DEPARTMENT OF SOCIAL SCIENCES
LESSON PLAN

NAME OF TEACHER: ……
DATE:
SUBJECT: RELIGIOUS EDUCATIONION
DURATION:80 MINUTES
TOPIC: BIRTH AND INFANCY OF JOHN THE BAPTIST AND JESUS **CLASS:** 10
SUBTOPIC: Zambian Birth Traditions
NO OF BOYS…

GIRLS…
REFERENCES: Learner handbook for Christian education book 10 and other sources
TEACHING LEARNING /AIDS: learners book, chalk board and bible
RATIONALE: This lesson is on Zambian Birth Traditions . Teacher Exposition, Question and answer and group or class discussion methods will be used. This lesson will develop learners knowledge's about Birth and Naming of a baby in the Zambia traditions. The value of Appreciation of Appreciation of Zambian birth traditions
LEARNING OUTCOMES: L.S.B.A.T:

- Describe what happens after a baby has been born in their families
- Explain how names are chosen and given to infants in their families

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.
LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
THE BIRTH AND INFANCY OF JOHN THE BAPTIST AND JESUS CHRIST *-In Zambia, there are many birth traditions and customs.* ***A custom** is an activity, a rule or ceremony done by a particular group of people as part of the way of life. Almost all ethnic groups in Zambia have their unique customs that make them different from others there are also some customs which are common and cut across all tribes.* *-These are what bring us together as Zambians in particular and Africans in general. Traditions on the other hand are practices, customs, beliefs and opinions that are passed on from one generation to the next.* *There are various traditions and practices on the naming and protection of the baby at birth*	Teacher explains about various traditions and practices on the naming and protection of the baby at birth and allows learners to ask questions	Learners listen attentively and ask questions	Teacher exposition/ Question and Answer

OCCASION	TRADITION AND CUSTOMS			
Choosing of a name and naming of the baby:	*-Naming can be done before or after birth* *-Choosing of the name may depend on circumstances;* *examples: where there is hunger or famine (Nzala in Chi Tonga), a boy after a chain of girls (Mutinta) and many others.* *- The baby is named after the umbilical cord has dropped off.* *-Sometimes a child is named after a relative or ancestor*			
Protection of the baby	*- After birth, the mother and child are secluded for a period of time for protection* *-Both husband and wife are not allowed to have sexual relations for a period of time.* *-Roots, charms and other traditional medicines are used to protect the baby from disease and witchcraft* *-Sacrifices of beer or food and prayers are offered to the ancestral spirits.*	Teacher tells pupils to be in groups and discuss on the importance of birth traditions and customs	Class discuss discuss on the importance of birth traditions and customs	GROUP/ CLASS DISCUSSION

Importance of birth traditions and customs

Birth is a unifying factor in every home. The

birth of a child brings a strong bond between husband and wife and the two families. Relative and friends usually bring gifts for the baby or the mother to welcome and appreciate new life. *These traditions are important because:* *a) They show an appreciation of new life.* *b) It is the identity of the child and continuity of life.* *c) It shows the usefulness of the child to the community*			

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1.State the Importance of birth traditions and customs

Learners evaluation:

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Teachers evaluation:

DEPARTMENT OF SOCIAL SCIENCES
LESSON PLAN

NAME OF TEACHER: .....
DATE:
SUBJECT: RELIGIOUS EDUCATIONION
DURATION:80 MINUTES
TOPIC: BIRTH AND INFANCY OF JOHN THE BAPTIST AND JESUS **CLASS:** 10
SUBTOPIC: Zambian Birth Traditions
NO OF BOYS…

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REFERENCES: Learner handbook for Christian education book 10 and other sources
TEACHING LEARNING /AIDS: learners book, chalk board and bible
RATIONALE: This lesson is on Zambian Birth Traditions . Teacher Exposition, Question and answer and group or class discussion methods will be used. This lesson will develop learners knowledge's about Birth and Naming of a baby in the Zambia traditions. The value of Appreciation of Appreciation of Zambian birth traditions
LEARNING OUTCOMES: L.S.B.A.T:

- Describe what happens after a baby has been born in their families
- Explain how names are chosen and given to infants in their families

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.
LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

<table>
<tr><th>CONTENT</th><th>TEACHER'S ACTIVITY</th><th>PUPIL'S ACTIVITY</th><th>METHODS</th></tr>
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<u>THE BIRTH AND INFANCY OF JOHN THE BAPTIST AND JESUS CHRIST</u>

-In Zambia, there are many birth traditions and customs.

A custom *is an activity, a rule or ceremony done by a particular group of people as part of the way of life. Almost all ethnic groups in Zambia have their unique customs that make them different from others there are also some customs which are common and cut across all tribes.*

-These are what bring us together as Zambians in particular and Africans in general. Traditions on the other hand are practices, customs, beliefs and opinions that are passed on from one generation to the next.

There are various traditions and practices on the naming and protection of the baby at birth

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<td>Teacher explains about various traditions and practices on the naming and protection of the baby at birth and allows learners to ask questions</td>
<td>Learners listen attentively and ask questions</td>
<td>Teacher exposition/ Question and Answer</td>
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	for a period *of time for protection* *-Both husband and wife are not allowed to have sexual* *relations for a period of time.* *-Roots, charms and other traditional medicines are used to protect the baby from disease and witchcraft* *-Sacrifices of beer or food and prayers are offered to the ancestral spirits.*	Teacher tells pupils to be in groups and discuss on the importance of birth traditions and customs	Class discuss discuss on the importance of birth traditions and customs	GROUP/ CLASS DISCUSSION

Importance of birth traditions and customs

Birth is a unifying factor in every home. The birth of a child brings a strong bond between husband and wife and the two families. Relative and friends usually bring gifts for the baby or the mother to welcome and appreciate new life.

These traditions are important because:

a) They show an appreciation of new life.

b) It is the identity of the child and continuity of life.

c) It shows the usefulness of the child to the community

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1.State the Importance of birth traditions and customs

Learners evaluation:

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Teachers evaluation:

LESSON PLAN

NAME OF TEACHER: …… **DATE**:
SUBJECT: RELIGIOUS EDUCATIONION
DURATION:80 MINUTES
TOPIC: BIRTH AND INFANCY OF JOHN THE BAPTIST AND JESUS
CLASS:10
SUBTOPIC: Birth of John the Baptist **NO OF BOYS…**

GIRLS…
REFERENCES: Learner handbook for Christian education book 10 and other sources
TEACHING LEARNING /AIDS: learners book, chalk board and bible
RATIONALE: This lesson is on Birth of John the Baptist . Teacher Exposition, Question and answer and group or class discussion methods will be used. This lesson will develop learners knowledge's about the announcement of the birth of John and his naming and the purpose of John's Life and Ministry .The skill of Application of bible teachings on John the Baptist and Narrating Bible texts. The value of Appreciation of Appreciation of Zambian birth traditions
LEARNING OUTCOMES: L.S.B.A.T:

- Relate from Luke's Gospel the stories of the announcement of the birth of John and his naming
- Explain John the Baptist's life and ministry
- Narrate how the life and ministry of John the Baptist were a fulfilment of the OT prophecy.

