

**Teaching and Learning in the Humanities  
and Social Sciences:  
Perspectives of Competence**

**Teaching and Learning in the  
Humanities and Social Sciences:  
Perspectives of Competence**

*Edited by*

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## Foreword

I feel privileged to be requested to write the foreword to this book entitled: *Teaching and Learning in the Humanities and Social Sciences: Perspectives of Competence*, a publication put together by the School of Arts and Social Sciences, Adeyemi Federal University of Education, Ondo, Nigeria. The contributors to this book are seasoned scholars in their various fields with solid academic standing. Each of them has unveiled the most salient points in the emerging issues in multi-dimensional pedagogical perspective.

The three-module book, has been broken down into units, which no doubt provides a clear discussion of each of the topics. Of great interest are the first five units of the first module which engaged critical areas of teaching profession. The second module centres on lesson planning and methodology of teaching courses in Arts and Social sciences. Module three focuses on instructional materials for teaching and learning. This ranges from improvisation to utilisation of materials that could be gainfully used in the teaching of courses in Economics, Theatre Arts, History, Geography and Political science in Nigeria school system.

I wish to commend and congratulate the Dean and her team for coming up with this noble idea and nurturing it to fruition. The quality, readability and language used to convey ideas in this book will appeal to students, educational practitioners and general readers.

I therefore, strongly recommend the book as a special and general text for students at all levels as well as practising teachers in tertiary educational institutions.

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**MODULE 2**

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**LESSON PLANNING AND  
METHODOLOGY OF TEACHING**

## UNIT 1

# Principles and Methods of Preparation of Lesson Plan in Religious Studies

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Gabriel Kehinde OJETAYO Ph.D

### Introduction

Organizing for effective teaching and learning of religious studies is centered on certain factors such as “what to teach”, “when to teach” and “how to teach”. The teacher does not only teach the most relevant, meaningful and useful materials for specific students, he must also organize and adopts a good well-researched method for teaching that guarantee better understanding and also stimulate and motivate students’ achievements. Ambrose (2019) argued that education is an essential tool for the growth and development of an individual, society and nation. It is the best legacy a nation can give to her citizens and it is generally believed that the basis for any true development lies on the development of human resources.

Preparation of lesson plan is an indispensable task for the religious studies teacher in the classroom. It is not in any way to add more to the body of the teacher but should be seen as the last point of preparation for the teacher preparing to go to the class with the intention of communicating to the students. It is a conclusive end stage in the preparation of a lesson. The lesson note is intended to remind the teacher how he goes from one step to another.

Trained teachers are required to keep an up-to-date record of lesson plan. The question may be asked, why is this necessary? Among the reasons is that the fact that religious studies teacher in the contemporary society needs to plan. This gives the teacher the opportunity to know precisely what he or she is going to impact to the students (Ilogu, 2015). Furthermore, the lesson plan assists the teacher to have a definite objective for a particular lesson periods.

The scope of the content of the lesson to be covered is made more specific. The lesson planning is the guideline through which teacher impacts his lesson. It is also in the lesson plan that the content of the subject matter in the scheme of work becomes expand. The planning of a lesson notes makes a teacher to be fully prepared to meet differences in terms of ability and capability among his students bearing in mind that individual have particular differences. It suffices to say that the significance of preparation of lesson notes may involve the specifying of methods of instruction including evaluation of both students and teacher of the success or otherwise of the lesson.

Every successful lesson can be attributed to adequate preparation of lesson note. Clarizio (2017) submitted that in order to prepare a good lesson note the teacher should consider first the students who are to drive maximum benefits from the lesson. He also needs to consider the age and the ability of the purpose or students. The previous knowledge and experience of the students should also be considered. It is an erroneous notion for a teacher to think that the mind of students is a clean slate that does not contain anything. Therefore, the teacher should take into consideration the entry behaviour of the students to help him determine where to begin his preparation of the lesson plan.

