

GRADE 10 – RE LESSON PLAN ADJUSTED FOR TERM 3 2020 – COMPILED FROM THE CORD CURRICULUM

DATE COMMENCED DATE COMPLETED	LESSON TIME	TOPIC	LESSON OUTCOME	LESSON ACTION/RESOURCES/RESPONSE
	1 week	Personal Moral Education. Identifying Personal Values. Lesson 2	<i>Learners have the ability to check moral values, to identify and test personal values.</i>	Explore the 7 th and 10 th Commandments with the learners while assisting them to see how the definition of value exercises a force on them and directs their life. Guide the learners to identify some of their own values and convictions and ask where these originated e.g. parents, life experiences, religious teaching. Invite learners to reflect on these values and write a paragraph in their RE Journal on “What I really value in my life is..... because” Draw up a list of virtues – generosity, patience, empathy, discipline, persistence, humility, ability to forgive etc. Invite learners to make two lists – which of the above do they admire most in other people and which would they like to work on themselves?
	1 week	Values Clarification. Lesson 3	<i>Learners gain an understanding of the values clarification process and are able to apply the process to their values.</i>	Lead the learners to review their personal values from the previous lesson and ask if the values they claim are, in fact, the ones they live by. What drives these values – theoretical values e.g. ideals or practical values e.g. motives ? Ask the learners to draw a straight line and mark off at intervals numbers 1 – 7. Then ask them to think in theoretical and practical terms of the value of RELIGION to them and write the letter T (an ideal value) on the top of the scale at the point that indicates how important they believe this as a value and do the same with the letter P (how they actually feel about this) at the bottom of the scale. They then measure the distance between the two points.

				<p>What does it mean if the distance between T and P is large/coincide? How do they balance their values to be realistic? Prayer: Romans 12: 9 – 10</p>
	1 week	<p>Testing Values.</p> <p>Lesson 4</p>	<p><i>Learners gain further insight into their own values and begin to be critical of these through applying the values clarification theory.</i></p>	<p>Refer learners back to the list of values recorded in the previous lesson in their RE Journal e.g. generosity, patience, empathy etc. Ask learners to list various family/school/political parties/peer group choices and actions against those of their own using the value list.</p> <p>Additional response could be to write their belief about:</p> <ol style="list-style-type: none"> 1. The most serious moral issue in the world today. 2. What virtue best describes you? 3. What trait of Jesus do you most admire? 4. What one value would you never surrender, even threatened by death? 5. What person do you most admire and why? 6. What one quality of your life would you like to change for the better?
	1 week	<p>Yours and Mine.</p> <p>Lesson 7</p>	<p><i>Learners have a positive understanding of the Commandments as guides for healthy living and can apply the spirit of the 7th Commandment to life decisions.</i></p> <p>It is important not to stress the commandments as law but rather as a guide to more human living.</p>	<p>Respect for property is a two-way action: I respect yours and you respect mine. Invite the learners to share one rule for the school to respect and discuss the need for that rule. Why do we need the 7th Commandment as a rule and ask what sort of behaviour this commandment seeks to prevent e.g. fraud, exploitation, corruption, cheating etc? Name a time when Jesus was confronted with dishonesty and discuss His reaction.</p> <p>Matt 21: 12 – 17/Mark 11: 15 – 19/Luke 19: 45 – 48.</p> <p>Read Psalm 119: 1 – 8. Learners write in their RE Journal their own version of this Psalm that relates to their life's decisions.</p>

	2 weeks	<p>Worship Education. Anointing and Healing in Scripture.</p> <p>Lesson 1</p>	<p><i>Learners are introduced to the Scriptural and Liturgical texts for the Sacrament of the Anointing and Healing of the sick.</i></p> <p>Learners become aware of the Scripture origins of the Sacrament of Anointing and the application for the present time.</p>	<p>This unit has a particularly Catholic focus. Learners who are not Catholic need to be told this but should be invited and encouraged to participate in the reflections and exercises while being encouraged to share their experiences and practices in their religious communities.</p> <p>Introduce the lesson by asking the learners:</p> <ol style="list-style-type: none"> 1. What is anointing and what is used during the anointing procedure? 2. Have they ever attended a celebration or occasion when someone was anointed e.g. baptism or confirmation? 3. If so, who and why was the person anointed? 4. Who administered this anointing and what did they observe? 5. How is anointing related to healing in the Church? <p>Guide learners through the effects of the Sacrament of the Sick, the different Church oils and the rites of anointing and healing.</p> <p>In the New Testament, there are many occasions when healing takes place through anointing. (Jesus' touch)</p> <p>Learners are asked to read and summarise <u>two</u> of these accounts in their RE Journal: Luke 7: 11-19, 8:40-56, 13: 10-13 and James 5:13-16</p> <p>Other aspects of healing from a human and cultural perspective can also be researched. In some African societies, illness is not only viewed as being produced by medical causes but it is also understood as being linked to our relationships with others – symptomatic of something that has gone wrong in the area of human relations and now requires a restoration of healing of relationships. Stress is very often too a contributing factor in the cause of illness in the modern world as well as environmental and social factors.</p> <p>Meditation, prayer and quiet reflection are areas to counteract the effect of stress while the issues of structural injustice also need to be addressed for social healing to take place.</p> <p>Learners are asked to respond in their RE Journal to the question – “What</p>
--	---------	---	---	--

