

EaD Comprehensive Lesson Plans



or



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BASIC 8

WEEKLY LESSON PLAN – WEEK 2

Strand:	The Family and The Community		Sub-Strand:	Authority and Obedience	
Content Standard:	B8.3.1.1 Model the practice of obeying authority				
Indicator (s)	B8.3.1.1.1 Identify and explain the various sources of authority		Performance Indicator: Learners can identify can identify the sources of Authority.		
Week Ending	19-01-2024				
Class	B.S.8	Class Size:		Duration:	
Subject	Religious and Moral Education				
Reference	RME Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook.				
Teaching / Learning Resources	Poster, Pictures, Video, Power Point Presentation.		Core Competencies:	<ul style="list-style-type: none">• Literacy• Global Citizenship Cultural Identity	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
TUESDAY	Using a Poster displaying the meaning of Authority, explain the meaning of Authority to the Learners.	<div>1. Learners brainstorm to identify the sources of Authority at home and school.</div> <div>2. Discuss with Learners the sources of Authority in the Community.</div> <div>3. Assist Learners to identify how people come to have authority.</div> <div>Sources of Authority at Home;</div> <div><ul style="list-style-type: none">○ Parents○ Uncles○ Aunties○ elder siblings</div> <div>Sources of Authority at School;</div> <div><ul style="list-style-type: none">○ head teacher○ teachers○ Prefects</div> <div>Sources of Authority in the Community;</div> <div><ul style="list-style-type: none">○ Chiefs○ assembly members○ priests○ Imams○ opinion leaders</div>			Group Work Discuss how the Authorities of the school were made to have such positions. Eg. The headteacher, Assistant Head teacher, school prefect.

		Queen mothers	
THURSDAY	Review Learners knowledge on the previous lesson.	<ol style="list-style-type: none"> 1. Discuss with Learners the right and wrong use of Authority. 2. Assist Learners to dramatize on the right and wrong use of Authority. 3. Individual Learners brainstorm to explain the impact of right and wrong use of Authority. <p>Right use of Authority;</p> <ul style="list-style-type: none"> ➤ assign tasks and responsibilities ➤ allocate and direct resources ➤ make decisions ➤ enforce compliance ➤ Get to know your colleagues. ➤ Know when and how to de-escalate things. ➤ Clarify the facts. <p>Wrong use of Authority;</p> <ul style="list-style-type: none"> • Unfair delegation of duties or request that an employee undertake personal services unrelated to their official duties; • Excessive supervision and over-checking of a person's work; • (Mis)Use of power or personal authority to force an individual not to exercise her/his right to complain, or raise concerns, about potential breaches of standards of conduct or ethical obligations; • Regularly 'putting down' or singling out an individual and treating him/her differently, typically in a demeaning way; • Regularly picking on an individual and/or group of people and making them the target of offensive language or gratuitous personal remarks, and/or offensive teasing 	<p>Through questions and answers, conclude the lesson.</p> <p>Exercise;</p> <ol style="list-style-type: none"> 1. State 5 right use of Authority. 2. State 5 wrong use of Authority <p>Write 4 impacts of right and wrong use of Authority at home, school and in the Community.</p>

			
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School:

District: