

FIRST TERM

WEEKLY LESSON NOTES

WEEK 1

Week Ending:	DAY:	Subject: R.M.E
Duration:	Strand: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Purpose & Usefulness Of God's Creation
Content Standard: B9 I.I.I.I: Describe and explain the purpose and usefulness of God's creation		Indicator: B9 I.I.I.I.I: Identify the purpose and usefulness of God's creation
Performance Indicator: Learners can recall the biblical creation stories and extract the key details of God's act of creation.		Lesson: I 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. 54		
Keywords: Creation, Genesis, Purpose, Nature		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Play a short audio clip or video segment of nature sounds (birds chirping, water flowing, wind rustling through trees). Ask learners to close their eyes and visualize the scene. Discuss what they imagined and segue into the topic of creation Share performance indicators with learners.	
PHASE 2: MAIN	Either read aloud, play a video, or have learners read segments of the biblical creation stories from the book of Genesis. Discuss the sequential days of creation and what was created on each day. Emphasize the significance of each creation and how it contributes to the world as we know it. Engage learners in a group discussion or reflection on why they think God created each specific element of the world (e.g., the sun, animals, humans). Guide learners to recognize the interconnectedness of all parts of creation and how each serves a purpose in the grand scheme of the world. <u>Assessment</u> <ol style="list-style-type: none"> 1. What was created on the fourth day of creation according to Genesis? 2. Why do you think God rested on the seventh day? 3. What is one purpose of the animals in the creation story? 4. How does the creation of light on the first day impact the rest of creation? 	Pictures and charts

	Project Work Draw a table indicating four things created by God and the purpose of each.	
PHASE 3: REFLECTION	<p>Reflect on the beauty and intricacy of God's creation.</p> <p>Emphasize the idea that everything was created with a purpose and contributes to the balance and harmony of the world.</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:			Strand: God, His Creation & Attributes	
Class: B9		Class Size:		Sub Strand: The Purpose & Usefulness Of God's Creation
Content Standard: B9 I.I.I.I: Describe and explain the purpose and usefulness of God's creation		Indicator: B9 I.I.I.I.I: Identify the purpose and usefulness of God's creation		Lesson: 2 OF 2
Performance Indicator: Learners can recognize and articulate the underlying purpose and usefulness of various aspects of God's creation.			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. 54				
Keywords: Interconnectedness, Harmony, Stewardship, Balance				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Show a series of images depicting various natural wonders and aspects of creation (e.g., sunsets, oceans, animals, forests). Ask learners to describe the feelings or thoughts each image evokes in them. Share performance indicators with learners.			
PHASE 2: MAIN	Discuss how each element of creation plays a role in the larger ecosystem. For instance, how trees provide oxygen, which humans and animals need to breathe. Explore the idea of balance in nature and how each creation supports and complements others. Delve into the idea of stewardship and the human role in caring for God's creation. Engage learners in a discussion on how humans can preserve and protect the world around them. Address both spiritual and practical dimensions. <u>Assessment</u> 1. How do plants and animals contribute to the balance of nature? 2. What does the concept of stewardship mean in the context of God's creation? 3. How do oceans and water bodies fit into the purpose of God's creation? 4. What is one way humans can actively participate in maintaining the harmony of creation?			Pictures and charts
PHASE 3: REFLECTION	Conclude by reflecting on the responsibilities humans hold as part of God's creation. Highlight the importance of recognizing the purpose behind every aspect of creation and the duty to preserve it. Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.			

FIRST TERM

WEEKLY LESSON NOTES

WEEK 2

Week Ending:		DAY:		Subject: R.M.E		
Duration:				Strand: God, His Creation & Attributes		
Class: B9		Class Size:		Sub Strand: The Purpose & Usefulness Of God's Creation		
Content Standard: B9 I.I.I.1: Describe and explain the purpose and usefulness of God's creation			Indicator: B9 I.I.I.2: Explain how the complex nature of things created by God reveals His nature		Lesson: I OF 2	
Performance Indicator: Learners can				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. 54						
New words: Absence, Ecosystem, Balance, Interdependence						
Phase/Duration		Learners Activities			Resources	
PHASE 1: STARTER		Present a hypothetical scenario: "Imagine waking up one day, and all the trees have vanished." Allow learners a few minutes to ponder and share their immediate reactions. Share performance indicators with learners.				
PHASE 2: MAIN		Ask learners to list things in nature that amaze them due to their intricacy and detail. Write down the ideas on the board. Discuss how these intricate details might suggest a thoughtful creator. Split learners into groups. Each group should discuss the question: "What would the world be like if one of the elements from our list was missing?" After 10 minutes, ask each group to present their thoughts to the class. <u>Assessment</u> 1. Name two examples from nature that showcase complexity. 2. How can the design of the universe reflect the nature of its Creator? 3. Why might some view complexity in nature as a sign of a thoughtful creator? 4. What might be the impact if one of the elements in our brainstormed list was missing from the world?			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:				Strand: God, His Creation & Attributes	
Class: B9		Class Size:		Sub Strand: The Purpose & Usefulness Of God's Creation	
Content Standard: B9 I.I.I: Describe and explain the purpose and usefulness of God's creation			Indicator: B9 I.I.I.2: Explain how the complex nature of things created by God reveals His nature		Lesson: I OF 2
Performance Indicator: Learners can explore deeper layers of creation and debate whether this complexity is a direct indication of God's nature.				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. 54					
New words: Absence, Ecosystem, Balance, Interdependence					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Show a short video clip of the Fibonacci sequence in nature (such as the spirals in sunflowers, pinecones, and galaxies). Ask: "What patterns do you see? Why might these patterns be significant?" Share performance indicators with learners.			
PHASE 2: MAIN		Provide learners with printed sheets of various natural patterns (e.g., seashells, hurricanes, galaxies). Ask them to identify and circle where they see the Fibonacci sequence or spiral patterns. Discuss: How might these repeated patterns in nature suggest a deliberate design or creator? Split learners into groups. Ask them: "Imagine a world where there are no patterns in nature. How might this change our environment, our weather, our food sources?" Groups share their imaginative scenarios with the class. <u>Assessment</u> What is the Fibonacci sequence and where can you find it in nature? 1. Why might the existence of patterns in nature suggest a creator? 2. How does the symmetry and design in nature relate to God's nature, according to believers? 3. Describe a world without the patterns we discussed today. How would it affect 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.	
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FIRST TERM

WEEKLY LESSON NOTES

WEEK 3

Week Ending:	DAY:	Subject: R.M.E
Duration:	Strand: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Environment
Content Standard: B9 I.2.1: Explain why it is important to care for the environment and how to do so		Indicator: B9 I.2.1.1: Describe human activities that destroy the environment
		Lesson: I OF 2
Performance Indicator: Learners can identify and understand human activities that negatively impact the environment		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. 56		
New words: Deforestation, Pollution, Erosion, Littering		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Ask learners to briefly discuss any environmental changes they've noticed in their local community. This prompts them to start thinking about human influence on the environment. Share performance indicators with learners.	
PHASE 2: MAIN	Take learners on a nature walk. Learners to observe and note down human activities that destroy the environment. Prior to the walk, ask learners to hypothesize what human activities they expect to observe that harm the environment. During the walk, learners should observe and note down any signs of environmental destruction, whether it is litter, eroded pathways, evidence of deforestation, or polluted waterways. Encourage learners to not only note down what they see but also think about the causes and consequences of these activities. Allow learners to share their observations in small groups, then discuss as a class. Highlight the most commonly observed activities. <u>Assessment</u> <ol style="list-style-type: none"> 1. Name two human activities you observed during the nature walk that harm the environment. 2. How might littering impact local wildlife? 3. What are the potential long-term impacts of deforestation? 4. Why might people partake in these harmful activities, even if they know they're damaging? 	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:				Strand: God, His Creation & Attributes	
Class: B9		Class Size:		Sub Strand: The Environment	
Content Standard: B9 I.2.1: Explain why it is important to care for the environment and how to do so			Indicator: B9 I.2.1.1: Describe human activities that destroy the environment		Lesson: I OF 2
Performance Indicator: Learners can recognize and understand human activities that negatively impact the environment				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. 56					
New words: Industrialization, Overfishing, Habitat Destruction, Waste Dumping					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Display a few images related to environmental destruction (like a polluted beach, smokestacks, etc.) and ask learners to quickly jot down the human activities they think are represented. Share performance indicators with learners.			
PHASE 2: MAIN		Show a selection of pictures and videos that depict various environmental harms caused by human activities. After each picture or video, allow learners a moment to note down the human activity they think is shown and its potential environmental impacts. After the nature walk, have learners compare their firsthand observations with the images and videos. Discuss similarities and differences. Based on the nature walk and visual resources, learners should identify and list human activities that have negative impacts on the environment. <ul style="list-style-type: none">• Illegal tree felling• Illegal sand winning• Illegal mining• Bush burning• Over grazing• Over hunting• Hunting when hunting is banned• Water pollution• Weeding around water bodies• Improper fishing methods• Fishing at a time fishes are laying eggs for hatching			Pictures and charts

	<p>Discuss the global implications of local environmental destruction. Encourage learners to think about how a single activity, like littering, can have larger consequences when multiplied across millions of people.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Which human activity from the images/videos do you think is most harmful and why? 2. How can industrialization lead to environmental degradation? 3. What might be the effects on marine life due to overfishing? 4. Describe the environmental impact of dumping waste into rivers or oceans. 	
<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 4

Week Ending:	DAY:	Subject: R.M.E
Duration:	Strand: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Environment
Content Standard: B9 I.2.1: Explain why it is important to care for the environment and how to do so		Indicator: B9 I.2.1.1: Describe human activities that destroy the environment
Performance Indicator: Learners can articulate various human activities that harm the environment and engage in a critical evaluation of one such activity, tree felling, through debate.		Lesson: 1 OF 2
Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving		
References: R.M.E Curriculum Pg. 56		
New words: Deforestation, Ecosystem, Sustainability, Pollution		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin by showing an image of a heavily polluted area next to an image of a pristine natural environment and ask: "What differences do you notice between these two pictures?"</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>List down activities such as deforestation, industrial pollution, plastic waste disposal, overfishing, etc.</p> <p>For each activity, discuss how it affects the environment, e.g., deforestation can lead to loss of biodiversity, increased carbon dioxide in the atmosphere, and disruption of water cycles.</p> <p>Prompt learners to come up with more examples based on their own observations or knowledge. <i>E.g., • Illegal tree felling leads to the removal of the forest cover, thereby exposing land to direct sunshine and erosion.</i> <ul style="list-style-type: none"> • <i>Illegal mining, especially in rivers and along river banks, destroys water bodies and poisons fishes and other organisms that live in water</i> • <i>Ploughing/weeding around water bodies exposes water bodies to direct sunshine leading to evaporation that causes the rivers to dry up.</i> • <i>Over grazing leaves the land bare and exposing land to direct sunshine and erosion</i> • <i>All these lead to climate change: poor rainfall patterns, floods, rainstorms, drought, famine, etc.</i> </p> <p>Divide the class into two groups: one arguing for the motion "The benefits of tree felling outweigh the negative effects" and the other against.</p>	Pictures and charts

	<p>Give each group 5 minutes to prepare their arguments. Allow each group 5 minutes to present their case, followed by a quick rebuttal round.</p> <p>Discuss the strong points and areas of improvement for each side of the debate.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How does deforestation impact biodiversity? 2. What are the potential long-term consequences of industrial pollution? 3. Why is overfishing considered a threat to marine ecosystems? 4. How does the improper disposal of plastic affect our environment? 	
<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:			Strand: God, His Creation & Attributes	
Class: B9		Class Size:	Sub Strand: The Environment	
Content Standard: B9 I.2.1: Explain why it is important to care for the environment and how to do so		Indicator: B9 I.2.1.1: Describe human activities that destroy the environment		Lesson: 2 OF 2
Performance Indicator: Learners can explore strategies to ensure community safety, while emphasizing the importance of reducing various forms of pollution and destructive activities.			Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving	
References: R.M.E Curriculum Pg. 56				
New words: Deforestation, Ecosystem, Sustainability, Conservation				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Begin by showing a contrasting image: one side depicting a polluted city and the other showing a clean, green community. Ask: "Which side would you rather live in, and why?" Share performance indicators with learners.			
PHASE 2: MAIN	Discuss as a class the ways in which a safe community environment can be maintained. Touch on waste disposal, planting trees, clean water systems, and pollution control. Prompt learners to think of actions they can take in their own communities to enhance safety and environmental health. Divide learners into five groups, assigning each group one of the following topics: air pollution, water pollution, land pollution, deforestation, and overfishing. Provide each group with materials (posters, markers, recycled items) and ask them to create a visual representation or model that demonstrates the negative effects of their assigned activity and ways to counteract or reduce these effects. Each group will briefly present their findings and suggestions. Discuss the suggestions provided by each group and highlight the importance of community action in preventing environmental degradation. <u>Assessment</u> 1. How does land pollution differ from air pollution, and what are the primary human activities that cause each? 2. Why is overfishing a significant concern for the global ecosystem? 3. What are some community-driven measures to counter deforestation? 4. How can proper waste management reduce water pollution in our communities?			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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FIRST TERM

WEEKLY LESSON NOTES

WEEK 5

Week Ending:	DAY:	Subject: R.M.E
Duration:		Strand: God, His Creation & Attributes
Class: B9	Class Size:	Sub Strand: The Environment
Content Standard: B9 I.2.1: Explain why it is important to care for the environment and how to do so		Indicator: B9 I.2.1.2 Identify and describe how indigenous Ghanaian culture helps in taking care of the environment
		Lesson: I 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><u>Water bodies</u></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. 	
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>	

Week Ending:	DAY:	Subject: R.M.E
Duration:	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	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?" Share performance indicators with learners.	
PHASE 2: MAIN	Explain why it is important to care for the environment. <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> Have learners discuss in groups the benefits of a well-preserved environment and the consequences of neglect. Each group list their points and share with the class. Learners in their groups research to discover indigenous Ghanaian practices for environmental care. Assign learners to research or interview community members about traditional Ghanaian practices related to environmental care.	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>	

FIRST TERM

WEEKLY LESSON NOTES

WEEK 6

Week Ending:	DAY:	Subject: R.M.E
Duration:	Strand: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Environment
Content Standard: B9 I.2.1: Explain why it is important to care for the environment and how to do so		Indicator: B9 I.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? 	
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>	

Week Ending:		DAY:		Subject: R.M.E	
Duration:				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: I OF 2
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	Share a Ghanaian proverb or saying related to the environment, for example: "The river that forgets its source will dry up." Ask learners to discuss its meaning and how it might relate to caring for the environment. Share performance indicators with learners and introduce the lesson.				
PHASE 2: MAIN	Introduce learners to the respect and reverence that many indigenous Ghanaian communities have for nature. 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. 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. 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. Provide some time for groups to prepare and then allow each group to perform their skit. 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? Encourage learners to share personal stories or family traditions related to nature and the environment.				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>	

FIRST TERM

WEEKLY LESSON NOTES

WEEK 7

Week Ending:	DAY:	Subject: R.M.E
Duration:	Strand: Religious Practices	
Class: B9	Class Size:	Sub Strand: Religious Festivals
Content Standard: B9 2.1.1: Understand the relevance of, and the need to participate in, religious festivals		Indicator: B9 2.1.1.1: State the meaning and types of festivals
Performance Indicator: Learners can discuss the meaning and types of festivals		Lesson: 1 OF 2
Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving		
References: R.M.E Curriculum Pg. 59		
New words: Festivals, Agricultural, Ancestral, Historical		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<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>	
PHASE 2: MAIN	<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"> 1. How would you define a 'festival' based on our class discussion? 2. Name one Agricultural Festival in Ghana and explain its significance. 3. What is the purpose of Ancestral/Historical Festivals? 4. Can you give an example of an Ancestral/Historical Festival in Ghana and describe its main features? 	
<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:				Strand: Religious Practices	
Class: B9		Class Size:		Sub Strand: Religious Festivals	
Content Standard: B9 2.1.1: Understand the relevance of, and the need to participate in, religious festivals			Indicator: B9 2.1.1.1: State the meaning and types of festivals		Lesson: I OF 2
Performance Indicator: Learners can describe and demonstrate activities which take place during the celebration of Agricultural festivals			Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving		
References: R.M.E Curriculum Pg. 59					
New words: Festivals, Agricultural, Bakatue, Homowo					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Display vibrant images or short video clips from the Bakatue, Yam Festival, and Homowo festivals. Ask students, "What emotions and themes do these images and clips evoke? Why might these celebrations be vital for communities?" Share performance indicators with learners and introduce the lesson.			
PHASE 2: MAIN		Revise with learners to state the types of festivals in Ghana. Have learners brainstorm and describe the significance of Agricultural festivals and list examples. <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> 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) <ul style="list-style-type: none">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>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>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>			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"> 1. What is a festival, and why is it celebrated? 2. Why is the Yam Festival celebrated, and what is its key activity? 3. Describe one major activity that takes place during the Bakatue festival. 4. How does the Homowo festival reflect the history and resilience of the Ga community? 	
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 8

Week Ending:		DAY:		Subject: R.M.E	
Duration:				Strand: Religious Practices	
Class: B9		Class Size:		Sub Strand: Religious Festivals	
Content Standard: B9 2.1.1: Understand the relevance of, and the need to participate in, religious festivals			Indicator: B9 2.1.1.1: State the meaning and types of festivals		Lesson: I OF 2
Performance Indicator: Learners can describe and demonstrate activities which take place during the celebration of Ancestral/Historical festivals				Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving	
References: R.M.E Curriculum Pg. 59					
New words: Festivals, Historical, Ancestral, Christmas					
Phase/Duration		Learners Activities			Resources
PHASE 1: STARTER		Play a mix of traditional songs or beats from the Odwira, Bugumchugu, Hogbetsotsoza, Christmas, and Eid-Adha festivals. Ask learners, "Can you recognize any of these rhythms? What emotions or images do they evoke?" Share performance indicators with learners and introduce the lesson.			
PHASE 2: MAIN		Revise with learners to state the types of festivals in Ghana. Have learners brainstorm and describe the significance of Ancestral/Historical festivals and list examples. <i>Celebrated in remembrance of the past deeds of heroes and heroines and to remember past events in the life of the community. Examples are Odwira (Akuapem), Bugumchugu (Dagomba/Mamprusi) and Hogbetsotsoza (Anlo); Christmas and Eid-Adha.</i> Guide learners to describe and demonstrate activities which take place during the celebration of Ancestral/Historical festivals. <ul style="list-style-type: none">Odwira: Is a traditional festival that marks the end of the old year and the beginning of the new one. It's an occasion to remember the dead, cleanse the community, and celebrate the harvest, particularly the new yam. The festival involves various rites, traditional performances, and processions.Bugum Chugu (Fire Festival): Also known as the "Fire Festival," it's an ancient event with origins in the desire to scare away wild animals from human habitats. Participants light torches, creating a procession of fire. The festival also has spiritual connotations and is linked to traditional African religion.			Pictures and charts

	<ul style="list-style-type: none"> <i>Hogbetsotsoza: This festival commemorates the migration of the Anlo Ewe people from the ancient walled city of Notsie in present-day Togo to their current homeland in Ghana. The festival is marked by a series of cultural events, including dance, storytelling, and purification ceremonies. The name "Hogbetsotso" translates to "festival of exodus."</i> <i>Christmas: Celebrated by millions around the world, Christmas is the commemoration of the birth of Jesus Christ. Taking place on December 25th, it's marked by religious ceremonies, gift-giving, festive meals, and decorations, notably the Christmas tree. While rooted in Christian theology, it's become a global cultural event, recognized by both Christians and non-Christians.</i> <i>Eid al-Adha (Eid-Adha): Also known as the "Festival of Sacrifice," Eid al-Adha commemorates the willingness of the Prophet Ibrahim (Abraham in Judeo-Christian tradition) to sacrifice his son in obedience to God's command. Before he could, God provided a ram to sacrifice instead. It's observed by performing prayers, distributing meat among family, friends, and the less fortunate, and engaging in festivities.</i> <p>Divide learners into five groups, assigning each group one of the festivals.</p> <p>Using available resources (books, online tools), each group will research the main activities and traditions of their assigned festival.</p> <p>Encourage each group to prepare a short demonstration or role-play, showcasing these activities. This could include dances, songs, or reenactments of particular rituals.</p> <p>Allow each group to present their demonstrations to the class. This offers a visual and interactive representation of each festival's unique activities.</p> <p>After each presentation, engage in a brief discussion, clarifying doubts and sharing experiences.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is the significance of Ancestral/Historical festivals? 2. Describe an activity associated with the Odwira festival. 3. How is the Hogbetsotsoza festival connected to the history of the Anlo Ewe people? 4. What is a common activity during the celebration of Eid-Adha? 	
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>	