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.
LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
THE BIRTH OF JOHN THE BAPTIST ***Bible text: Luke 1:5-24; 57-66***	The teacher point at any pupil at random to read Bible text: **Luke 1:5-24; 57-66** Teacher consolidates learner' responses	The pupil pointed at reads **Luke 1:5-24; 57-66** Learner s listen Attentively	Question and Answer Teacher Exposition
The reasons why the birth of John the Baptist was special and important: *-His birth was foretold (mentioned long*		Class discuss	GROUP/ CLASS DISCUSSIO N

before he was born) *- It removed shame which came with barrenness on Elizabeth (childlessness was blamed on the wife in those days)* *-His parents where beyond child bearing age and very old.* *-Zachariah prayed for the son and the birth of John was the answer.* *-Both Zachariah and Elizabeth were descendants from the priestly families and upright before God.*	The teacher initiate class discussion on the reasons why the birth of John the Baptist was special and important		
<u>Customs of Nazarite Children at Birth (Numbers 6:1-8)</u> *John was to be brought up as a Nazarite; meaning the "separated one". The customs included:* *-No drinking of alcohol* *-No going near or touching of dead bodies* *-No cutting of his hair*	Teacher consolidates learner' responses and explains about the customs of Nazarite Children at Birth	Learners listen attentively	Teacher Exposition
<u>Purpose of john's life and ministry</u> *-To be the forerunner of the Messiah.* *-To be the spiritual Elijah (performing tasks through the Holy Spirit).* *- To be the hearer of discord (to convert those who rebelled against right living).* *- To prepare the nation for the coming of the Messiah.*	Teacher asks learners to state the purpose of john's life and ministry	Learners attempt to state	Question and answer
<u>How john's birth was a fulfilment of Old Testament prophecy</u> *-He was the forerunner of the Messiah* *-He was the hearer of discord* *- He prepared the way for the coming of the Messiah.*	Teacher consolidates Learner 'responses and explains john's birth was a fulfilment of Old Testament prophecy and allow learners to ask questions	Learners listen and Ask questions	Teacher exposition/ Question and Answer

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1. a) Narrate the birth of John the Baptist.
   b) Give three reasons for the purpose of John's Life and Ministry

Learners evaluation:

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Teachers evaluation:

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DEPARTMENT OF SOCIAL SCIENCES
LESSON PLAN

NAME OF TEACHER: ..... **DATE**:
SUBJECT: RELIGIOUS EDUCATIONION **DURATION**:80 MINUTES
TOPIC: BIRTH AND INFANCY OF JOHN THE BAPTIST AND JESUS **CLASS:** 10
SUBTOPIC: Birth of John the Baptist **NO OF BOYS...**

GIRLS...
REFERENCES: Learner handbook for Christian education book 10 and other sources
TEACHING LEARNING /AIDS: learners book, chalk board and bible
RATIONALE: This lesson is on Birth of John the Baptist . Teacher Exposition, Question and answer and group or class discussion methods will be used. This lesson will develop learners knowledge's about the Announcement of the birth of Jesus Christ: (Luke 1:26-38 Matt. 1: 18-25; Luke 2:8-20; Matt. 2: 1-12).The skill of Application of Bible teachings on the birth of Jesus Christ. The value of Awareness of Bible teachings on the birth of Jesus Christ.
LEARNING OUTCOMES: L.S.B.A.T

- Describe the announcement of the birth of Jesus to various people
- Describe the birth of Jesus Christ

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.
LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S	PUPIL'S	METHODS

ANNOUNCEMENT OF THE BIRTH OF JESUS ***Bible text*** *-The announcement of the birth of Jesus to Mary (Lk 1:26-38)* *- The announcement of the birth of Jesus to Joseph (Mt 1:18-25)* *- Mary's visit to Elizabeth (Lk 1:39-45)* *-The birth of Jesus Christ (Lk 2:1-7)* *-The announcement of the birth of Jesus to shepherds (Lk 2:1-)* *-The visit of the wise men and the flight to Egypt (Lk 1-23)* *-Jesus in the temple as a baby (Lk 2:21-39)* *-Jesus at twelve years old (Lk 2:41-52)* ***Jesus' titles that show the purpose of his coming*** ***a****) JESUS means- saviour of the people from sin.* *b) MESSIAH (the Christ) means- anointed one.* *c) SON OF GOD –meaning son of the most high, showing his deity.* *d) SON OF DAVID- meaning born in the lineage of David (to be king of people' lives)* ***The Purpose of the Messiah's Kingdom*** *-Not conquest, but salvation.* *-Not an earthly monarch, but a spiritual one.* *-Not deliverance from the Romans, but from sin.* ***Meaning of gifts from the wise men*** *Gold- showed Jesus' Kingship* *Frankincense- represented his Deity* *Myrrh- represented his coming suffering*	ACTIVITY The teacher initiate class discussion on the announcement of the birth of Jesus the Bible text Teacher explains Jesus' titles that show the purpose of his coming And allows learners to Ask question Teacher asks learners to state the Purpose of the Messiah's Kingdom and the meaning of gifts from the wise men Teacher consolidates learner' responses	ACTIVITY Class discuss Learners listen and ask question Learners attempt to state Learners Listen attentively	GROUP/ CLASS DISCUSSIO N Teacher exposition/ Question and Answer Question and answer Teacher Exposition

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1. a) Narrate the announcement of Jesus to Mary.
b) How did Mary react to this? Give three points
2. What was the purpose of the Messianic Kingdom? Give three points
3. State the meaning of the following gifts from the wise men
i. Gold
ii. Frankincense
iii. Myrrh

Learners evaluation:

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Teachers evaluation:

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DEPARTMENT OF SOCIAL SCIENCES
LESSON PLAN

NAME OF TEACHER: …… **DATE**:
SUBJECT: RELIGIOUS EDUCATIONION 2046
DURATION:80 MINUTES
TOPIC: BIRTH AND INFANCY OF JOHN THE BAPTIST AND JESUS **CLASS: 10**
SUBTOPIC: Birth of John the Baptist **NO OF BOYS……..**

GIRLS……
REFERENCES: Learner hand book for Christian education book 10 and other source
TEACHING LEARNING /AIDS: learners book, chalk board and bible

RATIONALE: This lesson is on Birth of John the Baptist . Teacher Exposition, Question and answer and group or class discussion methods will be used. This lesson will develop learners knowledge's about the
O.T. Prophecies of the birth of Jesus. Isaiah7:14;9:6-7 Micah 5.2; Hosea 11:1

LEARNING OUTCOMES: L.S.B.A.T

- Explain how these stories were a fulfilment of the O.T prophecies

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.

LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
Birth of John the Baptist ***HOW THE BIRTH OF JESUS WAS FUFILLED IN OLD TESTAMENT PROPHECY*** ***OLD TESTAMENT PROPHECY*** *- To be born in David's family (Isaiah 9;6-7, 11:1-3; Psalms 89:3-4)* *- To be born of a virgin(Isaiah 7:14)* *- To be born in Bethlehem(Micah 5:2)* *- Would live in Egypt and called out(Hosea 11:1)* *- Would live in Nazareth(Isaiah11:1)* *- Bethlehem's children would be killed (Jeremiah 31:15)* ***NEW TESTAMENT PROPHECY*** ***How the prophecy was fulfilled in New Testament:*** *-Was born from the line of David (Mt 1:1,16-17,20-21)* *- Was born of the virgin Mary(Mt 1:3)* *- Was born of the virgin Mary(Mt 1:3)* *-Was born in Bethlehem(Lk 2:1-7)* *- He lived in Egypt and was called out there(Mt2:18)*	The teacher point at any pupil at random to narrate from the bible how the birth of Jesus was a filled in the old testament by reading the following bible text **Isaiah 9;6-7, 11:1-3; Psalms 89:3-4) Isaiah 7:14) Jeremiah 31:15** Teacher consolidates learner 'responses Teacher to narrate from the bible how the birth of Jesus was a filled in the new testament by reading from the bible text and allows learners to ask questions Teacher tells pupils to	The pupil pointed at narrates from the bible how the birth of Jesus was a filled in the old testament Learner s listen attentively Learners listen and Ask question	Question and answer Teacher Exposition Teacher exposition/ Question and Answer GROUP/ CLASS DISCUSSIO

