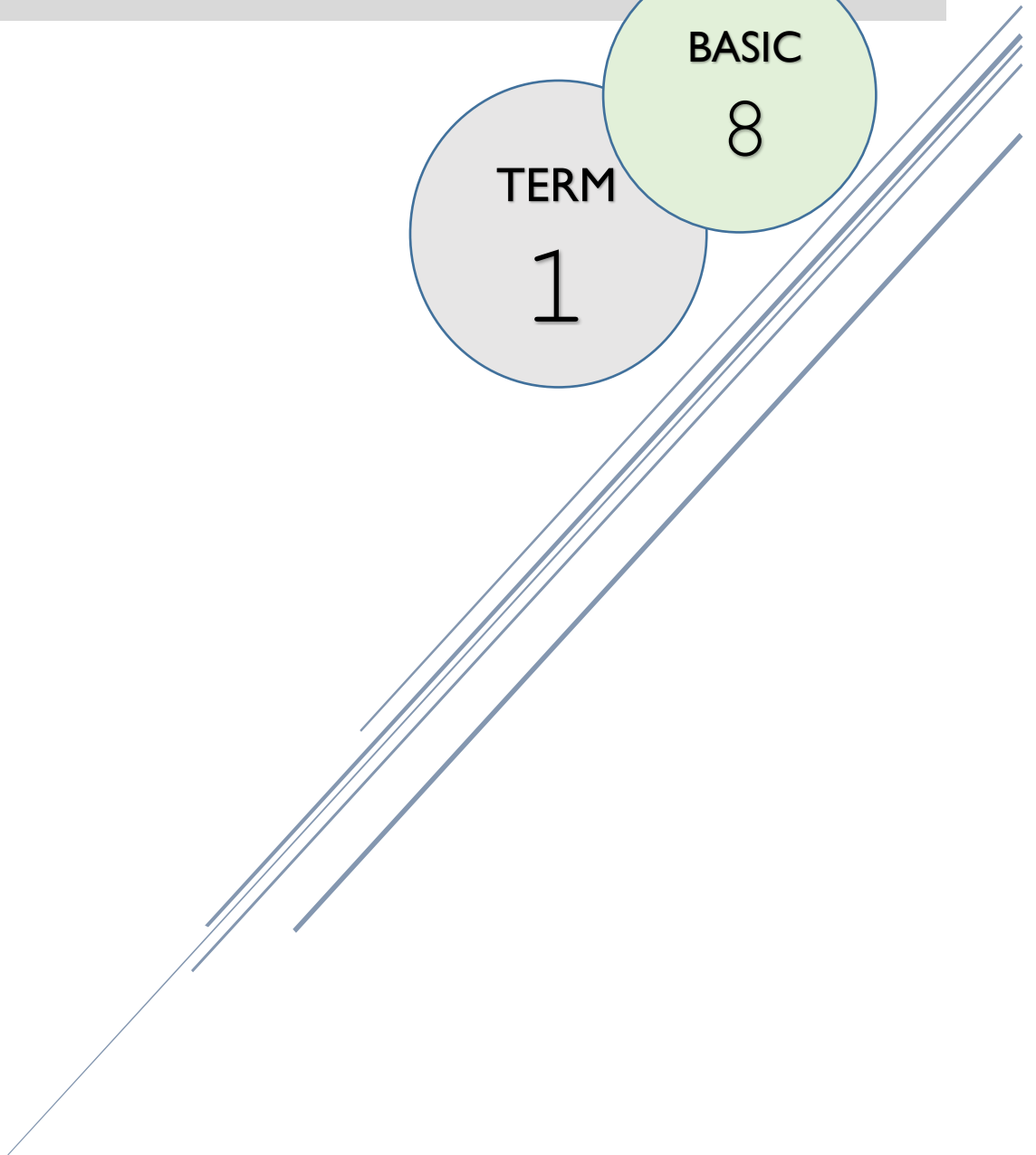
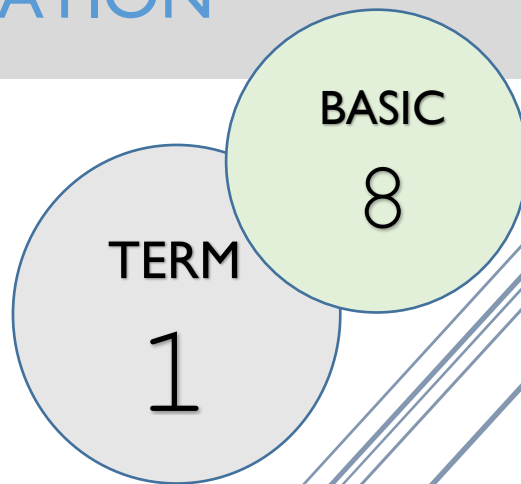


LESSON PLANS FOR JUNIOR
HIGH SCHOOLS
RELIGIOUS AND MORAL
EDUCATION



FAYOL INC
0547824419

TERM I SCHEME OF LEARNING

WEEKS	STRAND	SUB STRAND	INDICATORS	RESOURCES
1	God's Creation & Attributes	Christian Creation Stories	B8 1.1.1.1	Pictures, wall charts, etc.
2		Islamic Creation Stories	B8 1.1.1.1	Pictures, wall charts, etc.
3	God's Creation & Attributes	ATR Creation Stories	B8 1.1.1.1	Pictures, wall charts, etc.
4		Moral values of creation stories	B8 1.1.1.2	Pictures, wall charts, etc.
5	Religious Practices	Rites Of Passage (Naming Ceremony)	B8 2.1.1.1:	Pictures, wall charts, etc.
6		Rites Of Passage (Puberty Rites)	B8 2.1.1.2:	Pictures, wall charts, etc.
7	Religious Practices	Rites Of Passage (Puberty Rites)	B8 2.1.1.3	Pictures, wall charts, etc.
8		Rites Of Passage (Marriage Rites)	B8 2.1.1.4	Pictures, wall charts, etc.
9	Religious Practices	Rites Of Passage (Marriage Rites)	B8 2.1.1.4	Pictures, wall charts, etc.
10		Rites Of Passage (Death Rites)	B8 2.1.1.5	Pictures, wall charts, etc.
11		Moral lessons in the rites of passage	B8 2.1.1.6	Pictures, wall charts, etc.

FIRST TERM
WEEKLY LESSON NOTES
WEEK 1

Week Ending:	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: God's Creation & Attributes
Class: B8	Class Size:	Sub Strand: Christian Creation Stories
Content Standard: B8 1.1.1: Outline and explain the moral lessons in the creation stories of the three main religions in Ghana.	Indicator: B8 1.1.1.1: Discuss the creation stories of the three main religions in Ghana	Lesson: 1 OF 2
Performance Indicator: Learners can narrate Christian Creation Stories		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	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Revise with learners on the three main religion and what they believe.</p> <p>Have learners give account of the creation story according to Christians.</p> <p><u>Day One</u> - God created the heaven and the earth - God created the light and darkness</p> <p><u>Day Two</u> God created water bodies and the sky</p> <p><u>Day Three</u> God created the land, sea and vegetation (plants)</p> <p><u>Day Four</u> God created the sun, the moon, planets, and stars</p> <p><u>Day Five</u> God created the birds and animals</p> <p><u>Day Six</u> God created other animals on the land and humankind</p> <p><u>Day Seven</u> God rested on the Seventh Day. God blessed the seventh day and made it holy.</p> <p><u>Assessment</u> Give account of the creation story according to Christians.</p>	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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Week Ending:	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: God's Creation & Attributes	
Class: B8	Class Size:	Sub Strand: Christian Creation Stories	
Content Standard: B8 I.1.1: Outline and explain the moral lessons in the creation stories of the three main religions in Ghana.		Indicator: B8 I.1.1.1: Discuss the creation stories of the three main religions in Ghana	Lesson: 2 OF 2
Performance Indicator: Learners can narrate Christian Creation Stories		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	Guide learners to discuss the useful lessons to learn from the Christian story of creation. 1. God created all things in a given period of time and in an orderly manner. 2. God saw that all the things he created were good. 3. God created humanity to take control and dominion over His creation. 4. God blessed all the things He created and rested on the Seventh Day.	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.		

FIRST TERM
WEEKLY LESSON NOTES
WEEK 2

Week Ending:	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: God's Creation & Attributes
Class: B8	Class Size:	Sub Strand: Islamic Creation Stories
Content Standard: B8 I.1.1: Outline and explain the moral lessons in the creation stories of the three main religions in Ghana.		Indicator: B8 I.1.1.1: Discuss the creation stories of the three main religions in Ghana
Performance Indicator: Learners can narrate Islamic Creation Stories		Lesson: I OF 2
References: R.M.E Curriculum Pg. 26		Core Competencies: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:
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>Revise with learners on the three main religion in Ghana and what they believe.</p> <p>Have learners give account of the creation story according to Islam. The Qur'an states that Allah created the world and everything in it in six days. Creation was by divine command, God said "be and it was". Allah created the moon and the sun to give light during the day and night.</p> <p>Allah created heaven and earth so that man can know His power and majesty. According to the Qur'an, humankind was created in stages or step by step or gradually or systematically. Humankind was created from the mixture of male and female seminal fluid or secretions (Q53:45-46).</p> <p>Adam was the first man to be created, followed by Hawa. After fertilization the resulting organism settles in the mother's uterus like a seed (Q53:45-46) Humankind's creation through reproduction began with the delivery of Hawa (Eve), the wife of Adam of their first set of twins.</p> <p>Guide learners to discuss the stages in which humankind was created</p> <ul style="list-style-type: none"> • Dust stage • Sperm drop stage • Blood clot • Childhood stage • Adulthood stage • Old man stage 	Pictures and charts

	<u>Assessment</u> Give account of the creation story according to Christians.	
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.	

Week Ending:	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: God's Creation & Attributes	
Class: B8	Class Size:	Sub Strand: Islamic Creation Stories	
Content Standard: B8 I.1.1: Outline and explain the moral lessons in the creation stories of the three main religions in Ghana.		Indicator: B8 I.1.1.1: Discuss the creation stories of the three main religions in Ghana	Lesson: 2 OF 2
Performance Indicator: Learners can narrate Islamic Creation Stories		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	Guide learners to discuss the useful lessons to learn from the Christian story of creation. 1. God created all things in a given period of time and in an orderly manner. 2. God saw that all the things he created were good. 3. God created humanity to take control and dominion over His creation. 4. God blessed all the things He created and rested on the Seventh Day. <u>Assessment</u> Identify and explain four importance of creation to humankind.	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.		

FIRST TERM
WEEKLY LESSON NOTES
WEEK 3

Week Ending:	DAY:	Subject: R.M.E
Duration: 60MINS	Strand: God's Creation & Attributes	
Class: B8	Class Size:	Sub Strand: ATR Creation Stories
Content Standard: B8 I.1.1: Outline and explain the moral lessons in the creation stories of the three main religions in Ghana.	Indicator: B8 I.1.1.1: Discuss the creation stories of the three main religions in Ghana	Lesson: 1 OF 2
Performance Indicator: Learners can narrate ATR Creation Stories		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	Revise with learners on the three main religion in Ghana and what they believe. Put learners in groups according to the ethnicity, (i.e. Akan, Ewe, Dagombas). Let them discuss the creation story. Each group presents their findings to the class. Example: THE AKAN MYTH ON CREATION 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: <i>1. God, called "Onyankopon" created all the things on the earth and in heaven in definite manner and order.</i> <i>2. Onyankopon created the sky, water bodies, plants and minerals one after the other to fill the land and heaven. etc</i> THE EWE MYTH ON CREATION The Ewes are largely found in the Volta Region of Ghana. They believe that creation took the following form: <i>1. God, called "Mawu" created everything on the earth and in heaven.</i> <i>2. Before He created everything, the world was without form. It was completely dark, etc.</i> <u>Assessment</u> Give account of the creation story according to the Akans and Ewes.	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.	

Week Ending:	DAY:	Subject: R.M.E
Duration: 60MINS	Strand: God's Creation & Attributes	
Class: B8	Class Size:	Sub Strand: ATR Creation Stories
Content Standard: B8 1.1.1: Outline and explain the moral lessons in the creation stories of the three main religions in Ghana.	Indicator: B8 1.1.1.1: Discuss the creation stories of the three main religions in Ghana	Lesson: 2 OF 2
Performance Indicator: Learners can narrate ATR Creation Stories	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	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<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: THE DAGOMBAS MYTH ON CREATION The Dagombas are mostly found in the Northern Region of Ghana, especially Tamale and Yendi. Their story of creation is as follows: <i>1. The Great chief (God) called "Naawuni" created the heaven and the earth and all the things in them in six days.</i> <i>2. He also created the spirits and the other lesser gods called bola to serve as His messengers. They were to also serve as intermediary between Him and humanity.</i></p> <p>Guide learners to discuss the purpose and usefulness of God's creation. Example: <i>1. For the comfort of humankind and other creatures</i> <i>2. Humankind is created to serve God</i> <i>3. Humankind to care for other creatures</i></p> <p><u>Assessment</u> Write four purpose and usefulness of God's creation.</p>	Pictures and charts
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>	

FIRST TERM
WEEKLY LESSON NOTES
WEEK 4

Week Ending:	DAY:	Subject: R.M.E
Duration: 60MINS	Strand: God's Creation & Attributes	
Class: B8	Class Size:	Sub Strand: Moral Values of Creation Stories
Content Standard: B8 1.1.1: Outline and explain the moral lessons in the creation stories of the three main religions in Ghana.	Indicator: B8 1.1.1.2: Identify and explain the moral values in each of the creation stories	Lesson: 1 OF 2
Performance Indicator: Learners can identify and explain the moral values in Christian Creation Stories		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	Revise with learners on the creation story according to Christians. Make or give references to where this can be found in the Bible. Have learners read and discuss in groups. <ul style="list-style-type: none"> • Books of the Old Testament <ul style="list-style-type: none"> (a) Books 1-5: Genesis, Exodus, Leviticus, Numbers and Deuteronomy these books were written by Moses. These five books are sometimes called the Pentateuch or the Torah. (b) Books 6-16: Joshua, Judges, Ruth, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, 1 Chronicles, 2 Chronicles, Ezra, and Nehemiah. <p><i>These books explain the history of Israel from the time that the nation was established about 3400 years ago</i></p> <ul style="list-style-type: none"> (c) Books 17-22: Ester, Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon. These books are sometimes called the Books of Writings, or the Books of Poetry, or the Books of Wisdom. (d) Books 23-27: Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel. <p><i>These books contain prophecies that were delivered by the prophets Isaiah, Jeremiah, Ezekiel and Daniel.</i></p> <ul style="list-style-type: none"> • Books of the New Testament <ul style="list-style-type: none"> (a) Books 1-4: Matthew, Mark, Luke and John. These four books are sometimes called the Gospel or the Gospels and were written by the 	Pictures and charts

	<p><i>followers of Jesus. The books contain details about the life and teachings of Jesus Christ</i></p> <p><i>(b) Books 5-26: Acts, Romans, 1 Corinthians, 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 Thessalonians, 2 Thessalonians, 1 Timothy, 2 Timothy, Titus, Philemon, Hebrews, James, 1 Peter, 2 Peter, 1 John, 2 John, 3 John, and Jude.</i></p> <p><i>These books are sometimes called Letters or Epistles. They were written by followers of Jesus to help explain Christianity.</i></p> <p>Brainstorm learners to identify the moral values in the creation stories. E.g. hard work, orderliness, creativity, responsibility, caring and giving.</p> <p>In groups, learners dramatize how they apply the moral values in their daily life.</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>	

Week Ending:	DAY:	Subject: R.M.E
Duration: 60MINS	Strand: God's Creation & Attributes	
Class: B8	Class Size:	Sub Strand: Moral Values of Creation Stories
Content Standard: B8 I.1.1: Outline and explain the moral lessons in the creation stories of the three main religions in Ghana.	Indicator: B8 I.1.1.2: Identify and explain the moral values in each of the creation stories	Lesson: 2 OF 2
Performance Indicator: Learners can identify and explain the moral values in Islamic Creation Stories	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	Revise with learners on the creation story according to Islamic and ATR. Make or give references to where this can be found in the Quran, traditional proverbs and other history sources. Have learners read and discuss in groups. Brainstorm learners to identify the moral values in the creation stories. E.g. hard work, orderliness, creativity, responsibility, caring and giving. In groups, learners dramatize how they apply the moral values in their daily life.	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.	

FIRST TERM
WEEKLY LESSON NOTES
WEEK 5

Week Ending:	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Religious Practices
Class: B8	Class Size:	Sub Strand: Rites Of Passage
Content Standard: B8 2.1.1: Explain rites of passage and identify the moral lessons in them.	Indicator: B8 2.1.1.1: Describe the naming ceremonies in the three major religions	Lesson: I OF 2
Performance Indicator: Learners can describe the naming ceremonies in the three major religions		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 rites of passage <i>Rites of passage refer to the rituals and ceremonies performed when a person is moving from one stage of life to another.</i> Identify the various stages in human life Stages <ul style="list-style-type: none"> • Birth • Puberty • Marriage • Death Guide learners to identify and explain factors to be considered in choosing a name for a child Factors <ul style="list-style-type: none"> • The character of the person whom the child is named after • Circumstance surrounding the time of birth of the child • Religious affiliation or faith of parents, etc. <ul style="list-style-type: none"> o Look at pictures or view videos of a naming ceremony. o Learners watch video or pictures of a naming ceremony o Describe how the naming ceremony is performed in the three major religions Guide learners to describe how a child is named according to the Christians. Christianity A child is named on the eighth day in the church. The ceremony is attended by couple's relatives, friends and church	Pictures and charts

	members. A name is chosen by the father and the ceremony is officiated by a priest.	
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.	

Week Ending:	DAY:	Subject: R.M.E
Duration: 60MINS	Strand: Religious Practices	
Class: B8	Class Size:	Sub Strand: Rites Of Passage
Content Standard: B8 2.1.1: Explain rites of passage and identify the moral lessons in them.	Indicator: B8 2.1.1.1: Describe the naming ceremonies in the three major religions	Lesson: 2 OF 2
Performance Indicator: Learners can describe the naming ceremonies in the three major religions		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	<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 describe how a child is named according to the Muslims.</p> <p>Islam A child is given a name on the eighth day. A ceremony made up of couple's relatives, community members and led by an imam or a mallam. A sheep is slaughtered to thank Allah for the health of the mother and child.</p> <p>Guide learners to describe how a child is named according to the ATR</p> <p>Indigenous It differs from society to society but normally the child is given a name on the eighth day. The ceremony is done by a very responsible and respectable member of the family.</p> <p>Guide learners to discuss the importance of naming ceremonies. Importance</p> <ul style="list-style-type: none"> • Moral education • Acceptance of the child into human society • The child is given a name and identity • It brings people together and unites them etc. <p>Learners to role play a naming ceremony in their community</p>	Pictures and charts
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>	

FIRST TERM
WEEKLY LESSON NOTES
WEEK 6

Week Ending:	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. 	Pictures and charts

	<p>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.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is puberty? 2. State three secondary sexual characteristics in <ol style="list-style-type: none"> i. Boys ii. Girls 3. Describe the emotional changes of adolescents during puberty 	
<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>	

Week Ending:	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	
Performance Indicator: Learners can explain physical and emotional changes that characterize puberty		Lesson: 2 OF 2	
References: R.M.E Curriculum Pg. 26		Core Competencies: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	

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.</p> <p><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></p>	Pictures and charts

	<p><i>It involves the spiritual cleansing of the girls. They are taken to a nearby river and bathed.</i></p> <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></p> <p><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></p> <p><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></p> <p><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></p> <p>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>	

FIRST TERM

WEEKLY LESSON NOTES

WEEK 7

Week Ending:	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 2.1.1.3: Describe how puberty rites are performed in traditional Ghanaian societies	Lesson: I OF 2
Performance Indicator: Learners can describe how puberty rites are performed in traditional Ghanaian societies		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	<p>BraINSTORM learners to mention puberty rites activities performed by some Traditional Societies.</p> <ul style="list-style-type: none"> • Bragro of the Akan • Baala of Sissala • Sodji-wi of the Chala, etc. <p>Describe activities performed during puberty of some Traditional Societies.</p> <p><u>Bragro of the Akan</u> Puberty rites among the Akans are known as "Bragoro" or "Brapue." Most Akans, especially the Ashantis and the Bono, perform puberty rites for their daughters. A girl who is being initiated into "Bragoro" is called "Brani" or "Sakyima." "Bragoro" is performed only after a girl's first menstruation. Before she takes part in the rite, she is examined physically by the queen mother to ensure that she is a virgin and at the same time not pregnant.</p> <p>STAGES INVOLVED IN "BRAGORO" RITES</p> <p><u>First Stage of the Rite</u> The first rite is the "Enstoolment" which is performed by an old woman who has many children. The initiate (brani) takes her bath and covers her head to the waist leaving the face bare, etc.</p> <p><u>Second stage of the rite</u></p>	Pictures and charts

The next rite is the "ti-yi" (hair cutting). The initiate is given a special hair cut called "Dansinkran" and the father pays some money for it. This money serves as capital for the girl.

