Grade 8 Christian Religious Education

Term 3 - 41 complete lesson plans

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

ABOUT THIS PACK

41 complete, ready-to-teach Grade 8 Christian Religious Education lesson plans for Term 3, covering family relationships, human sexuality: responsible sexual behaviour, sacredness of life, bullying, work: talents, gifts and abilities and leisure.

TOPICS IN THIS PACK

Topic	Name	Lessons
6.1	Family Relationships	6
6.2	Human Sexuality: Responsible Sexual Behaviour	7
6.3	Sacredness of Life	7
6.4	Bullying	7
6.5	Work: Talents, Gifts and Abilities	7
6.6	Leisure	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	Roles of family members	6.1 Family Relationships	4
2	Healthy family relationships	6.1 Family Relationships	7
3	Causes of family conflicts today	6.1 Family Relationships	10
4	Solutions to family conflicts	6.1 Family Relationships	13
5	Children and parents (Exodus 20:12; Ephesians 6:1-4; Colossians 3:20)	6.1 Family Relationships	16
6	Values for family harmony: review	6.1 Family Relationships	19
7	Our bodies, God's gift (1 Corinthians 6:18-20; Romans 12:1-2)	6.2 Human Sexuality: Responsible Sexual Behaviour	22
8	Recognising sexual abuse	6.2 Human Sexuality: Responsible Sexual Behaviour	25
9	Avoiding and overcoming abuse	6.2 Human Sexuality: Responsible Sexual Behaviour	28
10	Causes of teenage pregnancies	6.2 Human Sexuality: Responsible Sexual Behaviour	31
11	Consequences of irresponsible sexual behaviour	6.2 Human Sexuality: Responsible Sexual Behaviour	34
12	Values and life skills for responsible living	6.2 Human Sexuality: Responsible Sexual Behaviour	37
13	Choosing to live responsibly: review	6.2 Human Sexuality: Responsible Sexual Behaviour	40
14	The meaning of sacredness of life	6.3 Sacredness of Life	43
15	Sacredness of life in the scriptures	6.3 Sacredness of Life	46
16	How the right to life is violated today	6.3 Sacredness of Life	49
17	Suicide: causes, warning signs and help	6.3 Sacredness of Life	52
18	Abortion among teenage girls	6.3 Sacredness of Life	55
19	Upholding life: a resource person on stress	6.3 Sacredness of Life	58
20	Values and life skills to uphold life: review	6.3 Sacredness of Life	61
21	What bullying is	6.4 Bullying	64
22	Causes of bullying	6.4 Bullying	67
23	Effects of bullying	6.4 Bullying	70
24	Scripture and peaceful co-existence	6.4 Bullying	73
25	Responding to bullying	6.4 Bullying	76
26	Modelling love: an anti-bullying message	6.4 Bullying	79
27	Why bullying is unacceptable: review	6.4 Bullying	82

28	Identifying God-given talents, gifts and abilities	6.5 Work: Talents, Gifts and Abilities	85
29	Nurturing talents	6.5 Work: Talents, Gifts and Abilities	88
30	The parable of the talents (Matthew 25:14-30)	6.5 Work: Talents, Gifts and Abilities	91
31	Lessons from the parable of the talents	6.5 Work: Talents, Gifts and Abilities	94
32	Planning an income-generating enterprise	6.5 Work: Talents, Gifts and Abilities	97
33	Saving, record keeping and accountability	6.5 Work: Talents, Gifts and Abilities	100
34	Using talents to serve others: review	6.5 Work: Talents, Gifts and Abilities	103
35	Leisure and how we spend it	6.6 Leisure	106
36	Why youths misuse leisure	6.6 Leisure	109
37	Consequences of misusing leisure	6.6 Leisure	112
38	Constructive uses of leisure	6.6 Leisure	115
39	Scripture on the use of leisure	6.6 Leisure	118
40	Values and life skills for using leisure	6.6 Leisure	121
41	Valuing leisure: review	6.6 Leisure	124

Roles of family members

Strand 6.0 Christian Living Today > Sub-strand 6.1 Family Relationships | 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) outline roles of different family members; b) recognise different family types

KEY INQUIRY QUESTION(S)

- How do you relate with your family members?

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	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Peer pressure resistance**	Developed through the activities in this lesson.
PCI	**Problem-solving skills**	Developed through the activities in this lesson.

LEARNING RESOURCES

Bibles | Pictures of family activities | Journals (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

family | nuclear family | extended family | guardian | role | conflict | reconciliation | harmony

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: how do you relate with your family members? Who is in a family?" 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 "Families and roles" (key ideas on the next page), explaining as you go. Use bibles, pictures of family activities, journals (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: "What role do grandparents often play?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Families and roles

Families differ: two parents and children; a single parent; grandparents or other guardians caring for children; extended families living together.

Parents and guardians: provide, protect, guide, teach values and faith, discipline with love.

Children: obey, respect, help with chores, study, care for younger siblings, care for parents in old age.

Grandparents and relatives: advise, pass on culture, support.

Every family member has dignity and a part to play.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name two roles of parents or guardians.	**Providing and guiding.**
2	Name two roles of children.	**Obeying and helping with chores.**
3	Name two family types.	**A single-parent family and an extended family.**
4	What role do grandparents often play?	**Advising and passing on culture.**

WATCH OUT FOR

Many learners live with guardians; never treat one family type as the only normal one.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Draw a "family helping hands" chart.
Learners ready for more	Write one way you can help your family this week. (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 "roles of family members" 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.

Healthy family relationships

Strand 6.0 Christian Living Today > Sub-strand 6.1 Family Relationships | 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) identify practices of healthy family relationships; b) relate them to Christian teaching

KEY INQUIRY QUESTION(S)

- How do you relate with your family members?

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	**Unity**	Learners share materials fairly and work as one team.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

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KEY WORDS

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THE LESSON AT A GLANCE

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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: "What makes a home a happy place?" 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 "Healthy practices" (key ideas on the next page), explaining as you go. Use bibles, pictures of family activities, journals (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 spend time together?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Healthy practices
Open, respectful communication; listening to one another.
Praying and worshipping together.
Sharing chores and resources fairly.
Spending time together: meals, stories, outings.
Forgiving and apologising quickly.
Celebrating each other's successes; caring in sickness.
Fair treatment of all children, with no favouritism.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three practices of a healthy family.	**Communication, praying together and sharing chores.**
2	Why avoid favouritism?	**It causes jealousy and conflict.**
3	How does forgiving help a family?	**It restores peace quickly.**
4	Why spend time together?	**It builds closeness.**