Another factor that should be considered is what exactly the teacher expects the students to learn at the end of a given lesson period. In other words, the lesson must have a specific objective which the teacher intends to achieve at the end of the lesson. It should be noted that to be more productive teacher should set out his objectives in specific manner. This is to say that at the end of a forty minutes lesson, the students should have been able to do something specific (Long, 2017).

Having considered the above, the teacher of religious studies must work out the ways those objectives can be achieved. This will lead the teacher to ask the students some important questions. In order to get answers to such questions, religious studies teachers has to determine the appropriate instructional method to use for the students. The teacher needs to develop a variety of methods.

The teacher must be able to choose the method that will serve his purpose best to deliver his lesson. He needs to consider the stages of the lesson and the question that will be asked to stimulate the students' curiosity and enliven their interest in the topic. The teaching aids or materials prepared for the lesson have to be used at the appropriate time. Therefore, the teacher must know at what stage to introduce these materials. Crawford (2016) argued that the teaching aids or materials could be used to introduce a new lesson, when the lesson is at the prime stage or another to evaluate the lesson. Examples of teaching aids or materials in Christian religious studies include; pictures, piece of films used to give a particular event or to explain something, charts, maps, projectors, radio and television. This aspect of method is very crucial at this level of lesson preparation. The teacher has to be dynamic in choosing the best method because frequent use of a particular instructional method becomes worrisome. However, it must be stated here that the teachers' language used should be understood by the students taking into consideration the level of understanding of the students otherwise no learning will take place. The main objective of this work is to examine the vital role of lesson plan in teaching Christian Religious Studies. Christian Religious Studies is an art subject that is so important and rich enough in experience from a mere verbal instruction. The most frequently used method in teaching Christian Religious Studies has been the teacher-centred method which includes lecture method, memorization, storytelling and dramatization. These methods are good but the availability and sufficiency of facilities for teaching Christian Religious Studies coupled with good lesson plan will yield more academic results than traditional method of chalk-talk as the only means of explaining concept to the students. It is in this context that this unit is set out to investigate principles and methods of preparation of lesson plan in Christian Religious Studies.

The need for proper selection and utilization of instructional materials in teaching Christian Religious Studies in Secondary schools to promote functional and quality education is the prime target of this action.

## **Aims and Objective of Lesson Plan Preparation**

As already noted, the teacher of religious studies must have in mind a specific aim or whatever he intends to teach in order to widen the scope of knowledge of his students. Therefore, the aim must be specific and at the same time relevant to the experience of the students. The instructional objectives in lesson preparation should be stated in behavioral forms. It is a usual practice to spell out the activities that the students are expected to perform at the end of lesson delivery.

According to Bello (2022), in the past, teachers have been stating their aims always in general terms without much attempt to break it down into more specific objectives. A clarification of aims or goals is necessary at this juncture, as the aims for a particular lesson which is intended to last for sometime and normally made general, using action verb such as account for, explain the meaning better, and so on.

In recent times, objectives are being stated in clear and specific terms. In this case, it is the duty of the religious studies teacher to plan and state instructional objectives in such a way that the students would learn and bring about a desirable change in their behaviour. Such objectives formed in this manner are regarded as behavioral objectives (Lekwot, 2019).

Behavioural objectives usually have to do with verbs such as identify, explain, describe, write, discuss, define, categorise and so on. It must be added that objectives statement can be behavioural and non-behavioral. It is behavioral when it is formulated to measure the students' terminal behaviour. This is to say that what the students have learnt as a result of the instruction received can be measured.

Objective statement formulated in a way that the students are passive in the lesson but only watching could be described as non-behavioral. In this case there is no mention of what the teacher expects as ultimate behaviour of the students.

