

## **EaD Comprehensive Lesson Plans**



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### **BASIC 9**

### **WEEKLY LESSON PLAN – WEEK 7**

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 identify strategies for embracing religious diversity.		
Week Ending	23-02-2024				
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"><li>• Communication and collaboration</li><li>• Critical Thinking and Problem solving</li><li>• Personal Development</li><li>• Creativity and Innovation</li></ul>	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY	Review Learners knowledge about the importance of studying religious diversity in schools.	<div>1. Discuss with the Learners about religious diversity as a civil right.</div> <div>2. Assist Learners to identify 5 strategies for embracing diversity.</div> <div>3. Learners brainstorm to identify ways of ensuring religious equity in schools.</div> <div>Strategies for Embracing Diversity</div> <div>Dr. Mark Chancey, professor of religious studies at Southern Methodist University states, “If we as a nation want to understand how to relate to the rest of the globe, then we need to have a richer and deeper understanding of different cultures – including various religions.” In general, schools can:</div> <div>Establish a school culture of inclusion and respect for diversity that welcomes all students. The Positive Behavioral Interventions and Supports Technical Assistance Center (www.pbis.org) can help.</div> <div>Monitor locations in and around the building that may be</div>			<div>Through questions and answers, conclude the lesson.</div> <div>Exercise;</div> <div>Explain 5 ways of ensuring religious equity in schools and in the community.</div>

		<p>bullying “hot spots.” Areas that have little or no adult monitoring or supervision (such as bathrooms, playgrounds and the cafeteria) may place students at higher risk of bias incidents.</p> <p>Make it the business of the entire school staff to be on the lookout for bullying. The climate of the school is set by the adults. This includes teachers, paraprofessional staff, parent volunteers, bus drivers, school librarians and nurses, cafeteria staff, and others. The school can send a strong message of inclusion and respect for diversity when students are hearing it from the many different adults they see and speak to every day.</p>	
<b>THURSDAY</b>	<p>Learners brainstorm to explain reasons why it is important to encourage diversity in schools and workplaces.</p>	<ol style="list-style-type: none"> <li>1. Assist Learners to compare the difference and similarities between religious diversity and cultural diversity.</li> <li>2. Discuss with the Learners about the types of cultural diversity.</li> <li>3. Learners in small groups to discuss and report to the class on how to promote diversity and multiculturalism in the classroom</li> </ol> <p><b>TYPES OF CULTURAL DIVERSITY IN THE CLASSROOM</b></p> <p>Every student is unique. In order to properly understand and promote cultural awareness, teachers need to understand all the different types of diversity they may encounter in their classrooms including:</p> <p><b>Race</b></p> <p>A person’s skin color can have a great impact on their experience in society. It can also impact how they view themselves and others when engaging in classroom activities.</p> <p><b>Ethnicity</b></p> <p>Ethnicity relates to a person’s culture and nationality. Ethnicity is sometimes confused with race, but it is important to recognize that while some people may have the same skin color, they may come from different places and have vastly different cultural beliefs and views of the world.</p> <p><b>Religion</b></p> <p>It is important to understand that people have different religious belief or no religious beliefs, and it may impact their participation in the classroom. Students may react</p>	<p>Reflect on the importance of multicultural education.</p> <p><b>Exercise;</b></p> <p>Explain 3 types of cultural diversity.</p>

		<p>differently to lessons based on their religion or may not be able to be present on certain religious holidays.</p> <p><b>Language</b></p> <p>While English is commonly used in American classrooms, for some students, it is not the language they speak at home. Accommodations should be made to help students for whom English is a second language.</p> <p><b>Socioeconomic Status</b></p> <p>A student’s socioeconomic status can affect their ability to participate in the classroom without some type of accommodation. For instance, access to a computer at home or reliable internet access is not a given for some children. Teachers should be aware of this and the stress it may cause students who may struggle due to a lack of resources.</p> <p><b>Sexual Orientation</b></p> <p>A student’s sexual orientation can have a great impact on how they are experiencing the world. Teachers should understand the struggles that exist and ensure that the lessons taught in their classroom are inclusive.</p> <p><b>Gender Identity</b></p> <p>Similar to sexual orientation, it is important to understand each student’s gender identity and how they would prefer to be recognized. Teachers should respect their student’s identity and use preferred pronouns when interacting with their students.</p>	
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School:

District: