

**GRADE 7 – RE LESSON PLAN ADJUSTED FOR TERM 3 2020 – COMPILED FROM LESSONS IN LIFEBOUND**

LESSON TOPIC	LESSON OUTCOME	LESSON CONTENT	LESSON ACTION/RESOURCES	LEARNER RESPONSE
<p><b>Structural Morality.</b> Caring for the Earth.</p> <p><b>Lesson 22</b></p>	<p><i>Learners are made aware and encouraged to have an attitude of responsibility for the earth and its future as individuals and communities.</i></p>	<p>Apply the See-Judge-Act method to deal with environmental issues.</p> <p>Contrast God’s creation with man’s destruction.</p> <p>Use contents from Pope Francis’ Laudato Si’.</p>	<p><b>Read</b> Genesis 1:26-31 and ask learners to explain the message that God made humankind in His own image and likeness and commanded us to take care of the world.</p> <p>Learners to brainstorm different types of pollution and other environmental issues in the immediate environment, in the country or globally and list them. Then apply the SEE-JUDGE-ACT approach.</p> <p>Step 1: SEE      Gather the information. Step 2: JUDGE      Weigh it up. Step 3: ACT      Decide what can be done about the issue, how and by whom.</p> <p>Learners display and share their findings in a <b>Gallery Walk</b>, offering explanations and answering questions where necessary. This can also be done in poster form and at home.</p> <p>Laudato Si’ Video as stimulus <a href="https://www.youtube.com/watch?v=1tYdOlqvpgg">https://www.youtube.com/watch?v=1tYdOlqvpgg</a></p>	<p><b>Learners investigate any form of destruction of their local environment e.g. illegal dumping of waste. Use the SEE-JUDGE-ACT method and write an article on their conclusion and actions in their RE Journal.</b></p>
<p><b>Spirituality.</b> My Inner World.</p> <p><b>Lesson 24</b></p>	<p><i>Learners discover and explore their inner life through meditation.</i></p>	<p>Create a reflective environment and participate in meditation activities that take them through meditation exercises.</p> <p>Invite learners to share their thoughts if they so choose.</p>	<p>Create a reflective environment where the learners can sit quietly and peacefully with some gentle background music. Allow the learners to choose from a selection of newspaper or magazine pictures displayed or, if the learner is at home, ask that they find a picture for the exercise. Explain that they are going to use this picture to reflect on God's plan for them and the universe.</p> <p>Slowly take them through the meditation by saying: “Study your picture carefully. What do you see? What is the most outstanding or noticeable feature? Is it something created by God or made by man? How does it make you feel? Describe it to yourself. Speak to God, the Creator, about it. Speak about your feelings – of wonder, awe, guilt, anger, sorrow. If the picture produces a negative feeling, can you make a commitment to God to do something that will help, even in a small way? If positive, is there appreciation for it?”</p> <p><b>Guide</b> the learners to identify their emotions and remind them that Jesus also had to cope with inner conflicting emotions – and to do that, He would always find a quiet place to pray and reflect.</p>	<p><b>Play a quiet hymn e.g. Be Still and Know that I Am God.</b></p>

