Grade 9 Christian Religious Education

Term 1 - 32 complete lesson plans

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

ABOUT THIS PACK

32 complete, ready-to-teach Grade 9 Christian Religious Education lesson plans for Term 1, covering work: God worked, Christian moral values: sexual purity, woman judge: deborah, kings david and solomon and raising the Widow's son.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Work: God Worked	6
2.1	Christian Moral Values: Sexual Purity	6
2.2	Woman Judge: Deborah	6
2.3	Kings David and Solomon	8
3.1	Raising the Widow's Son	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

God worked: work in creation

By the end of the lesson, the learner should be able to: a) interpret Genesis on God's work; b) explain why work is good

> **Scripture: Genesis 1 and 2:1-3, 15**
> God worked for six days creating the world and rested on the seventh day (Genesis 2:2-3).
> God placed Adam in the garden of Eden "to work it and take care of it" (Genesis 2:15): work was part of God's plan before the Fall.

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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God worked: work in creation

Strand 1.0 Creation > Sub-strand 1.1 Work: God Worked | 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) interpret Genesis on God's work; b) explain why work is good

KEY INQUIRY QUESTION(S)

- How can you develop a positive attitude towards work?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Career guidance**	Developed through the activities in this lesson.
PCI	**Parental empowerment and engagement**	Learners share what they learn with a parent or guardian and ask for help with home tasks.

LEARNING RESOURCES

Bibles | Career booklets | 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

work | work ethic | diligence | laziness | talent | vocation | stewardship

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: "What would happen in a home where nobody worked?" 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 "Scripture: Genesis 1 and 2:1-3, 15" (key ideas on the next page), explaining as you go. Use bibles, career booklets, 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: "Give one lesson about work from Genesis."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Scripture: Genesis 1 and 2:1-3, 15

God worked for six days creating the world and rested on the seventh day (Genesis 2:2-3).

God placed Adam in the garden of Eden "to work it and take care of it" (Genesis 2:15): work was part of God's plan before the Fall.

Lessons: work is good and God-given; people share in God's work as stewards; rest is also important.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How many days did God work in creation?	**Six.**
2	What did God do on the seventh day?	**He rested.**
3	What work did God give Adam?	**To work and take care of the garden.**
4	Give one lesson about work from Genesis.	**Work is good and God-given.**

WATCH OUT FOR

Learners see work as punishment. In Genesis 2 work comes before the Fall.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Read the verses in pairs.
Learners ready for more	Write a short reflection: "Why I should rest as well as work." (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 "god worked: work in creation" 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.

Scriptures on work and responsibility

Strand 1.0 Creation > Sub-strand 1.1 Work: God Worked | 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) interpret New Testament teaching on work; b) link work to responsibility

KEY INQUIRY QUESTION(S)

- How can you develop a positive attitude towards work?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
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VALUE	**Responsibility**	Learners look after shared materials and finish every task.
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PCI	**Parental empowerment and engagement**	Learners share what they learn with a parent or guardian and ask for help with home tasks.

LEARNING RESOURCES

Bibles | Career booklets | 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

work | work ethic | diligence | laziness | talent | vocation | stewardship

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: "What does the Bible say about a lazy person?" 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 "More scriptures" (key ideas on the next page), explaining as you go. Use bibles, career booklets, 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: "Why does Ephesians 4:28 say people should work?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

More scriptures

Proverbs 6:6-11: learn from the ant, which works without being told; laziness leads to poverty.

2 Thessalonians 3:10: anyone unwilling to work should not eat. Colossians 3:23: work with all your heart, as working for the Lord. Ephesians 4:28: work honestly so you can share with those in need.

Responsibility: do your share, finish tasks, care for others through your work.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which insect does Proverbs use as an example?	**The ant.**
2	What does 2 Thessalonians 3:10 teach?	**Those unwilling to work should not eat.**
3	How should Christians work according to Colossians 3:23?	**With all their heart, as for the Lord.**
4	Why does Ephesians 4:28 say people should work?	**To have something to share with those in need.**

WATCH OUT FOR

Learners use these verses to judge people without jobs. Discuss willingness, not misfortune.