

SECOND TERM LESSON PLAN
RELIGIOUS & MORAL EDUCATION – B7
WEEK I

Date: 13 TH MAY, 2022	DAY:	Subject: R.M.E
Duration: 50mins		Strand: Religious Practices
Class: B7	Class Size:	Sub Strand: Religious Songs and Recitations
Content Standard: B7 2.2.1: Analyze and apply the moral values in religious songs and recitations.	Indicator: B7 2.2.1.3: Identify the moral values in religious songs and recitations.	Lesson: 3 of 4
Performance Indicator: Learners can identify the moral values in religious songs and recitations		Core Competencies: PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:
References: R.M.E Curriculum Pg. 8		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners on the meaning of religious songs. <i>Religious songs - are music that express the belief of worshippers and their dependence on God or the Supreme being.</i></p> <p>Have learners to state the characteristic of religious songs. Characteristics</p> <ul style="list-style-type: none"> • Express religious beliefs • Draw worshippers to God • Give hope to the hopeless, etc. <p>Have learners give some examples of Christian and Islamic religious songs. Example: <i>To God to be the Glory, Salam, etc.</i></p> <p>Guide learners to explain non-religious songs. <i>Non-religious songs deal with social, political and economic matters.</i></p> <p>Guide learners to discuss the types of non-religious songs. Example: <i>Hi-life, Hip-life, Reggae, Raga, Rap, etc.</i></p> <p>Have learners give some examples of non-religious songs. Examples: <i>odo ye owu, Ghana Mbaa, etc.</i></p>	Pictures, wall charts, etc.

	<p>Learners listen to a variety of songs and identify if they are religious songs or not.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are Religious Songs? 2. State three features of religious songs. 3. State five moral values of religious songs. 	
<p>PHASE 3: REFLECTION</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>	

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Performance Indicator: Learners can discuss the importance of traditional songs.		Core Competencies: PL 6.4: CI 6.1: CP 5.1: CP 6.4: CP 5.6:
References: R.M.E Curriculum Pg. 8		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap with learners to review their understanding in the previous lesson.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to discuss the moral values in religious songs and recitations.</p> <p>E.g.</p> <ul style="list-style-type: none"> • motivation • humility • contentment • acknowledgement of the power of God. <p>With the help of role play, learners demonstrate how they apply the moral values in their daily life.</p> <p>Brainstorm learners to talk about traditional songs. Traditional songs are songs that are sung by people in the traditional areas on different occasions for different reasons.</p> <p>Have learners talk about the importance of traditional songs.</p> <p>Example:</p> <ol style="list-style-type: none"> i. They are sung to promote good morals in society ii. To promote unity in society, etc. <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Explain five moral lessons that can be learnt from such songs. 2. Explain the moral importance of traditional songs. 	Pictures, wall charts, etc.
PHASE 3: REFLECTION	<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>	