

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 9

<b>Week Ending:</b> 30-11-2023	<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 2.1.1.2: Describe the activities in festivals celebrated in the three main religions in Ghana	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can explore and understand the activities associated with festivals in the three main religions in Ghana.		<b>Core Competencies:</b> Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving
<b>References:</b> R.M.E Curriculum Pg. 61		
<b>New words:</b> Preparation Acts, Ban, Abstinence,		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a question: "What comes to your mind when you think about festivals? How do you think festivals are celebrated in different cultures and religions?"</p> <p>Allow learners to share their thoughts, and list their responses on the board.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: MAIN</b>	<p>Provide an overview of the main religions in Ghana: Christianity, Islam, and Traditional African Religions.</p> <p>Show images or videos depicting festivals from each of these religions.</p> <p>Divide the class into small groups. Provide handouts with information on preparatory acts, including the ban on noise making, public appearance of religious leaders, organizing cleaning up exercises, and abstinence from sex.</p> <p>Each group discusses and explains the significance of one preparatory act.</p> <p>Each group presents their findings to the class, explaining the preparatory acts and their cultural or religious significance.</p> <p>Facilitate a whole-class discussion reflecting on the similarities and differences in the preparatory acts across different religions.</p> <p>Encourage learners to share their opinions and observations.</p>	<p>Pictures and charts Images or videos depicting festivals in Ghana</p>

	<p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Why do you think a ban on noise making is observed as part of festival preparations? Discuss its cultural or religious significance.</li> <li>2. Choose one preparatory act (e.g., public appearance of religious leaders) and explain its importance in the context of festival celebrations in Ghana.</li> <li>3. How do the preparatory acts discussed contribute to creating a sense of community and unity during festivals?</li> <li>4. In what ways can the preparatory acts for festivals be considered expressions of cultural identity?</li> </ol>	
<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> B9 2.1.1: Understand the relevance of, and the need to participate in, religious festivals	<b>Indicator:</b> B9 2.1.1.2: Describe the activities in festivals celebrated in the three main religions in Ghana	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can engage in a dramatization activity to showcase the main activities of one specific festival.		<b>Core Competencies:</b> Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving
<b>References:</b> R.M.E Curriculum Pg. 61		
<b>New words:</b> Family Reunion, Exchange, Public, Worship, Dramatization		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a brainstorming session: "What activities come to mind when you think about festivals? How do people typically celebrate together?"</p> <p>List learners' responses on the board and discuss the diversity of festival activities.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: MAIN</b>	<p>Provide an overview of the main activities in festivals celebrated in Ghana, focusing on family reunion, the exchange of gifts and greetings, public worship, and other relevant activities.</p> <p>Show images or videos depicting these activities.</p> <p>Divide the class into small groups. Each group discusses and describes the cultural or religious significance of one main festival activity.</p> <p>Assign each group a specific festival to focus on.</p> <p>Instruct the groups to choose and plan a dramatization that showcases the main activities of the assigned festival.</p> <p>Provide time for groups to discuss roles, scripts, and costumes.</p> <p>Each group performs their dramatization for the class. Encourage creativity and emphasize the significance of the chosen festival activities in their performances.</p> <p><u>Assessment</u></p> <p>I. Choose one festival activity and explain its cultural or religious significance during celebrations.</p>	<p>Pictures and charts, Images or videos depicting festival activities, Costumes or props for dramatization</p>

	<ol style="list-style-type: none"><li>2. Describe how the exchange of gifts and greetings contributes to building a sense of community during festivals.</li><li>3. In your opinion, why are public worship ceremonies often an essential part of festival celebrations? Discuss the communal and spiritual aspects.</li></ol>	
<b>PHASE 3: REFLECTION</b>	<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>	