 2 people who were committed to God.

JUNIOR HIGH SCHOOL - YEAR 3

SECTION 2

REWARD AND PUNISHMENT

General Objectives: The pupil will:

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 Good Deeds and Rewards.	<p>The pupil will be able to:</p> <p>2.1.1 mention acts considered as good deeds.</p> <p>2.1.2 describe types of reward</p>	<p><u>Acts of Good Deeds:</u></p> <ul style="list-style-type: none"> - Helping the elderly to carry loads. - Giving your seats to elderly, pregnant and sick people. - Running errands free of charge - Caring for animals - Helping the aged and handicaps to cross the road. - Reporting criminals to the police when very sure. - Helping accident victims and sick people to hospital, etc. <p>Ref: Matt 25:34-36, Luke 17:11-16 Surah 9:105, 69:19-24</p> <p><u>Types of Reward:</u></p> <ul style="list-style-type: none"> - Praise, handshake, recommendation, testimonial, awards, money, trophy, say thank you, sending cards, simple smile, etc. 	<p>Pupils to discuss with examples of good deeds.</p> <p>Give pupils a case study and let pupils identify the good deeds from the case study</p> <p>Assist pupils to sing songs or tell stories that depict good deeds.</p> <p>Discuss with examples, various rewards and appreciation.</p> <p>Ask pupils who have been rewarded to tell class why and how they received their rewards.</p>	

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd) Bad Deeds and Punishment	<p>The pupil will be able to:</p> <p>2.2.3 describe deeds that are punishable.</p> <p>2.2.4 discuss the need to avoid wrong and bad deeds.</p>	<p><u>Deeds That are Punishable:</u> Stealing, Bullying, Cheating, Telling lies, Violent behaviour, Murder, etc.</p> <p><u>The Need to Avoid Bad Deeds:</u></p> <ul style="list-style-type: none"> - to avoid unpleasant punishment - to avoid physical pain - to avoid emotional pain - to avoid psychological pain - to aim at leading up right life - promote peace and security <p><u>Ways of accepting responsibilities for one's bad deeds.</u></p> <ul style="list-style-type: none"> - owning up for something you did wrong. - Accepting to correct the wrong you did. - Apologizing for bad deeds. 	<p>Pupils to discuss deeds and acts that are punishable.</p> <p>Class discusses the consequences of bad deeds and the need to avoid bad deeds.</p> <p>NOTE: - Emphasize the need to accept responsibilities for ones bad needs and to make amends for the deeds.</p>	
UNIT 3 Repentance	<p>2.3.1 describe the stages of repentance.</p> <p>outline the importance of repentance.</p>	<p><u>Stages of Repentance:</u></p> <ul style="list-style-type: none"> - realization and acceptance of one's fault. – Qur'an 25:70-71, 66:8 Bible : 1 John 1:8-9 - regret for doing wrong. - request for pardon and forgiveness /say "I am sorry" - avoiding to do the wrong thing again. <p><u>Importance of Repentance</u></p> <ul style="list-style-type: none"> - promotes good relationship - satisfies God's demands - promotes peace within - draws one closer to God etc. 	<p>Discuss the stages of repentance.</p> <p>Role-play situations where they have to say "I am sorry" "please pardon me" etc.</p> <p>Role-play the acts of repentance.</p> <p>NOTE: repeating bad deeds shows you have not regretted and also that you have no respect.</p> <p>Discuss the importance of repentance.</p>	<p>State the stages of repentance.</p>

JUNIOR HIGH SCHOOL - YEAR 3

SECTION 3

RELIGIOUS YOUTH ORGANISATIONS

General Objectives: The pupil will:

1. appreciate the importance of Religious Youth Organizations.

