

EaD Comprehensive Lesson Plans



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Strand:	The Family And The Community	Sub-Strand:	Religion and Social Cohesion
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BASIC 9

WEEKLY LESSON PLAN – WEEK 13

Content Standard:	B9 3.1.1: Identify and apply ways people with different religions can co-exist peacefully				
Indicator (s)	B9 3.1.1.1 Identify and explain examples of tolerant and intolerant communities		Performance Indicator: Learners can describe the various types of discriminations.		
Week Ending	06-12-2024				
Class	B.S.9	Class Size:		Duration:	
Subject	RME				
Reference	RME Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook.				
Teaching / Learning Resources	Poster, Pictures, video, charts.		Core Competencies:	<ul style="list-style-type: none">• Critical Thinking and Problem Solving Communication and Collaboration.	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY	Learners brainstorm to identify the characteristics of intolerant communities.	<div>1. Assist Learners to compare the relationship between discrimination and intolerance.</div> <div>2. Discuss with the Learners about the meanings of direct and indirect discrimination.</div> <div>3. Learners brainstorm to identify the roles of stereotypes and prejudice.</div> <div>The role of stereotypes and prejudices</div> <div>A stereotype is a generalized belief or opinion about a particular group of people, for example, that entrepreneurs are ambitious, public servants are humorless, or that women have long hair and wear skirts. The main function of stereotypes is to simplify reality. Stereotypes are usually based either on some kind of personal experience or on impressions that we have acquired during early childhood socialisation from adults surrounding us at home, in school or through mass media, which then become generalised to take in all the people who could possibly be linked.³</div> <div>A prejudice is a judgment, usually negative, we make about another person or other people without really knowing them. Just like stereotypes, prejudices are learned as part of our socialisation process. One difference between a stereotype and a prejudice is that</div>			<div>Through questions and answers, conclude the lesson.</div> <div>Exercise;</div> <div>Distinguish between direct and indirect discrimination.</div>

		<p>when enough information is available about an individual or a particular situation, we do away with our stereotypes. Prejudice rather works like a screen through which we perceive any given piece of reality: thus, information alone usually is not enough to get rid of a prejudice, as prejudices alter our perceptions of reality; we will process information that confirms our prejudice and fail to notice or "forget" anything that is in opposition. Prejudices are, therefore, very difficult to overcome; if contradicted by facts, we'd rather deny the facts than question the prejudice ("but he's not a real Christian"; "she is an exception").</p> <p>Discrimination and intolerance are often based on or justified by prejudice and stereotyping of people and social groups, consciously or unconsciously; they are an expression of prejudice in practice. Structural discrimination is the result of perpetuated forms of prejudice, which led to specific categories of people having access to power and decision making, to the detriment of other groups.</p>	
THURSDAY	Review Learners knowledge on the previous lesson.	<ol style="list-style-type: none"> 1. Using a Poster, explain to the Learners about the various forms of indiscrimination. 2. Discuss with the Learners about ways of eliminating racial discrimination. 3. Assist Learners to dramatize on intolerance based on religion. 4. Learners brainstorm to identify ways of preventing intolerance based on religion. <p>Intolerance based on religion</p> <p>Freedom of religion and religious tolerance are basic values present in every European country, yet acts of discrimination based on religion have not yet disappeared. Religious intolerance is often linked with racism and xenophobia – particularly with Antisemitism and Islamophobia. Whereas in the past Europe was characterised by conflicts between, and discrimination of Protestant or Catholic Christians, Roman and Eastern Orthodox or "official" churches and dissenting groups,</p>	<p>Reflect on the forms of indiscrimination.</p> <p>Exercise;</p> <p>State 5 examples of discrimination based on gender identity, gender or sexual orientation</p>

		<p>today the political differences among Christian denominations have become far less important. At the same time many religious communities in minority positions continue to thrive across Europe, including Baha'is, Buddhists, Christians, Hindus, Jews, Muslims and Rastafarians. This growing religious diversity is often ignored, as well as those millions of Europeans who are not religious.</p> <p>Religious intolerance is often linked with racism and xenophobia – particularly with antisemitism and Islamophobia, leading thus to multiple and intersectional discrimination.</p>	
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School:

District: