

SECOND TERM

WEEKLY LESSON NOTES

WEEK 1

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| 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 | | |
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| 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 |

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| | <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> | |

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| 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> |

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| | <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? | |
| <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> | |