Lesson Plan: Morality

1. Preliminary Information

Subject: Religious Education
Level: Form 1
Concept: Morality and Values
Sub-Concept: Morality
Topic: 1.3 Morality and Values
Subtopic: 1.3.1 Morality
Lesson Duration: 60 minutes
Lesson Goal: Learners will understand and describe the concept of morality, applying moral principles in daily living to foster ethical decision-making.
Competences:

- Analytical Thinking: Examine sources of religious and secular moral codes.
- Critical Thinking: Differentiate sources of religious and secular moral codes.
- Emotional Intelligence: Apply moral principles in daily living, analyze interpersonal dilemmas.
- Problem Solving: Analyze moral dilemmas.
  Expected Target Competence: 1.3.1.1 Apply moral principles in daily living.
  Lesson Competencies:
  i. Competency 1 [Knowledge-based]: Define and describe the concept of morality.
  ii. Competency 2 [Cognitive-based]: Analyze moral principles and their application in real-life scenarios.
  iii. Competency 3 [Skill-based]: Demonstrate the ability to discuss and role-play moral scenarios.
  Lesson Methodology and Strategies:
- Group discussions
- Class presentations
- Role-playing
- Plenary consolidation
  Assessment Strategies:
  i. **Formative Assessment:** Group discussion outputs, class presentations, and role-play participation.
  ii. **Summative Assessment:** Written responses to knowledge-based questions (e.g., "Explain the meaning of morality" and "Differentiate moral, amoral, and immoral").
  Learning Materials:
- Charts, posters, and pictures showing different behaviors
- Projector (videos on moral issues)
- Laptop/computer
- Longman Religious Education Grade 8
- Competence Based RE Syllabus 2024
  Learning Environment Setup:
- **Artificial – Physical:** Classroom for group work and discussions
- **Technological – Physical or Virtual:** Projector for videos
  Prior Knowledge: Purpose of learning Religious Education, basic understanding of right and wrong from prior lessons.
  Interdisciplinary Connections:
- Social Studies: Understanding societal norms and ethics.
- Language Arts: Developing communication skills through discussions and presentations.

2. Lesson Progression

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Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
Engagement (Introduction) [Duration: 5 minutes]	Brainstorm what they understand by "morals" and respond to teacher's questions.	Ask learners to state what they understand about morals; write key points on the board.	Competency 1: Define and describe morality.	Participation in brainstorming and accuracy of responses.
Exploration (Development) [Duration: 20 minutes]	In small groups, discuss the concept of morality and connect ideas to define it.	Divide learners into small groups, assign tasks to describe morality, and monitor group progress.	Competency 2: Analyze moral principles.	Quality of group discussions and relevance of ideas shared.
Explanation (Conceptualization) [Duration: 20 minutes]	Present group findings to the class; participate in plenary discussion to consolidate ideas.	Invite groups to present, guide discussions, and consolidate key ideas on the board.	Competency 1 & 2: Define morality and analyze its application.	Clarity and relevance of group presentations.
Synthesis (Continuity and Extension) [Duration: 10 minutes]	Write down consolidated ideas about morality in their notebooks.	Task learners to write consolidated ideas; provide guidance as needed.	Competency 1: Describe morality.	Completeness and accuracy of written notes.
Evaluation and Reflection (Conclusion) [Duration: 5 minutes]	Recapitulate key points and provide feedback on the lesson.	Summarize the lesson, emphasize the definition of morality, and get learner feedback.	Competency 1 & 3: Describe and discuss morality.	Responses to recap questions and engagement in feedback.

3. Competence Continuity and Strategy

- **Continuity:** This lesson builds on prior knowledge of Religious Education's purpose and introduces morality as a foundation for subsequent lessons on sources of moral codes and decision-making.
- **Strategy:** Encourage ongoing group discussions and role-plays in future lessons to reinforce critical thinking and emotional intelligence in applying moral principles.

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Lesson Plan: Sources of Moral Code

1. Preliminary Information

Subject: Religious Education
Level: Form 1
Concept: Morality and Values
Sub-Concept: Sources of Moral Code
Topic: 1.3 Morality and Values
Subtopic: 1.3.2 Sources of Moral Code
Lesson Duration: 60 minutes
Lesson Goal: Learners will identify and differentiate religious and secular sources of moral codes, understanding their influence on behavior.
Competences:

- Analytical Thinking: Examine sources of religious and secular moral codes.
- Critical Thinking: Differentiate sources of religious and secular moral codes.
- Emotional Intelligence: Apply moral principles in daily living.
- Problem Solving: Analyze moral dilemmas.
  Expected Target Competence: 1.3.2.1 Differentiate sources of religious and secular moral codes.
  Lesson Competencies:
  i. Competency 1 [Knowledge-based]: Identify religious and secular sources of moral codes.
  ii. Competency 2 [Cognitive-based]: Evaluate the influence of religious and secular moral codes on behavior.
  iii. Competency 3 [Skill-based]: Present findings from discussions and research on moral codes.
  Lesson Methodology and Strategies:
- Group discussions
- Presentations
- Guest speaker interaction
- Panel discussion
  Assessment Strategies:
  i. **Formative Assessment:** Group presentations, participation in panel discussions, and notes from guest speaker talks.
  ii. **Summative Assessment:** Responses to critical thinking questions (e.g., "Evaluate religious and non-religious moral codes").
  Learning Materials:
- Charts, posters, and pictures showing different behaviors
- Projector (videos on moral issues)
- Laptop/computer
- Longman Religious Education Grade 8
- Competence Based RE Syllabus 2024
  Learning Environment Setup:
- **Artificial – Physical:** Classroom for group work and panel discussions
- **Technological – Physical or Virtual:** Projector for videos
  Prior Knowledge: Understanding of morality from Sub-Topic 1.3.1, basic awareness of religious and societal influences.
  Interdisciplinary Connections:
- History: Exploring cultural and historical origins of moral codes.
- Civic Education: Understanding the role of the constitution in shaping societal norms.

2. Lesson Progression

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Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
Engagement (Introduction) [Duration: 5 minutes]	Brainstorm examples of moral codes from religion and society.	Ask learners to share examples of moral codes; write key points on the board.	Competency 1: Identify moral code sources.	Relevance and variety of examples provided.
Exploration (Development) [Duration: 20 minutes]	In groups, read religious texts (e.g., Bible, Quran, Bhagavad Gita) and discuss religious sources of moral codes.	Divide learners into groups, provide texts, and monitor discussions.	Competency 1 & 2: Identify and evaluate religious moral codes.	Depth of group discussions and accuracy of text interpretations.
Explanation (Conceptualization) [Duration: 20 minutes]	Present group findings; participate in a panel discussion on religious vs. secular moral codes.	Invite groups to present, organize a panel discussion, and summarize key points.	Competency 2 & 3: Evaluate and present moral codes.	Clarity of presentations and engagement in panel discussion.
Synthesis (Continuity and Extension) [Duration: 10 minutes]	Take notes on key points from discussions and guest speaker (if applicable).	Invite a guest speaker (e.g., religious leader) to discuss moral codes; guide note-taking.	Competency 1 & 3: Identify and present moral codes.	Completeness of notes and engagement with guest speaker.
Evaluation and Reflection (Conclusion) [Duration: 5 minutes]	Discuss key differences between religious and secular moral codes; provide feedback.	Summarize differences, emphasize key points, and collect learner feedback.	Competency 2: Evaluate moral codes.	Accuracy in identifying differences during discussion.

3. Competence Continuity and Strategy

- **Continuity:** Builds on the understanding of morality to explore its sources, preparing learners for analyzing moral dilemmas and decision-making in subsequent topics.
- **Strategy:** Use comparative analysis in future lessons to deepen understanding of how moral codes influence behavior across contexts.

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Lesson Plan: Making Choices
1. Preliminary Information
Subject: Religious Education
Level: Form 1
Concept: Choosing and Talents
Sub-Concept: Making Choices
Topic: 1.4 Choosing and Talents
Subtopic: 1.4.1 Making Choices
Lesson Duration: 60 minutes
Lesson Goal: Learners will understand the steps of making choices (see, judge, act) and accept responsibility for their choices.
Competences:

- Analytical Thinking: Analyze central teachings on making choices.
- Citizenship: Explain responsibility for one's choices.
- Entrepreneurship: Develop talent to promote entrepreneurship.
- Financial Education: Apply financial literacy in developing talents.
  Expected Target Competence: 1.4.1.1 Accept responsibility for one's choices.
  Lesson Competencies:
  i. Competency 1 [Knowledge-based]: Describe the steps of making choices (see, judge, act).
  ii. Competency 2 [Cognitive-based]: Differentiate between chosen and un-chosen circumstances.
  iii. Competency 3 [Skill-based]: Role-play scenarios demonstrating responsibility for choices.
  Lesson Methodology and Strategies:
- Research and interviews
- Role-playing
- Class discussions
- Presentations
  Assessment Strategies:
  i. **Formative Assessment:** Participation in role-plays, group discussions, and presentation of research findings.
  ii. **Summative Assessment:** Responses to application-based questions (e.g., "What would you have done in this situation if you were the man instead of robbing a shop?").
  Learning Materials:
- Old Grade 8 Religious Education textbooks
- Models
- Projector/laptop/smartphones
- Charts/pictures
- Competence Based RE Syllabus 2024
  Learning Environment Setup:
- **Artificial – Physical:** Classroom for discussions and role-plays
- **Natural – Physical:** Community for research interviews
  Prior Knowledge: Basic understanding of decision-making from prior lessons, awareness of personal and societal choices.
  Interdisciplinary Connections:
- Civic Education: Understanding responsibility and citizenship.
- Psychology: Exploring factors influencing decision-making.

2. Lesson Progression

Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
Engagement	Brainstorm	Ask learners to	Competency 1:	Relevance of

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Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
(Introduction) [Duration: 5 minutes]	examples of choices made in daily life.	share examples of choices; write key points on the board.	Describe choice-making steps.	examples provided.
Exploration (Development) [Duration: 20 minutes]	Research how elders made choices (interviews); discuss findings in groups.	Guide learners on interview questions; monitor group discussions.	Competency 1 & 2: Describe steps and differentiate circumstances.	Quality of research findings and group discussion contributions.
Explanation (Conceptualization) [Duration: 20 minutes]	Present research findings; role-play a scenario depicting choice-making steps.	Invite groups to present; facilitate role-play and discussion on steps (see, judge, act).	Competency 3: Role-play responsibility.	Clarity of presentations and engagement in role-play.
Synthesis (Continuity and Extension) [Duration: 10 minutes]	Discuss the importance of accepting responsibility for choices.	Summarize findings, emphasize responsibility, and guide discussion.	Competency 2 & 3: Differentiate circumstances and demonstrate responsibility.	Depth of discussion on responsibility.
Evaluation and Reflection (Conclusion) [Duration: 5 minutes]	Reflect on the role-play and summarize key steps in choice-making.	Recapitulate the lesson, emphasize see-judge-act, and collect feedback.	Competency 1 & 3: Describe steps and role-play.	Accuracy in summarizing steps and engagement in reflection.

3. Competence Continuity and Strategy

- **Continuity:** This lesson introduces choice-making, laying the foundation for exploring religious teachings on choices and talents in subsequent sub-topics.
- **Strategy:** Incorporate real-life scenarios and role-plays in future lessons to reinforce responsibility and decision-making skills.

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