

SECOND TERM LESSON NOTES

WEEK 7

Date: 24 th JUNE, 2022	DAY:	Subject: R.M.E
Duration:	Strand: Rel. Leaders & Personalities	
Class: B7	Class Size:	Sub Strand: Religious Leaders
Content Standard: B7 4.1.1: Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.	Indicator: B7 4.1.1.1: Discuss the early life and call of indigenous religious leaders	Lesson: 1 OF 2
Performance Indicator: Learners can describe the early life and call of some traditional leaders	Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4:	
References: R.M.E Curriculum Pg. 13-14		
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 early life of Jesus christ and Prophet Mohammed.</p> <p>Have learners discuss the call of an indigenous religious leader. Example: Okomfo Anokye, Egya Ahor, Toha Zie, Togbe Tsali, Osofo Okomfo Damoah, etc.</p> <p>Show pictures or video clips to depict the birth and early life of religious leaders.</p> <p><u>OKOMFO ANOKYE</u> Okomfo Anokye was not the founder of an African traditional religion. He was the greatest traditional fetish priest in the history of traditional religion in Ghana. his real name was Kwame Agyei Frimpong. Hy7ye was born around the year 1640 at Awukugua in Akuapem in the Eastern Region of Ghana. His father's name was Agya Annor and mother's name was Maame Nkobe. Okomfo Anokye stayed with a king called Nana Ansah Sasraku where he learnt a lot of things.</p> <p><u>EGYA (OSOFO) AHOR</u> <i>Egya Ahor was the chief priest of the Fante state god called Akyen He was among the eminent Fante leaders who led the Fantes in their migration from Techiman to their present settlement He operated from his shrine called "Akyen" where people consulted the gods and oracles and sought medical treatment for their ailments He prepared many medicinal herbs and concoctions that protected the people from many diseases, evil spirits, calamities and infections</i></p>	Wall charts, wall words, posters, video clip, etc.

	<p><i>He also predicted times and seasons for the people to help them in their farming and fishing expeditions. He could tell when there will be rain, drought, windy conditions and bush fires. This enabled the people to plan their activities without fear of climatic failure.</i></p> <p><i>During the Akyenmu festival, he offered sacrifices and poured libation on behalf of the people. This gave them protection and divine direction: He ensured that there was always peace and unity among the Fantes He planted a tree which symbolized peace in Fanteland. He devoted much of his time to the service of the Fante state. He was a great farmer and a hunter.</i></p> <p>Guide learners to discuss what they have heard about Okomfo Anokye and Egya Ahor.</p> <p>In groups, ask learners to dramatize or role-play the call of Okomfo Anokye and Egya Ahor.</p> <p><u>Assessment</u> Let learners write on the call of Okomfo Anokye and Egya Ahor and present their works to class for discussion</p>	
<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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Content Standard: B7 4.1.1: Identify the key features and moral messages of the call and ministry of Religious Leaders in the three major religions.	Indicator: B7 4.1.1.1: Discuss the early life and call of indigenous religious leaders	Lesson: 2 OF 2
Performance Indicator: Learners can describe the early life and call of some traditional leaders	Core Competencies: CC7.4: CC7.5: CC8.3: CC8.4: CC 9.1: CC 9.4:	
References: R.M.E Curriculum Pg. 13-14		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to review their understanding in the previous lesson. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	<p>Have learners discuss the call of an indigenous religious leader. Example: Okomfo Anokye, Egya Ahor, Toha Zie, Togbe Tsali, Osofo Okomfo Damoah, etc.</p> <p>Show pictures or video clips to depict the birth and early life of religious leaders.</p> <p><u>TOGBE TSALI</u> <i>Togbe Tsali was a great Anlo Traditional leader who had super natural powers. He was a member of the Tsiamé royal clan of present day Volta Region. He lived during the reign of the wicked king called Agorkoli at Notsie. As a result of the wicked treatment the people received from their king, he decided to run away to a new location (Eweland) with some of the people.</i></p> <p><i>He transformed himself into a flying spirit and surveyed the Eweland. On his return. Tsali convinced the people that the land is good; hence, they should run at night and possess it. Late in the night, they poured water on the land to make it dust free in order to escape without being detected. When king Agorkoli realized the next day that most of his people had fled, he organized his army to chase them and bring them back. However, on their way. Togbe Tsali asked the people to move backwards. This confused the soldiers because they could not determine the direction the people moved. Other account has it that he changed into a mouse and changed the direction of their footprints in order to confuse the soldiers of king Agorkoli.</i></p> <p><i>When they arrived at the Eweland, he took to farming and hunting. He cleared a large portion of land in a day, caused rain to fall on the land. He planted maize which matured and was harvested on the same day.</i></p>	Wall charts, wall words, posters, video clip, etc.

	<p><i>Since there was no rain on the other farm lands, the people were forced to buy food from him alone. This made the people unhappy because he had used his supernatural power to satisfy his selfish ends.</i></p> <p>Guide learners to discuss what they have heard about Togbe Tsali.</p> <p>In groups, ask learners to dramatize or role-play the call of Togbe Tsali.</p> <p><u>Assessment</u> Let learners write on the call of Togbe Tsali and present their works to class for discussion.</p>	
<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>	