

**GRADE 9 – RE LESSON PLAN ADJUSTED FOR TERM 3 2020 – COMPILED FROM THE CORD CURRICULUM**

DATE COMMENCED DATE COMPLETED	LESSON TIME	LESSON TOPIC	LESSON OUTCOME	LESSON CONTENT/ RESOURCES	LESSON RESPONSE	RESOURCES
	1 week	Spiritual Education  Discernment  Lesson 4	<i>Learners are initiated into choosing personal exercises to identify the action of God in their life.</i>	<p>Learners are given the term ‘discernment of spirits’ and are taught to recognise that:</p> <p>The <b>Spirit of God</b> is at work in the lives of all people and, under the guidance of the same Spirit, it is possible to determine, in situations where human error is possible, which of our experiences lead <b>towards</b> and which lead <b>away from</b> God.</p> <p>Play the learners a section of one of Nelson Mandela’s speeches and then ask if they can describe the mood of the speech and whether it affected them or not. Could they identify or judge the quality of the spirit in the speaker? – forgiving, sadness, anger etc.</p> <p>Ask them then to <b>identify</b> the kind of spirit they find mainly in familiar places e.g. their home, at Mass, in a shopping mall – peace, worry, discontent, happiness –</p>	<p>In their RE Journal, write out the <b>definition</b> of discernment. Ask the learners to recall experiences where they were not quite sure of a person’s intentions and what was their response. Ask them to write down all the <b>important decisions</b> that they need to make now in their lives and to form a <b>prayer</b> that will guide them in making the right choice.</p>	<a href="https://www.youtube.com/watch?v=pJiXu4q_VU">https://www.youtube.com/watch?v=pJiXu4q_VU</a>

				Would they say that the spirit they identified is the Spirit of Jesus <b>present or absent?</b>		
	1 week	Bringing Nature Indoors.  <b>Lesson 6</b>	<b>Learners allow space for Nature in their lives.</b>  Expose learners to Nature through various programmes to encourage inner appreciation of creation.	To prepare for the lesson, ask the learners to bring from home an <b>interesting item</b> from nature.  To sharpen their sense of awareness, quieten the class, read <b>Genesis 1</b> and then ask learners to listen to the sounds around them, listing them, also asking them to list all the colours they can see. Discuss their answers.  Direct the learners into studying their object from nature carefully, asking questions about form, shape, colour, material make-up etc. Ask how this item fits into the <b>creation story</b> .  Also use contents from Pope Francis Laudato Si' video	Ask the learners to write a <b>poem</b> on the item from nature that they brought to the lesson. Encourage them to examine other forms from nature – the planets, stars, galaxies or microscopic images of living organisms and share their research with their class.	<a href="https://www.youtube.com/watch?v=1tYdOlqvpgg">https://www.youtube.com/watch?v=1tYdOlqvpgg</a>
	1 week	<b>Scriptural Education.</b>  The development of the Bible  <b>Lesson 3</b>	<b>Learners understand and develop basic biblical referencing skills and acquaint themselves with a variety of resources for biblical study.</b>	The Bible is a library of books – ‘Biblio’ – Biblioteek (Afrikaans for library).  Direct the learners on how to recognise the abbreviation of the different books of the Bible and how to interpret the reference when looking up a book.  Share with the learners that the Bible is the most widely read	Give the learners the following references to discover in their Bibles.  Sirach 11:1- 3 Ecclesiastes 11: 1 – 4 Tobit 1: 3 – 9 Exodus 14: 1 – 2  Is there a problem finding some of these readings?	<a href="https://www.christianitytoday.com/history/2008/august/why-are-protestant-and-catholic-bibles-different.html">https://www.christianitytoday.com/history/2008/august/why-are-protestant-and-catholic-bibles-different.html</a>

				<p>collection of books in the world.</p> <p>Now engage in the first exercise.</p> <p>Clarify that these references can only be found in certain Bibles and not in others. Stress the importance of understanding the Historical differences that have led to this situation. Encourage them to look at various translations. Samples of the variations are Good News, Jerusalem, King James, NIV, The African Bible etc.</p>	<p>Ask the learners to choose 5 quotes from a Bible that they feel are useful to reflect on for themselves, giving the biblical references and indicating why these have been chosen.</p>	
	1 week	Using the Scriptures for Personal Prayer.  <b>Lesson 6</b>	<b>Learners become familiar with and experience <i>Lectio Divina</i> as a method of 'breaking open' and drawing on the scriptures for personal prayer.</b>	<p>Encourage the learners to sit comfortably and invite them to concentrate on their breathing. Explain that prayer is an essential part of life and is the key-factor through which we grow spiritually. <i>Lectio Divina</i> is a very ancient way of praying the Scripture and has four steps:</p> <p><b>Read</b> a section of the Bible to the learners, slowly and reverently, while encouraging them to attentively listen to hear a word or phase that is God's word to them for the day. Ask learners to</p> <p><b>Meditate</b> on that word, gently repeating it and allowing it to interact with their thoughts. What is God saying to me? Then invite the</p>	<p>Learners may wish to record in their RE Journal how they felt about this experience.</p>	<p>ANNEXURE 1 below</p> <p><a href="https://www.youtube.com/watch?v=gKYEoC3ik9k">https://www.youtube.com/watch?v=gKYEoC3ik9k</a></p>

