

SECOND TERM

WEEKLY LESSON NOTES

WEEK 1

Week Ending: 12-01-2024	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: The Family & The Community
Class: B9	Class Size:	Sub Strand: Religion & Social Cohesion
Content Standard: B9 3.1.1: Identify and apply ways people with different religions can co-exist peacefully	Indicator: B9.3.1.1.1 Identify and explain examples of tolerant and intolerant communities	Lesson: 1 OF 2
Performance Indicator: Learners can explore and identify characteristics of communities that have experienced religious tolerance and intolerance		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. 63		
Keywords: Tolerance, Intolerance, communities		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the concept of tolerance.</p> <p>Ask learners to share examples of situations where they have observed tolerance or intolerance in their own lives.</p> <p>Encourage them to reflect on the impact of these experiences.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Show pictures or video clips of a community that has experienced religious tolerance and another that has experienced intolerance.</p> <p>Facilitate a brief discussion after each presentation, encouraging learners to share their initial observations.</p> <p>Ask learners to discuss, in pairs or small groups, the characteristics they observe in the two communities.</p> <p>Provide guiding questions, such as:</p> <ul style="list-style-type: none"> • What relationships do you see among community members? • How does the community engage in development activities? • Are there visible signs of inter-religious interactions or marriages? <p>Have each group present their findings to the class, discussing the characteristics of tolerant and intolerant communities.</p> <p>Encourage learners to support their observations with specific examples from the visual materials.</p> <p>Show pictures or video clips of a community known for religious tolerance. Examples could include diverse religious celebrations,</p>	Pictures and charts depicting tolerant and intolerant communities

	<p>community events, and people from different religions interacting positively.</p> <p>In small groups, learners discuss the characteristics of the tolerant community based on the visuals.</p> <p>Each group presents their findings, and the class collaboratively creates a list of key characteristics of a tolerant community on the board.</p> <p><u>ASSESSMENT</u></p> <ol style="list-style-type: none"> 1. What are the key characteristics of a tolerant community? 2. How does religious tolerance contribute to the development of unity? 3. Provide an example of a situation where religious tolerance can resolve a conflict. 4. Why is it important for individuals to understand and respect different religious beliefs in a community 	
<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: 12-01-2024	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: The Family & The Community
Class: B9	Class Size:	Sub Strand: Religion & Social Cohesion
Content Standard: B9 3.1.1: Identify and apply ways people with different religions can co-exist peacefully	Indicator: B9.3.1.1.1 Identify and explain examples of tolerant and intolerant communities	Lesson: 1 OF 2
Performance Indicator: Learners can identify and explain characteristics of intolerant communities, focusing on religious intolerance.		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. 63		
Keywords: Intolerance, Mistrust, Conflict, Lack of development		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin with a brief discussion on conflicts arising from religious intolerance around the world.</p> <p>Ask learners how intolerance can negatively impact communities.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Divide learners into small groups and provide each group with a flipchart or paper.</p> <p>Ask each group to brainstorm practical ways to promote tolerance within their own community, considering the characteristics discussed in the previous lesson.</p> <p>Each group presents their ideas to the class. Encourage discussion and refinement of ideas, emphasizing the importance of practical and achievable actions.</p> <p>Ask learners to reflect individually on one action they can take to promote tolerance within their community.</p> <p>Show pictures or video clips of a community known for religious intolerance. Examples could include protests, conflicts, or instances of discrimination based on religious beliefs.</p> <p>In small groups, learners discuss the characteristics of the intolerant community based on the visuals.</p> <p>Each group presents their findings, and the class collaboratively creates a list of key characteristics of an intolerant community on the board.</p> <p><u>ASSESSMENT</u></p> <p>1. What are the key characteristics of an intolerant community?</p>	<p>Pictures and charts depicting tolerant and intolerant communities</p>

	<ol style="list-style-type: none">2. How does religious intolerance impact the development of a community?3. Provide an example of a situation where religious intolerance can lead to conflict.4. Why is it important for communities to address and overcome religious intolerance?	
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>	