Third stage of the rite

The next stage is the ritual bath which takes place in a stream or a river. Her head is covered with cloth and she is carried to the stream for the ritual bath. On arrival, the officiating woman removes her cloth and dips her into the stream three times informing the spirits of the water of their presence and purpose.

Fourth stage of the rite

When they get home, she is seated on a stool for the "Anoka" This is the dedication ceremony. The food items for this ceremony are boiled eggs, eto, elephant skin, banana, and roasted groundnuts. Libation is poured and each of the food items is put into her mouth for her to taste it.

Fifth stage of the rite

The initiate holds the hands of two children (a boy and a girl) and then releases their hands for them to rush towards a big bowl of eto and eggs. The moment they touch the food other children present at the ceremony rush to go and get a bite. While the children are scrambling for the food, the initiate is blindfolded and asked to touch two of the children. It is believed that if she is able to touch a boy and a girl she will have children of both sexes

Sixth stage of the rite

All the initiates come together after feasting with their friends to celebrate the day's event with a special dance as the Bragoro singers drum.

Seventh Stage of the rite

Her invited friends are left behind to serve her for six days. During this period they engage in some evening activities like storytelling, love games and games for girls They also learn traditional dances and songs; learn to play the "Dondo" (the armpit drum) and any traditional instrument meant for women.

Eighth stage of the rite

Sunday is the initiation week called "Ndaase" or "Nnaase". The initiate dresses attractively. Her outfit consists of kente, a gold chain, a pair of native sandals, attractive beads and an umbrella. All those who will accompany her also put on beautiful clothes.

Learners to role play how the Bragoro of the Akan puberty rites are performed.

Assessment

1. What is Bragoro?
2. Describe the rituals that are performed during the

	<ul style="list-style-type: none"> • First stage of Bragoro • Third stage of Bragoro • Fourth stage of Bragoro <p>3. Mention four ethnic groups in Ghana which perform Bragoro for their females.</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>	

Week Ending:	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 2.1.1.3: Describe how puberty rites are performed in traditional Ghanaian societies	Lesson: 2 OF 2
Performance Indicator: Learners can describe how puberty rites are performed in traditional Ghanaian societies		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	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Put learners into groups. Each group is tasked to describe activities performed during puberty of some Traditional Societies.</p> <ul style="list-style-type: none"> • Baala of Sissala • Sodji-wi of the Chala, etc. <p>Learners do a presentation and role play how puberty rites are performed in their community.</p> <p>Guide learners to identify the significance of puberty rites.</p> <p>1. It initiates them to adulthood: Puberty rite prepares the individual from childhood to adulthood. In females, it shows that the lady is matured for marriage and procreation.</p> <p>2. It prepares the initiate for marriage: The rite prepares the individual physically and spiritually for marriage. This implies that he or she is now ready to take the responsibility of marriage and parenting.</p> <p>3. It tests a person's courage and endurance: Puberty rite is stressful and demanding. Therefore, if one goes through it successfully, it is an indication that she is matured, has endurance, fearless and courageous to face the future.</p> <p>4. It teaches the initiate good manners and grooming: The girl is taught very important skills, virtues, morality, and how to perform household chores. She learns to sing, dance and play some local musical instruments. This enables her to fit well in society.</p> <p>5. It informs the initiate about her culture and tradition: The priests and elderly members of the family give advice to the person undergoing the initiation rite. She is made to appreciate her culture and tradition</p>	Pictures and charts

	In two groups, learners debate the motion “Puberty rites are outmoded.”	
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.	

FIRST TERM

WEEKLY LESSON NOTES

WEEK 8

Week Ending:	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		
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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Week Ending:	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: 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:	
References: R.M.E Curriculum Pg. 33			

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. <p>In three groups, learners use a short sketch to demonstrate how marriage rites are performed in each of the three religions.</p> <p>Guide learners to Identify and explain the importance of marriage rites. Importance of marriage rites</p> <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.	

