

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.	