				<p>learners to <b>Pray</b> with God in a loving conversation and to allow the chosen word to touch and change them, sharing with God how the word made them feel. Finally <b>Contemplate</b> and spend a few minutes in silence encouraging the learners simply to rest in an awareness of God's presence.</p>		
	1 week	<b>Education by Models</b>  The personality of Jesus  <b>Lesson 1</b>	<i>Learners understand what the Beatitudes reveal about the personality of Jesus and apply these to their own life situations.</i>	<p>Discuss with the learners the reasons why people read the Gospels. Is it to know Jesus as a person? What was He really like and why was His life so important? The passage known as the <b>Eight Beatitudes</b> gives a good idea as to the kind of person He was and the kind of people we need to be.</p> <p>Because it was so difficult to put everything down in writing in Jesus' day, the gospel writer often used writing customs – signs and symbols to illustrate their experience.</p> <p>Read <b>Matt 5:1 – 12</b>, and in it, writing about the Sermon on the Mount, Matthew writes that Jesus went '<b>up the hill</b>'. This was a way of expressing that, just as Moses went 'up the mountain' to get the 10 Commandments, Jesus is expressing that the Beatitudes are just as</p>	<p>Invite the learners to write a short character sketch of Jesus based on what He has asked His followers to do to in sharing the Beatitudes as a way of life. Write this in modern language.</p>	<p>If the Educator has access to THE MESSAGE, this could be used.</p>

				<p>important and come from God. And ‘<b>He sat down</b>’ tells us that Jewish rabbis always sit down when they have something <b>important</b> to say, “He opened His mouth and began to speak’ This is the Jewish way of saying the Jesus spoke these words <b>from His heart</b>.</p> <p>Explore the Beatitudes with the learners and ask what their meaning would be today with Jesus <b>speaking directly</b> to them.</p>		
2 weeks	The death of Jesus  <b>Lesson 2</b>	<b><i>Learners demonstrate an appreciation of the values that Jesus stood and gave His life for by understanding that His death was caused by people who opposed His principles and values.</i></b>		<p>God in the beginning created us and all of Creation. God loves each of us and all of Creation infinitely.</p> <p>Through the Holy Spirit, God sent the Son to reveal to us the love of the Father. Jesus, the Son, upheld and taught the values of God’s revelation through his work on earth. We can see in the Scriptures how Jesus lived the values of responsibility, economic justice, the inclusion of all people and of all creation, and of integrity and compassion. Jesus’s work is never ending. It has not stopped. We are called by God to be Jesus to all. We are not alone. God the Father, Son and Holy Spirit is always with us, loving us, helping us, and guiding us.</p>	<p>Ask learners to write how Jesus <b>responded</b> to the situations He found Himself in and what do you think were His thoughts?</p> <p>Study the following passages:  <b>Mt 26: 57 – 68</b> Jesus’ illegal mock trial.  <b>Lk 23: 2 – 7</b> Jesus taken to Pilate.  <b>Lk 23: 8 – 12</b> Jesus in Herod’s court.  <b>Lk 23: 13 – 25</b> Choosing Barabbas  And follow these thoughts up in the RE Journal</p>	

				<p><b>Ask the learners to compare the following:</b></p> <p><b>Mk 1:23 – 28 and Luke 4:28 – 30.</b> What do they notice about people's attitude to Jesus?</p> <p><b>Invite learners to share</b> what they know about the death of Jesus and the reasons for it.</p>		
	1 week	To be like Christ  <b>Lesson 3</b>	<i>Learners apply insights into their own lives by being familiar with the background of a chosen canonised saint.</i>	Ask learners to <b>share</b> with the class their choice of saints and why their lives were so exceptional. Explain that although the Church has given certain women and men the official title of sainthood, we know that everyday <b>ordinary people</b> are living heroic lives, largely unseen and unnoticed – except by God. Revise with the learners the meaning and process of canonisation and why the Church honours these people.	Ask the learners to think about the principles and work on which people base their lives that would indicate the holiness of those who would be acknowledged and honoured for their life and service to humanity and list these in their RE Journal.	
	1 week	The call to Discipleship  <b>Lesson 4</b>	<i>Learners become aware of some of the characteristics of discipleship and reflect on their readiness to accept the challenge of Jesus to become His disciple. What does this mean for today and how can we be disciples in the current</i>	Explain the meaning of 'disciple' – requiring commitment, perseverance dedication – different from being an admirer or fan. From their knowledge of the Gospels, ask learner to recall the <b>different reasons</b> people wanted to be in Jesus' company – interested in His words, curious about Him, see Him perform miracles, wanted to be healed, found His presence comforting or thought He might be	Learners to copy the prayer:  Christ has no hands but my hands to do His work today.  Christ has no feet but my feet to seek out those who stray.  Christ has no lips but my lips to speak of His great love.  He has no heart but my heart to	Check out "Images of St Teresa of Avila"

			<p><b>COVID-19 situation.</b></p>	<p>the Messiah. Read <b>Matt 4: 18 – 20</b> and <b>Mk 1: 16 – 20</b> when Jesus calls the first four disciples. Were they ready to follow Jesus? Ask how the <b>learners would have acted</b> in the same situation. What was the cost of being a disciple of Jesus during His life? Learners to discuss the cost of <b>following Jesus in to-day's society</b>.</p>	<p>raise people's thoughts above. Can this be their prayer too?</p>	
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<https://www.cie.org.za/uploads/files/Draft-RE-Core-Curriculum-Statement-Gr-8-12-Jan-2016.pdf>

## **ANNEXURE 1**

### Lectio Divina

Prior to reading, it is important to engage in a transitional activity that takes one from the normal state of mind to a more contemplative and prayerful state. A few moments of deep, regular breathing and a short prayer inviting the Holy Spirit to guide the prayer time helps to set the tone and improve the effectiveness of the lectio.

Once the stage is set it is time to begin the prayer. There are four phases of the prayer, which do not necessarily progress in an ordered fashion. One may move between different phases of the prayer very freely as the Spirit guides.

Lectio Divina has been likened to "Feasting on the Word." The four parts are first taking a bite (Lectio), then chewing on it (Meditatio). Next is the opportunity to savour the essence of it (Oratio). Finally, the Word is digested and made a part of the body (Contemplatio).

**Lectio: Choosing the chocolate (1<sup>st</sup> reading) Taking a first bite (second reading)**

This first moment consists in reading the scriptural passage slowly, attentively for several times.

**Listen for the word or phrase that seems to be calling to you, seems important to you, stands out to you)**

**Meditatio: Put the whole chocolate in your mouth and chew on it**

The Christian, gravitating around the passage or one of its words, takes it and ruminates on it, thinking in God's presence about the text. He or she benefits from the Holy Spirit's ministry of illumination, i.e. the work of the Spirit that imparts spiritual understanding of the sacred text. It is not a special revelation from God, but the inward working of the Holy Spirit, which enables the Christian to grasp the revelation contained in the Scripture.

**Meditate on your chosen word or phrase while chewing your chocolate. Think about your word or phrase in God's presence.**

**Oratio: Savoring the taste of the chocolate**

This is a response to the passage by opening the heart to God. It is not an intellectual exercise, but an intuitive conversation or dialogue with God.

**Spend time now remembering what your chocolate tasted like. Have a conversation with God about what your chosen word or phrase means for YOU today. What does God want you to know about you or about Him? What is God inviting you to?**

**Contemplatio: Digesting the chocolate**

This moment is characterized by a simple, loving focus on God. In other words, it is a beautiful, wordless contemplation of God, a joyful rest in his presence.

**Now think about your body digesting the chocolate. Spend some time sitting in God's presence and remembering your word or phrase. Also remember what God said to you. Rest in knowing that God speaks to you. Remember that just as the chocolate is digesting and being used by your body, that God's word will also be used in your life.**

The following are pieces of scripture that could be used:

John 15: 1-5

Psalm 139: 1-10

Isaiah 43: 1-7

## ANNEXURE 2

### **Prayer of the Examen:**

#### **First Step: Remembering with Gratitude all the times I was more open to the Holy Spirit.**

I think back over the day noticing all those moments where I felt the Holy Spirit at work in me.

How do I feel the Holy Spirit? It's when I feel love, faith, hope, joy, peace, **patience**, kindness, goodness, trustfulness, gentleness or self control. (1 Cor 13 & Gal 5)

I give thanks to God for all of these experiences.

#### **Second Step: Remembering with Sorrow all the times I turned from God's love.**

Then I think back again, but this time noticing the opposite movements in myself, what I am least grateful for.

I notice where I felt unloving, despair, anxiety, **impatient**, unkind, ruthless, distrustful, rough or a lack of self control. (1 Cor 13 & Gal 5)

I bring these memories to Jesus who always looks at me with love and understanding.

#### **Third Step: Asking for what I need**

I think about what I have planned for tomorrow. What gift of the heart or mind do I ask God to help me be the best self I can be.