

**THIRD TERM**  
**WEEKLY LESSON NOTES**  
**WEEK 6**

<b>Week Ending:</b> 04-08-2023	<b>DAY:</b>	<b>Subject:</b> R.M.E	
<b>Duration:</b> 60MINS		<b>Strand:</b> Economic Life	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Money	
<b>Content Standard:</b> B8 6.1.1: Plan the wise use of money		<b>Indicator:</b> B8 6.1.1.3: Discuss the appropriate ways of using money	<b>Lesson:</b> 1 OF 2
<b>Performance Indicator:</b> Learners can discuss the appropriate ways of using money		<b>Core Competencies:</b> CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:	
<b>References:</b> R.M.E Curriculum Pg. 36			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
<b>PHASE 2: MAIN</b>	<p>Discuss the importance of money in people's lives and its role in meeting basic needs, acquiring goods and services, and achieving financial security.</p> <p>Ask learners to share their understanding of money and its purposes.</p> <p>Facilitate a class discussion on the positive and negative aspects of money and its potential impact on individuals, communities, and society.</p> <p>Write down key points and ideas on the whiteboard or flip chart.</p> <p>Introduce religious texts or teachings from different faiths that address the topic of money and its usage (e.g., Bible, Quran, etc.). You can provide handouts with relevant passages for learners to read and analyze.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>Helping the poor and the needy (Bible teachings 1 Peter 4:10; Deuteronomy 15:7-11); Qur'anic teachings on zakat and sadaqa (Qur'an 2:215, 3:134; Qur'an 9:30; Qur'an 9:60 and 9:103).</i></li> <li>• <i>Earning money from unlawful sources (fraud, armed robbery; sakawa; embezzlement and corruption) is not appropriate</i></li> <li>• <i>From Oral traditions, "The person who gives to the poor receives a reward from God."</i></li> </ul> <p>Divide the class into small groups and assign each group a specific religious text or teaching to focus on.</p>	Pictures and charts	

	<p>Ask the groups to read and discuss the assigned text or teaching, paying particular attention to any guidance or principles regarding the appropriate use of money.</p> <p>Provide examples of common financial situations or dilemmas (e.g., giving to charity, managing debt, saving for the future, etc.) and ask learners to consider how religious teachings may guide their choices in those situations.</p> <p>Discuss bad ways of using money from the perspective of the three religions.</p> <ul style="list-style-type: none"> <li>• <i>Using money to exploit others</i></li> <li>• <i>Lavish spending of money</i></li> <li>• <i>Squandering money for heirs to pay off indebtedness</i></li> <li>• <i>Using money to make others suffer etc.</i></li> </ul> <p>Invite a guest speaker, such as a religious leader or financial advisor, to share their insights on the appropriate use of money based on religious perspectives.</p> <p><u>Assessment</u></p> <p>Put learners into two groups to come out with a sketch to demonstrate a good way and a bad way of using money.</p>	
<p><b>PHASE 3: REFLECTION</b></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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<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Money
<b>Content Standard:</b> B8 6.1.1: Plan the wise use of money	<b>Indicator:</b> B8 6.1.1.3: Discuss the appropriate ways of using money	<b>Lesson:</b> 2 OF 2
<b>Performance Indicator:</b> Learners can discuss the appropriate ways of using money		<b>Core Competencies:</b> CP 5.2: CP 6 .3 CC 9.1: CC 9.3: CC 9.4:
<b>References:</b> R.M.E Curriculum Pg. 36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: MAIN</b>	Provide examples of common financial situations or dilemmas (e.g., giving to charity, managing debt, saving for the future, etc.) and ask learners to consider how religious teachings may guide their choices in those situations.  <i>1. Situation: Giving to Charity</i> <i>Dilemma: You have a limited amount of money and are unsure whether to donate to a charity or keep it for your own needs.</i> <i>Question: How might religious teachings guide your decision on whether to give to charity and how much to give?</i>  <i>2. Situation: Managing Debt</i> <i>Dilemma: You have accumulated a significant amount of debt and are struggling to make payments.</i> <i>Question: How might religious teachings influence your approach to managing debt, such as considering interest, ethical borrowing, and fulfilling financial obligations?</i>  <i>3. Situation: Saving for the Future</i> <i>Dilemma: You have extra money and are unsure whether to save it for future needs or spend it on immediate desires.</i> <i>Question: How might religious teachings impact your decision on saving for the future and balancing material desires with long-term financial security?</i>  <i>4. Situation: Ethical Investments</i> <i>Dilemma: You have the opportunity to invest in a company that produces products or engages in practices that conflict with your moral or religious values.</i> <i>Question: How might religious teachings guide your decision on ethical investing and aligning your financial choices with your values?</i>  <i>5. Situation: Fair Wages and Just Compensation</i> <i>Dilemma: You have the authority to determine wages for employees and are torn between maximizing profits and ensuring fair compensation.</i>	Pictures and charts

	<p><i>Question: How might religious teachings influence your approach to setting fair wages and treating employees justly in terms of financial compensation?</i></p> <p><i>6. Situation: Avoiding Exploitative Practices</i>  <i>Dilemma: You have a business opportunity that involves engaging in exploitative practices or taking advantage of vulnerable individuals or communities.</i>  <i>Question: How might religious teachings guide your decision on engaging in or avoiding exploitative practices and prioritizing social responsibility over financial gain?</i></p> <p><i>7. Situation: Responsible Stewardship of Resources</i>  <i>Dilemma: You have access to abundant resources but are uncertain how to use them in a way that is responsible and aligned with your religious beliefs.</i>  <i>Question: How might religious teachings inform your choices about responsible stewardship of resources, such as considering sustainability, environmental impact, and equitable distribution?</i></p> <p><i>8. Situation: Gambling and Risk-Taking</i>  <i>Dilemma: You are tempted to engage in gambling or high-risk investments that could potentially lead to financial loss.</i>  <i>Question: How might religious teachings influence your attitude toward gambling and risk-taking, emphasizing principles of moderation, contentment, and avoiding addictive behaviors?</i></p> <p><u>Assessment</u>  Divide the class into small groups and assign each group to discuss the appropriate way of dealing with each situation.</p>	
<b>PHASE 3: REFLECTION</b>	<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>	