## **The Objectives of Teaching Religious Studies in Nigerian Schools**

The high level of moral decadence in Nigeria as a nation is an indication that there is not enough adequate religious teaching in primary education system up to teacher education level. Religious education takes a central position in ensuring moral and spiritual well-being of individuals in the society. The key roles of religious education in equipping the individuals and ensuring high level of morality is made clear in the objectives of religious studies at primary and secondary level which include: (a) to provide more opportunities for Nigerian youths (b) to learn more about God and thereby develop their faith in God; (c) to enable the youth and help them develop moral values such as humility, respect, love, justice, hard-work, perseverance etc.; (d) to instill in youth the Spirit of tolerance, reconciliation, peaceful coexistence and non-violence as well as (e) to develop and foster in youth the spirit of respect for all people and human life. (Universal Basic Education Curriculum, 2013).

The aim of teaching religious studies is to develop the children morally and instill in them the desire to be good citizens. Through well impacted religious education, students are encouraged to develop a right attitude towards life, their environment, inter-personal relationships and community living. Christian religious studies aim at making the children have faith in God, trust in Him for all their needs and to work and pray.

Kant (2017), succinctly remarked that, through the teaching of Christian religious studies, students are faced with the need for making and taking decisions and to develop such their minds on how to withstand the emotional effects associated with decision-making. This expectation is very demanding and needs prompt attention. Through the teaching of Christian religious studies students are prepared for solving such life problems. Individuals are encouraged to develop more maturely months in preparation for the challenges of life. The teaching of religious studies leads students to raise fundamental questions relating to life and existence, for example; Who is God? Does God exist? Where is God? Why am I

here? What is going to be my end? What am I supposed to do? The transmission of acceptable moral standard in the society cannot be over emphasized. It is general diction that “Education without tomorrow is not education”. Through the teaching of religious studies students are encouraged to express their faith and to develop their talents.

Quarcoopome (1991), affirmed that the teaching of morals has been a long-standing recommendation for teachers of Christian religious studies. Most religions over the ages have traditionally linked morality with religious beliefs and practices. In ancient Greece, moral education was impacted largely through religious literature in the form of Legends about gods and heroes of Greece. In the Judeo-Christian tradition the link between morality and religion has also been closed that many people still regard them as inseparable. In Nigeria many secondary schools equate religious education lesson with moral education. Philosophers and educators have never challenge this tradition linkage of religion and morality. (Bull, 1973). To admit the logical distinction between religion and morality does not, however, mean that they are antagonistic realms of human experience or that their objectives are mutually exclusive.

### **Good Lesson Plan and Students’ Academic Performance**

There are various factors that contribute to good student academic performance and this may include: good lesson plan, teachers’ beliefs in relation to their profession, content and pedagogical knowledge, assessment and skills. On the part of students; peer influence, attitude towards learning and family background can have a bearing on students’ performance. The manner in which the teacher plans and organizes instruction, to a large extent determines the outcome of students’ academic performance. Therefore, pedagogy and assessment skills are important aspects that contribute to students’ academic performance. It is just a teacher’s responsibility to employ diverse teaching styles to enhance students’ academic performance since current instructional assessment techniques seems to favour



certain learning styles (Fawole, 1970).

Teachers' competence also mean teacher's ability to create an environment that is fair, understanding and accepting of diverse students' ideas, experience and backgrounds. The idea of highly qualified teachers is good one, but compliance has not been widespread. Some States in Nigeria have set low expectations for teacher quality? If a student is asked about a teacher who is highly qualified, they will most likely say that it is the teacher who spend extra time with them and who makes the class content clear and attainable. Conversely, the unqualified teachers are the ones who are boring and don't connect with them. A qualified teacher will have a good lesson note that will guide him to impact proper knowledge to students under his lesson.

Defining teacher quality boils down on his or her preparation. Does content knowledge in addition to knowledge about teaching make a difference in students' achievements? Some people believe quality teachers content knowledge and have studied recessional ideas and practices that have increased student achievement, why other people believes that features just need strong content knowledge.

