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BASIC 9

WEEKLY LESSON PLAN – WEEK 6

Strand:	The Family And The Community		Sub-Strand:	Religion and Social Cohesion	
Content Standard:	B9 3.1.1 Identify and apply ways people with different religions can co-exist peacefully				
Indicator (s)	B9 3.1.1.3 Identify and explain ways in which people with diverse religious backgrounds can live peacefully		Performance Indicator: Learners can live peacefully with people in different religion.		
Week Ending	16-02-2024				
Class	B.S.9	Class Size:		Duration:	
Subject	RME				
Reference	RME Curriculum, Teachers Resource Pack, Learners Resource Pack				
Teaching / Learning Resources	Poster, Pictures, video, charts.		Core Competencies:	<ul style="list-style-type: none">• Creativity and Innovation• Manipulative skills• Operational skills.	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY	<p>Discuss with the Learners about meanings of keywords and terminologies in the lesson.</p> <p>Terminologies;</p> <ul style="list-style-type: none">• uniquely valuable• emigration• diversity• inclusivist theories• rationality• exclusivist-inclusivist-pluralist• trichotomy	<p>1. Discuss the meaning of “Religious diversity” with the Learners.</p> <p>2. Using a Poster displaying some theories of religious diversity, assist Learners to identify various theories of religious diversity.</p> <p>3. Briefly explain the concept “religious pluralism” to the Learners.</p> <p>Religious Pluralism</p> <p>A theory of religious pluralism says that all religions of some kind are the same in some valuable respect(s). While this is compatible with some religion being the best in some <i>other</i> respect(s), the theorists using this label have in mind that many religions are equal regarding the central value(s) of religion. (Legenhausen 2009)</p> <p>The term “religious pluralism” is almost always used for a theory asserting positive value for many or most religions. But one may talk also of “negative religious pluralism” in which most or all religions have little or no positive value and are equal in this respect. This would be the view of many naturalists, who hold that all religions are the product of human imagination, and fail to have most or all of the values claimed for</p>			<p>Through questions and answers, conclude the lesson.</p> <p>Exercise;</p> <p>Explain the following;</p>

		<p>them. (Byrne 2004; Feuerbach 1967)</p> <p>a. Naive Pluralisms</p> <p>Though naive pluralisms are not common amongst scholars in relevant fields, they are important to mention because they are entertained by many people as they begin to reflect on religious diversity.</p> <p>b. Core Pluralisms</p> <p>An improvement upon naive pluralism acknowledges differences in all the aspects of religions, but separates peripheral from core differences.</p> <p>The most influential recent proponent of a version of core pluralism has been Huston Smith. (b. 1919) In his view, the common core of religions is a tiered worldview.</p>	
THURSDAY	Review Learners knowledge on the previous lesson.	<ol style="list-style-type: none"> 1. Assist Learners to identify 5 ways schools can embrace religious diversity in their classrooms. 2. Engage Learners in dramatizing on the ways of embracing religious diversity in classrooms. 3. Discuss with the Learners about how to integrate religious diversity lessons in studying other subjects. <p>Teaching About Different Religions in Social Studies</p> <p>To teach their followers about the tenants of their religion, the prophets would use stories or parables to illustrate a point or to make a concept comprehensible to them. As a classroom teacher, you can easily incorporate the idea of storytelling by having students research their own religion's stories or legends and share them with their classmates. By doing this, you will also be providing opportunities for them to practice their listening and speaking skills.</p> <p>Teaching About Different Religions in Performing Arts</p> <p>Exploring music related to <u>different belief systems</u> exposes students to a variety of genres of music. Additionally, they will be able to learn about different traditions associated with religious beliefs. For example, you can collaborate with the school's music teacher when studying different countries. You can have the students examine the lyrics of</p>	<p>Reflect on the importance of teaching religious diversity in schools.</p> <p>Exercise;</p> <p>State 5 importance of teaching religious diversity in schools.</p>

		<p>songs from those countries, research when they were written, and map those to the historical occurrences in those countries. Students could explore the racial stereotypes and equity issues that stemmed from those perspectives.</p> <p>Teaching About Different Religions in Science</p> <p>Advances in scientific methods and concepts can be traced to times in history when different religions were revealed to civilizations. For instance, the antiseptic properties of rubbing alcohol are associated with several individuals in history in Egypt, Iran and China. You can challenge your students to investigate when these individuals arrived at their discoveries and to trace them to the time periods associated with one or more religious dispensations.</p> <p>Another way to examine the influence of religions' practices is to compare the influences of Eastern and Western cultural views on health and wellness. You could challenge the students, to investigate current health trends such as intermittent fasting's benefits and trace these to cultural and religious beliefs associated with fasting.</p>	
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School:

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