



# LEARNER'S **RESOURCE PACK**

Religious and Moral  
Education **BASIC 7**



**NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION**





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## Part A

### 1.0 INTRODUCTION

This Learner's Resource Pack is an overview of all that you, the learner, need to know about the new Religious and Moral Education (RME) curriculum. It contains learning activities that will help you understand what you will learn, what your teacher will teach you and how your learning will also be assessed. It also contains the strategies that will make you learn effectively.

In this resource pack, you will know the strands and sub-strands and the content standard of each sub-strand. You will also find activities that your teacher will give to you to help you understand each content standard. These activities will be in the form of group work, project work, reading assignments, homework and community activities among others. Your teacher needs to know if you are achieving the standard set for each sub-strand and, if needed, find ways to help you to achieve them. The pack therefore makes you aware of how you will be assessed. There are several ways of learning. The pack helps you identify some of them for you to choose the one that is the most suitable for you.

#### **Aim/Objectives**

The general aim of this learner's resource pack is to help you to own your learning. Specifically, after reading this pack, you would:

1. know the content standard of each lesson;
2. understand what you need to know before the lesson;
3. identify the knowledge and skills to develop after the lesson;
4. understand key words that will help you to understand the lesson;
5. choose ways you can use to learn on your own; and
6. summarise important ideas in the lesson that you must always keep in mind.

#### **1.1 How to use the learner's resource pack**

The curriculum is made up of six strands and twenty-four sub-strands. A strand is a broad area of the curriculum you will study. The sub-strands under





each strand are the components or topics you will study. At the beginning of each lesson the content standard comprising the attitudes, knowledge and skills you need to acquire at the end of studying each topic is provided. You need to have a good understanding of each content standard. Before every lesson, your teacher will explain the content standard of the lesson to you. Each lesson is developed based on your previous knowledge. Your teacher will engage you in some activities to arrive at what you already know and use it to help you understand the lesson. Your teacher will ask you to do series of activities individually or in groups. Some of these activities are provided in this resource pack. Take note of the key words in each lesson. The key words are in bold characters. Find out the meaning of these words and understand how they are used. Always remember that your teacher is helping you to learn. You have to engage in all the activities that will help you to acquire the content standards.

## 1.2 Structure and organisation of the Religious and Moral Education curriculum

### SCOPE AND SEQUENCE

| STRANDS                          | SUB-STRANDS   | B7 | B8 | B9 | B10 |
|----------------------------------|---|----|----|----|-----|
| GOD, HIS CREATION AND ATTRIBUTES | <b>B7.1</b> God, His Nature and Attributes<br>The Creation Stories of the Three Major Religions in Ghana<br>The Purpose and Usefulness of Creation<br>The Environment | ✓  | ✓  | ✓  | ✓   |
| RELIGIOUS PRACTICES              | Worship<br>Rites of Passages<br>Religious Songs and Recitations<br>Religious Festivals  | ✓  | ✓  | ✓  | ✓   |





|   |  |   |   |   |   |
|---|--|---|---|---|---|
| THE FAMILY AND<br>THE COMMUNITY           | Family Systems<br>Authority and Obedience<br>Religion and Social Cohesion<br>Personal Safety in the<br>Community                           | ✓ | ✓ | ✓ | ✓ |
| RELIGIOUS<br>LEADERS AND<br>PERSONALITIES | Religious Leaders<br>Prophets and Ancestors<br>The Apostles and Caliphs<br>Women in Religion and<br>Leadership Positions                   | ✓ | ✓ | ✓ | ✓ |
| ETHICS AND<br>MORAL LIFE                  | Manners and Decency<br>Moral Teachings in the Three<br>Major Religions in Ghana<br>Reward, Punishment and<br>Repentance<br>Substance Abuse | ✓ | ✓ | ✓ | ✓ |
| RELIGION AND<br>ECONOMIC LIFE             | Work and Entrepreneurship<br>Money<br>Bribery and Corruption<br>Time and Leisure   | ✓ | ✓ | ✓ | ✓ |





## **PART B**

### **STRAND 1: GOD, HIS CREATION AND ATTRIBUTES**

#### **Sub-Strand 1: God, His Nature and Attributes**

| <b>Content standard</b>                               | <b>B7 1.1.1. Discuss the nature of God through His attributes</b>  |
|---|--|
| What you should know already                          | In Primary 6 you learnt some attributes of God so you know some of the attributes of God.  |
| What will you learn?<br>What skills will you develop? | <ul style="list-style-type: none"> <li>• You will learn about the nature of God through His attributes. You will learn how you can apply aspects of God's nature such as kindness, honesty and love in your everyday life. You will also identify the similarities in the way that the nature of God is understood through His attributes in the three major religions in Ghana</li> <li>• You will develop values such as love, kindness, mercy and obedience.</li> <li>• You will also learn how to think critically; how to work with others and how to identify yourself with your culture. You will also learn how to resist bad global influences on your culture and at the same time learn to respect other people's culture.</li> </ul> |
| Language and vocabulary you will need to use          | <b>Attributes, Nature, Omnipotent, Omnipresent, Omniscient</b>   |







|  |  |
|--|--|
| <p>Ways to extend your understanding</p>                   | <ul style="list-style-type: none"><li>• Have a discussion with your parents/pastor/imam on how human beings can show the nature of God in their life. It is advised that you work in pairs or in groups. Share your findings in class.</li><li>• Form a class-based club called 'Nature of God Club'. Members should decide one nature of God they will emulate each week of the term. You should watch each other to see if members live by your collective decisions.</li><li>• Ask a minimum of six people in your local community how they understand the attributes of God using local languages. Record your findings and bring into class for discussion.</li></ul> |
| <p>Things you will need to remember for future lessons</p> | <ul style="list-style-type: none"><li>• The attributes religions give to God reveal His nature.</li><li>• Human beings are expected to show the nature of God in our daily lives. For example,</li><li>• God is love so I must also love my neighbour.</li><li>• If I help my neighbour I have shown the nature of God as being kind.</li><li>• If I forgive my neighbour I have exhibited the merciful nature of God.</li><li>• The three main religions in Ghana have some things in common among them on the nature of God.</li></ul>   |





## Worksheet One

| Nature of God | Ways of exhibiting in life | Moral Lesson |
|---------------|----------------------------|--------------|
| Love          | _____                      | _____        |
| Patience      | _____                      | _____        |
| Merciful      | _____                      | _____        |
| Etc.          |                            |              |

### Activity Instructions

- Make a table of the attributes that Islam, Christianity and an indigenous Ghanaian religion give to God. Identify the similarities in the attributes among the religions.
- Role-play how you relate the attributes of God to your life.

### Teaching Resources

The Bible, The Qur'an, video clips/pictures/charts depicting people exhibiting the attributes of God. E.g. people behaving charitably, people being creative, people being reconciled.

### In-Class Assessment Task

Copy the worksheet above and complete each section giving as much detail and as many examples as possible.

### Homework

1. Your teacher will ask you to write an essay on the attributes of God and present your works for class discussion. You are encouraged to make use of resources on the internet for more of the attributes of God from the three major religions. Alternatively, in pairs or groups, you can find these attributes from religious leaders of the three main religions in Ghana who are in your community.
2. Have a discussion with your parents/pastor/imam on how human beings can show the nature of God in their life. It is advised that you work in pairs or in groups. Share your findings in class.
3. Ask a minimum of six people in your local community as to how they understand the attributes of God using local languages. Record your findings and bring to class for discussion.





4. Draw a scene of someone showing one of the natures of God, for example, love, patience, merciful.

## STRAND 2: RELIGIOUS PRACTICES

### Sub-Strand 1: Worship

| Content standard                                   | <b>B7 2.1.1: Explain how worship is performed in the three major religions in Ghana and identify the moral lessons in the worship</b>  |
|--|--|
| What you should know already                       | You know how worship is performed in your religion. You have also seen parts of the worship life of other religions.   |
| What will you learn? What skills will you develop? | <ul style="list-style-type: none"> <li>• You are going to learn about the meaning and types of worship in the three major religions in Ghana; describe the modes of worship in the three major religions and identify and explain the moral lessons from worship. You will also learn the role prayer plays in the life of the believers of the three main religions in Ghana.</li> <li>• You will develop values such cleanliness, discipline, togetherness and unity, respect, tolerance and charity.</li> <li>• The skills you will learn include critical thinking, how to obtain information from the internet and what to do or not do when you are accessing information from the internet. Other skills are how to work in a group, how to identify yourself with your culture and defend it while respecting other people’s culture.</li> </ul> |
| Language and vocabulary you will need to use       | Morality, Prayer, Worship, Libation, Sacrifice, Prayer, Incantations, Sacrifice, Spirit Possession, Divination, Offertory, Sermon, Baptism, Niyyat (intention), Ablution, Genuflections, The Five Pillars of Islam, Recitation, Glorification, Sadaqah   |





|  |  |
|--|--|
| <p>Ways to extend your understanding</p>                   | <ul style="list-style-type: none"><li>• In groups, your teacher will ask you to identify the types of prayer in the three major religions and present findings in class for discussion.</li><li>• Consult a/an pastor/priest/imam and parents to explain why we must be in constant touch with God? Present your findings in class for discussion.</li><li>• Go to the internet to search for materials on how the three main religions in Ghana worship. Or in pairs or groups, members of each one of the three main religions can demonstrate how worship is performed in their religion.</li></ul>   |
| <p>Things you will need to remember for future lessons</p> | <ul style="list-style-type: none"><li>• Worship is a conversation or communication between humans and God or a deity.</li><li>• Worship can be private or communal.</li><li>• Worship takes place every day or week or on special occasions.</li><li>• Worship makes us do self-examination to know what we do wrong and ask for forgiveness.</li><li>• Worship brings human beings closer to God.</li><li>• Worship brings all worshippers together to feel that they are one.</li><li>• Prayer is an example of an activity which takes place in worship.</li><li>• Where are similarities and differences in activities performed in worship among the three main religions in Ghana?</li></ul> |





## Worksheet Two

### Table of activities in worship

| Religion                     | Types of worship | Activities in worship | Common Activities | Moral Lessons in Worship | Activity(ies) which is/ are found in one or two religion(s) |
|------------------------------|------------------|-----------------------|-------------------|--------------------------|---|
| African Traditional Religion |                  |                       |                   |                          |   |
| Christianity                 |                  |                       |                   |                          |   |
| Islam                        |                  |                       |                   |                          |   |

### Activity Instructions

- You will be asked to dramatise how you relate the moral lessons from worship to your life.
- In groups of mixed faith, you will be asked to identify the types of prayer in the three major religions and present findings in class for discussion.
- You will be asked to use skits to demonstrate how prayer is performed in the three major religions.
- You will be asked to compare the use of prayer across the three different religions in Ghana and identify similarities and differences.

### Teaching Resources

Bible, Qur'an, the Cross, musical instruments, video clips/pictures of the worship life of the three main religions in Ghana

### In-Class Assessment Task

Copy the worksheet above and fill in the blank spaces. Identify activities which are common to all the religions. Identify those activities which can be found in only one or two religion(s). Indicate the moral lessons which are found in worship.





## Homework Task

- Consult a pastor/priest/Imam and parents to explain why we must be in constant touch with God? Present your work in class for discussion.
- Your teacher will put you into three groups. Each group will visit a place of worship of one of the three main religions in Ghana for an observation of prayer. You will present a report for a class discussion.

### Go with a small note book and write notes on the following:

- i. What preparations do the people do before prayer?
- ii. How do they pray?
- iii. What do they say when they pray?
- iv. Do they use any items as part of prayer?
- v. How do they use the items?
- vi. Why do they use the items?
- vii. What body movements or signs do they make when praying?
- viii. Do you observe any expression on the faces of those praying, for example, happiness, sadness, showing regret?



## STRAND 3: THE FAMILY AND THE COMMUNITY

### Sub-Strand 1: The Family Systems

| Content standard                                   | B7 3.1.1. Recognise the Importance of the Family Systems  |
|--|---|
| What you should know already                       | You know members of your family such as your father, mother, your siblings, your grandmother, grandfather, your aunts and uncles.   |
| What will you learn? What skills will you develop? | <ul style="list-style-type: none"><li>• You will learn about the meaning of family and the types of families we have in Ghana; you will identify the role of members of the family and explain some of the teachings of the three main religions in Ghana on the family. Finally, you will describe ways of promoting good relationships among family members.</li><li>• You will also learn values such as patience, respect, obedience, tolerance, transparent, accountability, forgiveness and support to family members.</li><li>• You will learn some skills. Among them are listening and presentation skills; how to work with others to achieve goals of a group; and skills and values you need when using the internet.</li></ul> |
| Language and vocabulary you will need to use       | Nuclear Family, Extended Family, Kinsmen  |



|  |   |
|--|---|
| <p>Ways to extend your understanding</p>                   | <ul style="list-style-type: none"><li>• With the help of your parents/guardians, create/draw a poster to show your family tree.</li><li>• You will be asked to role play or dramatise how to promote good relationships in the family.</li><li>• Write down what you do to help your parents/guardians and the things they do for you in your daily diary. At the end of one week write an essay on the topic 'The role of my parents/guardians in my life and what I also do for them'.</li></ul>  |
| <p>Things you will need to remember for future lessons</p> | <ul style="list-style-type: none"><li>• The family is a group of people related by blood, marriage or adoption.</li><li>• In Ghana, there are two types of family systems, the nuclear and the extended.</li><li>• Different members of the nuclear and extended family play different and important roles but there can be problems with each type of family.</li><li>• All the religions in Ghana teach on the family and how to maintain a healthy relationship in the family.</li><li>• Good inter-personal relationships in the family help to promote a healthy family and a healthy society.</li></ul> |







## Worksheet Three

| Types of Family | Role in the Family | Advantages | Disadvantages |
|-----------------|--------------------|------------|---------------|
| Nuclear Family  |                    |            |               |
| Extended Family |                    |            |               |

### Activity Instructions

Your teacher will guide you to explain the meaning of family.

Your teacher will help you to use a sketch to demonstrate the role members of the family play in the family. After the sketch, your teacher will ask you to write an essay on the role members of the family play in the family.

### Teaching Resources

- A chart of a family tree
- Video clips/pictures to depict nuclear and extended families

### In-Class Assessment Task

Copy the worksheet above and complete each section giving as much detail and as many examples as possible.

### Homework Task

Your teacher will put you into groups and ask you to find out at home why there is the need for family members to relate very well among themselves. You will present your findings in class for a discussion.





## STRAND 4: RELIGIOUS LEADERS AND PERSONALITIES

### Sub-Strand 1: Religious Leaders

| Content standard                                   | <b>B7 4. 1.1.1. Outline the mission and exemplary life of Religious Leaders in the three major religions in Ghana</b>   |
|--|---|
| What you should know already                       | You know the names of some religious leaders such as Jesus Christ, Prophet Muhammad (PBUH) and Okomfo Anokye.   |
| What will you learn? What skills will you develop? | <ul style="list-style-type: none"> <li>• You will learn about the early life and call of the religious leaders of the three main religions. You will also learn about their ministries and moral lessons in their life.</li> <li>• Among the values you will learn and apply in your life are humility, forgiveness, unity and selflessness.</li> <li>• You will also learn skills such as how to obtain information from the internet and the proper ways of behaving when you are using the internet. You will also learn how to work with others in a group, conflict management and some skills that will help you to develop yourself and to be creative.</li> </ul> |
| Language and vocabulary you will need to use       | <b>Leaders, Call, Ministry, Mission, Exemplary Life, Personality</b>  |
| Ways to extend your understanding                  | <ul style="list-style-type: none"> <li>• Go to the internet to watch movies on the lives of the religious leaders. Some of the movies are cartoons available at YouTube such as: Muhammad: The Last Prophet, Amazing Stories about the Advice of Muhammad, The Life of Jesus, The Birth of Jesus, Super Book Episode 9: The Miracles of Jesus, The Golden Stooland The Legendary Nana Yaa Asantewaa &amp; The Golden Stool. Or read about their lives from the scriptures or ask an elderly person</li> </ul>   |





