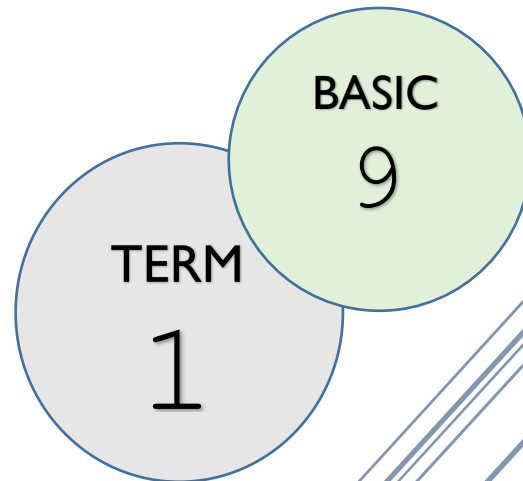


LESSON PLANS FOR JUNIOR HIGH SCHOOLS

RELIGIOUS & MORAL EDUCATION



- Weekly forecast
- Detailed lesson plans



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FIRST TERM R.M.E LESSON NOTES – BASIC 9

SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRAND	INDICATORS	RESOURCES
1	God, His Creation & Attributes	The Purpose & Usefulness Of God's Creation	B9.1.1.1.1	Charts & Pictures
2	God, His Creation & Attributes	The Purpose & Usefulness Of God's Creation	B9.1.1.1.2	Charts & Pictures
3	God, His Creation & Attributes	The Environment	B9.1.2.1.1	Charts & Pictures
4	God, His Creation & Attributes	The Environment	B9.1.2.1.1	Charts & Pictures
5	God, His Creation & Attributes	The Environment	B9.1.2.1.2	Charts & Pictures
6	God, His Creation & Attributes	The Environment	B9.1.2.1.3	Charts & Pictures
7	Religious Practices	Religious Festivals	B9.2.1.1.1	Charts & Pictures
8	Religious Practices	Religious Festivals	B9.2.1.1.1	Charts & Pictures
9	Religious Practices	Religious Festivals	B9.2.1.1.2	Charts & Pictures
10	Religious Practices	Religious Festivals	B9.2.1.1.3	Charts & Pictures
11	The Family & The Community	Religion & Social Cohesion	B9.3.1.1.1	Charts & Pictures
12	The Family & The Community	Religion & Social Cohesion	B9.3.1.1.2 B9.3.1.1.3 B9.3.1.1.3	



WEEK 1

Week Ending:	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Purpose & Usefulness Of God's Creation	
Content Standard: B9 1.1.1: Describe and explain the purpose and usefulness of God's creation		Indicator: B9 1.1.1.1: Identify the purpose and usefulness of God's creation	Lesson: 1 OF 2
Performance Indicator: Learners can recall the biblical creation stories and extract the key details of God's act of 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: Creation, Genesis, Purpose, Nature			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Play a short audio clip or video segment of nature sounds (birds chirping, water flowing, wind rustling through trees).</p> <p>Ask learners to close their eyes and visualize the scene. Discuss what they imagined and segue into the topic of creation</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Either read aloud, play a video, or have learners read segments of the biblical creation stories from the book of Genesis.</p> <p>Discuss the sequential days of creation and what was created on each day.</p> <p>Emphasize the significance of each creation and how it contributes to the world as we know it.</p> <p>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).</p> <p>Guide learners to recognize the interconnectedness of all parts of creation and how each serves a purpose in the grand scheme of the world.</p> <p><u>Assessment</u></p> <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? <p>Project Work Draw a table indicating four things created by God and the purpose of each.</p>	Pictures and charts	
PHASE 3: REFLECTION	Reflect on the beauty and intricacy of God's creation.		



	<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>	
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Week Ending:	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Purpose & Usefulness Of God's Creation	
Content Standard: B9 1.1.1: Describe and explain the purpose and usefulness of God's creation		Indicator: B9 1.1.1.1: 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	<p>Show a series of images depicting various natural wonders and aspects of creation (e.g., sunsets, oceans, animals, forests).</p> <p>Ask learners to describe the feelings or thoughts each image evokes in them.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>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.</p> <p>Explore the idea of balance in nature and how each creation supports and complements others.</p> <p>Delve into the idea of stewardship and the human role in caring for God's creation.</p> <p>Engage learners in a discussion on how humans can preserve and protect the world around them. Address both spiritual and practical dimensions.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 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	<p>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.</p> <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p>		