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<p><b>Theology.</b> The Human Condition.  <b>Lesson 25</b></p>	<p><i>Learners understand God's gift of grace calling us to a life of goodness in relationship with Him.</i></p>	<p>Discuss what are the causes of good and bad actions and ask why people have a tendency to sin and turn aside from God's grace.</p>	<p>There are many good things and many evil things happening around us all the time. Ask the learners to discuss what they think are the <b>cause of these good and evil things</b> and how they see the world around them. Read the following short excerpt from Scripture: Luke 18:18-19. Note the response of Jesus: "No one is good but God alone." Introduce the idea of <b>grace</b> as a sharing in God's life, which is offered to us as a free gift. But, of course, a gift can be accepted or rejected. Think about the many times we have said to God, "I can manage on my own: I don't need you."</p>	<p><b>Give learners an opportunity to consider for themselves occasions where they have made difficult personal choices.</b></p> <p><b>Were they conscious of God's presence in their decision or why did they not consider approaching God before making a choice?</b></p>
<p>Eternal Life.  <b>Lesson 26</b></p>	<p><i>Learners are asked to consider the Christian view of death and eternal life.</i></p>	<p>Gently and reverently allow learners to either share their experience or understanding of funerals.</p> <p>Explore the beliefs and stories of different religious traditions about death.</p>	<p>According to the Christian understanding of God's plan of creation, once people are created, they will never stop existing. Our earthly life is a time of growing, of development and of discovery. It is a time when we learn about good and evil and about God's all-consuming love for humanity. It is the time of our growing into persons who, by loving God, share in God's eternal life. Explore the different religions and cultures that share a similar belief about life and death.</p>	<p><b>Study <u>one</u> of the following Scripture passages and summarise in your RE Journal.</b></p> <p><b>Praying for the dead</b> <b>[2 Maccabees 12: 38-46]</b> <b>The final judgement</b> <b>[Matthew 25: 31-46]</b> <b>Martha, Mary and Lazarus</b> <b>[John 11: 1-45]</b></p>
<p><b>Prayer.</b> Why Pray?  <b>Lesson 36</b></p>	<p><i>Learners understand that prayer deepens one's personal relationship with God and strengthens one's commitment to living a life in loving harmony with others.</i></p>	<p>Have a short reflection for learners to appreciate the role of prayer in their lives.</p> <p>Prayer can be seen in different ways - thanking, asking, sharing.</p>	<p>Ask the learners to focus on the cross, the symbol of a Christian's life. How is a cross made? Two wooden beams are crossed - a horizontal one and a vertical one. The vertical bar represents our personal relationship with God and the horizontal bar represents our relationship with others in our community. Prayer can be like that too; either a personal communication with God or a communal expression of worship, praise, commitment, sorrow or for a common need. Ask the learners if they only turn to God in prayer when they are in need of His help, or are they conscious of Him being with them throughout the day?</p>	<p><b>Reflection.</b></p> <p><b>Quiet background music while the learners ask themselves:</b></p> <p><b>Why do I pray? (Try to think of 5 reasons)</b></p> <p><b>How does prayer make me feel?</b></p> <p><b>Can I commit to including God in my life through prayer each day?</b></p>

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<p><b>Personal Morality.</b> Bible Wisdom.</p> <p><b>Lesson 41</b></p>	<p><i>Learners become familiar with the wisdom literature of the Old and New Testament to serve them as a guide for life.</i></p>	<p>Explore Wisdom stories in the Bible.</p>	<p>How can we define wisdom? Knowledge is one thing, but knowledge alone does not help us to make decisions in difficult circumstances. <b>Invite</b> the learners to share occasions when they have been in such circumstances. We all need wisdom to enable us to apply our knowledge to actual situations so that the decisions we take lead ultimately to our happiness and success.</p> <p><b>Proverbs:</b> Concentrate on the Book of Proverbs, in particular the section [10:1-22:16] which contains the Proverbs of Solomon. Ask learners to choose a saying that is particularly meaningful for them and share it or write it down for themselves.</p> <p>The <b>Sermon on the Mount</b> found in Matthew Chapter 5:1-12 contains the Golden Rule we discussed in LESSON 38. It also has many other wise sayings of Jesus gathered together into one sermon. Discuss this in a more modern form for today.</p>	<p><b>Read Jesus’ Sermon on the Mount and ask yourself how you would apply this teaching in your everyday life?</b> <b>Who are the merciful today?.....</b></p> <p><b>Can you identify people/groups today that fit into the categories that Jesus identifies?</b></p> <p><b>Write down your thoughts on Jesus’ teaching in your RE Journal.</b></p>
<p>Moral Issues.</p> <p><b>Lesson 42</b></p>	<p><i>Learners are encouraged to develop a critical approach to the media.</i></p>	<p>Discuss the different forms and effects of the media on moral issues.</p> <p>Evaluate the influences of the media on personal lifestyle choices and propose appropriate responses.</p> <p>Connect back to church teaching, and recognising what is real, lasting and true. This lesson could be part of a personal development lesson. Possible connection to right living, positive influences (but faith/church based)</p>	<p>While we like to think the role of the media is to educate and entertain, in reality <b>money</b> is most often the driving force and the material is presented for its shock value to attract viewers, readers, and listeners. Discuss the different <b>forms of the media</b>. Consider the role and purpose of the media in general. Does what we see, hear or read have an effect on us? There is a famous set of statues known as the <b>Three Monkeys</b>: One covers the eyes, one covers the ears and the other covers the mouth. The monkeys are effectively saying “See no evil, hear no evil, speak no evil.” Some people think it doesn’t matter what you see or hear as long as you <b>don’t say or do evil</b>. Ask the learners whether or not they agree to this sentiment.</p>	<p><b>What are the effects of the various forms of media on me today e.g. Whatsapp, Instagram, Internet, TV?</b> <b>How does this influence what I see, hear and say and does it affect my relationship with other people and myself?</b></p> <p><b>Have a discussion with your family or friends and record the various comments in your RE Journal</b></p>

