

FIRST TERM

WEEKLY LESSON NOTES

WEEK 4

Week Ending: 27-10-2023		DAY:	Subject: R.M.E
Duration: 60MINS		Strand: God, His Creation & Attributes	
Class: B9	Class Size:	Sub Strand: The Environment	
Content Standard: B9 1.2.1: Explain why it is important to care for the environment and how to do so		Indicator: B9 1.2.1.1: Describe human activities that destroy the environment	Lesson: 1 OF 2
Performance Indicator: Learners can articulate various human activities that harm the environment and engage in a critical evaluation of one such activity, tree felling, through debate.		Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving	
References: R.M.E Curriculum Pg. 56			
New words: Deforestation, Ecosystem, Sustainability, Pollution			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin by showing an image of a heavily polluted area next to an image of a pristine natural environment and ask: "What differences do you notice between these two pictures?"</p> <p>Share performance indicators with learners.</p>		
PHASE 2: MAIN	<p>List down activities such as deforestation, industrial pollution, plastic waste disposal, overfishing, etc.</p> <p>For each activity, discuss how it affects the environment, e.g., deforestation can lead to loss of biodiversity, increased carbon dioxide in the atmosphere, and disruption of water cycles.</p> <p>Prompt learners to come up with more examples based on their own observations or knowledge. <i>E.g.,</i> • <i>Illegal tree felling leads to the removal of the forest cover, thereby exposing land to direct sunshine and erosion.</i></p> <ul style="list-style-type: none"> • <i>Illegal mining, especially in rivers and along river banks, destroys water bodies and poisons fishes and other organisms that live in water</i> • <i>Ploughing/weeding around water bodies exposes water bodies to direct sunshine leading to evaporation that causes the rivers to dry up.</i> • <i>Over grazing leaves the land bare and exposing land to direct sunshine and erosion</i> • <i>All these lead to climate change: poor rainfall patterns, floods, rainstorms, drought, famine, etc.</i> <p>Divide the class into two groups: one arguing for the motion "The benefits of tree felling outweigh the negative effects" and the other against.</p>	Pictures and charts	

	<p>Give each group 5 minutes to prepare their arguments. Allow each group 5 minutes to present their case, followed by a quick rebuttal round.</p> <p>Discuss the strong points and areas of improvement for each side of the debate.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How does deforestation impact biodiversity? 2. What are the potential long-term consequences of industrial pollution? 3. Why is overfishing considered a threat to marine ecosystems? 4. How does the improper disposal of plastic affect our environment? 	
<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>	

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Content Standard: B9 1.2.1: Explain why it is important to care for the environment and how to do so	Indicator: B9 1.2.1.1: Describe human activities that destroy the environment	Lesson: 2 OF 2
Performance Indicator: Learners can explore strategies to ensure community safety, while emphasizing the importance of reducing various forms of pollution and destructive activities.		Core Competencies: Personal Development and Leadership, Collaboration Critical Thinking and Problem Solving
References: R.M.E Curriculum Pg. 56		
New words: Deforestation, Ecosystem, Sustainability, Conservation		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin by showing a contrasting image: one side depicting a polluted city and the other showing a clean, green community. Ask: "Which side would you rather live in, and why?"</p> <p>Share performance indicators with learners.</p>	
PHASE 2: MAIN	<p>Discuss as a class the ways in which a safe community environment can be maintained. Touch on waste disposal, planting trees, clean water systems, and pollution control.</p> <p>Prompt learners to think of actions they can take in their own communities to enhance safety and environmental health.</p> <p>Divide learners into five groups, assigning each group one of the following topics: air pollution, water pollution, land pollution, deforestation, and overfishing.</p> <p>Provide each group with materials (posters, markers, recycled items) and ask them to create a visual representation or model that demonstrates the negative effects of their assigned activity and ways to counteract or reduce these effects.</p> <p>Each group will briefly present their findings and suggestions.</p> <p>Discuss the suggestions provided by each group and highlight the importance of community action in preventing environmental degradation.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> How does land pollution differ from air pollution, and what are the primary human activities that cause each? Why is overfishing a significant concern for the global ecosystem? What are some community-driven measures to counter deforestation? How can proper waste management reduce water pollution in our communities? 	Pictures and charts

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