SECOND TERM

WEEKLY LESSON NOTES

WEEK 2

Week Ending: 19-01-2024	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: The Family & The Community
Class: B9	Class Size:	Sub Strand: Religion & Social Cohesion
Content Standard: B9 3.1.1: Identify and apply ways people with different religions can co-exist peacefully	Indicator: B9 3.1.1.2 Explain reasons why religious intolerance occurs and their effects on society and the individual	Lesson: 1 OF 2
Performance Indicator: Learners can identify and understand the causes of religious intolerance.		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. 64		
Keywords: Intolerance, Bias, Prejudice, Discrimination		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a thought-provoking question: "Can you think of any instances or examples where people have shown intolerance towards others based on their religion?"</p> <p>Allow learners to share their thoughts and experiences. Write key ideas on the board without delving into causes at this stage.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Define religious intolerance and provide a clear understanding of the concept.</p> <p>Briefly discuss the importance of religious freedom and tolerance in a diverse society.</p> <p>Introduce the lesson's objective: to explore and understand the causes of religious intolerance.</p> <p>Divide the class into small groups and provide each group with handouts or information on specific instances of religious intolerance.</p> <p>In their groups, learners analyze the information and discuss the possible causes behind each instance of religious intolerance.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Not learning about each other's religion • Undermining the religious beliefs and practices of others • State being biased against one religion • Forming political parties along religious lines 	Pictures and charts

	<p>Encourage them to consider factors such as ignorance, fear, political influence, and cultural differences.</p> <p>Each group presents their findings to the class, focusing on the identified causes.</p> <p>Encourage a class discussion after each presentation to explore different perspectives.</p> <p><u>ASSESSMENT</u></p> <ol style="list-style-type: none"> 1. What are the main causes of religious intolerance discussed in class? 2. How can individuals contribute to reducing religious intolerance in their communities? 3. Share an example of a situation where one of the causes led to religious intolerance. 4. Why is it important for societies to address the root causes of religious intolerance? 	
<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: 19-01-2024	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: The Family & The Community	
Class: B9	Class Size:	Sub Strand: Religion & Social Cohesion	
Content Standard: B9 3.1.1: Identify and apply ways people with different religions can co-exist peacefully		Indicator: B9 3.1.1.2 Explain reasons why religious intolerance occurs and their effects on society and the individual	Lesson: 1 OF 2
Performance Indicator: Learners can identify and understand the effects of religious intolerance and present their findings for a class discussion.		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. 64			
Keywords: Religious intolerance, Discrimination, Violence, Social tension			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a provocative question: "Can you think of instances where religious intolerance has had visible effects on individuals or communities?"</p> <p>Allow learners to share their thoughts and examples. Write key ideas on the board and create a mind map or list.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Define the concept of religious intolerance and discuss its impact on individuals and communities.</p> <p>Introduce the lesson's objective: to explore and understand the effects of religious intolerance.</p> <p>Highlight the importance of empathy and open-mindedness in discussing sensitive topics.</p> <p>Divide the class into small groups and provide each group with a set of sticky notes or index cards.</p> <p>Assign each group a specific aspect or effect of religious intolerance (e.g., discrimination, violence, social tension).</p> <p>Instruct each group to brainstorm and create a list of key points, examples, and consequences related to their assigned aspect.</p> <p>Each group presents their findings to the class, contributing to a collective list on the board.</p> <p>ASSESSMENT</p> <p>1. What are the main effects of religious intolerance discussed in class?</p>	Pictures and charts	

	<ol style="list-style-type: none">2. How can communities work together to mitigate the effects of religious intolerance?3. Share an example of a real-world situation where religious intolerance led to destructive consequences.4. Why is it crucial for individuals to promote religious tolerance in society?	
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>	

SECOND TERM

WEEKLY LESSON NOTES

WEEK 3

Week Ending: 26-01-2024	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: The Family & The Community
Class: B9	Class Size:	Sub Strand: Religion & Social Cohesion
Content Standard: B9 3.1.1: Identify and apply ways people with different religions can co-exist peacefully	Indicator: B9.3.1.1.3 Identify and explain ways in which people with diverse religious backgrounds can live peacefully	Lesson: 1 OF 2
Performance Indicator: Learners can identify and explain ways in which people with diverse religious backgrounds can live peacefully.		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. 64		
Keywords: Diversity, Harmony, Tolerance, Respect		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin with a short video or a series of images showcasing diverse religious practices worldwide.</p> <p>Ask learners to observe and reflect on the variety of beliefs and rituals they see. In pairs or small groups, learners discuss their initial thoughts on religious diversity and its impact on communities.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Define the concept of interfaith harmony and discuss its significance in promoting peaceful coexistence.</p> <p>Introduce the lesson's objective: to explore and understand ways people with diverse religious backgrounds can live peacefully. E.g.</p> <ul style="list-style-type: none"> • <i>learn about each other's religion, e.g. RME</i> • <i>respect for other people's religions</i> • <i>religious tolerance</i> • <i>participate in other people's religious ceremonies and festivals etc.</i> <p>Discuss the importance of empathy, understanding, and mutual respect in fostering positive interfaith relationships.</p> <p>Divide the class into small groups and provide each group with a set of guiding questions about promoting peace among people with diverse religious backgrounds.</p> <p>Instruct each group to brainstorm and discuss potential strategies, practices, and initiatives that can contribute to peaceful coexistence.</p> <p>Each group creates a list of key findings on chart paper or sticky notes.</p>	Pictures and charts

	<p>Groups present their findings to the class, fostering a collective discussion on effective ways to promote interfaith harmony.</p> <p><u>ASSESSMENT</u></p> <ol style="list-style-type: none"> 1. What are the key strategies for promoting peaceful coexistence among people with diverse religious backgrounds? 2. How can individuals actively contribute to creating a more tolerant and harmonious community? 3. Provide an example of a situation where one of the strategies helped prevent religious tension. 4. Why is it important for communities to actively promote understanding and respect for diverse religious beliefs? 	
<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: 26-01-2024	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: The Family & The Community	
Class: B9	Class Size:	Sub Strand: Religion & Social Cohesion	
Content Standard: B9 3.1.1: Identify and apply ways people with different religions can co-exist peacefully		Indicator: B9.3.1.1.3 Identify and explain ways in which people with diverse religious backgrounds can live peacefully	Lesson: 1 OF 2
Performance Indicator: Learners can articulate the need for people of diverse religious backgrounds to live in harmony.		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. 65			
Keywords: Diversity, Harmony, Tolerance, Respect			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with a brief discussion on the benefits of living in a harmonious community.</p> <p>Ask learners to share their thoughts on why it's essential for people with diverse religious backgrounds to coexist peacefully.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Define the terms "diverse religious backgrounds" and "harmony." Discuss the significance of religious diversity and the potential challenges that may arise.</p> <p>Introduce the lesson's objective: to explore and understand the need for people of diverse religious backgrounds to live in harmony.</p> <p>Break the class into small groups and provide each group with a set of guiding questions about the importance of harmony among people of diverse religious backgrounds.</p> <p>Instruct each group to brainstorm and discuss the potential benefits, challenges, and consequences of living in harmony with individuals from different religious backgrounds.</p> <p>Each group creates a list of key findings on chart paper or sticky notes.</p> <p>Groups present their findings to the class, fostering a collective discussion on the compelling need for harmony among diverse religious communities.</p> <p>E.g.</p> <ul style="list-style-type: none"> • prevents religious tension and conflict • ensures development of community • respects the rights of all groups in the community. 	Pictures and charts	

	<p><u>ASSESSMENT</u></p> <ol style="list-style-type: none"> 1. What are the key reasons discussed in class for people with diverse religious backgrounds to live in harmony? 2. How does living in harmony contribute to the overall development of a community? 3. Share an example of a real-world situation where living in harmony respected the rights of all groups in the community. 4. Why is it crucial for individuals to actively promote and uphold the value of living peacefully with diverse religious backgrounds? 	
<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>	

