

FIRST TERM

WEEKLY LESSON NOTES

WEEK 5

Week Ending: 03-11-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: God, His Creation & Attributes
Class: B9	Class Size:	Sub Strand: The Environment
Content Standard: B9 1.2.1: Explain why it is important to care for the environment and how to do so	Indicator: B9 1.2.1.2 Identify and describe how indigenous Ghanaian culture helps in taking care of the environment	Lesson: 1 OF 2
Performance Indicator: Learners can Identify aspects of the local environment that are regarded as sacred in Ghanaian culture and understand the rationale behind these beliefs.		Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving
References: R.M.E Curriculum Pg. 56		
New words: Sacred, Environment, Indigenous, Reverence		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>"Think of a place in your locality that you've heard elders or community members speak about with reverence or caution. Why do you think they feel that way about it?"</p> <p>Learners in groups share their opinions.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: MAIN	<p>Guide learners to identify aspects of the environment in learners' locality regarded as sacred.</p> <p>Indigenous Ghanaian understanding of the environment <i>Humans live in a religious environment and aspects of the environment are closely related to God, the gods, the ancestors and humans. Thus, the environment has both a physical aspect that can be seen and an unseen spiritual aspect.</i></p> <p>Have learners break into small groups and discuss places or aspects of the environment that they know to be considered sacred or special in their community.</p> <p>Each group can list these aspects and share with the class. Example:</p> <p>Water bodies</p> <ul style="list-style-type: none"> • The sea Bosompo (Akan), Nai (Ga) • Lagoons – Naa Korley (Korley Lagoon), Naa Sakumono (Sakumono Lagoon) both among the Ga; Benya (Elmina) • Lakes – Bosomtwe 	Pictures and charts

	<ul style="list-style-type: none"> • Rivers – Pra, Ankobra, Tano • Stones – the mystic stone at Larabanga • Animals – Some animals have totemic relations with humankind. <p>Land: The earth has a spiritual part regarded as a goddess called Asase Yaa by the Asante and Asase Afua by the Fante. The Ewe call her Nyibgla.</p> <p>Let learners understand the rationale behind considering certain aspects of the environment as sacred.</p> <p>Have learners discuss the significance of totems among the various clans and tribes in Ghana.</p> <p><i>Totems are objects from the plant and animal kingdom that humans being are related with. All the seven or eight Akan clans have animals as their totems. For example, Bretuo or Etwina has the leopard as its totem, Kasenas have the crocodile, etc.</i></p> <p>Discuss cultural stories, traditions, or beliefs that have led to certain places or elements being deemed sacred.</p> <p>Encourage learners to share stories they might have heard from elders about these places or aspects.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Name two aspects or places in the local environment that are regarded as sacred in Ghanaian culture. 2. Why is reverence shown to these particular places or aspects? 3. How does treating certain areas as sacred help in protecting the environment? 4. Are there similar sacred places or traditions in other cultures that you know of? Name one. 	
<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: 03-11-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: God, His Creation & Attributes
Class: B9	Class Size:	Sub Strand: The Environment
Content Standard: B9 1.2.1: Explain why it is important to care for the environment and how to do so		Indicator: B9 1.2.1.2 Identify and describe how indigenous Ghanaian culture helps in taking care of the environment
		Lesson: 2 OF 2
Performance Indicator: Learners can explain the significance of caring for the environment and understand and describe ways in which they can care for the environment, drawing from indigenous Ghanaian practices.		Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving
References: R.M.E Curriculum Pg. 56		
New words: Conservation, Indigenous Practices, Stewardship, Sustainability		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display pictures of a well-preserved natural environment and a degraded one. Ask learners: "Which of these represents our cultural values more accurately, and why?"</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Explain why it is important to care for the environment.</p> <ul style="list-style-type: none"> • <i>Aspects of nature are revered or respected.</i> • <i>Trees around water bodies are not felled helping to preserve the water bodies</i> • <i>Hunting is not allowed in sacred forests so animals use them as sanctuary</i> • <i>Days and seasons are set aside where fishing is not allowed allowing the fish to hatch and increase their stock</i> • <i>Farming is not allowed around water bodies which help to preserve them.</i> • <i>Types of fish and animals are not killed for human consumption thereby conserving them</i> <p>Have learners discuss in groups the benefits of a well-preserved environment and the consequences of neglect.</p> <p>Each group list their points and share with the class.</p> <p>Learners in their groups research to discover indigenous Ghanaian practices for environmental care.</p> <p>Assign learners to research or interview community members about traditional Ghanaian practices related to environmental care.</p>	Pictures and charts

	<p>Learners present their findings, explaining the method and the rationale behind it.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Why is caring for the environment important for our community and future generations? 2. Name two indigenous Ghanaian practices that promote environmental care. 3. How can we incorporate traditional practices into our daily lives to promote environmental conservation? 4. Why is it important to learn and uphold indigenous methods of environmental care? 	
<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>	