WEEK 2

Week Ending:	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: God, His Creation & Attributes
Class: B9	Class Size:	Sub Strand: The Purpose & Usefulness Of God's Creation
Content Standard: B9 1.1.1: Describe and explain the purpose and usefulness of God's creation		Indicator: B9 1.1.1.2: Explain how the complex nature of things created by God reveals His nature
		Lesson: 1 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	<p>Present a hypothetical scenario: "Imagine waking up one day, and all the trees have vanished."</p> <p>Allow learners a few minutes to ponder and share their immediate reactions.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Ask learners to list things in nature that amaze them due to their intricacy and detail.</p> <p>Write down the ideas on the board.</p> <p>Discuss how these intricate details might suggest a thoughtful creator.</p> <p>Split learners into groups.</p> <p>Each group should discuss the question: "What would the world be like if one of the elements from our list was missing?"</p> <p>After 10 minutes, ask each group to present their thoughts to the class.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 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	<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: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Purpose & Usefulness Of God's Creation	
Content Standard: B9 1.1.1: Describe and explain the purpose and usefulness of God's creation		Indicator: B9 1.1.1.2: Explain how the complex nature of things created by God reveals His nature	Lesson: 1 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	<p>Show a short video clip of the Fibonacci sequence in nature (such as the spirals in sunflowers, pinecones, and galaxies).</p> <p>Ask: "What patterns do you see? Why might these patterns be significant?"</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Provide learners with printed sheets of various natural patterns (e.g., seashells, hurricanes, galaxies).</p> <p>Ask them to identify and circle where they see the Fibonacci sequence or spiral patterns.</p> <p>Discuss: How might these repeated patterns in nature suggest a deliberate design or creator?</p> <p>Split learners into groups.</p> <p>Ask them: "Imagine a world where there are no patterns in nature. How might this change our environment, our weather, our food sources?"</p> <p>Groups share their imaginative scenarios with the class.</p> <p><u>Assessment</u> What is the Fibonacci sequence and where can you find it in nature?</p> <ol style="list-style-type: none"> 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	<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 3

Week Ending:	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Environment	
Content Standard: B9 1.2.1: Explain why it is important to care for the environment and how to do so		Indicator: B9 1.2.1.1: Describe human activities that destroy the environment	Lesson: 1 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	<p>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.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Take learners on a nature walk. Learners to observe and note down human activities that destroy the environment.</p> <p>Prior to the walk, ask learners to hypothesize what human activities they expect to observe that harm the environment.</p> <p>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.</p> <p>Encourage learners to not only note down what they see but also think about the causes and consequences of these activities.</p> <p>Allow learners to share their observations in small groups, then discuss as a class. Highlight the most commonly observed activities.</p> <p><u>Assessment</u></p> <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	<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: 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 1.2.1.1: Describe human activities that destroy the environment	Lesson: 1 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	<p>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.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Show a selection of pictures and videos that depict various environmental harms caused by human activities.</p> <p>After each picture or video, allow learners a moment to note down the human activity they think is shown and its potential environmental impacts.</p> <p>After the nature walk, have learners compare their firsthand observations with the images and videos. Discuss similarities and differences.</p> <p>Based on the nature walk and visual resources, learners should identify and list human activities that have negative impacts on the environment.</p> <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 <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>	Pictures and charts	



	<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. 	
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 4

Week Ending:	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Environment	
Content Standard: B9 1.2.1: Explain why it is important to care for the environment and how to do so		Indicator: B9 1.2.1.1: Describe human activities that destroy the environment	Lesson: 1 OF 2
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.		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></p> <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>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> <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>	Pictures and charts	



	<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: 60MINS		Strand: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Environment	
Content Standard: B9 1.2.1: Explain why it is important to care for the environment and how to do so		Indicator: B9 1.2.1.1: 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	<p>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?"</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>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.</p> <p>Prompt learners to think of actions they can take in their own communities to enhance safety and environmental health.</p> <p>Divide learners into five groups, assigning each group one of the following topics: air pollution, water pollution, land pollution, deforestation, and overfishing.</p> <p>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.</p> <p>Each group will briefly present their findings and suggestions.</p> <p>Discuss the suggestions provided by each group and highlight the importance of community action in preventing environmental degradation.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 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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WEEK 5

Week Ending:	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Environment	
Content Standard: B9 1.2.1: Explain why it is important to care for the environment and how to do so		Indicator: B9 1.2.1.2 Identify and describe how indigenous Ghanaian culture helps in taking care of the environment	Lesson: 1 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 • Rivers – Pra, Ankobra, Tano • Stones – the mystic stone at Larabanga • Animals – Some animals have totemic relations with humankind. 	Pictures and charts	



	<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. 	
<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: 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	<p>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?"</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Explain why it is important to care for the environment.</p> <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> <p>Have learners discuss in groups the benefits of a well-preserved environment and the consequences of neglect.</p> <p>Each group list their points and share with the class.</p> <p>Learners in their groups research to discover indigenous Ghanaian practices for environmental care.</p> <p>Assign learners to research or interview community members about traditional Ghanaian practices related to environmental care.</p> <p>Learners present their findings, explaining the method and the rationale behind it.</p> <p><u>Assessment</u></p>	Pictures and charts	



	<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? 	
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 6

Week Ending:	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Environment	
Content Standard: B9 1.2.1: Explain why it is important to care for the environment and how to do so		Indicator: B9 1.2.1.3: Discuss reasons for taking care for the environment.	Lesson: 1 OF 2
Performance Indicator: Learners can describe the importance of environmental conservation and learn methods to protect the environment			Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving
References: R.M.E Curriculum Pg. 56			
New words: Reforestation, Environment, Indigenous, Conservation			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Show learners before-and-after pictures of areas affected by environmental degradation and then restored (like deforested areas vs. reforested ones).</p> <p>Ask, "What differences do you notice? Why might these changes matter?"</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: MAIN	<p>Begin with a general discussion on why it's important to protect our environment, covering topics like biodiversity, future generations, and health.</p> <p>Delve deeper into specific ways of protecting the environment:</p> <ul style="list-style-type: none"> • Reforestation: Discuss the importance of trees for air quality, biodiversity, and climate regulation. Share examples of successful reforestation projects. • Proper Farming Practices: Explain methods like crop rotation, terracing, and organic farming. Discuss their benefits in maintaining soil health and preventing land degradation. • Proper disposal of waste • Proper mining practices, etc. <p>Introduce learners to the traditional practices of indigenous Ghanaians in taking care of the environment.</p> <p>Explain why indigenous Ghanaians take care of the environment.</p> <p><u>Care of the environment</u></p> <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> 	Pictures and charts	



	<p>Highlight their sustainable farming methods, sacred groves, and the cultural belief systems that emphasize environmental care.</p> <p>Engage learners in a discussion about how these practices have benefited the environment over generations and what we can learn from them.</p> <p>Organize learners into small groups and give each group a different environment-related topic (like reforestation, sustainable farming, and indigenous practices).</p> <p>Each group creates a short skit or presentation demonstrating the importance of their topic and practical ways it can be implemented.</p> <p>After each presentation, engage the class in a brief discussion to consolidate learning.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Why is reforestation important for the environment? 2. Name one farming practice that helps in protecting the environment and explain its benefit. 3. How do indigenous Ghanaians traditionally view the environment? 4. Why is it essential for communities to adopt environmentally friendly practices? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



Week Ending:	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Environment	
Content Standard: B9 1.2.1: Explain why it is important to care for the environment and how to do so		Indicator: B9 1.2.1.3: Discuss reasons for taking care for the environment.	Lesson: 1 OF 2
Performance Indicator: Learners can discuss reasons for taking care of the environment by examining and applying lessons from indigenous Ghanaian attitudes towards environmental conservation.		Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving	
References: R.M.E Curriculum Pg. 56			
New words: Reforestation, Environment, Indigenous, Conservation			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Share a Ghanaian proverb or saying related to the environment, for example: "The river that forgets its source will dry up."</p> <p>Ask learners to discuss its meaning and how it might relate to caring for the environment.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: MAIN	<p>Introduce learners to the respect and reverence that many indigenous Ghanaian communities have for nature.</p> <p>Discuss traditional practices, rituals, and beliefs centered around forests, rivers, animals, and the earth. For example, sacred groves that are protected due to religious beliefs.</p> <p>Divide learners into small groups. Each group will create a short skit that reflects a lesson or principle from indigenous Ghanaian attitudes towards the environment.</p> <p>Skits can portray scenarios such as the consequences of not respecting nature, a community coming together to save a sacred grove, or elders passing down environmental wisdom to the younger generation.</p> <p>Provide some time for groups to prepare and then allow each group to perform their skit.</p> <p>After all the performances, initiate a class discussion. What did they learn from their peers' skits? How can these indigenous lessons be applied in modern-day Ghana and worldwide?</p> <p>Encourage learners to share personal stories or family traditions related to nature and the environment.</p> <p><u>Assessment</u></p> <p>1. Why is it essential to consider indigenous wisdom when discussing environmental conservation?</p>	Pictures and charts	