SECOND TERM

WEEKLY LESSON NOTES

WEEK 4

Week Ending:	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: The Family & The Community
Class: B9	Class Size:	Sub Strand: Religion & Social Cohesion
Content Standard: B9.3.1.1: Identify and apply ways people with different religions can co-exist peacefully		Indicator: B9.3.1.1.3 Identify and explain ways in which people with diverse religious backgrounds can live peacefully
		Lesson: 1 OF 2
Performance Indicator: Learners can identify and explain ways in which people with diverse religious backgrounds can live peacefully.		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. 65		
Keywords: Diversity, Harmony, Tolerance, Respect		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a thought-provoking quote on diversity and harmony, such as "Unity in diversity."</p> <p>Ask learners to reflect on what this quote means to them and how it relates to the topic of diverse religious backgrounds.</p> <p>Encourage a brief class discussion to share ideas.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Define key terms: diverse religious backgrounds, peaceful coexistence.</p> <p>Discuss the importance of understanding and respecting different religious beliefs for maintaining peace.</p> <p>Conduct a brainstorming session on the whiteboard, encouraging learners to list various religions they are aware of.</p> <p>Discuss the richness and diversity of religious beliefs worldwide.</p> <p>Divide the class into small groups and provide each group with a case study depicting a scenario involving individuals with diverse religious backgrounds.</p> <p>Instruct groups to identify potential sources of conflict and propose solutions for peaceful coexistence.</p> <p>Share multimedia presentations or videos depicting real-life examples of communities with diverse religious backgrounds living harmoniously.</p>	Pictures and charts

	<p>Discuss the key factors that contribute to their peaceful coexistence.</p> <p>Facilitate a group discussion on the case studies and the solutions proposed by each group.</p> <p>Encourage learners to share their perspectives on the importance of tolerance, respect, and understanding.</p> <p>Engage learners in a role-playing activity where they simulate a conflict resolution scenario involving individuals with diverse religious backgrounds.</p> <p>Emphasize effective communication and understanding.</p> <p><u>ASSESSMENT</u></p> <ol style="list-style-type: none"> 1. Why is openness and dialogue important for peaceful coexistence between different faiths? 2. Explain one way in which celebrating shared values can contribute to interfaith harmony. 3. Describe a potential consequence of perpetuating negative stereotypes about a particular religion. 4. How can education play a role in promoting understanding and respect for diverse religious backgrounds? 	
<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>	

SECOND TERM

WEEKLY LESSON NOTES

WEEK 5

Week Ending:	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Religious Leaders & Personalities
Class: B9	Class Size:	Sub Strand: Women In Religion & Leadership Positions
Content Standard: B9 4.1.1: Recognise leadership role of women in society	Indicator: B9.4.1.1.1 Discuss the contributions of key women in the three major religions	Lesson: 1 OF 2
Performance Indicator: Learners can explore and understand the contributions of key women in the Christian religion.		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. 66		
Keywords: Diversity, Harmony, Tolerance, Respect		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin with an open discussion about well-known figures in different religions.</p> <p>Ask learners if they are familiar with any significant women in Christianity.</p> <p>Record their responses on the board.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Using short video clips and pictures, introduce key women in Christianity (e.g., Deborah and Mary, mother of Jesus).</p> <p>Have learners share or relate to some of the women in the short video clips and pictures.</p> <p>Discuss their roles, contributions, and significance in Christian history.</p> <p>Encourage questions and discussions throughout to make it more understandable.</p> <p>Divide learners into small groups and provide them with brief profiles of different key women in Christianity.</p> <p>Each group researches their assigned woman's life, contributions, and significance.</p> <p>Learners prepare a short presentation to share with the class.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> How did the contributions of these women impact the development of the Christian religion? In what ways do you think the roles of women in Christianity 	Pictures and charts

	have evolved over time? 3. Why is it important to recognize and study the contributions of key women in religion?	
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: 60MINS		Strand: Religious Leaders & Personalities	
Class: B9	Class Size:	Sub Strand: Women In Religion & Leadership Positions	
Content Standard: B9 4.1.1: Recognise leadership role of women in society		Indicator: B9.4.1.1.1 Discuss the contributions of key women in the three major religions	Lesson: 1 OF 2
Performance Indicator: Learners can explore and describe the significant roles played by key women in Christianity, focusing on specific examples.		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. 66			
Keywords: Diversity, Harmony, Tolerance, Respect			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin by revisiting the previous lesson briefly. Ask learners to recall the key women in Christianity they learned about. Encourage them to share one interesting fact they remember about any woman mentioned.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Present case studies of different key women in Christianity. Example 1: Mary, Mother of Jesus</p> <p>Describe her role in the wedding at Cana and how her intercession prompted Jesus' first miracle.</p> <p>Example 2: Deborah Discuss Deborah's leadership role as a judge and prophetess in ancient Israel.</p> <p>Divide learners into small groups.</p> <p>Assign each group a different key woman and ask them to discuss and describe the specific roles played by that woman in Christian history.</p> <p>Encourage them to explore not only the biblical narratives but also the historical and cultural context.</p> <p>Each group prepares a creative presentation (e.g., a skit, poster, or short video) illustrating the roles played by the woman they studied.</p> <p>Allow time for rehearsals.</p> <p>ASSESSMENT</p> <p>1. Identify any three women who made great contributions in the Christian religion.</p>	Pictures and charts	