FIRST TERM

WEEKLY LESSON NOTES

WEEK 9

Week Ending:	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		
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	In three groups, learners use a short sketch to demonstrate how marriage rites are performed in each of the three religions. Identify and explain the importance of marriage rites. Importance of marriage rites <ul style="list-style-type: none"> • Legitimacy to the marriage • Introduction of the couple to the community • Couple learns their roles and responsibilities in marriage • Discourage irresponsible sexual behavior, etc. 	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.	

Week Ending:	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: Religious Practices	
Class: B8	Class Size:	Sub Strand: Death Rites	
Content Standard: B8 2.1.1: Explain rites of passage and identify the moral lessons in them.		Indicator: B8 2.1.1.5: Describe how death rites are performed in the three major religions in Ghana.	
Performance Indicator: Learners can describe how death rites are performed in the three major religions in Ghana		Lesson: 2 OF 2	
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			

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>Explain the concept of death in the three major religions. Death is the departure of humankind from this earth to the next world.</p> <p>Indigenous Rituals differ from culture to culture, but generally, the process includes:</p> <ul style="list-style-type: none"> • preparation of the corpse • pre-burial mourning • burial mourning • post-burial mourning <p>Christianity The process varies from church to church but, generally, it includes bathing and dressing of the body, laying in state either in the family house or church premises, church services officiated by a priest, burial and funeral rites and memorial service.</p> <p>Islam The process includes</p> <ul style="list-style-type: none"> • The corpse is given ritual bath (ghusl janaza) • Janazah prayer is then performed • burial at the cemetery without coffin • prayers are also said for the dead after burial • funeral rites 3rd day, 7th day, 40th day and a year) <p>In three groups, learner's role play how death rites are performed in the three religions.</p> <p>Let learners identify and explain the importance of death rites.</p>	<p>Pictures and charts</p>

	<p>Importance of death rites</p> <ul style="list-style-type: none"> • They psychologically prepare and support the bereaved family. • They enable the dead to have a smooth entrance to the land of the dead. • They remind the living of judgement after death and the need to prepare for it. • They celebrate the life of the deceased and offer the living counsel to learn from the moral qualities of the dead, etc. <p>Guide learners to discuss the moral lessons in the rites of passage.</p> <p>Moral lessons</p> <ul style="list-style-type: none"> • Truthfulness • Honesty • Hard work • Chastity before marriage • Faithfulness and responsibility in marriage, etc. <p>Engage learners to dramatize how to apply the moral lessons from rites of passage in their everyday life activities.</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>	

FIRST TERM

WEEKLY LESSON NOTES

WEEK 10

REVISION AND END OF TERM ASSESSMENT

Week Ending:	DAY:	Subject: R.M.E
Duration: 60MINS	Strand: Strands for the term	
Class: B8	Class Size:	Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.	Indicator: Recall and summarize all what they have learnt within the term	Lesson: I OF I
Performance Indicator: Learners can recall and summarize all what they have learnt within the term		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		
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>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: THE AKAN MYTH ON CREATION 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>THE EWE MYTH ON CREATION 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.</p>	Pictures and charts

	<p>Guide learners to discuss the importance of naming ceremonies.</p> <p>Importance</p> <ul style="list-style-type: none"> • Moral education • Acceptance of the child into human society • The child is given a name and identity • It brings people together and unites them etc. <p>Learners to role play a naming ceremony in their community</p> <p><u>Assessment</u></p> <p>Give account of the creation story according to the Akans and Ewes.</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>	

Week Ending:	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: Strands treated for the term	
Class: B8	Class Size:	Sub Strand: Sub strands for the term	
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.		Indicator: Preparation towards vacation	Lesson: 2 OF 2
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books.		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			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners to bring and display all the materials needed for the assessment.</p> <p>Educate them on the consequences of examination mal practice.</p>	Exercise books, pen, pencils, erasers, Answer sheets.
PHASE 2: MAIN	<p>Engage learners to arrange themselves properly to sit for the assessment test.</p> <p>Mark learners answer sheets or exercise books.</p> <p>Fill in learner's SBA books and report cards.</p> <p>Distribute learners answer sheets or exercise books for feedback.</p>	SBA, Assessment Questions and exercise books.