	<ol style="list-style-type: none"> 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> 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>	



WEEK 7

Week Ending:	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 2.1.1.1: State the meaning and types of festivals	Lesson: 1 OF 2
Performance Indicator: Learners can discuss the meaning and types of festivals		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> <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>	Pictures and charts	



	<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: 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 2.1.1.1: State the meaning and types of festivals	Lesson: 1 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	<p>Display vibrant images or short video clips from the Bakatue, Yam Festival, and Homowo festivals.</p> <p>Ask students, "What emotions and themes do these images and clips evoke? Why might these celebrations be vital for communities?"</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: MAIN	<p>Revise with learners to state the types of festivals in Ghana.</p> <p>Have learners brainstorm and describe the significance of Agricultural festivals and list examples.</p> <p><i>Celebrated to thank God, the gods and ancestors for a good harvest and ask for more in the coming year. Examples are Bakatue (Elmina) and Yam Festival (Tedudu - Peki)</i></p> <p>Guide learners to describe and demonstrate activities which take place during the celebration of Agricultural festivals (Bakatue -Elmina and Yam Festival- Tedudu - Peki and Homowo-Ga)</p> <ul style="list-style-type: none"> • 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 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> 	Pictures and charts



	<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>	



WEEK 8

Week Ending:	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 2.1.1.1: Describe the activities in festivals celebrated in the three main religions in Ghana.	Lesson: 1 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	<p>Play a mix of traditional songs or beats from the Odwira, Bugumchugu, Hogbetsotsoza, Christmas, and Eid-Adha festivals.</p> <p>Ask learners, "Can you recognize any of these rhythms? What emotions or images do they evoke?"</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: MAIN	<p>Revise with learners to state the types of festivals in Ghana.</p> <p>Have learners brainstorm and describe the significance of Ancestral/Historical festivals and list examples.</p> <p><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></p> <p>Guide learners to describe and demonstrate activities which take place during the celebration of Ancestral/Historical festivals.</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> • <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</i> 	Pictures and charts	



	<p><i>of cultural events, including dance, storytelling, and purification ceremonies. The name "Hogbetsotso" translates to "festival of exodus."</i></p> <ul style="list-style-type: none"> • <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? 	
<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 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: Describe the activities in festivals celebrated in the three main religions in Ghana.	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	<p>Present learners with images or short video clips of various festivals from around the world, both religious and non-religious.</p> <p>Ask them, "Why do you think people come together to celebrate these festivals?"</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: MAIN	<p>Initiate a discussion about why humans have celebrated festivals throughout history.</p> <p>Ask learners to share personal experiences or family traditions related to any festival.</p> <p>Introduce the concept of religious festivals, emphasizing how they are rooted in religious doctrines, histories, or significant events.</p> <p>Engage learners in discussions about the lessons they've personally taken from festivals they have celebrated or witnessed.</p> <p>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.</p> <p>Allow groups to present their findings, fostering a class environment of mutual respect and curiosity.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 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	<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 9

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: B9.3.1.1.1 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, 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>	Pictures and charts depicting tolerant and intolerant communities



	<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>ASSESSMENT</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:	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 6.3 PL 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>ASSESSMENT</p> <ol style="list-style-type: none"> 1. What are the key characteristics of an intolerant community? 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? 	<p>Pictures and charts depicting tolerant and intolerant communities</p>	



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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WEEK 10

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 3.1.1.2 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 <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>	Pictures and charts



	<p>Encourage a class discussion after each presentation to explore different perspectives.</p> <p>ASSESSMENT</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:	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> <ol style="list-style-type: none"> 1. What are the main effects of religious intolerance discussed in class? 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. 	Pictures and charts	



	4. Why is it crucial for individuals to promote religious tolerance in society?	
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 11

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. 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> <p>Groups present their findings to the class, fostering a collective discussion on effective ways to promote interfaith harmony.</p>	Pictures and charts	



	<p>ASSESSMENT</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:	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."</p> <p>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. <p>ASSESSMENT</p> <p>1. What are the key reasons discussed in class for people with diverse religious backgrounds to live in harmony?</p>	Pictures and charts	



	<ol style="list-style-type: none"> 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>	



WEEK 12

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> <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>	Pictures and charts



	<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>ASSESSMENT</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>	

