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| Name of teacher | FR. MICHAEL NNAMANI |
| Date | 9/10/2024 |
| Class | SS1 |
| Subject | CHRISTIAN RELIGIOUS STUDIES | No of contacts/week | 1 |
| Topic | LOVE (GOD’S LOVE FOR MAN) | Current contact for the week | 1 |
| Objectives | AT THE END OF THIS CLASS, STUDENTS SHOULD BE ABLE TO: | Evaluation | STUDENTS TO: | Yes | No |
|  | DEFINE LOVE | GIVE THE DEFINITION OF LOVE |  |  |
|  | STATE THE TYPES OF LOVE | MENTION THE TYPES OF LOVE |  |  |
|  | EXPLAIN GOD’S LOVE FOR HUMAN BEINGS | EXPLAIN WHAT THEY UNDERSTAND BY GOD’S LOVE FOR HUMAN BEINGS |  |  |
|  | MENTION THE NEED FOR HUMAN BEINGS TO RESPOND TO GOD’S LOVE | MENTIONS TWO REASONS WHY HUMAN BEINGS SHOULD RESPOND TO GOD’S LOVE |  |  |
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| Previous Knowledge |  |  |
| STUDENT MUST HAVE COME ACROSS THE CONCEPT OF LOVE OR MUST HAVE FELT LOVE FROM THEIR PARENTS AND SIBLINGS AT HOME |  |
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| Entry Behavior |  | Time | 5 MINS |
| TEACHER ASKS THE STUDENTS IF THEY LOVE THEIR PARENTS AND SIBLINGS? WHY? |
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| Set Induction |  |  |
| TEACHER ASKS THE STUDENTS THE SIGNS THEY SEE THAT MAKE THEM FEEL LOVED | 10 MINS |
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| **Exploration** | Teachers role | Students’ role | Teaching technique | Teaching aid | Time | Yes | No |
| TEACHER GUIDES THE STUDENTS TO UNDERSTAND THE MEANING OF LOVE AND THE TYPES OF LOVE, WHY WE MUST RESPOND TO GOD’S LOVE FOR US. | STUDENTS COME INTERMS WITH THE CONCEPT OF LOVE AND REASONS WHY WE MUST RESPOND TO GOD’S LOVE. | DISCUSSIONS AND ILLUSTRATIONS |  | 30 MINS |  |  |
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| **Engagement** | Teachers role | Students’ role | Teaching technique | Teaching aid | Time | Yes | No |
| Discussion | TEACHER STATES THE TYPES OF LOVE AND ASK THE STUDENTS TO MENTION THE LOVE THAT GOD DEMONSTRATES FOR HUMAN BEINGS | STUDENTS GET INVOLVED IN THE DISCUSSION AND MAKE ATTEMPT TO DISTINGUISH GOD’S LOVE FROM OTHER TYPES OF LOVE | DISCUSSION |  | 10 MINS |  |  |
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| Application | TEACHER EXPLAINS TO THE STUDENTS HOW TO LOVE ONE ANOTHER IN RELATION TO GOD’S LOVE | STUDENTS UNDERSTAND HOW TO PRACTICE LOVE IN THEIR DAILY RELATIONSHIP WITH PEOPLE | DISCUSSION |  | 10 MINS |  |  |
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