

FIRST TERM
WEEKLY LESSON NOTES
WEEK 2

Week Ending: 13-10-2023	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 I.1.1: Describe and explain the purpose and usefulness of God's creation	Indicator: B9 I.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. Discuss how these intricate details might suggest a thoughtful creator.</p> <p>Split learners into groups. Each group should discuss the question: "What would the world be like if one of the elements from our list was missing?"</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>	

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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

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