	<ol style="list-style-type: none"> 2. How did these women contribute to the development of Christianity through their actions and influence? 3. In what ways do the roles of these women align with or challenge traditional gender roles in historical contexts? 4. Why is it important to study and acknowledge the roles of women in religious history? 	
<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>	

SECOND TERM

WEEKLY LESSON NOTES

WEEK 6

Week Ending:	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: Religious Leaders & Personalities	
Class: B9	Class Size:	Sub Strand: Women In Religion & Leadership Positions	
Content Standard: B9 4.1.1: Recognise leadership role of women in society		Indicator: B9.4.1.1.1 Discuss the contributions of key women in the three major religions	Lesson: 1 OF 2
Performance Indicator: Learners can explore and describe the significant roles played by key women in the Islamic Religion.		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. 66			
Keywords: Diversity, Harmony, Tolerance, Respect			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with a thought-provoking question: "Can you think of any influential women in Islam, and what roles do you believe they played?"</p> <p>Allow learners to share their thoughts briefly, creating an open discussion.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Present the key women in Islam, focusing on examples such as Khadijah and Aisha bint Abu Bakr, etc.</p> <p>Discuss their significance and why they are considered influential figures in Islamic history.</p> <p>Discuss her role (Khadijah) in supporting and protecting Prophet Muhammad.</p> <p>Emphasize her contributions, including financial support and her role as a trusted advisor.</p> <p>Divide learners into small groups and assign each group a different influential woman in Islam.</p> <p>Ask them to research and discuss the roles played by the woman assigned to their group.</p> <p>Encourage them to explore the historical, cultural, and religious contexts.</p> <p>ASSESSMENT</p>	Pictures and charts	

	<ol style="list-style-type: none"> 1. What were the significant contributions of Khadijah in supporting Prophet Muhammad? 2. How did the roles of these key women impact the early development of Islam? 3. In what ways do the roles of influential women in Islam challenge or align with societal norms of their time? 4. Why is it important for us to learn about and acknowledge the contributions of women in Islamic history? 	
<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: 60MINS		Strand: Religious Leaders & Personalities	
Class: B9	Class Size:	Sub Strand: Women In Religion & Leadership Positions	
Content Standard: B9 4.1.1: Recognise leadership role of women in society		Indicator: B9.4.1.1.1 Discuss the contributions of key women in the three major religions	Lesson: 1 OF 2
Performance Indicator: Learners can explore and describe the significant roles played by key women in African Traditional Religion.		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. 66			
Keywords: Diversity, Harmony, Tolerance, Respect			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with an engaging question: "Can you think of any significant women in African Traditional Religion, and what roles might they have played?"</p> <p>Allow learners to share their thoughts briefly, promoting an open discussion.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Present key women in African Traditional Religion, such as Okomfo Oparebea and Yaa Asantewaa.</p> <p>Discuss their significance and why they are considered influential figures in the context of ATR.</p> <p>Discuss her role in training priests and priestesses among the African Diaspora.</p> <p>Emphasize the cultural and spiritual significance of the Akonnedi Shrine.</p> <p>Divide learners into small groups and assign each group a different influential woman in ATR.</p> <p>Ask them to research and discuss the roles played by the woman assigned to their group.</p> <p>Encourage exploration of the historical, cultural, and spiritual contexts.</p> <p>ASSESSMENT</p>	Pictures and charts	

	<ul style="list-style-type: none"> • What were the specific contributions of Okomfo Oparebea in establishing the Akonnedi Shrine and training priests and priestesses? • How did Yaa Asantewaa's leadership impact the Asante Kingdom during the conflict with the British Army? • In what ways do the roles of influential women in ATR reflect the values and beliefs of their communities? • Why is it important for us to learn about and acknowledge the contributions of women in African Traditional Religion? 	
<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>	

SECOND TERM

WEEKLY LESSON NOTES

WEEK 7

Week Ending:	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Religious Leaders & Personalities
Class: B9	Class Size:	Sub Strand: Women In Religion & Leadership Positions
Content Standard: B9 4.1.1: Recognise leadership role of women in society	Indicator: B9 4.1.1.2: Discuss how to apply the moral lessons from the lives of these women in daily life	Lesson: 1 OF 2
Performance Indicator: Learners can apply the moral lessons from the lives of these women in daily life.		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. 67		
Keywords: Diversity, Harmony, Tolerance, Respect, moral lessons		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin by revisiting the previous lessons on key women in different religions.</p> <p>Ask students to recall one woman from each religion and briefly describe her role.</p> <p>Encourage a brief discussion on the impact of these roles.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Discuss the various roles played by women in religion, emphasizing the moral lessons derived from their actions.</p> <p><u>Role</u></p> <ul style="list-style-type: none"> • Medium used by (God, Allah, gods) to manifest himself • Helped in the spread of their religions • Provided practical assistance to religious leaders, etc. • Helped to protect their people <p>Divide students into small groups and assign each group a specific role of a woman from a religion studied.</p>	Pictures and charts

	<p>Ask them to discuss the moral lessons inherent in that role and how it can be applied in daily life.</p> <p>Encourage critical thinking and personal reflections.</p> <p>Present real-life scenarios or case studies where the moral lessons derived from the lives of these women can be applied.</p> <p>Discuss as a class how each scenario relates to the moral lessons identified.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What moral lessons can be derived from the roles played by women in religion, such as being a medium for divine manifestation or providing practical assistance? 2. How can the moral lessons from the lives of these women be applied in daily life situations? 3. In what ways do these moral lessons align with or challenge societal norms and values? 4. Why is it important to incorporate moral lessons from the lives of women in religion into our daily lives? 	
<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: 60MINS		Strand: Religious Leaders & Personalities	
Class: B9	Class Size:	Sub Strand: Women In Religion & Leadership Positions	
Content Standard: B9 4.1.1: Recognise leadership role of women in society		Indicator: B9 4.1.1.2: Discuss how to apply the moral lessons from the lives of these women in daily life	Lesson: 1 OF 2
Performance Indicator: Learners can make skit to demonstrate the life of a woman from each of the three religions		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. 67			
Keywords: Diversity, Harmony, Tolerance, Respect, moral lessons			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Divide the class into three groups, assigning each group a specific religion to focus on (Christianity, Islam, and African Traditional Religion).</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Within their groups, students brainstorm key events and roles of women from the assigned religion.</p> <p>Encourage creativity and inclusion of cultural and religious contexts.</p> <p>Each group selects one key woman from the assigned religion whose life they will depict in the skit.</p> <p>Groups research the life of the chosen woman, focusing on significant events, roles, and contributions.</p> <p>Guide learners to write a script for the skit, ensuring accuracy and cultural sensitivity.</p> <p>Groups rehearse their skits, emphasizing clear communication, effective storytelling, and capturing the essence of the woman's life.</p> <p>Each group performs their skit in front of the class.</p>		Pictures and charts

	<p>Encourage creativity, engagement, and a respectful portrayal of the chosen woman's life.</p> <p>Facilitate a class discussion on the similarities and differences in the lives of women from the three religions.</p> <p>Discuss the cultural, social, and religious contexts depicted in the skits.</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>	

SECOND TERM

WEEKLY LESSON NOTES

WEEK 8

Week Ending:		DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Religious Leaders & Personalities	
Class: B9	Class Size:		Sub Strand: Women In Religion & Leadership Positions
Content Standard: B9 4.1.1: Recognise leadership role of women in society		Indicator: B9 4.1.1.3: Identify and explain the contributions of women to the development of Ghana	Lesson: 1 OF 2
Performance Indicator: Learners can identify key women and their contributions in national development, particularly in politics and the legal/judicial sector.		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. 66			
Keywords: Diversity, Harmony, Tolerance, Respect			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the importance of recognizing and celebrating women's contributions in various fields.</p> <p>Ask students to share their thoughts on influential women they are aware of.</p> <p>Introduce the topic by highlighting the role of women in national development and their impact on politics and the legal/judicial sector.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Define key terms: national development, politics, legal/judicial sector. Discuss the significance of women's participation in these sectors for societal progress.</p> <p>Begin the lesson with a brief discussion on the importance of recognizing and celebrating women's contributions in various fields.</p> <p>Ask students to share their thoughts on influential women they are aware of. Introduce the topic by highlighting the role of women in national development and their impact on politics and the legal/judicial sector.</p>		<p>List of key women in politics and the legal/judicial sector</p> <p>Writing materials</p>

	<p>Facilitate a brainstorming session on the whiteboard, encouraging students to list key women in politics and the legal/judicial sector.</p> <p>Discuss the importance of recognizing the diverse roles women play in national development.</p> <p>Divide the class into small groups and assign each group a specific key woman in either politics or the legal/judicial sector.</p> <p>Instruct groups to research the contributions, achievements, and challenges faced by the assigned woman.</p> <p>Share multimedia presentations or videos highlighting the achievements and contributions of key women in politics and the legal/judicial sector.</p> <p>Encourage students to take notes during the presentation.</p> <p>Facilitate a group discussion where each group presents the information they gathered about the assigned key woman.</p> <p>Encourage questions and discussions about the impact of these women on national development.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How has Rebecca Akufo-Addo's foundation focused on women's empowerment and early childhood education contributed to social development in Ghana? 2. Compare and contrast the political careers of Konadu Rawlings and Shirley Ayorkor Botchwey, highlighting their respective areas of focus and impact. 3. Describe the significance of Justice Annie Jiajge and Justice Joyce Bamford-Addo as pioneers for female representation in the Ghanaian judiciary. 4. Explain one specific initiative or legal case championed by Nana Oye Lithur or Betty Mould-Iddrisu that has contributed to positive change in Ghana. 	
<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: 60MINS		Strand: Religious Leaders & Personalities	
Class: B9	Class Size:	Sub Strand: Women In Religion & Leadership Positions	
Content Standard: B9 4.1.1: Recognise leadership role of women in society		Indicator: B9 4.1.1.3: Identify and explain the contributions of women to the development of Ghana	Lesson: 1 OF 2
Performance Indicator: Learners can identify and appreciate the significant contributions of women in the fields of education and health in national development.		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. 66			
Keywords: Education, Health, Notable women, Empowerment, Recognition			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with an engaging activity to pique students' interest and introduce the topic.</p> <p>Activity: "Who Am I?"</p> <p>Prepare flashcards with the names and brief descriptions of notable women in education and health.</p> <p>Distribute the flashcards randomly among the students.</p> <p>Ask each student to read their flashcard silently and, without revealing the information, act out or give hints to help others guess the person on their card.</p> <p>Encourage students to guess and discuss the contributions of the women on their cards.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Lead a class discussion on the role of women in national development, focusing on education and health.</p> <p>Ask open-ended questions such as:</p> <ul style="list-style-type: none"> • Can you name any women who have made significant contributions to education or health in our country? 	<p>List of key women in politics and the legal/judicial sector</p> <p>Writing materials</p>	

	<ul style="list-style-type: none"> ● What roles do you think women play in these fields? <p>Encourage students to share their thoughts and ideas.</p> <p>Divide the class into small groups and provide each group with a list of key women in education and health.</p> <p>Instruct the groups to research and gather information about the assigned women, including their contributions and impact on national development.</p> <p>Each group will present their findings to the class.</p> <p>Facilitate a class discussion based on the group presentations. Encourage students to reflect on the common themes and patterns in the contributions of these women.</p> <p>Discuss the importance of recognizing and celebrating women's achievements in these crucial sectors.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How have Ghanaian women like Efa Sutherland and Akua Akoto paved the way for increased access to education for girls in Ghana? 2. In what ways do women teachers and literacy programs contribute to empowering individuals and promoting development in Ghana? 3. Describe how frontline healthcare workers, particularly women, play a vital role in improving maternal and child health outcomes in the country. 4. Explain how the advocacy efforts of Ghanaian women leaders have led to greater access to healthcare resources for marginalized communities, especially women and children. 	
<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 9

Week Ending: 30-11-2023	DAY:	Subject: R.M.E
Duration: 60MINS		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: 1 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	<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>	
PHASE 2: MAIN	<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"> 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: 30-11-2023	DAY:	Subject: R.M.E
Duration: 60MINS		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>