In the word of Owing (2011), teachers who learn and practice sound teaching practices techniques can affect students measured achievements and also students whose teachers had strong content knowledge and had learned to work with students who came from different cultures or special needs tested higher than full grade over their peers. According to Obinya (2014), what makes a teacher is his qualification. The qualification consist of his academic degree or could be combined with some professional training. Obinya (2014) went further to say that a parent who is about to send his child to school would be anxious that he should have a good teacher, Robert (2000) supported Obinya's opinion by saying that qualified teacher is an important factor in the school environment that influences performance of the students. He made a remark about the qualification of a teacher. He said that certificate from college of education is often preferable to a degree certificate. He went further

to explain that a person who takes degree examination does not have any training teaching technique unless if the degree is B.Sc. (Ed), B.Ed seems to be regarded as being more qualified than those who have ordinary degrees. The task of a teacher is enormous and until he is able to reach his students individually there will still be usable weakness in the educational system.

### **Teachers' Qualification and their Impact on Students' Achievement**

The policy issue on this relates to the need to ensure the presence of “highly qualified teachers in every classroom”. Quality teachers are often seen simply as good teachers and are considered to be those who exhibit desirable traits and uphold the standards and norms of the profession. Some may hold national education certificate (NCE) some, Degree either bachelor of education (B.Ed) or B.A (Ed).

Quality teachers are also considered to be those who bring about “student learning”. These teachers are called “effective” or “successful” (Ballard, 2008).

By “good teaching” remain that the content taught occurred with disciplinary standard of adequacy and completeness and the methods employed are age appropriate, morally defensible and undertaken with the intention of announcing the learner’s competence with respect to content. By successful teaching, we mean that the learners actually require some reasonable and acceptable level of proficiency from what the teacher is engaged in teaching.

### **The Role of a Christian Religious Teacher**

It is needful for the teacher of Christian religious studies to be trained. His training must combine knowledge of the content of his subject with the professional aspects. This is particularly necessary for the handling of this important subjects. The Christian religious studies teacher must have complete mastery of the content of Christian religion, not only through Reading of the Bible but also studying various textbooks that are related to the contents to be

discussed in the classroom. The Bible consists of the Old and the New testament sections and stories are usually drawn from them for different levels of schools programme. Contrary to what some other educator thinks, the teachers of religious education must read wide and be knowledgeable so that he/she does not limit himself/herself to the Bible alone. This way, he can make his lesson richer by drawing example or illustrations from other disciplines. He is to impact knowledge to the students and also to assess the students on the contents impacted on them.

With the mastery of subject content, certain advantages are derived by students. They are better motivated to learn as the teacher is more able to select appropriate teaching strategies and contents that will facilitate learning.

### **Conclusion**

In conclusion, having mastered the subject content, the teacher now has a unique role in the classroom. Preparation is vital for any teacher who want to be successful in the classroom. Preparation involves the study of the curriculum for his class, and the drawing up from it of the scheme of work on a weekly basis for a whole year.

If preparation is carefully done, the lesson should come out successfully. Mastery of teaching devices and methods are very central to performance. Selection of apparatus or teaching aids before the lesson is vital. It's our means to enhance the understanding of the lesson and make it clearer, hence they must be appropriate. A good teacher of religion will use them suitably with the students. Therefore, the teaching aids especially picture needs to be clear and bold. In the case of map, they should contain only the necessary information. Students must be given assignments that are related to their work and life in the society to keep their interest in the lesson and relate offence in relation to their daily lives.

### **Recommendations**

This unit recommends that:

- Government should try and employ well trained teachers to carryout effective teaching in Christian Religious Studies.
- Christian religious studies teacher should lay emphasis on writing good lesson plans.
- Teacher should ensure that they prepare relevant and adequate instructional materials for their class.
- There should be teachers’ training program, seminar and conferences to enhance the development of Christian Religious Studies teachers.
- Government should provide funds for schools to enable them purchase visual and audiovisual materials that are needed for the teaching of Christian Religious Studies.

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