

SECOND TERM
WEEKLY LESSON NOTES
WEEK I

Week Ending: 06-04-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Religious Practices
Class: B8	Class Size:	Sub Strand: Rites Of Passage (Death Rites)
Content Standard: B8 2.1.1: Explain rites of passage and identify the moral lessons in them.	Indicator: B8 2.1.1.5: Describe how death rites are performed in the three major religions in Ghana	Lesson: 1 OF 2
Performance Indicator: Learners can discuss how death rites are performed in the three major religions in Ghana		Core Competencies: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:
References: R.M.E Curriculum Pg. 34		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Learners in turns share their experience of a funeral they have attended before.</p> <p>Guide learners to explain the concept of death in the three major religions. Death is the departure of humankind from this earth to the next world.</p> <p>Learners in groups discuss the significance and disadvantages of death.</p> <p><i>i. Rest There is a belief that after the tremendous struggle with life on the physical world, the person dies in order to go and rest in the ancestral world.</i></p> <p><i>ii. Human being as mortal: Human being was created and subjected to death by God, the creator. Therefore, death is seen as the fulfillment of God's word.</i></p> <p><i>iii. Life after death. The belief that when one dies, the soul continues the life in the ancestral world gives the impression that death is good.</i></p> <p><i>iv. Reduction of population. Death reduces the country's population in order to curtail the pressure on the scarce resources.</i></p> <p><i>v. Relief of financial burden on bedridden relatives: People who fall sick for long time before they die bring untold financial hardship to their families. Therefore, death becomes advantage instead.</i></p> <p>Brainstorm learners for the meaning of death rites. <i>Death rites is a ritual that is performed for a corpse to pay him/her the last respect and usher him or her into the ancestral world.</i></p> <p>Guide learners to discuss the significance of death rites. e.g. it strengthens the bond between the living and the dead.</p>	Pictures and charts

	<p>Let learners understand that Indigenous Rituals differ from culture to culture, but generally, the process includes:</p> <ul style="list-style-type: none"> • preparation of the corpse • pre-burial mourning • burial mourning • post-burial mourning <p>Christianity: The process varies from church to church but, generally, it includes bathing and dressing of the body, laying in state either in the family house or church premises, church services officiated by a priest, burial and funeral rites and memorial service.</p> <p><u>Assessment</u> Discuss the importance of death in the society List four causes of death Outline four disadvantages of death</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 06-04-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Religious Practices
Class: B8	Class Size:	Sub Strand: Rites Of Passage (Death Rites)
Content Standard: B8 2.1.1: Explain rites of passage and identify the moral lessons in them.	Indicator: B8 2.1.1.5: Describe how death rites are performed in the three major religions in Ghana	Lesson: 1 OF 2
Performance Indicator: Learners can discuss how death rites are performed in the three major religions in Ghana		Core Competencies: CP 5.2: CP 6 .3PL 5.4: PL 5.5: PL 6.1: PL 6.4:
References: R.M.E Curriculum Pg. 34		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Guide learners to describe how death rites are performed among the Islam and traditional.</p> <p>Islam: The process includes</p> <ul style="list-style-type: none"> • The corpse is given ritual bath (ghusl janazah) • Janazah prayer is then performed • burial at the cemetery without coffin • prayers are also said for the dead after burial • funeral rites 3rd day, 7th day, 40th day and a year) <p>ATR</p> <p>Preparation of corpse</p> <p>Laying in state</p> <p>Wake keeping</p> <p>Burial rites</p> <p>Burial with body in coffin</p> <p>In groups, learner's role play how death rites are performed in the three religions.</p> <p>Guide learners to identify and explain the importance of death rites.</p> <p><u>Importance of death rites</u></p> <ul style="list-style-type: none"> • They psychologically prepare and support the bereaved family. • They enable the dead to have a smooth entrance to the land of the dead. • They remind the living of judgement after death and the need to prepare for it. • They celebrate the life of the deceased and offer the living counsel to learn from the moral qualities of the dead, etc. <p><u>Assessment</u></p>	Pictures and charts

	Describe death rite in the Christian religion State and describe how death rites is performed in Islamic community.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 2

Week Ending: 14-04-2023	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: Religious Practices	
Class: B8	Class Size:	Sub Strand: Moral lessons in the rites of passage	
Content Standard: B8 2.1.1: Explain rites of passage and identify the moral lessons in them.		Indicator: B8 2.1.1.6: Identify and explain the moral lessons in the rites of passage	Lesson: 1 OF 2
Performance Indicator: Learners can identify and explain the moral lessons in the rites of passage		Core Competencies: CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:	
References: R.M.E Curriculum Pg. 34			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>Revise with learners on the various rites of passage. Rites of passage are rituals or ceremonies that mark important transitions in a person's life, such as birth, puberty, marriage, and death.</p> <p>Guide learners to discuss the moral lessons in the rites of passage.</p> <p>Moral lessons</p> <ul style="list-style-type: none"> • Truthfulness • Honesty • Hard work • Chastity before marriage • Faithfulness and responsibility in marriage, etc. <p>Learners in their groups, search on the internet and report to the class with findings on other moral lessons in the rites of passage.</p> <ul style="list-style-type: none"> • <i>Responsibility: Many rites of passage, such as graduation ceremonies or coming-of-age rituals, emphasize the importance of taking on new responsibilities. These ceremonies may stress the idea that individuals must take ownership of their actions and contribute to the well-being of their families or communities.</i> • <i>Respect: Rites of passage often emphasize the importance of respecting elders and authority figures. They may teach that individuals should listen to the wisdom of those who have more experience and honor their traditions and customs.</i> • <i>Community: Rites of passage often emphasize the importance of belonging to a community and working together for the common good. They may teach the idea that individuals have a</i> 	Pictures and charts	

	<p><i>responsibility to support and care for one another, and that the community is stronger when everyone works together.</i></p> <ul style="list-style-type: none"> • <i>Respect for nature: Some rites of passage, such as those involving hunting or agricultural practices, may emphasize the importance of respecting nature and the environment. They may teach that humans have a responsibility to care for the natural world and to use its resources responsibly</i> • <i>Courage: Many rites of passage involve facing fears or taking risks. They may teach that individuals must have the courage to face challenges and to stand up for what they believe in.</i> <p>Engage learners to dramatize how to apply the moral lessons from rites of passage in their everyday life activities.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Discuss the importance of rites of passage in shaping an individual's identity and role in society. 2. Compare and contrast the moral lessons taught in three main religions in Ghana. 3. Discuss the role of community in rites of passage. 4. How do rites of passage promote responsibility and the importance of contributing to one's community 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 14-04-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Religious Practices
Class: B8	Class Size:	Sub Strand: Moral lessons in the rites of passage
Content Standard: B8 2.1.1: Explain rites of passage and identify the moral lessons in them.	Indicator: B8 2.1.1.6: Identify and explain the moral lessons in the rites of passage	Lesson: 2 OF 2
Performance Indicator: Learners can identify and explain the moral lessons in the rites of passage		Core Competencies: CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:
References: R.M.E Curriculum Pg. 34		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Revise with learners on the various rites of passage. Rites of passage are rituals or ceremonies that mark important transitions in a person's life, such as birth, puberty, marriage, and death.</p> <p>Guide learners to discuss the moral lessons in the rites of passage.</p> <p>Moral lessons</p> <ul style="list-style-type: none"> • Truthfulness • Honesty • Hard work • Chastity before marriage • Faithfulness and responsibility in marriage, etc. <p>Learners in their groups, search on the internet and report to the class with findings on other moral lessons in the rites of passage.</p> <ul style="list-style-type: none"> • <i>Responsibility: Many rites of passage, such as graduation ceremonies or coming-of-age rituals, emphasize the importance of taking on new responsibilities. These ceremonies may stress the idea that individuals must take ownership of their actions and contribute to the well-being of their families or communities.</i> • <i>Respect: Rites of passage often emphasize the importance of respecting elders and authority figures. They may teach that individuals should listen to the wisdom of those who have more experience and honor their traditions and customs.</i> • <i>Community: Rites of passage often emphasize the importance of belonging to a community and working together for the common good. They may teach the idea that individuals have a responsibility to support and care for one another, and that the community is stronger when everyone works together.</i> • <i>Respect for nature: Some rites of passage, such as those involving hunting or agricultural practices, may emphasize the</i> 	Pictures and charts

	<p><i>importance of respecting nature and the environment. They may teach that humans have a responsibility to care for the natural world and to use its resources responsibly</i></p> <ul style="list-style-type: none"> • <i>Courage: Many rites of passage involve facing fears or taking risks. They may teach that individuals must have the courage to face challenges and to stand up for what they believe in.</i> <p>Engage learners to dramatize how to apply the moral lessons from rites of passage in their everyday life activities.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Discuss the importance of rites of passage in shaping an individual's identity and role in society. • Compare and contrast the moral lessons taught in three main religions in Ghana. • Discuss the role of community in rites of passage. • How do rites of passage promote responsibility and the importance of contributing to one's community 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 3

Week Ending: 21-04-2023	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: Religious Practices	
Class: B8	Class Size:	Sub Strand: Authority At Home & School	
Content Standard: B8 3.1.1: Identify and explain the importance of obeying authority		Indicator: B8.3.1.1.1: Identify and explain the various sources of authority.	Lesson: 1 OF 2
Performance Indicator: Learners can identify and explain the various sources of authority.		Core Competencies: CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:	
References: R.M.E Curriculum Pg. 36			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Call out the class prefects and other prefects in the class to stand in front of the class.</p> <p>Let learners identify their positions and duties.</p> <ul style="list-style-type: none"> • Do you respect your prefects? • Why do you respect prefects? • Is it important to have prefects in the class and school? <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: MAIN	<p>Through questions and answers, let learners explain the term Authority. Example: <i>Authority involves the right to use power to influence or control the behavior of others.</i></p> <p>With the aid of picture cards and wall charts, let learners identify people in authority in the school.</p> <ul style="list-style-type: none"> • <i>Who is the final Authority at school?</i> • <i>Who discipline children who do not conform to rules in school?</i> • <i>Who is the next person in command after the class teacher?</i> <p>Guide learners to describe the roles of the headmaster, class teachers and prefects in the school.</p> <p><u>Assessment</u> In groups, learners draw the chain of command in the school.</p>	Pictures and charts	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