Week Ending:		DAY:		Subject: R.M.E	
Duration:				Strand: Religious Practices	
Class: B9		Class Size:		Sub Strand: Religious Festivals	
Content Standard: B9 2.1.1: Understand the relevance of, and the need to participate in, religious festivals			Indicator: B9 2.1.1.1: State the meaning and types of festivals		Lesson: 2 OF 2
Performance Indicator: Learners can discuss the significance and moral lessons in celebrating festivals.				Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving	
References: R.M.E Curriculum Pg. 59					
New words: Festivals, Historical, Ancestral, Christmas					
Phase/Duration	Learners Activities				Resources
PHASE 1: STARTER	Present learners with images or short video clips of various festivals from around the world, both religious and non-religious. Ask them, "Why do you think people come together to celebrate these festivals?" Share performance indicators with learners and introduce the lesson.				
PHASE 2: MAIN	Initiate a discussion about why humans have celebrated festivals throughout history. Ask learners to share personal experiences or family traditions related to any festival. Introduce the concept of religious festivals, emphasizing how they are rooted in religious doctrines, histories, or significant events. Engage learners in discussions about the lessons they've personally taken from festivals they have celebrated or witnessed. Divide learners into small groups. Assign each group a particular festival, asking them to prepare a brief presentation on the significance of the festival and any moral lessons it conveys. Allow groups to present their findings, fostering a class environment of mutual respect and curiosity. <u>Assessment</u> 1. Why do people celebrate festivals? 2. Name one religious festival and explain its significance. 3. What is a moral lesson that can be learned from the festival you described? 4. Why is it important to respect and understand festivals from cultures or religions different from our own?				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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FIRST TERM

WEEKLY LESSON NOTES

WEEK 9

Week Ending:		DAY:		Subject: R.M.E		
Duration:				Strand: Religious Practices		
Class: B9		Class Size:		Sub Strand: Religious Festivals		
Content Standard: B9 2.1.1: Understand the relevance of, and the need to participate in, religious festivals			Indicator: B9 2.1.1.2: Describe the activities in festivals celebrated in the three main religions in Ghana		Lesson: I OF 2	
Performance Indicator: Learners can explore and understand the activities associated with festivals in the three main religions in Ghana.				Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving		
References: R.M.E Curriculum Pg. 61						
New words: Preparation Acts, Ban, Abstinence,						
Phase/Duration		Learners Activities			Resources	
PHASE 1: STARTER		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?" Allow learners to share their thoughts, and list their responses on the board. Share performance indicators with learners and introduce the lesson.				
PHASE 2: MAIN		Provide an overview of the main religions in Ghana: Christianity, Islam, and Traditional African Religions. Show images or videos depicting festivals from each of these religions. 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. Each group discusses and explains the significance of one preparatory act. Each group presents their findings to the class, explaining the preparatory acts and their cultural or religious significance. Facilitate a whole-class discussion reflecting on the similarities and differences in the preparatory acts across different religions. Encourage learners to share their opinions and observations.			Pictures and charts Images or videos depicting festivals in Ghana	

	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Why do you think a ban on noise making is observed as part of festival preparations? Discuss its cultural or religious significance. 2. Choose one preparatory act (e.g., public appearance of religious leaders) and explain its importance in the context of festival celebrations in Ghana. 3. How do the preparatory acts discussed contribute to creating a sense of community and unity during festivals? 4. In what ways can the preparatory acts for festivals be considered expressions of cultural identity? 	
<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:	Strand: Religious Practices	
Class: B9	Class Size:	Sub Strand: Religious Festivals
Content Standard: B9 2.1.1: Understand the relevance of, and the need to participate in, religious festivals	Indicator: B9 2.1.1.2: Describe the activities in festivals celebrated in the three main religions in Ghana	Lesson: 2 OF 2
Performance Indicator: Learners can engage in a dramatization activity to showcase the main activities of one specific festival.		Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving
References: R.M.E Curriculum Pg. 61		
New words: Family Reunion, Exchange, Public, Worship, Dramatization		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<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>	
PHASE 2: MAIN	<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>

	<p>2. Describe how the exchange of gifts and greetings contributes to building a sense of community during festivals.</p> <p>3. In your opinion, why are public worship ceremonies often an essential part of festival celebrations? Discuss the communal and spiritual aspects.</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>	