

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 7

<b>Week Ending:</b> 17-11-2023	<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Religious Practices
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Religious Festivals
<b>Content Standard:</b> B9 2.1.1: Understand the relevance of, and the need to participate in, religious festivals	<b>Indicator:</b> B9 2.1.1.1: State the meaning and types of festivals	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can discuss the meaning and types of festivals		<b>Core Competencies:</b> Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving
<b>References:</b> R.M.E Curriculum Pg. 59		
<b>New words:</b> Festivals, Agricultural, Ancestral, Historical		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Play snippets of music, sounds, or show pictures from various Ghanaian festivals.</p> <p>Ask students, "What do all these sounds and images have in common? Why are they significant to people?"</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: MAIN</b>	<p>Ask students to share what comes to their mind when they hear the word 'festival'. Write their responses on the board.</p> <p>Discuss the various responses and collectively build a class definition for 'festival'.</p> <p>Introduce the two primary types of festivals in Ghana: Agricultural Festivals and Ancestral/Historical Festivals.</p> <p>For Agricultural Festivals, discuss their significance in celebrating the bounties of nature and harvest. Give examples like the Yam Festival.</p> <p>For Ancestral/Historical Festivals, explain their importance in remembering and celebrating ancestors or significant historical events. Offer examples like the Akwasidae Festival.</p> <p>Divide the students into small groups and assign each group either an agricultural or ancestral/historical festival.</p> <p>Each group conducts brief research (using books, digital tools, or prior knowledge) to gather details about their assigned festival.</p>	Pictures and charts

	<p>Ask each group to create a short presentation or visual aid (like a poster) highlighting the key aspects of their festival: its significance, how it's celebrated, and its impact on the community.</p> <p>Groups present their findings to the class. Encourage interactive discussions after each presentation to consolidate understanding and share perspectives.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. How would you define a 'festival' based on our class discussion?</li> <li>2. Name one Agricultural Festival in Ghana and explain its significance.</li> <li>3. What is the purpose of Ancestral/Historical Festivals?</li> <li>4. Can you give an example of an Ancestral/Historical Festival in Ghana and describe its main features?</li> </ol>	
<p><b>PHASE 3:</b> <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>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can describe and demonstrate activities which take place during the celebration of Agricultural festivals		<b>Core Competencies:</b> Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving
<b>References:</b> R.M.E Curriculum Pg. 59		
<b>New words:</b> Festivals, Agricultural, Bakatue, Homowo		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Display vibrant images or short video clips from the Bakatue, Yam Festival, and Homowo festivals.</p> <p>Ask students, "What emotions and themes do these images and clips evoke? Why might these celebrations be vital for communities?"</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: MAIN</b>	<p>Revise with learners to state the types of festivals in Ghana.</p> <p>Have learners brainstorm and describe the significance of Agricultural festivals and list examples.</p> <p><i>Celebrated to thank God, the gods and ancestors for a good harvest and ask for more in the coming year. Examples are Bakatue (Elmina) and Yam Festival (Tedudu - Peki)</i></p> <p>Guide learners to describe and demonstrate activities which take place during the celebration of Agricultural festivals (Bakatue -Elmina and Yam Festival- Tedudu - Peki and Homowo-Ga )</p> <ul style="list-style-type: none"> <li>• For Bakatue (Elmina): <i>Celebrated by the people of Elmina, Ghana, in July, Bakatue marks the start of the fishing season. The festival features a procession of decorated canoes, traditional rituals, and communal gatherings, all expressing gratitude for the fishing season.</i></li> <li>• For Yam Festival (Tedudu - Peki): <i>A harvest celebration in Tedudu-Peki marking the significance of yams. The first yam is offered to gods and ancestors, followed by festivities that include dancing, drumming, and yam feasts.</i></li> <li>• For Homowo (Ga): <i>Observed by the Ga people of Greater Accra, Ghana, Homowo commemorates a historical period of famine and its subsequent end. Held in August, it includes sowing</i></li> </ul>	Pictures and charts

	<p><i>maize, preparing a special dish called "kpokpoi," and various traditional performances. Noise-making is restricted in the lead-up to respect spirits and ancestors.</i></p> <p>Divide students into three groups, assigning each group one of the festivals.</p> <p>Provide each group with materials (like fabric for costumes, props, and music). Instruct them to prepare a short demonstration or enactment of a key activity from their assigned festival.</p> <p>Each group presents their demonstration to the class. Encourage applause and participation from the audience to create a festive atmosphere.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is a festival, and why is it celebrated?</li> <li>2. Why is the Yam Festival celebrated, and what is its key activity?</li> <li>3. Describe one major activity that takes place during the Bakatue festival.</li> <li>4. How does the Homowo festival reflect the history and resilience of the Ga community?</li> </ol>	
<p><b>PHASE 3: 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>	