- He lived in Nazareth(Mt 2;23) ***- Herod had Bethlehem's children massacred(Mt 2:18)*** ***<u>The three main ceremonies performed by Jewish parents after birth</u>*** ***Circumcision*** *- was done when the child was eight days old or one week.* *This was an outward agreement or covenant that Gold had made with the Jews.* *Anyone not circumcised could neither share the hopes of the nation nor join in the worship Yahweh nor be counted as Israelite... (Genesis 17:9-14 and Leviticus 12:13)* ***Dedication*** *- was the second ceremony and was performed at the age of one month. At this age, every first born male child was presented to God in the Temple of dedication; then bought back or redeemed by the payment of five Shekels. (Exodus 13:2, Numbers 18:15-16 and Luke 2:22)* ***Purification*** *- was the third ceremony done at forty days after the birth of the male child to sanctify (purify) the mother. She had to offer a lamb for burnt offering and a bird for sin offering (Leviticus 12:1-8). If the parents were poor, they offer two birds instead of a lamb and a bird.*	be in groups and discuss the three main ceremonies performed by Jewish parents after birth Teacher consolidates learner' responses	Class discuss Learners listen attentively	N Teacher Exposition

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

<u>HOMEWORK/CLASS EXERCISE</u>

1.Narrate from the bible how the birth of Jesus was a filled in the old testament

2. State the three main ceremonies performed by Jewish parents after birth

Learners evaluation:

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Teachers evaluation:

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DEPARTMENT OF SOCIAL SCIENCES
LESSON PLAN

NAME OF TEACHER: …… **DATE**:
SUBJECT: RELIGIOUS EDUCATIONION 2046
DURATION:80 MINUTES
TOPIC: BIRTH AND INFANCY OF JOHN THE BAPTIST AND JESUS **CLASS:** 10
SUBTOPIC: Incidents from Jesus childhood
How God directs human lives **NO OF BOYS…**

GIRLS…
REFERENCES: Learner handbook for Christian education book 10 and other sources
TEACHING LEARNING /AIDS: learners book, chalk board and bible
RATIONALE: This lesson is on Incidents from Jesus childhood. Teacher Exposition, Question and answer and group or class discussion methods will be used. This lesson will develop learners knowledge's about Jesus in the Temple as a baby: (Presentation) Lk2:21-39 and Jesus in the Temple at 12years, Lk2:41-52, He has appointed time to fulfil His purposes, He uses human being. The skill of Relating incidents in the bible and Critical thinking on how God directs human life. Value of Obedience and Submission to God`s words.
LEARNING OUTCOMES: L.S.B.A.T

- Relate from Luke's gospel the stories about Jesus in the Temple as a baby and at 12 years
- Explain what the infancy narratives in the Gospel of Luke and Matthew teach about God's direction of human lives

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.
LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
A Jewish male child at twelve years *a) At one month, a child is taken to the Temple; so was Jesus.* *b) At three the boy would fringed garments and be taught by the mother. By five years, he would taught law*	Teacher explains the things that happens to a Jewish male child at twelve years by reading from the scripture and allows learners to ask	Learners listen and ask questions	Teacher exposition/ Question and Answer

(Torah) by the father and also attend school at Synagogue (Deut 6:4-9) *c) At twelve, he would receive instructions in various religious observances at the Temple.* ***INCIDENTS FROM JESUS' CHILDHOOD*** ***Jesus in the Temple as a Baby*** *Read Luke 2:21-39* ***Jesus at Twelve Years Old*** *Read Luke 2:41-52* ***How God directs human lives*** *It is God's desire that people should live and do his will. However, God does not force his will and purpose on us. Humans have freedom of choice. In the case of John the Baptist and Jesus Christ, what happened to their parents is a way how God directs human lives as follows:* *1. God has an appointed time to fulfil His purpose* *2. God uses human beings to fulfil his purpose* *3. He chooses special people for specific purposes (Joseph and Mary, Zachariah and Elizabeth)* *4. Sometimes God use ordinary with special training or instruction.* ***Examples of People Directed by God*** *God directed Zechariah and Elizabeth, Joseph and Mary. Why? It was simple because;* *-Their way of life pleased God (Lk 1:6-30, Mt 1:19).* *-They were expecting the Messiah* *-They were instructed in supernatural ways to use their natural desires.* *-They were willing and available to fulfill God's purposes (especially Mary and Elizabeth).* *.*	questions The teacher initiate class discussion on how God directs human lives Teacher consolidates learner' responses Teacher asks learners to explain with examples of People Directed by God	 Class discuss on how God directs human lives Learners listen Attentively Learners attempt to state explain	 GROUP/ CLASS DISCUSSIO N Teacher Exposition Question and answer

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1. John is always asking how God can direct a human being identify God's direction in their lives. As a Christian, how would you tell John about how people can identify God's direction? Give three ways
2. Give three examples of People Directed by God in the bible

Learners evaluation:

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Teachers evaluation:

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DEPARTMENT OF SOCIAL SCIENCES
LESSON PLAN

NAME OF TEACHER: ..... **DATE**:
SUBJECT: RELIGIOUS EDUCATIONION 2046
DURATION:80 MINUTES
TOPIC: BIRTH AND INFANCY OF JOHN THE BAPTIST AND JESUS **CLASS:** 10
SUBTOPIC: How Christians can identify and respond to God's direction **NO OF BOYS…**

GIRLS…
REFERENCES: Learner handbook for Christian education book 10 and other sources
TEACHING LEARNING /AIDS: learners book, chalk board and bible
RATIONALE: This lesson is on Incidents from Jesus childhood. Teacher Exposition, Question and answer and group or class discussion methods will be used. This lesson will develop learners knowledge's about Response to God`s direction: God does not force His plans and purposes on us. God never guides us against what His word says, God promises clear guidance to Christians who are

completely committed to Him .The skill of Application of bible teachings on God`s direction. The value of Appreciation of Bible teachings on God `s direction

LEARNING OUTCOMES: L.S.B.A.T

- Discuss how Christians today can identify and respond to God's direction of their lives

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.

LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
How Christians can identify and respond to God's direction	Teacher explains how God directs lives of Christians today and allows learners to ask questions	Learners listen attentively and ask questions	Teacher exposition/ Question and Answer
How God directs lives of Christians today *a) He has a specific plan and purpose today for every life.* *b) He does not force these plans on us. We have the freedom of choice.* *c) In most cases, the choice between wrong and right is very clear. He never guides against His will.*			
Ways by which God make His wishes known *-Through His word (the Bible).* *-By inner inspiration of the Holy Spirit.* *-Through advice from friends.* *-Through a complete inner peace of mind in decision making.* *-By making ourselves available to God.* *-Doing various things to discover what we can do.*	Teacher asks learners to state Ways by which God make his wishes known to people	Learners attempt to state Ways by which God make his wishes known to people	Question and answer
	Teacher consolidates learner' response	Learners listen Attentively	Teacher Exposition

Expected Christian response to God's direction *- Surrendering to God all decisions, circumstances and plans.* *-Making ourselves available to God.* *-Accepting His guidance.* *-Accepting obedience to Him*	Teacher explains about the expected Christian response to God's direction and allows learners to ask questions	Learners listen and ask question	Teacher exposition/ Question and Answer

Lesson conclusion: Teacher to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1. John is always asking how God can direct a human being identify God's direction in their lives. As a Christian, how would you tell John about how people can identify God's direction? Give three ways
2. Describe ways by which God make His wishes known to his people

Learners evaluation:

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Teachers evaluation:

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DEPARTMENT OF SOCIAL SCIENCES
LESSON PLAN

NAME OF TEACHER: …… **DATE**:

SUBJECT: RELIGIOUS EDUCATIONION 2046
DURATION:80 MINUTES
TOPIC: BIRTH AND INFANCY OF JOHN THE BAPTIST AND JESUS
CLASS: 10
SUBTOPIC: Christian, Muslim and Hindu teachings on how God directs human lives **NO OF BOYS…**

GIRLS…
REFERENCES: Learner handbook for Christian education book 10 and other sources
TEACHING LEARNING /AIDS: learners book, chalk board and bible
RATIONALE: This lesson is on Christian, Muslim and Hindu teachings on how God directs human lives. Teacher Exposition, Question and answer and group or class discussion methods will be used. This lesson will develop learners knowledge's about how God directs people in Christianity: Through His word, inner inspiration of the Holy spirit, friends, circumstances. Islam: Through his word in the Quran and Hinduism: Through life cycle rites.. The value of Awareness of Christian, Islam ,Hinduism teachings on `God`s direction.
LEARNING OUTCOMES: L.S.B.A.T

- Compare Christian, Muslim and Hindu teaching on how God directs human lives

PREREQUISITE KNOWLEDGE: Learners have ideas about the topic being taught.
LESSON INTRODUCTION: Brainstorming questions about the topic being taught will be used to introduce the topic and to revise through the previous lesson

LESSON DEVELOPMENT

CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	METHODS
Religious teachings on how God directs people ***a) Christianity*** *-Through His word (the Bible).* *-By inner inspiration of the Holy Spirit.* *-Through advice from friends.* *-Through a complete inner peace of mind in decision making.* *-By making ourselves available to God.* *-Doing various things to discover what we can do.* ***b) Islam*** *-Every thing that happens is the will of Allah and must be accepted.* *- Allah through Angel Gabriel gave the massage to the prophet Muhammad, the recorded in the Quran.*	Teacher explains about Religious teachings on how God directs people and allows learners to Ask questions	Learners listen and Ask questions	Teacher exposition/ Question and Answer

-The Quran the basis for guidance in every part of a Muslim's life. ***c) Hinduism*** *- One is born in a particular caste and is guided through daily and seasonal rituals.* *-God directs Hindus through life cycles including birth, marriage, worship and death.* *-A pilgrimage to one religious Site is important for a Hindu.* *-Annual festivals of Diwali and Nawaratri remind Hindus of religious values and bring life.* *-Strict conduct is expected of every Hindu.* *-God directs a Hindu through the Vedas while living with the Guru.* ***Religious comparison on God's direction in human life*** ***Christianity Vs Islam*** ***Similarities*** ***-****both consult scripture for guidance* *-both believe that whatever happens is the will of God* ***Differences*** ***Christians: -*** *God's messages are recorded in the Bible through inspired writers****.*** ***Muslims:*** *- Allah's messages are recorded in the Quran through prophet Muhammad from the angel Gabriel****.*** ***Christians: -*** *apart from the Bible, God has other ways of guiding people.* ***Muslims: -*** *the only basis of guidance is the Quran****.*** ***b) Christianity Vs Hinduism*** ***Similarities*** *-both believe that a strict conduct is expected to live according to God's plan* *- both consult the Holy scripture for guidance*	The teacher initiate class discussion on Religious comparison on how God's direct people Teacher consolidates learner' responses	Class discuss Learners listen attentively	GROUP/CLASS DISCUSSION Teacher Exposition

Differences ***Christians:*** *- God directs Christians through the Bible****.*** ***Hindus: -*** *God directs Hindus through the Vedas* ***Christians: -*** *Are directed through the daily surrounding of all decisions to God.* ***Hindus:*** *- Are directed through life cycle rite including birth, marriage and death.*			

Lesson conclusion: Tr to conclude lesson by revising through the lesson with leaners to help remedial learners

HOMEWORK/CLASS EXERCISE

1.Give two similarities and one difference between Christian and Muslim teaching about how God directs human lives.

Learners evaluation:

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Teachers evaluation:

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