

FIRST TERM
WEEKLY LESSON NOTES
WEEK 6

Week Ending: 17-02-2023		DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Religious Practices	
Class: B8	Class Size:	Sub Strand: Puberty Rites	
Content Standard: B8 2.1.1: Explain rites of passage and identify the moral lessons in them.		Indicator: B8 2.1.1.2: Explain physical and emotional changes that characterize puberty	Lesson: 1 OF 2
Performance Indicator: Learners can explain physical and emotional changes that characterize puberty		Core Competencies: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
References: R.M.E Curriculum Pg. 26			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: MAIN	Brainstorm learners to explain the meaning of puberty. <i>It is the transition from childhood to adulthood. It occurs between the ages of 10 to 19 (WHO).</i> Discuss physical and emotional changes that occur at puberty Physical changes in girls at puberty: <ul style="list-style-type: none"> • Growing of pubic hair • Menstruation • Breasts develop and increase in size • Hips widen • Change in height, etc. Physical changes in boys at puberty: <ul style="list-style-type: none"> • Pubic hair • Break in voice • Sperms development • Penis grows bigger • Change in height etc. Emotional changes in both sexes: <ul style="list-style-type: none"> • Curiosity • Adventurous • Conflict of identity (not child, not adult) • Mood swings • Development of the urge to have sex, etc. Learners to write their concerns relating to puberty anonymously and place them in a box. The teacher discusses these concerns in class to address any fears or misconceptions about puberty. <u>Assessment</u>	Pictures and charts	

	<ol style="list-style-type: none">1. What is puberty?2. State three secondary sexual characteristics in<ol style="list-style-type: none">i. Boysii. Girls3. Describe the emotional changes of adolescents during puberty	
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>	

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Content Standard: B8 2.1.1: Explain rites of passage and identify the moral lessons in them.	Indicator: B8 2.1.1.2: Explain physical and emotional changes that characterize puberty	Lesson: 2 OF 2
Performance Indicator: Learners can explain physical and emotional changes that characterize puberty		Core Competencies: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:
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Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Guide learners to discuss the need to observe personal hygiene during puberty.</p> <p>Guide learners explain puberty rites as special rituals or ceremonies that are performed for females and males to mark the transition from childhood to adulthood.</p> <p>Using pictures and videos, discuss some puberty rites in Ghana. Example: Dipo rites among female krobos. <i>The Krobos are found in the Yilo and Manya Districts in the Eastern Region of Ghana.</i> <i>Dipo is the name of the puberty rites that are performed to initiate girls who have reached puberty into womanhood. A girl who takes part in the puberty rites is called "Dipo-yo" (Dipo girl). The Dipo rites are held in the month of February. During this time, an announcement is made on behalf of the Earth Goddess (Nene Kloweki) that any parent with a daughter at puberty stage should come out to make her a Krobo woman.</i></p> <p>Guide learners to identify the stages of the Dipo rites and narrate what happens in within the five days. <u>First Day</u> <i>The first ceremony begins on a Thursday or Sunday which is a sacred day for Nene Kloweki.</i> <i>The first part of the ceremony is known as "Kpawomi" (tying of string). In this ceremony, the normal beads women wear around their waist are replaced by a simple string with only one reddish bead. After shaving, a raffia fibre is tied around her neck. The girl now becomes a dipo-yo."</i></p> <p><u>Second Day</u> <i>It involves the spiritual cleansing of the girls. They are taken to a nearby river and bathed.</i></p>	Pictures and charts

	<p><i>They are taught to practice hygiene by the older women performing the rites. On returning from the riverside they are made to taste non-Krobo foods, such as groundnut and sugar cane, three times.</i></p> <p><u>Third day</u> <i>The third day is the day of truth where the priestess performs certain rituals to find out about the virginity of the girls. They are painted with clay and a pot made of clay is placed on the chest of each girl, etc.</i></p> <p><u>The Fourth Day</u> <i>This day is a holy day in the Dipo celebration. They are confined in a room and go through lessons on womanhood with the priestess. They are taught on ways of becoming good wives, issues on sex, marriage, child-bearing and family responsibilities, etc.</i></p> <p><u>Fifth Day</u> <i>The fifth day is usually the last day of the celebration. The girls are dressed in colorful and expensive traditional Kente clothes and beads provided by their parents. A durbar is organized for them, etc.</i></p> <p><u>Assessment</u> Outline the stages involved in Dipo rites State the importance of Dipo rites to the initiate.</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>	