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

JUNIOR HIGH SCHOOL - YEAR 3

SECTION 4

DECENCY AND SUBSTANCE ABUSE

General Objectives: The pupil will:

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 Decency	<p>The pupil will be able to:</p> <p>4.1.1 outline the significance of decency.</p> <p>4.1.2 state the behaviours considered decent in his/her society.</p>	<p>Decency: is an acceptable and commendable behaviour in a given society.</p> <p><u>Significance of Decency</u></p> <ul style="list-style-type: none"> • Respect • Peace and harmony • Admiration from the people in the Society • Becoming a role model. • It goes with reward. <p><u>Decent behaviours</u></p> <ul style="list-style-type: none"> - Healthy interaction with the opposite sex. - control of temper - comportment - proper dressing - proper eating habits - proper way of talking etc. <p><u>The Need to Lead a Decent Life:</u></p> <ul style="list-style-type: none"> - for self respect - to gain the respect of others. - to gain the trust of others - religious responsibilities - expectation of the society 	<p>Discuss the meaning and significance of decency.</p> <p>Discuss what constitutes decent behaviours.</p> <p>Role-play different scenarios depicting decent behaviour.</p> <p>NOTE: - Stress the need to lead a decent life.</p> <p>Class discussion on the need to lead a decent life.</p>	<p><u>Class Exercise:</u> - Give four significance of decency.</p> <p><u>Assignment:</u> - Find out from the community, behaviours that are considered decent and report in class.</p> <p><u>Assignment:</u> - Observe and assess pupils on decent behaviour in school and discuss your findings with the class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 Substance Abuse	<p>The pupil will be able to:</p> <p>4.2.1 identify some types of substance that can be abused.</p> <p>4.2.2 summarize the causes of substance abuse.</p> <p>4.2.3 explain the effects of substance abuse.</p> <p>4.2.4 explain the need to avoid substance abuse.</p>	<p><u>Types of Substances that can be Abused:</u></p> <p>a – common drugs – Paracetamol, chloroquine, B-complex, etc.</p> <p>b. Hard drugs “ Wee” (weed), or marijuana, cocaine, Heroine, etc.</p> <p>c. Stimulants – Alcohol, Beer, Pito, Palm wine, coffee, cola-nuts, glue, etc.</p> <p><u>Causes of Substance Abuse:</u></p> <ul style="list-style-type: none"> - Ignorance - Refusal to take medical advice - Peer group influence - Bad friends - Economic stress situations - Emotional stress situations - Immoral living - Alcoholism <p><u>Effects of Substance Abuse:</u></p> <ul style="list-style-type: none"> - Madness, school drop- out - Abnormal behaviour - Murder - Death - Sickneses - Breaking of marriages. - Joining gangs for robbery, etc. <p><u>The Need to Avoid Substance Abuse:</u></p> <ul style="list-style-type: none"> - To be able to live a decent and healthy life. - To ensure progress in life. - maintain peace in the family. - to maintain the family's good image. - to protect and maintain the body which is the temple of God. 	<p>Brainstorm on the meaning of substance abuse:</p> <p>Discuss the causes of substance abuse.</p> <p>Invite medical personnel to give a talk on substance abuse.</p> <p>Take pupils on excursion to a psychiatric hospital to observe victims of drug abuse or</p> <p>a. show a film on Drug Abuse</p> <p>b. show pictures of victims of drug abuse.</p> <p>Pupils to role-play the effects of substance abuse.</p> <p>Use the Futures Wheel to outline the effects of substance abuse.</p> <p>Discuss the need to avoid substance abuse.</p>	<p>List five substances that can be abused.</p> <p>Essay Topic “The causes and effects of substance Abuse”</p> <p>Give reasons why we should avoid substance abuse.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd)	The pupil will be able to:			
Substance Abuse	4.2.6 demonstrate defensive skills in protecting him/herself against substance abuse.	<u>Defensive skills:</u> <ul style="list-style-type: none"> - Say "No" to drugs when offered. - Avoid company of persons who indulge in drugs. - Avoid eating food and drinks offered by people who cannot be trusted. - Avoid bad friends - Keep to your religions teachings on drugs. 	<p>Discuss ways of protecting and defending yourself against substance abuse.</p> <p>NOTE: Encourage pupils to understand the need to discuss personal problems with parents, elders, religious leaders, counselors for advice.</p> <p>Role-play some of the defensive skills in avoiding drugs.</p>	State four defensive skills in protecting yourself against drug abuse.