				positive/negative impact does sickness have on the spiritual growth of a person?"
	1 week	Signs and Symbols of Anointing. Lesson 3	<i>The significance of signs and symbols in the anointing and healing of the sick.</i> Learners to understand ways in which one can deal with sickness and the value of prayer for the healing of both the sick person and those who are praying for them	Learners are assisted in appreciating and valuing the Sacrament through understanding of the signs and symbols used during the anointing at the Sacrament of the Sick. If possible, invite a priest or deacon to discuss this Sacrament with the learners and to explain the Rite of Anointing. Alternative is to get a copy from the Church and discuss the Rite with the learners. The components of the Sacrament are: The Greeting and offering God's peace with a sprinkling of Holy Water, the Penitential Rite of forgiveness, the Laying-on of Hands , the Anointing on the forehead and hands with holy oil and the Conclusion reciting the prayer Our Father and, if able, the sick person's reception of Holy Communion . Learners to suggest ways in which one can deal with sickness and the value of prayer for the healing of both the sick person and those who are praying for them. This could be followed by a Healing para-liturgy/Mass service designed by the learners.
	2 weeks	Prayer Prayer is listening Lesson 1 Spirituality Object Meditation Lesson 3	<i>Learners understand that Prayer includes both listening as well as talking to God.</i> <i>Learners understand the method of object meditation and are able to apply it to deepen their prayer life.</i>	Play a song or read a poem and tell the learners you are going to test their listening skills . They are to recognise and write down how many times during the song/poem a certain word you choose will occur. This is done in silence. The song/poem can be played/said to them a second time. Learners then check with your score. The next time the song/poem is given, the learners must determine the mood or attitude of the writer i.e. what is s/he trying to say and they must write down their opinion. The third time you are going to pass around a selection of objects from nature (fruit, vegetables etc.) and help the learners understand that God speaks to them in many ways. They must 'listen' to the object by touching it, looking at it, smelling it, and in other ways reflectively examining it, at the same time asking

				<p>themselves what God is saying about Himself in this object He has created.</p> <p>Ask learners to answer the following questions in their RE Journal:</p> <ol style="list-style-type: none"> 1. What does God say most loudly to you though the object you held? 2. Did you feel foolish 'listening' to the object? 3. Is the object really that foolish? 4. Can you think of other objects from nature that speak loudly about God? What do they say? 5. What is really involved in this kind of listening? 6. Do you think this is a kind of prayer? 7. If we truly listen to one another, can we say it is like praying for the other person? <p>Read Luke 15:11 – 32 the parable of the Prodigal Son. Tell the learners that as you read, their task is to determine how many distinct persons are mentioned in the parable. (5) Make comments about the accuracy of listening even though we are attentive to the words being said. Re-read the parable asking the learners to listen now for the message Jesus, the teller of the story, wanted to get across to the people of the time. (He wanted to emphasize the narrow-mindedness of the elder son more than the sin of the younger son and show the mercy and compassion of the Father).</p> <p>Ask the learners to write in their RE Journal what they felt about the elder brother's attitude and how the father responded. How important is it to listen attentively to what others are saying to them, especially God, and how they can improve their listening and response to the way God speaks to them through people and events?</p>
	1 week	<p>Spirituality God touched my life</p> <p>Lesson 7</p>	<p><i>Learners recognise God working in their everyday lives.</i></p>	<p>Invite learners to consider where they might be able to recognise God's work in their lives. Ask them to explore their relationship to God in relation to their own family, faith community, faith experience, culture and religious practices. Can they identify a time when they were particularly close to God? Ask them to choose a passage from their religion that speaks of God's closeness to them.</p>

				<p>Draw a life time-line in your RE Journal and try to fill in all the important events you have experienced to date, starting from your birth. Try and recall if you were conscious of God being there with you at the time. (Note the distinction between God's being with you and the awareness of His presence). Add the happiest times with Xs along the time-line and try to remember what made you so happy then. Do you think God played a part in those times? What about the times of trouble or sorrow or sickness? Was He there too? Now look back along the line and ask when God was particularly active in your life. How do you think your 'awareness of God' line will look like in the future now you are conscious of His working in your life, even though you are unaware of it?</p>
--	--	--	--	---

<https://www.cie.org.za/uploads/files/Draft-RE-Core-Curriculum-Statement-Gr-8-12-Jan-2016.pdf>