|   |   |
|---|---|
|   | <ul style="list-style-type: none"><li>• about the life of a local religious leader. Write down what you like about the moral life of each one of them. Indicate strategies you will use to copy aspects you admire about their lives.</li><li>• Write an essay to indicate the moral values learned from the Religious Leaders.</li><li>• You will be divided into three groups, each group will pick one of the following and create a poster.<ol style="list-style-type: none"><li>i. Key events of the latter part of the life of Jesus Christ</li><li>ii. Key events of the latter part of the life of Muhammad (S.A.W.)</li><li>iii. Key events of the life of one selected indigenous religious leader.</li></ol></li></ul> |
| Things you will need to remember for future lessons | <ul style="list-style-type: none"><li>• There are important aspects in the early lives and calling of the religious leaders of the three main religions in Ghana.</li><li>• Followers of a religion believe that God chooses the right people to do His work on earth.</li><li>• Through the ministries of different religious leaders, followers of a faith believe that God reveals to humans how God wants humans to behave. Religious leaders demonstrate clear moral values. Following the lives and moral teachings of religious leaders leads to good conduct.</li></ul>   |





## Worksheet Four

| Religious Leader                     | Call/Aspects of Ministry | Moral Lesson(s) |
|--------------------------------------|--------------------------|-----------------|
| Indigenous Ghanaian Religious Leader |                          |                 |
| Jesus Christ                         |                          |                 |
| Prophet Muhammad                     |                          |                 |

### Activity Instructions

Your teacher will help you to perform a sketch on the exemplary life of these religious leaders.

### Teaching Resources

- Pictures/video clips, Bible (E.g. Matt.1,2,3 and 4; Lk.1,2,3,and 4; Matt.5-7; Matt.13:1-23; Mk.4:1-20; Lk.8:4-15; Lk.10:25-37; Lk.15:11-31) Qur'an (E.g. Q96:1-5; 16:90; 4:58; 17:23-24) and Oral Traditions
- With the use of the internet, find more information about the religious leaders.

### In-Class Assessment Task

Copy the worksheet above and complete each section giving as much detail and as many examples as possible.

### Homework Task

Your teacher will also ask you to write an essay on the topic 'How I will apply the exemplary life of one religious leader in my life'.





## STRAND 5: ETHICS AND MORAL LIFE

### Sub-Strand 1: Manners and Decency

| Content standard                                   | <b>B7 5.1.1.1. Develop good manners and learn how to apply them in their daily lives.</b>  |
|--|--|
| What you should know already                       | In the home sometimes when you behave very well your parents become happy and say, 'You are a good person'. Sometimes, however, you are punished for certain behaviours.   |
| What will you learn? What skills will you develop? | You are going to learn about behaviours considered to be good manners in society and discuss the importance of good manners, chastity and decency. You will also learn the reasons why you should live a chaste life and discuss the teachings of the three main religions on manners, decency and chastity. You will learn about values such as obedience, respect, tolerance and humility and how to make these part of your life. You will learn skills such as critical thinking; how to identify yourself with your culture and be part of the global world, and personally develop yourself by having the ability to set and maintain your personal standards and values. Another skill you will learn is how to obtain information from the internet and the proper ways of behaving when you are using the internet. |
| Language and vocabulary you will need to use       | Manners, Decency, Chastity   |





|  |  |
|--|--|
| <p>Ways to extend your understanding</p>                   | <ul style="list-style-type: none"><li>• Ask your pastor/imam/your Sunday school teacher/your parents/an elderly person to give you passages in the Bible or Quran or oral traditions that talk about good manners and decency. You can also find such passages and oral traditions on the internet. Every day, read one passage or oral tradition and discuss it with your friends on how you can make the good behaviour part of your life.</li><li>• Role play with your friends what to say if someone gives them a gift or if you offend another friend. "What would you do if....?"</li></ul> |
| <p>Things you will need to remember for future lessons</p> | <ul style="list-style-type: none"><li>• Manners and decency refer to behaviours acceptable in a society.</li><li>• The teachings of decency and good manners may be seen as an outmoded way of life coming from the older generation but they are very important today as there were years back.</li><li>• Living a decent and chaste life leads to personal and societal development.</li></ul>   |





## Worksheet Five

Complete the sentences below.

Explain the following terms:

Chastity: .....

Manners: .....

Decency: .....

What would I do/say if .....?

I wrongly accuse my friend .....

I enter someone's house .....

I find a lost item .....

I open a door and someone is immediately following me .....

Someone gives me a gift .....

I am sitting in a seat on a bus and an elderly person/pregnant lady has no place to sit .....

A friend is hungry and I have enough food .....

I need something which belongs to another person .....

I accidentally bump or run into another person.....

I do something wrong.....

I am going down the stairs and an elderly person is coming up .....

.....

### Activity Instructions

Your teacher will guide you to act a short play with the title 'It pays to be good mannered'. After wards, you will discuss the play in class.

### Teaching Resources

- Video clips/pictures to show acts of decency, chastity and good manners.
- Use the internet to find more information on decency, chastity and good manners. There are interesting cartoons on decency/good manners at YouTube.

### In-Class Assessment Task

Copy the worksheet above and complete each section giving as much detail and as many examples as possible.





## Homework Task

Use the internet to find more information on decency, chastity and good manners. Or do a research in your community on decency, chastity and good manners. Use the information to do the work below.

Examples of good manners and why they are important. Provide as many examples as you can

Examples of good manners

Reasons why it is important

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. Etc.

Your teacher will ask you to write an essay on the topic 'How can we live a descent life' and present the essay in class for discussion.







## STRAND 6: RELIGION AND ECONOMIC LIFE

### Sub-strand 1: Work and Entrepreneurship

| Content standard                                   | B7 6.1.1: Cultivate the need for hard work and develop the spirit of entrepreneurship   |
|--|---|
| What you should know already                       | You know the work your parents/guardians do. You also know that there are professions such as teaching, nursing, carpentry and farming.   |
| What will you learn? What skills will you develop? | <p>You will understand the meaning of work and entrepreneurship and learn the reasons why work is important from the ethical teachings of the three main religions. You will also learn the steps to take to become a successful entrepreneur and reasons why there is the need to become an entrepreneur.</p> <p>The values you will learn include hard work, co-operation, financial management, planning, time management, financial independence and respect for different types of work. You will also learn some skills. They include listening and presentation, creativity, critical thinking and personal development. You will also learn about the effect of globalisation on culture and develop skills to resist the bad aspects of globalisation.</p> |
| Language and vocabulary you will need to use       | Entrepreneurship, Economics, Work, Financial Management, Planning, Time Management, Financial Independence, Globalisation   |





|  |  |
|--|--|
| <p>Ways to extend your understanding</p>                   | <ul style="list-style-type: none"><li>• Identify any craft you love doing in Career Technology and in Creative Art and Design. Ask your parents/guardians to buy some of the items used to make the craft. Make some of the craft and with the help of your parents/guardians sell them to get your own money to make more for sale. Discuss with your parents/guardians how you should save the money.</li><li>• In case you cannot raise enough money, you can partner with some of your friends to do it.</li></ul> |
| <p>Things you will need to remember for future lessons</p> | <ul style="list-style-type: none"><li>• God wants humans to work hard to take care of ourselves, our families and the needy in society.</li><li>• There are various types of work and each work is important.</li><li>• Being an entrepreneur gives financial independence and creates employment.</li><li>• To be an entrepreneur, one needs to plan and make good use of time and money.</li></ul>   |



## Worksheet Six

| Types of Work                        | Examples |
|--------------------------------------|----------|
| Domestic                             |          |
| Community                            |          |
| School                               |          |
| Work for livelihood/<br>Occupational |          |
| Religious work                       |          |

- Who is an entrepreneur? .....
- State five reasons why is it important for a person to become an entrepreneur?  
.....
- List the steps to take to be an entrepreneur.
  1. ....
  2. ....
  3. ....
  4. Etc.

### Activity Instructions

Your teacher would either bring an entrepreneur to your class or ask you to visit them to discuss their work with you.

### Teaching Resources

Pictures of various types of work; the internet to look for various professions and what each does and to learn more on entrepreneurship; a successful local entrepreneur or a case study material of a successful entrepreneur for the purpose of analysing how the entrepreneur went about setting up their business; Bible and Qur'an.





### **In-Class Assessment Task**

Copy the worksheet above and complete each section giving as much detail and as many examples as possible.

### **Homework Task**

- You will be put into three groups to take a field research in your community to find out how to become a successful entrepreneur and present findings for class discussion.  
Or
- You will be asked to create a poster outlining the steps that you would go through to set up your own company and indicate challenges and ways that these could be overcome.