	<ol style="list-style-type: none">2. Describe how the exchange of gifts and greetings contributes to building a sense of community during festivals.3. In your opinion, why are public worship ceremonies often an essential part of festival celebrations? Discuss the communal and spiritual aspects.	
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 10

Week Ending: 08-12-2023	DAY:	Subject: R.M.E
Duration: 60MINS		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 2.1.1.3: Identify and explain the social, religious and moral relevance of festivals in the three main religions and relate them to daily life.	Lesson: 1 OF 2
Performance Indicator: Learners can identify and explain the social, religious, and moral relevance of festivals in the three main religions		Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving
References: R.M.E Curriculum Pg. 62		
New words: Preparation Acts, Ban, Abstinence,		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with an engaging question "Think about your favorite festival or celebration. What makes it special to you? Share your thoughts with a partner."</p> <p>After a brief discussion, ask learners to write down the key elements that make their chosen festival special. Discuss a few responses with the whole class.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: MAIN	<ol style="list-style-type: none"> 1. Identify and explain the importance of festivals 2. Learners dramatise how they apply religious and moral lessons from festivals in their daily life. <p>Provide a brief overview of Christianity, Islam, and ATR, emphasizing their cultural and religious diversity.</p> <p>Present an overview of the importance of festivals in these religions.</p>	Pictures and charts

	<ul style="list-style-type: none"> ● <i>Social Importance</i> <ul style="list-style-type: none"> • <i>It brings people together</i> • <i>Occasion to plan and implement developmental projects, etc.</i> ● <i>Religious</i> <ul style="list-style-type: none"> • <i>Reminds humans of the need to have good relationship with God, the gods and ancestors.</i> • <i>Time to show appreciation to the spirit world for favours received and ask for more favours etc.</i> ● <i>Moral</i> <ul style="list-style-type: none"> • <i>Time to remember the exemplary life of past leaders/heroes/ heroines and learn from them.</i> • <i>Period to share with the poor and the needy.</i> <p>Discuss how festivals often have social, religious, and moral dimensions, influencing the daily lives of believers.</p> <p>Divide learners into small groups and assign each group one of the three main religions.</p> <p>Instruct them to research and create a short presentation on a significant festival in their assigned religion, highlighting its social, religious, and moral aspects.</p> <p>Each group presents their findings to the class.</p> <p>After each presentation, facilitate a brief class discussion about the similarities and differences in the festivals and their relevance to daily life.</p> <p><u>Assessment:</u></p> <ol style="list-style-type: none"> 1. Why are festivals important in different religions? 2. How do festivals influence the social aspect of believers' lives? 3. In what ways do festivals connect with the moral values of a community? 4. Can you identify any similarities or differences in the festivals of the three main religions? 	
<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: 08-12-2023	DAY:	Subject: R.M.E
Duration: 60MINS		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 2.1.1.3: Identify and explain the social, religious and moral relevance of festivals in the three main religions and relate them to daily life.	Lesson: 1 OF 2
Performance Indicator: Learners can creatively dramatize how they apply religious and moral lessons from festivals in their daily lives.		Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving
References: R.M.E Curriculum Pg. 62		
New words: Preparation Acts, Ban, Abstinence,		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin by revisiting the religious and moral lessons discussed in the festivals from the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: MAIN	<p>Facilitate a brief class discussion on how these lessons can be applied in daily life.</p> <p>Encourage learners to share personal experiences or insights.</p> <p>Divide the class into small groups, ensuring a mix of learners from different religious backgrounds.</p> <p>In their groups, ask learners to brainstorm scenarios where they can apply the religious and moral lessons learned from festivals in their daily lives. <i>These scenarios could be based on kindness, compassion, gratitude, forgiveness, etc.</i></p> <p>Each group is tasked with creating a short script or improvisation based on one of the scenarios they brainstormed. The script should highlight how the characters apply the religious and moral lessons in their everyday actions.</p> <p>Give the groups time to rehearse their scripts. Encourage creativity, and remind them to focus on conveying the moral and religious values authentically.</p>	<p>Pictures and charts</p> <p>Costumes or props</p>

	Each group performs their dramatization for the class. After each performance, allow for a brief Q&A session where the audience can ask about the choices made in the dramatization.	
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.	