Grade 8 Christian Religious Education

Term 1 - 37 complete lesson plans

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

ABOUT THIS PACK

37 complete, ready-to-teach Grade 8 Christian Religious Education lesson plans for Term 1, covering origin and consequences of sin, God's plan for redemption, faith and God's promises, Abrahamic covenant, leadership in Israel: Saul and healing of blind Bartimaeus.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Origin and Consequences of Sin	6
1.2	God's Plan for Redemption	6
2.1	Faith and God's Promises	6
2.2	Abrahamic Covenant	6
2.3	Leadership in Israel: Saul	6
3.1	Healing of Blind Bartimaeus	7

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.

CONTENTS

No.	Lesson	Topic	Page
1	The origin of sin: the fall (Genesis 3:1-13)	1.1 Origin and Consequences of Sin	4
2	Consequences of sin after the fall	1.1 Origin and Consequences of Sin	7
3	Causes of sin today	1.1 Origin and Consequences of Sin	10
4	Values and life skills to overcome temptation	1.1 Origin and Consequences of Sin	13
5	Prayer, confession and forgiveness (1 John 1:9)	1.1 Origin and Consequences of Sin	16
6	Thinking before acting: review	1.1 Origin and Consequences of Sin	19
7	God's love after the fall	1.2 God’s Plan for Redemption	22
8	Prophecy of the suffering servant (Isaiah 53)	1.2 God’s Plan for Redemption	25
9	The plan fulfilled in Jesus Christ	1.2 God’s Plan for Redemption	28
10	Why redemption matters	1.2 God’s Plan for Redemption	31
11	Sharing the love of God	1.2 God’s Plan for Redemption	34
12	God's saving grace in daily life: review	1.2 God’s Plan for Redemption	37
13	Background to the call of Abraham (Genesis 11:24-32)	2.1 Faith and God’s Promises	40
14	The call of Abraham and his response (Genesis 12:1-4)	2.1 Faith and God’s Promises	43
15	Applying faith like Abraham	2.1 Faith and God’s Promises	46
16	God's promises to Abraham	2.1 Faith and God’s Promises	49
17	The importance of God's promises to Christians today	2.1 Faith and God’s Promises	52
18	Applying God's promises in daily life: review	2.1 Faith and God’s Promises	55
19	Covenants in modern life	2.2 Abrahamic Covenant	58
20	God's covenant with Abraham (Genesis 15:1-18)	2.2 Abrahamic Covenant	61
21	The covenant renewed and circumcision (Genesis 17)	2.2 Abrahamic Covenant	64
22	Importance of the Abrahamic covenant	2.2 Abrahamic Covenant	67
23	Ungodly covenants today	2.2 Abrahamic Covenant	70
24	Review: the Abrahamic covenant	2.2 Abrahamic Covenant	73
25	Why Israel wanted a king (1 Samuel 8:1-9)	2.3 Leadership in Israel: Saul	76
26	Reasons against kingship (1 Samuel 8:10-20)	2.3 Leadership in Israel: Saul	79
27	Saul becomes king	2.3 Leadership in Israel: Saul	82
28	Saul's failures and their consequences	2.3 Leadership in Israel: Saul	85

29	Lessons from Saul's failures	2.3 Leadership in Israel: Saul	88
30	Being a God-fearing leader: review	2.3 Leadership in Israel: Saul	91
31	Miracles of Jesus and the setting of the healing	3.1 Healing of Blind Bartimaeus	94
32	The healing of Bartimaeus (Mark 10:46-52)	3.1 Healing of Blind Bartimaeus	97
33	Bartimaeus' faith and persistence	3.1 Healing of Blind Bartimaeus	100
34	Lessons from the healing of Bartimaeus	3.1 Healing of Blind Bartimaeus	103
35	Health challenges today: non-communicable diseases	3.1 Healing of Blind Bartimaeus	106
36	Applying the lessons: caring for the sick	3.1 Healing of Blind Bartimaeus	109
37	Depending on God in challenges: review	3.1 Healing of Blind Bartimaeus	112

The origin of sin: the fall (Genesis 3:1-13)

Strand 1.0 Creation > Sub-strand 1.1 Origin and Consequences of Sin | 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: a) narrate how sin entered the world; b) identify the steps of the temptation

KEY INQUIRY QUESTION(S)

- Why is it important to consider the consequences of something before acting?

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	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Decision-making**	Developed through the activities in this lesson.
PCI	**Spiritual development**	Developed through the activities in this lesson.

LEARNING RESOURCES

Bibles | Flash cards | 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

sin | temptation | the fall | disobedience | consequence | confession | forgiveness | self-control | assertiveness

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

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: why is it important to consider the consequences of something before acting?" 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 "Genesis 3:1-13 (summary)" (key ideas on the next page), explaining as you go. Use bibles, flash cards, 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: "Whom did Adam blame?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Genesis 3:1-13 (summary)
God placed Adam and Eve in the garden of Eden and told them not to eat from the tree of the knowledge of good and evil.
The serpent questioned God's word and told Eve she would not die but would become like God.
Eve looked at the fruit, desired it, took it and ate; she gave some to Adam and he ate.
Their eyes were opened; they felt shame, covered themselves and hid from God.
When God called, Adam blamed Eve and Eve blamed the serpent.
Sin began with disobedience to God's clear command.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What command did God give Adam and Eve?	**Not to eat from the tree of the knowledge of good and evil.**
2	How did the serpent tempt Eve?	**It questioned God's word and said she would become like God.**
3	What did Adam and Eve do after eating?	**They covered themselves and hid from God.**
4	Whom did Adam blame?	**Eve.**

WATCH OUT FOR

Keep the focus on choices and obedience, not on blaming women.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Act out the story in a short role play.
Learners ready for more	Name the steps of temptation in the story (look, desire, take, eat). (Answer: Eve saw, desired, took and ate the fruit)
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 origin of sin: the fall (Genesis 3:1-13)" 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.

Consequences of sin after the fall

Strand 1.0 Creation > Sub-strand 1.1 Origin and Consequences of Sin | 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: a) describe the consequences of the fall; b) relate them to life today

KEY INQUIRY QUESTION(S)

- Why is it important to consider the consequences of something before acting?

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	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
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KEY WORDS

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "What happened to the relationship between God and people after the fall?" 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 "Consequences (Genesis 3:14-24; also Genesis 4 and 11:1-9)" (key ideas on the next page), explaining as you go. Use bibles, flash cards, 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: "Where were Adam and Eve sent?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Consequences (Genesis 3:14-24; also Genesis 4 and 11:1-9)
Broken relationship with God: shame, fear and hiding; they were sent out of Eden.
Broken relationships between people: blame between Adam and Eve; later Cain killed his brother Abel.
Suffering: pain in childbirth, hard toil on the land.
Death entered the world.
Sin spread and grew: at Babel people's pride led God to confuse their language and scatter them (Genesis 11:1-9).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give two consequences of the fall.	**Separation from God and death.**
2	How did sin affect human relationships?	**People blamed and harmed each other.**
3	What sin is shown at Babel?	**Pride.**
4	Where were Adam and Eve sent?	**Out of the garden of Eden.**