

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	<p>1. Identify and explain the importance of festivals</p> <p>2. Learners dramatise how they apply religious and moral lessons from festivals in their daily life.</p> <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:</p> <p>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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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	Begin by revisiting the religious and moral lessons discussed in the festivals from the previous lesson. Share performance indicators with learners and introduce the lesson.				
PHASE 2: MAIN	Facilitate a brief class discussion on how these lessons can be applied in daily life. Encourage learners to share personal experiences or insights. Divide the class into small groups, ensuring a mix of learners from different religious backgrounds. 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> 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. Give the groups time to rehearse their scripts. Encourage creativity, and remind them to focus on conveying the moral and religious values authentically.				Pictures and charts Costumes or props

	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.	