Grade 7 Christian Religious Education

Term 2 - 39 complete lesson plans

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

ABOUT THIS PACK

39 complete, ready-to-teach Grade 7 Christian Religious Education lesson plans for Term 2, covering Bible translations, leadership in the Bible: Moses, background to the birth of Jesus Christ, annunciation of the birth of John the Baptist, the birth and childhood of Jesus Christ and selected forms of worship.

TOPICS IN THIS PACK

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3.4	Leadership in the Bible: Moses	7
4.1	Background to the Birth of Jesus Christ	6
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4.3	The Birth and Childhood of Jesus Christ	7
5.1	Selected Forms of Worship	6

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.

A TASTE OF LESSON 1

Versions of the Bible used in Kenya

By the end of the lesson, the learner should be able to identify versions of the Bible used today

> **A version is a particular translation of the Bible.**
> English versions: Good News Bible, King James Version, Revised Standard Version, New International Version, New Revised Standard Version, Jerusalem Bible.

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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Versions of the Bible used in Kenya

Strand 3.0 The Bible > Sub-strand 3.3 Bible Translations | Lesson 1 of 6 | 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 identify versions of the Bible used today

KEY INQUIRY QUESTION(S)

- Why is it important to translate the Bible into different languages?

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	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Cultural awareness**	Developed through the activities in this lesson.

LEARNING RESOURCES

Bibles in different versions and languages | Charts | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

translation | version | Hebrew | Aramaic | Greek | missionary | Bible Society of Kenya | literacy

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: "Key question: why is it important to translate the Bible into different languages? Which Bible versions are used in your family or church?" 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 "A version is a particular translation of the Bible." (key ideas on the next page), explaining as you go. Use bibles in different versions and languages, charts, learners' exercise books. 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: "Name a Kenyan language with a Bible."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

A version is a particular translation of the Bible.
English versions: Good News Bible, King James Version, Revised Standard Version, New International Version, New Revised Standard Version, Jerusalem Bible.
Kiswahili: Biblia Habari Njema, Biblia Takatifu (Union Version).
Many Kenyan languages also have Bibles or New Testaments (for example Dholuo, Gikuyu, Kamba, Kalenjin, Luhya languages and others).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a Bible version?	**A particular translation of the Bible**
2	Name two English versions.	**Good News Bible and King James Version**
3	Name a Kiswahili version.	**Biblia Habari Njema**
4	Name a Kenyan language with a Bible.	**Dholuo (answers vary)**

WATCH OUT FOR

Saying one version is the only true Bible.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Display different versions.
Learners ready for more	Compare John 3:16 in two versions. (Answer: Answers will vary)
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 "versions of the Bible used in Kenya" 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.

Reasons for translating the Bible into local languages

Strand 3.0 The Bible > Sub-strand 3.3 Bible Translations | Lesson 2 of 6 | 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 discuss reasons for translating the Bible into local languages

KEY INQUIRY QUESTION(S)

- Why is it important to translate the Bible into different languages?

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	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

translation | version | Hebrew | Aramaic | Greek | missionary | Bible Society of Kenya | literacy

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: "Would you understand a letter written in a language you do not know?" 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 "Reasons for translating the Bible into local languages" (key ideas on the next page), explaining as you go. Use bibles in different versions and languages, charts, learners' exercise books. 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: "How does translation help worship?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Reasons for translating the Bible into local languages
Reasons: so people understand God's Word in their heart language; to spread the gospel; to help people read and worship in their own language; to support missionaries and local preachers; to preserve local languages; because the original languages are not spoken by most people today.
Buzz groups list reasons and share.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give three reasons for translating the Bible.	**Understanding, spreading the gospel and preserving languages**
2	What is a "heart language"?	**The language a person understands best**
3	Why are the original languages a problem?	**Most people do not speak them**
4	How does translation help worship?	**People worship in their own language**