

## **EaD Comprehensive Lesson Plans**



or



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### **BASIC 9**

### **WEEKLY LESSON PLAN – WEEK 4**

|                                      |   |   |  |  |  |
|--------------------------------------|---|---|--|--|--|
| <b>Strand:</b>                       | The Family And The Community  |   | <b>Sub-Strand:</b>   | Religion and Social Cohesion   |  |
| <b>Content Standard:</b>             | B9 3.1.1: Identify and apply ways people with different religions can co-exist peacefully                   |   |  |  |  |
| <b>Indicator (s)</b>                 | B9 3.1.1.2 Explain reasons why religious intolerance occurs and their effects on society and the individual |   | <b>Performance Indicator:</b> Learners can identify the causes of religious intolerance. |  |  |
| <b>Week Ending</b>                   | 02-02-2024  |   |  |  |  |
| <b>Class</b>                         | B.S.9   | <b>Class Size:</b>  |  | <b>Duration:</b>   |  |
| <b>Subject</b>                       | RME   |   |  |  |  |
| <b>Reference</b>                     | RME Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook.                                   |   |  |  |  |
| <b>Teaching / Learning Resources</b> | Poster, Pictures, video, charts.  |   | <b>Core Competencies:</b>  | <ul style="list-style-type: none"><li>• Critical Thinking and Problem Solving</li><li>• Communication and Collaboration.</li></ul> |  |
| <b>DAY/DATE</b>                      | <b>PHASE 1 : STARTER</b>  | <b>PHASE 2: MAIN</b>  |  |  | <b>PHASE 3: REFLECTION</b>   |
| <b>MONDAY</b>                        | Through questions and answers, review Learners knowledge on the previous lesson.                            | <div>1. Assist Learners to identify examples of religious intolerance in Ghana.</div> <div>2. Using chart, assist Learners to compare the historic perspective and modern concepts of religious intolerance in Ghana.</div> <div>3. Discuss with the Learners about the causes of religious intolerance.</div> <div>4. Learners brainstorm to explain the term “ religious violence”.</div> <div><b>Causes of religious intolerance;</b><ul style="list-style-type: none"><li>○ Not learning about each other’s religion</li><li>○ Undermining the religious beliefs and practices of others</li><li>○ State being biased against one religion</li></ul></div> <div><b>Religious violence</b> covers phenomena in which religion is either the subject or the object of violent behavior. All the religions of the world contain narratives, symbols, and metaphors of violence and war. Religious violence is violence that is motivated by, or in reaction to, religious precepts, texts, or the doctrines of a target or an attacker. It includes violence against religious institutions, people, objects, or events. Religious violence does not exclusively include acts which are committed by religious groups, instead, it includes acts which are committed against</div> |  |  | <div>Learners in small groups to discuss and report to the class on the Contemporary attitudes and practices of religious intolerance.</div> <div><b>Exercise;</b></div> <div>State 5 causes of religious intolerance.</div> |

|                 |  |  |   |
|-----------------|--|--|---|
|                 |  | religious groups.  |   |
| <b>THURSDAY</b> | Assist Learners to dramatize on the causes of religious intolerance. | <ol style="list-style-type: none"> <li>1. Learners brainstorm to identify 5 ways religious freedom is violated.</li> <li>2. Assist Learners to identify ways of protecting the freedom of religion for all religions in Ghana.</li> <li>3. Discuss with the Learners about 5 ways of combating religious intolerance.</li> </ol> <p><b>Causes of violations</b></p> <p>While there probably will never be agreement on the possible causes of violations of the freedom of religion and belief that occur around the world, this inquiry received a number of suggestions for consideration.</p> <ul style="list-style-type: none"> <li>○ non-discrimination in matters of religion and belief</li> <li>○ the principle of toleration in matters of religion and belief</li> <li>○ freedom of thought, conscience and religion or belief</li> <li>○ the freedom to manifest religion or belief</li> <li>○ the freedom to dispose of religious property</li> <li>○ the physical integrity and health of religious persons and the faithful</li> <li>○ the basic human rights of women, through the imposition of religious laws.</li> </ul> | <p>Through questions and answers, conclude the lesson.</p> <p><b>Exercise;</b></p> <p>Explain 5 ways of protecting the freedom of religion.</p> |

Name of Teacher:

School:

District: