

**FIRST TERM  
WEEKLY LESSON NOTES  
WEEK 10**

**REVISION AND END OF TERM ASSESSMENT**

<b>Week Ending:</b> 17-03-2023	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS	<b>Strand:</b> Strands for the term	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.	<b>Indicator:</b> Recall and summarize all what they have learnt within the term	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can recall and summarize all what they have learnt within the term		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:
<b>References:</b> R.M.E Curriculum Pg. 33		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: MAIN</b>	<p>Revise with learners on the three main religion in Ghana and what they believe.</p> <p>Put learners in groups according to the ethnicity, (i.e. Akan, Ewe, Dagombas). Let them discuss the creation story.</p> <p>Each group presents their findings to the class. Example: <b>THE AKAN MYTH ON CREATION</b> The Akans are the largest ethnic group in Ghana. They include, the Assins, Ashantis, Akims, Aowin, Adansis and Fantes. They believe that creation took the following ways: 1. God, called "Onyankopon" created all the things on the earth and in heaven in definite manner and order. 2. Onyankopon created the sky, water bodies, plants and minerals one after the other to fill the land and heaven. etc</p> <p><b>THE EWE MYTH ON CREATION</b> The Ewes are largely found in the Volta Region of Ghana. They believe that creation took the following form: 1. God, called "Mawu" created everything on the earth and in heaven. 2. Before He created everything, the world was without form. It was completely dark, etc.</p> <p>Learners in groups describe the naming ceremonies in the three major religions. Guide learners to discuss the importance of naming ceremonies. Importance</p>	Pictures and charts

	<ul style="list-style-type: none"> <li>• Moral education</li> <li>• Acceptance of the child into human society</li> <li>• The child is given a name and identity</li> <li>• It brings people together and unites them etc.</li> </ul> <p>Learners to role play a naming ceremony in their community</p> <p><u>Assessment</u> Give account of the creation story according to the Akans and Ewes.</p>	
<p>PHASE 3: <b>REFLECTION</b></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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<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.		<b>Indicator:</b> Preparation towards vacation	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can answer all end of term assessment questions in their exercise books.		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References:</b> R.M.E Curriculum Pg. 33			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
PHASE 1: <b>STARTER</b>	Ask learners to bring and display all the materials needed for the assessment.  Educate them on the consequences of examination mal practice.	Exercise books, pen, pencils, erasers, Answer sheets.	
PHASE 2: <b>MAIN</b>	Engage learners to arrange themselves properly to sit for the assessment test.  Mark learners answer sheets or exercise books.  Fill in learner's SBA books and report cards.  Distribute learners answer sheets or exercise books for feedback.	SBA, Assessment Questions and exercise books.	