

FIRST TERM

WEEKLY LESSON NOTES

WEEK 6

Week Ending: 10-11-2023	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 1.2.1.3: Discuss reasons for taking care for the environment.
		Lesson: 1 OF 2
Performance Indicator: Learners can describe the importance of environmental conservation and learn methods to protect the environment		Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving
References: R.M.E Curriculum Pg. 56		
New words: Reforestation, Environment, Indigenous, Conservation		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Show learners before-and-after pictures of areas affected by environmental degradation and then restored (like deforested areas vs. reforested ones).</p> <p>Ask, "What differences do you notice? Why might these changes matter?"</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: MAIN	<p>Begin with a general discussion on why it's important to protect our environment, covering topics like biodiversity, future generations, and health.</p> <p>Delve deeper into specific ways of protecting the environment:</p> <ul style="list-style-type: none"> • Reforestation: Discuss the importance of trees for air quality, biodiversity, and climate regulation. Share examples of successful reforestation projects. • Proper Farming Practices: Explain methods like crop rotation, terracing, and organic farming. Discuss their benefits in maintaining soil health and preventing land degradation. • Proper disposal of waste • Proper mining practices, etc. <p>Introduce learners to the traditional practices of indigenous Ghanaians in taking care of the environment.</p> <p>Explain why indigenous Ghanaians take care of the environment. <u>Care of the environment</u></p>	Pictures and charts

	<ul style="list-style-type: none"> • <i>God reveals Himself to humans through the environment</i> • <i>Humans are related to the environment.</i> • <i>The gods reside in nature.</i> • <i>Aspects of the environment is linked to the history of communities.</i> • <i>Humans depend on the environment for their survival, etc.</i> <p>Highlight their sustainable farming methods, sacred groves, and the cultural belief systems that emphasize environmental care.</p> <p>Engage learners in a discussion about how these practices have benefited the environment over generations and what we can learn from them.</p> <p>Organize learners into small groups and give each group a different environment-related topic (like reforestation, sustainable farming, and indigenous practices).</p> <p>Each group creates a short skit or presentation demonstrating the importance of their topic and practical ways it can be implemented.</p> <p>After each presentation, engage the class in a brief discussion to consolidate learning.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Why is reforestation important for the environment? 2. Name one farming practice that helps in protecting the environment and explain its benefit. 3. How do indigenous Ghanaians traditionally view the environment? 4. Why is it essential for communities to adopt environmentally friendly practices? 	
<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>	

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Performance Indicator: Learners can discuss reasons for taking care of the environment by examining and applying lessons from indigenous Ghanaian attitudes towards environmental conservation.		Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving
References: R.M.E Curriculum Pg. 56		
New words: Reforestation, Environment, Indigenous, Conservation		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Share a Ghanaian proverb or saying related to the environment, for example: "The river that forgets its source will dry up."</p> <p>Ask learners to discuss its meaning and how it might relate to caring for the environment.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: MAIN	<p>Introduce learners to the respect and reverence that many indigenous Ghanaian communities have for nature.</p> <p>Discuss traditional practices, rituals, and beliefs centered around forests, rivers, animals, and the earth. For example, sacred groves that are protected due to religious beliefs.</p> <p>Divide learners into small groups. Each group will create a short skit that reflects a lesson or principle from indigenous Ghanaian attitudes towards the environment.</p> <p>Skits can portray scenarios such as the consequences of not respecting nature, a community coming together to save a sacred grove, or elders passing down environmental wisdom to the younger generation.</p> <p>Provide some time for groups to prepare and then allow each group to perform their skit.</p> <p>After all the performances, initiate a class discussion. What did they learn from their peers' skits? How can these indigenous lessons be applied in modern-day Ghana and worldwide?</p> <p>Encourage learners to share personal stories or family traditions related to nature and the environment.</p>	Pictures and charts

	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Why is it essential to consider indigenous wisdom when discussing environmental conservation? 2. Describe one indigenous Ghanaian attitude or practice that emphasizes caring for the environment. 3. How can these indigenous practices be relevant in modern times? 4. What is one lesson you've taken from today's dramatizations? 	
<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> <p><u>Project Work</u></p> <p>Divide learners into groups to take care for the school's environment, e.g. planting trees, growing grass and desilting gutters.</p> <p>Each group should keep records of their activities and how they are affecting the school's environment.</p>	