

# SECOND TERM

## WEEKLY LESSON NOTES

### WEEK 7

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> R.M.E
<b>Duration:</b> 60MINS		<b>Strand:</b> Religious Leaders & Personalities	
<b>Class:</b> B9	<b>Class Size:</b>		<b>Sub Strand:</b> Women In Religion & Leadership Positions
<b>Content Standard:</b> B9 4.1.1: Recognise leadership role of women in society		<b>Indicator:</b> B9 4.1.1.2: Discuss how to apply the moral lessons from the lives of these women in daily life	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can apply the moral lessons from the lives of these women in daily life.			<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:
<b>References:</b> R.M.E Curriculum Pg. 67			
<b>Keywords:</b> Diversity, Harmony, Tolerance, Respect, moral lessons			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<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>		
<b>PHASE 2: MAIN</b>	<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"> <li>• Medium used by (God, Allah, gods) to manifest himself</li> <li>• Helped in the spread of their religions</li> <li>• Provided practical assistance to religious leaders, etc.</li> <li>• Helped to protect their people</li> </ul> <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"> <li>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?</li> <li>2. How can the moral lessons from the lives of these women be applied in daily life situations?</li> <li>3. In what ways do these moral lessons align with or challenge societal norms and values?</li> <li>4. Why is it important to incorporate moral lessons from the lives of women in religion into our daily lives?</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></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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<b>Class: B9</b>	<b>Class Size:</b>	<b>Sub Strand: Women In Religion &amp; Leadership Positions</b>	
<b>Content Standard:</b> B9 4.1.1: Recognise leadership role of women in society		<b>Indicator:</b> B9 4.1.1.2: Discuss how to apply the moral lessons from the lives of these women in daily life	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can make skit to demonstrate the life of a woman from each of the three religions		<b>Core Competencies:</b> CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:	
<b>References: R.M.E Curriculum Pg. 67</b>			
<b>Keywords: Diversity, Harmony, Tolerance, Respect, moral lessons</b>			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<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>		
<b>PHASE 2: MAIN</b>	<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: <b>REFLECTION</b></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>	