

FIRST TERM

WEEKLY LESSON NOTES

WEEK 8

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| Week Ending: 03-03-2023 | | DAY: | Subject: R.M.E |
| Duration: 60MINS | | Strand: Religious Practices | |
| Class: B8 | Class Size: | Sub Strand: Marriage Rites | |
| Content Standard: B8 2.1.1: Explain rites of passage and identify the moral lessons in them. | | Indicator: B8 2.1.1.4: Describe how a marriage is contracted in the three main religions in Ghana | Lesson: 1 OF 2 |
| Performance Indicator: Learners can describe how a marriage is contracted in the three main religions in Ghana | | 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. 33 | | | |
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| 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 term marriage. <i>Marriage is a legal union between two adults (man and woman) and their families.</i> Guide learners to identify and explain the types of Marriage Ceremonies (Rites). o Customary/Traditional Marriage, o Islamic marriage and o Christian marriage. Describe how marriage is performed in the three major religions. A. Indigenous African Religion Every ethnic group has its own way of performing the marriage ceremony. However, there is a general pattern to follow: <ul style="list-style-type: none"> • Expression of interest by the man's family • Background investigation by both families • Giving of a list of items by the family of the female to the male's family • Knocking ceremony • Fixing of date for the performance of the marriage ceremony • Payment of bride gift, etc. B. Christianity Christian marriage goes through the following procedure: • Expression of interest by the man's family • Courtship and counselling • Traditional marriage rites • Wedding/blessing ceremony (exchange of vows and rings). | Pictures and charts | |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. | | |

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| Content Standard: B8 2.1.1: Explain rites of passage and identify the moral lessons in them. | Indicator: B8 2.1.1.4: Describe how a marriage is contracted in the three main religions in Ghana | Lesson: 2 OF 2 |
| Performance Indicator: Learners can describe how a marriage is contracted in the three main religions in Ghana | | 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 | Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners. | |
| PHASE 2: MAIN | Describe how marriage is performed in Islamic religion. <u>Islam</u> The process includes the following procedure: <ul style="list-style-type: none"> • Proposal and acceptance of a woman in marriage (ijawal-qubal). • Wali - consent of the two families • Payment of dowry (mahr or sadiqat) • Marriage (al-nikah) – Deliverance of a sermon by imam to bless the marriage. There should be two sincere honest witnesses from each family. • Merrymaking (walima), etc. In three groups, learners use a short sketch to demonstrate how marriage rites are performed in each of the three religions. Guide learners to Identify and explain the importance of marriage rites. Importance of marriage rites <ul style="list-style-type: none"> • <i>Legitimacy to the marriage</i> • <i>Introduction of the couple to the community</i> • <i>Couple learns their roles and responsibilities in marriage</i> • <i>Discourage irresponsible sexual behaviour, etc</i> | Pictures and charts |
| PHASE 3: REFLECTION | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. | |