Grade 9 Christian Religious Education

Term 3 - 30 complete lesson plans

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

ABOUT THIS PACK

30 complete, ready-to-teach Grade 9 Christian Religious Education lesson plans for Term 3, covering the gifts of the Holy Spirit, courtship and marriage, responsible parenthood, leisure and wealth, money and poverty.

TOPICS IN THIS PACK

Topic	Name	Lessons
4.2	The Gifts of the Holy Spirit	8
5.1	Courtship and Marriage	2
5.2	Responsible Parenthood	6
5.3	Leisure	6
5.4	Wealth, Money and Poverty	8

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

Jesus' teaching on the Holy Spirit

By the end of the lesson, the learner should be able to: a) discuss Jesus' teaching on the Holy Spirit; b) list the Spirit's roles

> **Scripture: John 14:16-17, 26; 16:7-15; Acts 1:8**
> Jesus promised another Counsellor (Advocate), the Spirit of truth, who would be with believers forever.
> Roles: teaches and reminds believers of Jesus' words, guides into truth, convicts the world of sin, comforts, gives power to witness, glorifies Jesus.

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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Jesus' teaching on the Holy Spirit

Strand 4.0 The Church > Sub-strand 4.2 The Gifts of the Holy Spirit | Lesson 1 of 8 | 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) discuss Jesus' teaching on the Holy Spirit; b) list the Spirit's roles

KEY INQUIRY QUESTION(S)

- How do you utilise the gifts of the Holy Spirit?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
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	**Unity**	Learners share materials fairly and work as one team.
PCI	**Analytical and creative thinking**	Developed through the activities in this lesson.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Bibles | A chart of the nine gifts | 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

Holy Spirit | Counsellor | gift | discernment | prophecy | tongues | cult | extremism

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: "Who helps you understand difficult things?" 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: John 14:16-17, 26; 16:7-15; Acts 1:8" (key ideas on the next page), explaining as you go. Use bibles, a chart of the nine gifts, 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: "When did the Spirit come?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Scripture: John 14:16-17, 26; 16:7-15; Acts 1:8
Jesus promised another Counsellor (Advocate), the Spirit of truth, who would be with believers forever.
Roles: teaches and reminds believers of Jesus' words, guides into truth, convicts the world of sin, comforts, gives power to witness, glorifies Jesus.
The Spirit came at Pentecost.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What did Jesus call the Holy Spirit?	**The Counsellor (Advocate) and Spirit of truth.**
2	Give three roles of the Holy Spirit.	**For example teacher, guide and comforter.**
3	What power does Acts 1:8 promise?	**Power to be witnesses.**
4	When did the Spirit come?	**At Pentecost.**

WATCH OUT FOR

Learners think the Spirit is only for adults. All believers receive the Spirit.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Make a roles chart.
Learners ready for more	Read John 16:13 and explain it. (Answer: The Spirit guides into all truth)
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 "jesus' teaching on the Holy Spirit" 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.

The nine gifts of the Holy Spirit

Strand 4.0 The Church > Sub-strand 4.2 The Gifts of the Holy Spirit | Lesson 2 of 8 | 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) identify the nine gifts; b) explain each briefly

KEY INQUIRY QUESTION(S)

- How do you utilise the gifts of the Holy Spirit?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
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	**Unity**	Learners share materials fairly and work as one team.
PCI	**Analytical and creative thinking**	Developed through the activities in this lesson.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Bibles | A chart of the nine gifts | 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

Holy Spirit | Counsellor | gift | discernment | prophecy | tongues | cult | extremism

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: "Read 1 Corinthians 12:8-11. How many gifts can you find?" 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: 1 Corinthians 12:4-11" (key ideas on the next page), explaining as you go. Use bibles, a chart of the nine gifts, 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 are gifts different from the fruit of the Spirit?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Scripture: 1 Corinthians 12:4-11
Gifts: wisdom, knowledge, faith, healing, miraculous powers, prophecy, distinguishing (discerning) between spirits, speaking in different kinds of tongues, interpretation of tongues.
The same Spirit gives different gifts to different people for the common good.
The gifts are different from the fruit of the Spirit (love, joy, peace... Galatians 5:22-23).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How many gifts are listed?	**Nine.**
2	Name five of the gifts.	**For example wisdom, knowledge, faith, healing and prophecy.**
3	For what purpose are gifts given?	**For the common good.**
4	How are gifts different from the fruit of the Spirit?	**Gifts are abilities for service; fruit is character.**

WATCH OUT FOR

Learners confuse gifts and fruit. Use two lists.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Write each gift on a card.
Learners ready for more	List the fruit of the Spirit from Galatians 5:22-23. (Answer: Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control)
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 nine gifts of the Holy Spirit" 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?
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