Grade 10 Christian Religious Education

Term 1 - 63 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

63 complete, ready-to-teach Grade 10 Christian Religious Education lesson plans for Term 1, covering the Holy Bible, methods of studying the Holy Bible, redemption after the fall of man, stewardship over creation, the exodus, the Sinai covenant, loyalty to God (Elijah) and the Old Testament prophets.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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The Bible as the inspired word of God

Strand 1.0 The Old Testament > Sub-strand 1.1 The Holy Bible | Lesson 1 of 5 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain what it means to say that the Bible is inspired; b) describe respectful ways of handling and reading the Bible

KEY INQUIRY QUESTION(S)

- How were human authors inspired to write the Bible?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Analytical thinking**	Developed through the activities in this lesson.
PCI	**Problem solving**	Developed through the activities in this lesson.

LEARNING RESOURCES

A Bible for each pair of learners, in the version that the school uses | A chart or flash cards with the names of the Old Testament books | A Bible dictionary or digital devices for research | Manila paper and marker pens | Notebooks and pencils

ORGANISATION OF LEARNING

Whole class for introductions and reading; pairs for sharing experiences and research; groups of four for sorting the books and for preparing a presentation; individual reflection and journaling.

KEY WORDS

Bible | inspired | author | Old Testament | Pentateuch | prophet | psalm | poetry | literary form | canon

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Some people kiss the Bible, others place it on a high shelf, and others never open it. How do you look after your Bible, and why do people treat it as special?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "What "inspired" means" (key teaching on the next page), explaining as you go. Use a Bible for each pair of learners, in the version that the school uses, a chart or flash cards with the names of the Old Testament books, a Bible dictionary or digital devices for research. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Give two ways of showing respect when using the Bible."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY TEACHING

What "inspired" means

The Bible is a collection of 66 books: 39 in the Old Testament and 27 in the New Testament. Christians believe that it is the word of God. The word "inspired" means that God breathed into the writers, so that what they wrote is what God wanted his people to know. The New Testament says that all scripture is given by God and is useful for teaching, correcting and training in right living (2 Timothy 3:16-17), and that the prophets spoke from God as the Holy Spirit moved them (2 Peter 1:20-21).

The passages that the syllabus names show the same idea. God's word is true and lasts for ever (Psalm 119:160). God's word does not return to him empty but does what he sent it to do (Isaiah 55:11). God touched the mouth of Jeremiah and put his words in it (Jeremiah 1:9). God's word brings joy and hope, like the harvest after the tears of sowing (Psalm 126:6).

Handling the Bible: keep it clean and in a safe place, do not put other things on it, open it with care, read it with a quiet mind, and use it to learn and to live, not only to carry. Reading with respect is a way of showing that we honour the God who speaks through it.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How many books are in the Bible, and how many are in the Old Testament and the New Testament?	**66 books in all: 39 in the Old Testament and 27 in the New Testament.**
2	What does the word "inspired" mean when used of the Bible?	**God breathed into the human writers, so that what they wrote is what God wanted his people to know.**
3	Name one Bible verse that teaches that the word of God is true or that it always does what God sends it to do.	**For example: Psalm 119:160 or Isaiah 55:11.**
4	Give two ways of showing respect when using the Bible.	**For example: keep it clean and safe; do not put other things on it; read it carefully; live by what it teaches.**

WATCH OUT FOR

Learners think that inspired means that God wrote the Bible without any human help. The Bible teaches that God used real people, with their own words and styles, guided by the Holy Spirit.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain what it means to say that the Bible is inspired confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain what it means to say that the Bible is inspired accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain what it means to say that the Bible is inspired, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain what it means to say that the Bible is inspired without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a diagram of the Bible showing the two parts and the number of books in each, for learners to copy and label.
Learners ready for more	Explain why Christians read the Bible even though it was written a very long time ago. (Answer: They believe that it is the word of God, which does not change, and that it still guides, corrects, comforts and teaches people in every age)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "the Bible as the inspired word of God" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.