Week Ending: 21-04-2023	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: Religious Practices	
Class: B8	Class Size:	Sub Strand: Authority At Home & School	
Content Standard: B8 3.1.1: Identify and explain the importance of obeying authority		Indicator: B8.3.1.1.1: Identify and explain the various sources of authority.	Lesson: 2 OF 2
Performance Indicator: Learners can identify and explain the various sources of authority.		Core Competencies: CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:	
References: R.M.E Curriculum Pg. 36			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Call out the class prefects and other prefects in the class to stand in front of the class.</p> <p>Let learners identify their positions and duties.</p> <ul style="list-style-type: none"> • Do you respect your prefects? • Why do you respect prefects? • Is it important to have prefects in the class and school? <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: MAIN	<p>Through questions and answers, let learners explain the term Authority. Example: <i>Authority involves the right to use power to influence or control the behavior of others.</i></p> <p>With the aid of picture cards and wall charts, let learners identify people in authority in their homes.</p> <ul style="list-style-type: none"> • <i>At home who has control over the family?</i> • <i>Who discipline children who do not conform to rules at home?</i> • <i>Who is the next person in command after the father and mother?</i> <p>Guide learners to describe the roles of the father, mother and children at home.</p> <p><u>Assessment</u> In groups, learners draw the chain of command in the home.</p>	Pictures and charts

	<pre>graph TD; A[Father] --> B[Mother]; B --> C[Older siblings]; C --> D[Last child];</pre>	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 4

Week Ending: 28-04-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Religious Practices
Class: B8	Class Size:	Sub Strand: Authority in the community
Content Standard: B8 3.1.1: Identify and explain the importance of obeying authority	Indicator: B8.3.1.1.1: Identify and explain the various sources of authority.	Lesson: 1 OF 2
Performance Indicator: Learners can identify and explain the various sources of authority.		Core Competencies: CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:
References: R.M.E Curriculum Pg. 36		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Call out the class prefects and other prefects in the class to stand in front of the class.</p> <p>Let learners identify their positions and duties.</p> <ul style="list-style-type: none"> • Do you respect your prefects? • Why do you respect prefects? • Is it important to have prefects in the class and school? <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: MAIN	<p>Revise with learners to identify persons with authority in the school and home.</p> <p>Let learners draw the flow of authority in the home and school.</p> <p>Revise with learners to explain key concepts.</p> <p>With the aid of picture cards and wall charts, let learners identify people in authority in the community.</p> <ul style="list-style-type: none"> • <i>Who is the final Authority in the community?</i> • <i>Who maintains law and order in the community?</i> • <i>Who is the next person in command after the president?</i> <p>Guide learners to describe the roles of the President, member of parliament, Assembly member, police and Imams in the community.</p> <p><u>Assessment</u> In groups, learners draw the chain of command in the community.</p> <p>Let learners dramatize or role-play authority at in the community</p>	Pictures and charts

PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
--------------------------------	---	--

Week Ending: 28-04-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Religious Practices
Class: B8	Class Size:	Sub Strand: Authority in the community
Content Standard: B8 3.1.1: Identify and explain the importance of obeying authority		Indicator: B8.3.1.1.1: Identify and explain the various sources of authority.
		Lesson: 2 OF 2
Performance Indicator: Learners can identify and explain the various sources of authority.		Core Competencies: CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:
References: R.M.E Curriculum Pg. 36		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Call out the class prefects and other prefects in the class to stand in front of the class.</p> <p>Let learners identify their positions and duties.</p> <ul style="list-style-type: none"> Do you respect your prefects? Why do you respect prefects? Is it important to have prefects in the class and school? <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: MAIN	<p>Revise with learners to identify persons with authority in the school and home.</p> <p>Let learners draw the flow of authority in the home and school.</p> <p>Revise with learners to explain key concepts.</p> <p>With the aid of picture cards and wall charts, let learners identify people in authority in the community.</p> <ul style="list-style-type: none"> Who is the final Authority in the community? Who maintains law and order in the community? Who is the next person in command after the president? <p>Guide learners to describe the roles of the President, member of parliament, Assembly member, police and Imams in the community.</p> <p><u>Assessment</u> In groups, learners draw the chain of command in the community.</p> <p>Let learners dramatize or role-play authority at in the community</p>	Pictures and charts
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 5

Week Ending: 05-05-2023	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: Religious Practices	
Class: B8	Class Size:	Sub Strand: Obedience	
Content Standard: B8 3.1.1: Identify and explain the importance of obeying authority		Indicator: B8 3.1.1.2: Explain the need to obey God, parents and those in authority	Lesson: 1 OF 2
Performance Indicator: Learners can explain the need to obey God, parents and those in authority.		Core Competencies: CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:	
References: R.M.E Curriculum Pg. 36			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: MAIN	Brainstorm learners for the meaning of Obedience. Guide learners to explain reasons why we need to obey God. <i>1. Divine guidance: Many religious individuals believe that God is the ultimate source of wisdom and guidance, and therefore, following His commands is the best way to lead a fulfilling life.</i> <i>2. Moral code: For some, God's commandments provide a moral framework for living that promotes virtues such as kindness, compassion, honesty, and justice.</i> <i>3. Accountability: Believing in God's judgment and the afterlife, some may feel that obedience to God is necessary to ensure salvation and avoid punishment.</i> <i>4. Gratitude: Some religious individuals may feel a sense of gratitude towards God for their blessings and, therefore, obeying God is a way to show appreciation.</i> <i>5. Community: Obeying God may also be a way to connect with a larger community of individuals who share the same beliefs and values.</i> Guide learners to explain reasons why we need to obey parents. <ul style="list-style-type: none"> • They have more life experience • They have our best interests at heart • It fosters respect and trust • It teaches responsibility • It prepares us for the real world 	Pictures and charts	

	<p>Guide learners to explain reasons why we need to obey parents.</p> <ul style="list-style-type: none"> • <i>Obeying people in authority helps to maintain order and stability in society.</i> • <i>People in positions of authority are often responsible for ensuring the safety and security of others.</i> • <i>Obeying those in authority demonstrates respect for the law and the institutions that govern our society.</i> • <i>When people obey those in authority, it can help to promote social harmony and prevent conflict.</i> <p>Learners in their groups create a story to demonstrate the consequences of disobeying authority. Present it to class for discussion.</p> <p><u>Assessment</u> What are some potential consequences of not obeying people in authority? How can we balance the need to obey people in authority with the need to challenge authority when it is necessary?</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 05-05-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Religious Practices
Class: B8	Class Size:	Sub Strand: Obedience
Content Standard: B8 3.1.1: Identify and explain the importance of obeying authority		Indicator: B8 3.1.1.2: Explain the need to obey God, parents and those in authority
Performance Indicator: Learners can explain the need to obey God, parents and those in authority.		Lesson: 2 OF 2
Core Competencies: CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:		
References: R.M.E Curriculum Pg. 36		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: MAIN	Brainstorm learners for the meaning of Obedience. Guide learners to explain reasons why we need to obey God. <i>1. Divine guidance: Many religious individuals believe that God is the ultimate source of wisdom and guidance, and therefore, following His commands is the best way to lead a fulfilling life.</i> <i>2. Moral code: For some, God's commandments provide a moral framework for living that promotes virtues such as kindness, compassion, honesty, and justice.</i> <i>3. Accountability: Believing in God's judgment and the afterlife, some may feel that obedience to God is necessary to ensure salvation and avoid punishment.</i> <i>4. Gratitude: Some religious individuals may feel a sense of gratitude towards God for their blessings and, therefore, obeying God is a way to show appreciation.</i> <i>5. Community: Obeying God may also be a way to connect with a larger community of individuals who share the same beliefs and values.</i> Guide learners to explain reasons why we need to obey parents. <ul style="list-style-type: none"> • They have more life experience • They have our best interests at heart • It fosters respect and trust • It teaches responsibility • It prepares us for the real world Guide learners to explain reasons why we need to obey parents. <ul style="list-style-type: none"> • Obeying people in authority helps to maintain order and stability in society. 	Pictures and charts

	<ul style="list-style-type: none"> • <i>People in positions of authority are often responsible for ensuring the safety and security of others.</i> • <i>Obeying those in authority demonstrates respect for the law and the institutions that govern our society.</i> • <i>When people obey those in authority, it can help to promote social harmony and prevent conflict.</i> <p>Learners in their groups create a story to demonstrate the consequences of disobeying authority. Present it to class for discussion.</p> <p><u>Assessment</u> What are some potential consequences of not obeying our parents?</p> <p>How can parents balance the need for their children to obey them with allowing their children to make their own decisions and learn from their own mistakes?</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 6

Week Ending: 12-05-2023	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: Religious Practices	
Class: B8	Class Size:	Sub Strand: Obedience	
Content Standard: B8 3.1.1: Identify and explain the importance of obeying authority		Indicator: B8 3.1.1.3: Demonstrate how to apply the rules and regulations from authority in daily life.	Lesson: 1 OF 2
Performance Indicator: Learners can demonstrate how to apply the rules and regulations from authority in daily life.		Core Competencies: CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:	
References: R.M.E Curriculum Pg. 36			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: MAIN	Dramatize how to apply rules and regulations from authority <ul style="list-style-type: none"> • <i>Home/family rules – performing household chores, respecting orders of parents and not bullying younger siblings, etc.</i> • <i>School rules and regulations – punctuality at and regularity to school, doing classwork and homework, sweeping the school compound, etc.</i> • <i>Communal rules and regulations – not littering our neighborhood, respect for the elderly, involving oneself in communal work, etc.</i> • <i>Religious rules and regulations – going to church/mosque on time, dressing appropriately to religious meetings, paying church dues, paying zakat, and sadaqa, etc.</i> • <i>National rules and regulations – obeying traffic rules, singing the national anthem, showing respect to national symbols such as the flag and currency, punctuality to work, avoiding corruption, etc.</i> <p>Guide learners to discuss lessons drawn out from the drama.</p> <p><u>Assessment</u> Identify and explain the source of authority at Home, school and the community.</p>	Pictures and charts	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		

Week Ending: 12-05-2023	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: Religious Practices	
Class: B8	Class Size:	Sub Strand: Obedience	
Content Standard: B8 3.1.1: Identify and explain the importance of obeying authority		Indicator: B8 3.1.1.3: Demonstrate how to apply the rules and regulations from authority in daily life.	Lesson: 1 OF 2
Performance Indicator: Learners can demonstrate how to apply the rules and regulations from authority in daily life.		Core Competencies: CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:	
References: R.M.E Curriculum Pg. 36			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: MAIN	Dramatize how to apply rules and regulations from authority <ul style="list-style-type: none"> • <i>Home/family rules – performing household chores, respecting orders of parents and not bullying younger siblings, etc.</i> • <i>School rules and regulations – punctuality at and regularity to school, doing classwork and homework, sweeping the school compound, etc.</i> • <i>Communal rules and regulations – not littering our neighborhood, respect for the elderly, involving oneself in communal work, etc.</i> • <i>Religious rules and regulations – going to church/mosque on time, dressing appropriately to religious meetings, paying church dues, paying zakat, and sadaqa, etc.</i> • <i>National rules and regulations – obeying traffic rules, singing the national anthem, showing respect to national symbols such as the flag and currency, punctuality to work, avoiding corruption, etc.</i> <p>Guide learners to discuss lessons drawn out from the drama.</p> <p><u>Assessment</u> Identify and explain the source of authority at Home, school and the community.</p>	Pictures and charts	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		