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<p><b>Theology.</b> The Search for the Truth.  <b>Lesson 48</b></p>	<p><i>Learners understand that <b>the one Spirit of God of Truth is at work in all religions as they search for truth.</b></i></p>	<p>Discuss the idea, experience and emotions of searching for anything.</p> <p>All religions search for truth and arrive at statements of belief that help their members in their search.</p> <p>The Catholic Church has the Nicene/Apostles’ Creed which is said every Sunday at Mass.</p>	<p>Discuss the idea and experience of <b>searching</b> with the learners. What feelings go with it? What difficulties arise? What helps one in a search?</p> <p><b>Scripture</b> acknowledges that we are searching for truth and gives us the assurance that God helps us in our search. Read and discuss the following passages: Matthew 7:7; John 14:15-17, 26; John 8:32.</p> <p><b>Beliefs</b> are like signposts which guide our search. They point us in the direction we believe truth is to be found. <b>Ask</b> the learners to write a few sentences, each beginning, “I believe...” to express a belief they hold.</p> <p>In order to come to <b>the truth ourselves</b>, we need to make sense of our faith in our own lives and situations, so we <b>reflect</b> on the Nicene and Apostles’ creeds first and then compare these articles of faith to our own beliefs.</p>	<p><b>Make a mind map in your RE Journal to illustrate your Christian/ Hindu/ Muslim/ African Traditional beliefs.</b></p>
<p><b>Structural Morality</b> Gender discrimination.  <b>Lesson 59</b></p>	<p><i>Learners show awareness and compassionate understanding of the needs of others and recognize instances of gender discrimination.</i></p>	<p>Refer to concepts of prejudice and discrimination based on gender and ask learners to give examples.</p> <p>Study, reflect and discuss the Creation Story in Genesis.</p> <p>Link back to inherent dignity due to being created in the image and likeness of God. If we see God in all of creation, how would that change the way people treat those who are discriminated against?</p>	<p>Different religious groups have different beliefs about gender issues. Strict Muslims believe women remain the property of their husbands. Old Jewish laws protected women but kept their status inferior. Christianity has been influenced more by western democratic thinking of liberty, equality and fraternity, although in some churches today, women still feel discriminated against.</p> <p><b>Ask</b> the learners to give <b>examples of discrimination</b> on the basis of gender, perhaps even from their own experience. Discuss the reasons for this including cultural and religious backgrounds, chauvinist or submissive attitudes, power, aggression and fear. Is this situation fair, correct or acceptable?</p> <p><b>Guide</b> the learners to explore their own attitudes to: a different sex, a different skin colour, speaking a different language, thinking differently, believing in another religion, owning more or less, being born in another social group, coming from another country.</p>	<p><b>Write a short article in your RE Journal about how and why attitudes must change towards perceptions based on gender discrimination.</b></p>
<p><b>Theology/ Spirituality</b> Acts of God.</p>	<p><i>Learners understand that <b>God is present in all that happens and that suffering</b></i></p>	<p>Discuss and explain what we mean by an Act of God and why we use such a term.</p>	<p>Why are there disasters in the world? Doesn’t God look after us? This is question which has puzzled human beings for thousands of years. We can understand punishment for</p>	<p><b>Have you, your family or friends been in a disaster situation?</b></p>

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<p>Lesson 60</p>	<p><i>does not contradict God's providence.</i></p>	<p>In life there are many occasions of suffering we cannot avoid.</p>	<p>wrongdoing and we can understand that bad choices lead to bad consequences for ourselves and others, but we do not understand why so many people suffer what they do not seem to deserve.</p> <p><b>Discuss</b> and explain what we mean by an <b>Act of God</b> and why we use such a word? Acts of God are events such as a natural disaster, an earthquake, a flood or a lightning strike. God is creator and ultimate master of creation but we believe that God <b>created a natural order</b>, which runs its course and that God does not interfere or cause particular disasters for just any reason, especially to punish us. The term Act of God is actually misleading. It comes from pre-scientific days, when God was used as an explanation for anything we could not understand.</p> <p>At the same time, <b>we understand and believe that God cares deeply for us.</b></p> <p>Fr Mike Scmitz – explanation.  <a href="https://www.youtube.com/watch?v=ONOTU1g0Z8W">https://www.youtube.com/watch?v=ONOTU1g0Z8W</a></p>	<p><b>Or perhaps you have seen or read about such an event. How did it make you feel? Did you see God working through people, empowering them, challenging them and helping them to get through this difficult situation?</b></p> <p><b>Write down some thoughts on this in your RE Journal.</b></p>
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<https://www.cie.org.za/uploads/files/Draft-RE-Core-Curriculum-Statement-Gr-R-7-Jan-2016.pdf>