SECOND TERM
WEEKLY LESSON NOTES
WEEK 7

Week Ending: 19-05-2023	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: The Family & Community	
Class: B8	Class Size:	Sub Strand: Prophets & Caliphs	
Content Standard: B8 4.1.1: Identify and explain the moral lessons that can be learned from the exemplary lives of the prophets and caliphs		Indicator: B8 4.1.1.1: Describe the mission of the prophets	Lesson: 1 OF 2
Performance Indicator: Learners can describe the mission of the prophets.		Core Competencies: CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:	
References: R.M.E Curriculum Pg. 36			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: MAIN	Brainstorm learners to explain the meaning of a prophet <i>A prophet is a person who serves as an intermediary between God and humans by delivering messages from God or teachings from God to humans. A prophet is a mouthpiece of God.</i> Engage learners to watch pictures of prophets in both Christianity and Islam. Identify some prophets in the video or the pictures. E.g. Noah/ Nuh, Abraham/Ibrahim and Moses/ Musah. Learners in their groups describe the mission of the prophets <u>Noah</u> Noah is considered a significant prophet in Abrahamic religions, including Islam, Christianity, and Judaism. The mission of Noah, also known as Nuh in Islam. <i>1. Divine Message: Noah was chosen by God to convey a message to his people, who had deviated from the path of righteousness and engaged in wrongdoing. His mission was to call them to monotheism and urge them to worship and submit to the one true God.</i> <i>2. Warning of a Great Flood: One of the central aspects of Noah's mission was to warn his people of an impending catastrophic flood sent by God as a punishment for their disobedience. He warned</i>	Pictures and charts	

them about the consequences of their actions and called upon them to repent and seek God's forgiveness.

3. Building the Ark: In preparation for the flood, Noah was instructed by God to construct a massive ark. This ark served as a means of salvation for Noah, his family, and a selected group of animals, who would be preserved from the destruction of the flood.

4. Inviting to Repentance: Throughout his mission, Noah persistently invited his people to repentance and turn back to God. He preached to them about the consequences of their actions and urged them to abandon their sinful ways. Noah's mission involved patience, perseverance, and unwavering faith despite facing rejection and mockery from his people.

5. Preserving the Remnant: Noah's mission was not only focused on warning and inviting his people to repentance but also aimed at preserving a righteous remnant. Those who heeded Noah's message and followed him onto the ark were saved from the flood and given a fresh start as the human race began anew.

Abraham

Abraham, also known as Ibrahim in Islam, is a revered prophet in Abrahamic religions, including Islam, Christianity, and Judaism.

1. Monotheism and the Oneness of God: One of the primary aspects of Abraham's mission was to emphasize monotheism and the belief in the oneness of God. In a time when polytheism and idol worship were prevalent, Abraham preached the existence of a single, supreme deity and called people to worship and submit to that one true God.

2. Destruction of Idols: Abraham is famously known for his rejection of idols and his iconoclastic actions. According to religious traditions, he destroyed the idols worshipped by his people, symbolizing the futility of idol worship and the need for devotion solely to the one true God.

3. Covenant with God: Abraham's mission involved entering into a covenant, or a sacred agreement, with God. According to religious accounts, God promised to bless Abraham and make him the father of a great nation. This covenant emphasized faith, obedience, and the promise of future blessings for Abraham and his descendants.

4. Establishment of Moral and Ethical Values: Abraham taught and exemplified moral and ethical values, including honesty, righteousness, hospitality, and compassion. His mission was to guide people towards living a life based on ethical principles and treating others with kindness and fairness.

	<p>5. <i>Sacrifice and Submission: One of the most significant episodes in Abraham's mission was his willingness to sacrifice his son, demonstrating his unwavering obedience and submission to God's command. This act of devotion is commemorated in various religious traditions as a symbol of trust, faith, and commitment to God.</i></p> <p>6. <i>Ancestor of Many Nations: Another aspect of Abraham's mission was his role as the ancestor of many nations. Through his descendants, including Isaac and Ishmael, Abraham's lineage is believed to have given rise to the Jewish, Christian, and Islamic traditions, making him a significant figure in the religious history of humanity.</i></p> <p><u>Assessment</u> Who is a prophet? Identify any two Christian or Islamic prophet and describe their mission.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 19-05-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: The Family & Community
Class: B8	Class Size:	Sub Strand: Prophets & Caliphs
Content Standard: B8 4.1.1: Identify and explain the moral lessons that can be learned from the exemplary lives of the prophets and caliphs	Indicator: B8 4.1.1.1: Describe the mission of the prophets	Lesson: 2 OF 2
Performance Indicator: Learners can describe the mission of the prophets.		Core Competencies: CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:
References: R.M.E Curriculum Pg. 36		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Revise with learners on some prophets in both Christianity and Islam.</p> <p>Guide learners to describe the mission of Moses the prophet.</p> <p><u>Moses</u></p> <p>Moses, also known as Musa in Islam, is a revered prophet in Abrahamic religions, including Islam, Christianity, and Judaism.</p> <p><i>1. Liberation of the Israelites: Moses' mission began with the liberation of the Israelites from slavery in Egypt. God chose Moses as a leader and sent him to Pharaoh, the ruler of Egypt, demanding the release of the Israelites. Through a series of miraculous events and plagues, Moses confronted Pharaoh and eventually led the Israelites out of Egypt, known as the Exodus.</i></p> <p><i>2. Revelation of the Law: One of the central aspects of Moses' mission was the reception and delivery of divine revelation, particularly the giving of the Torah (Law) on Mount Sinai. According to religious traditions, Moses received the Ten Commandments and other laws that formed the basis of religious and ethical guidance for the Israelites.</i></p> <p><i>3. Guidance and Teaching: Moses served as a guide and teacher for the Israelites during their journey through the wilderness. He provided moral, ethical, and religious instructions, offering guidance</i></p>	Pictures and charts

	<p><i>on how to worship God, live harmoniously, and fulfill their covenant with God.</i></p> <p><i>4. Intermediary with God: Moses acted as an intermediary between God and the Israelites, conveying God's messages, laws, and guidance to the people. He received direct communication from God and relayed divine commandments, prophetic teachings, and warnings to the Israelites.</i></p> <p><i>5. Leadership and Governance: Moses served as a leader and judge for the Israelites, settling disputes and guiding them in matters of governance and community affairs. He established a system of governance based on divine principles and led the Israelites towards the Promised Land.</i></p> <p><i>6. Symbol of Faith and Miracles: Moses' mission included the demonstration of numerous miracles, such as parting the Red Sea, bringing forth water from a rock, and receiving manna from heaven. These miracles served as signs of God's power and mercy, strengthening the faith of the Israelites and affirming Moses' role as a chosen prophet.</i></p> <p><u>Assessment</u> Read part of the Qur'an and the Bible on the selected prophets and discuss their background, call and mission.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 8

Week Ending: 26-05-2023	DAY:	Subject: R.M.E	
Duration: 60MINS		Strand: The Family & Community	
Class: B8	Class Size:	Sub Strand: Prophets & Caliphs	
Content Standard: B8 4.1.1: Identify and explain the moral lessons that can be learned from the exemplary lives of the prophets and caliphs		Indicator: B8 4.1.1.2: Outline the mission and exemplary lives of the Caliphs	Lesson: 1 OF 2
Performance Indicator: Learners can outline the mission and exemplary lives of the Caliphs.		Core Competencies: CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:	
References: R.M.E Curriculum Pg. 40			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: MAIN	<p>Explain the meaning of Caliph in Islam. <i>A caliph is an Islamic title that originated with the early Muslim community after the death of the Prophet Muhammad in 632 CE. The term "caliph" (or "khalifah" in Arabic) means "successor" or "deputy." A caliph is considered the political and religious successor to the Prophet Muhammad, leading the Muslim community (Ummah) and acting as the head of state.</i></p> <p>Guide learners to describe the first four caliphs in Islam.</p> <p><i>1. Abu Bakr (573-634 CE): Abu Bakr was a close companion of the Prophet Muhammad and became the first caliph after Muhammad's death in 632 CE. He is known for his piety, wisdom, and leadership skills. During his caliphate, Abu Bakr faced numerous challenges, including the Ridda Wars to suppress rebellions and the apostasy after the Prophet's death. He successfully united the Arabian Peninsula under Islamic rule and laid the foundation for the expansion of Islam beyond Arabia.</i></p> <p><i>2. Umar ibn al-Khattab (584-644 CE): Umar ibn al-Khattab was the second caliph and ruled from 634 to 644 CE. He was known for his strict adherence to justice and administration of the state. Umar's caliphate witnessed significant territorial expansion of the Islamic empire. Under his leadership, Muslim armies conquered vast territories, including Syria, Palestine, Egypt, Iraq, and Persia. Umar implemented administrative reforms,</i></p>	Pictures and charts	

	<p>established a legal system, and initiated the Islamic calendar. He is revered for his simplicity, humility, and devotion to the welfare of the Muslim community.</p> <p>3. Uthman ibn Affan (576-656 CE): Uthman ibn Affan became the third caliph and ruled from 644 to 656 CE. He is notable for his contributions to the compilation of the Quran during his caliphate. Uthman undertook the task of standardizing the Quranic text to prevent regional variations. He also initiated construction projects, including the expansion of the Kaaba in Mecca. Uthman faced opposition and unrest toward the end of his reign, leading to his assassination by dissidents.</p> <p>4. Ali ibn Abi Talib (599-661 CE): Ali ibn Abi Talib, the cousin and son-in-law of Prophet Muhammad, became the fourth caliph from 656 to 661 CE. He is highly regarded by the Shia Muslim community as the rightful successor to Muhammad. Ali faced internal conflicts during his caliphate, including the First Fitna (civil war) against Muawiyah, the governor of Syria. The conflict ended with the arbitration of the Battle of Siffin but resulted in further divisions within the Muslim community. Ali was eventually assassinated, marking the end of the Rashidun caliphate.</p> <p><u>Assessment</u></p> <p>1. What were some of the major achievements and challenges faced by the Rashidun caliphs during their respective reigns? 2. How did the roles and leadership styles of Abu Bakr, Umar ibn al-Khattab, Uthman ibn Affan, and Ali ibn Abi Talib differ from one another?</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 26-05-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: The Family & Community
Class: B8	Class Size:	Sub Strand: Prophets & Caliphs
Content Standard: B8 4.1.1: Identify and explain the moral lessons that can be learned from the exemplary lives of the prophets and caliphs	Indicator: B8 4.1.1.2: Outline the mission and exemplary lives of the Caliphs	Lesson: 1 OF 2
Performance Indicator: Learners can outline the mission and exemplary lives of the Caliphs.		Core Competencies: CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:
References: R.M.E Curriculum Pg. 40		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: MAIN	State the contributions of each of the Caliphs. <i>1. Abu Bakr:</i> - Successfully led the Muslim community through the period of apostasy and the Ridda Wars, consolidating the unity of the Arabian Peninsula under Islamic rule. - Initiated military campaigns against neighboring empires, such as the Byzantine and Sassanian Empires, laying the foundation for future territorial expansion of Islam. - Committed to preserving and compiling the Quranic text and ensuring its authenticity. - Instituted policies of justice and consultation (shura) in governance, emphasizing the importance of consultation with advisors and community leaders. <i>2. Umar ibn al-Khattab:</i> - Led the Islamic empire through a period of rapid expansion, conquering vast territories in the Middle East, North Africa, and Persia. - Established a comprehensive administrative system, including the appointment of governors and administrators, and developed a financial system to manage the state treasury. - Introduced reforms in governance, including public welfare programs, standardization of weights and measures, and the establishment of public institutions such as mosques and schools. - Instituted a codified legal system known as "Umar's Law" or "Umar's Code," providing guidelines for matters of governance and public behavior. <i>3. Uthman ibn Affan:</i>	Pictures and charts

	<ul style="list-style-type: none"> - Undertook the task of standardizing the Quranic text by commissioning the compilation of a definitive version to prevent regional variations. - Initiated public works projects, including the expansion of the Kaaba in Mecca and the construction of irrigation canals. - Expanded the Islamic navy, leading to maritime expeditions and trade expansion. - Sponsored the dissemination of the Quranic text by sending copies to different regions of the Islamic empire. <p>4. Ali ibn Abi Talib:</p> <ul style="list-style-type: none"> - Contributed to Islamic jurisprudence and legal scholarship, especially in matters of family law and governance. - Promoted social justice and equity, emphasizing the need to address the welfare of the poor and marginalized. - Faced challenges and conflicts, including the First Fitna (civil war), during which he sought arbitration to resolve the dispute with Muawiyah. - Regarded as a prominent figure in Islamic spirituality and mysticism, with many teachings and sayings attributed to him. <p>Learners in groups role the early life and contributions of the caliphs in Islam</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How did Umar ibn al-Khattab contribute to the expansion and governance of the Islamic empire during his caliphate? 2. What were the key initiatives undertaken by Uthman ibn Affan, the third caliph, in the early Islamic era, and how did they impact the Muslim community? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 9

Week Ending: 02-06-2023		DAY:	Subject: R.M.E
Duration: 60MINS		Strand: The Family & Community	
Class: B8	Class Size:	Sub Strand: Prophets & Caliphs	
Content Standard: B8 4.1.1: Identify and explain the moral lessons that can be learned from the exemplary lives of the prophets and caliphs		Indicator: B8 4.1.1.2: Outline the mission and exemplary lives of the Caliphs	Lesson: 1 OF 2
Performance Indicator: Learners can outline the mission and exemplary lives of the Caliphs.		Core Competencies: CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:	
References: R.M.E Curriculum Pg. 40			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: MAIN	<p>Explain the meaning of Caliph in Islam. <i>A caliph is an Islamic title that originated with the early Muslim community after the death of the Prophet Muhammad in 632 CE. The term "caliph" (or "khalifah" in Arabic) means "successor" or "deputy." A caliph is considered the political and religious successor to the Prophet Muhammad, leading the Muslim community (Ummah) and acting as the head of state.</i></p> <p>Guide learners to describe the first four caliphs in Islam.</p> <p><i>1. Abu Bakr (573-634 CE): Abu Bakr was a close companion of the Prophet Muhammad and became the first caliph after Muhammad's death in 632 CE. He is known for his piety, wisdom, and leadership skills. During his caliphate, Abu Bakr faced numerous challenges, including the Ridda Wars to suppress rebellions and the apostasy after the Prophet's death. He successfully united the Arabian Peninsula under Islamic rule and laid the foundation for the expansion of Islam beyond Arabia.</i></p> <p><i>2. Umar ibn al-Khattab (584-644 CE): Umar ibn al-Khattab was the second caliph and ruled from 634 to 644 CE. He was known for his strict adherence to justice and administration of the state. Umar's caliphate witnessed significant territorial expansion of the Islamic empire. Under his leadership, Muslim armies conquered vast territories, including Syria, Palestine, Egypt, Iraq, and Persia. Umar implemented administrative reforms,</i></p>	Pictures and charts	

	<p><i>established a legal system, and initiated the Islamic calendar. He is revered for his simplicity, humility, and devotion to the welfare of the Muslim community.</i></p> <p><i>3. Uthman ibn Affan (576-656 CE): Uthman ibn Affan became the third caliph and ruled from 644 to 656 CE. He is notable for his contributions to the compilation of the Quran during his caliphate. Uthman undertook the task of standardizing the Quranic text to prevent regional variations. He also initiated construction projects, including the expansion of the Kaaba in Mecca. Uthman faced opposition and unrest toward the end of his reign, leading to his assassination by dissidents.</i></p> <p><i>4. Ali ibn Abi Talib (599-661 CE): Ali ibn Abi Talib, the cousin and son-in-law of Prophet Muhammad, became the fourth caliph from 656 to 661 CE. He is highly regarded by the Shia Muslim community as the rightful successor to Muhammad. Ali faced internal conflicts during his caliphate, including the First Fitna (civil war) against Muawiyah, the governor of Syria. The conflict ended with the arbitration of the Battle of Siffin but resulted in further divisions within the Muslim community. Ali was eventually assassinated, marking the end of the Rashidun caliphate.</i></p> <p><u>Assessment</u></p> <p><i>1. What were some of the major achievements and challenges faced by the Rashidun caliphs during their respective reigns? 2. How did the roles and leadership styles of Abu Bakr, Umar ibn al-Khattab, Uthman ibn Affan, and Ali ibn Abi Talib differ from one another?</i></p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 26-05-2023	DAY:	Subject: R.M.E
Duration: 60MINS		Strand: The Family & Community
Class: B8	Class Size:	Sub Strand: Prophets & Caliphs
Content Standard: B8 4.1.1: Identify and explain the moral lessons that can be learned from the exemplary lives of the prophets and caliphs	Indicator: B8 4.1.1.2: Outline the mission and exemplary lives of the Caliphs	Lesson: 1 OF 2
Performance Indicator: Learners can outline the mission and exemplary lives of the Caliphs.		Core Competencies: CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:
References: R.M.E Curriculum Pg. 40		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: MAIN	State the contributions of each of the Caliphs. <i>1. Abu Bakr:</i> - Successfully led the Muslim community through the period of apostasy and the Ridda Wars, consolidating the unity of the Arabian Peninsula under Islamic rule. - Initiated military campaigns against neighboring empires, such as the Byzantine and Sassanian Empires, laying the foundation for future territorial expansion of Islam. - Committed to preserving and compiling the Quranic text and ensuring its authenticity. - Instituted policies of justice and consultation (shura) in governance, emphasizing the importance of consultation with advisors and community leaders. <i>2. Umar ibn al-Khattab:</i> - Led the Islamic empire through a period of rapid expansion, conquering vast territories in the Middle East, North Africa, and Persia. - Established a comprehensive administrative system, including the appointment of governors and administrators, and developed a financial system to manage the state treasury. - Introduced reforms in governance, including public welfare programs, standardization of weights and measures, and the establishment of public institutions such as mosques and schools. - Instituted a codified legal system known as "Umar's Law" or "Umar's Code," providing guidelines for matters of governance and public behavior. <i>3. Uthman ibn Affan:</i>	Pictures and charts

	<ul style="list-style-type: none"> - Undertook the task of standardizing the Quranic text by commissioning the compilation of a definitive version to prevent regional variations. - Initiated public works projects, including the expansion of the Kaaba in Mecca and the construction of irrigation canals. - Expanded the Islamic navy, leading to maritime expeditions and trade expansion. - Sponsored the dissemination of the Quranic text by sending copies to different regions of the Islamic empire. <p>4. Ali ibn Abi Talib:</p> <ul style="list-style-type: none"> - Contributed to Islamic jurisprudence and legal scholarship, especially in matters of family law and governance. - Promoted social justice and equity, emphasizing the need to address the welfare of the poor and marginalized. - Faced challenges and conflicts, including the First Fitna (civil war), during which he sought arbitration to resolve the dispute with Muawiyah. - Regarded as a prominent figure in Islamic spirituality and mysticism, with many teachings and sayings attributed to him. <p>Learners in groups role the early life and contributions of the caliphs in Islam</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How did Umar ibn al-Khattab contribute to the expansion and governance of the Islamic empire during his caliphate? 2. What were the key initiatives undertaken by Uthman ibn Affan, the third caliph, in the early Islamic era, and how did they impact the Muslim community? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 10

Week Ending: 09-06-2023		DAY:	Subject: R.M.E
Duration: 60MINS		Strand: Religious Leaders	
Class: B8	Class Size:	Sub Strand: Prophets & Caliphs	
Content Standard: B8 4.1.1: Identify and explain the moral lessons that can be learned from the exemplary lives of the prophets and caliphs		Indicator: B8 4.1.1.3: Examine lessons from the exemplary lives of the Prophets and Caliphs	Lesson: 1 OF 2
Performance Indicator: Learners can examine lessons from the exemplary lives of the Prophets and Caliphs		Core Competencies: CP 5.2: CP 6.3 CC 9.1: CC 9.3: CC 9.4:	
References: R.M.E Curriculum Pg. 40			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
HASE 2: MAIN	Identify and explain the moral lessons in the lives of the prophets and the Caliphs. Moral Lessons <ul style="list-style-type: none"> • Patriotism & Perseverance • Courage & Hard work • Peace lovers • Led exemplary lives • Led people to righteousness (God/Allah) • Sacrifice • Humility Dramatize aspects of the lives of the prophet and the Caliphs. Learners to role play four moral lessons learned from the lives the prophets and the Caliphs. Project Work: In seven groups, write an essay on the mission of each of the three named prophets and the Caliphs. Present your essays to class for discussion	Pictures and charts	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		