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| Name of teacher | | | FR. MICHAEL NNAMANI | | |
| Date | | | 2/10/2024 | | |
| Class | | | SS1 | | |
| Subject | | | CHRISTIAN RELIGIOUS STUDIES | | | No of contacts/week | | 1 | |
| Topic | | | JESUS TEACHING ABOUT HIMSELF | | | Current contact for the week | | 1 | |
| Objectives | | | AT THE END OF THIS CLASS, STUDENTS SHOULD BE ABLE TO: | | | | | Evaluation | | | STUDENTS TO: | | | | | Yes | No |
|  | IDENTIFY JESUS AS THE LIGHT OF THE WORLD | | | | | | | STATE THE SIGNIFICANCE OF JESUS AS THE LIGHT OF THE WORLD. | | | | | | | |  |  |
|  | MENTION THE CONSEQUENCES OF WALKING IN DARKNESS | | | | | | | LIST FOUR CONSEQUENCES OF WALKING IN DARKNESS. | | | | | | | |  |  |
|  | IDENTIFY JESUS AS THE TRUE VINE | | | | | | | MENTION TWO SIGNIFICANCE OF JESUS AS TRUE VINE. | | | | | | | |  |  |
|  | IDENTIFY JESUS AS THE LIVING WATER AND BREAD OF LIFE | | | | | | | STATE TWO SIGNIFICANCE OF JESUS AS THE LIVING WATER AND BREAD OF LIFE RESPECTIVELY. | | | | | | | |  |  |
|  | IDENTIFY JESUS AS THE RESURRECTION AND THE LIFE | | | | | | | MENTION TWO SIGNIFCANCE OF JESUS AS THE RESURRECTION AND THE LIFE | | | | | | | |  |  |
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| Previous Knowledge | | | | | THE STUDENT HAVE BEEN EXPOSED TO THE IMAGE OF JESUS AND HIS IDENTITIES AS THE LAMB OF GOD, THE DOOR AND THE GOOD SHEPHERD. | | | | | | | | | | | |  |
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| Entry Behavior | | | |  | | | | | | | | | | Time | | | 5MINS |
| TEACHER ASKS THE STUDENTS TO NAME SOME OTHER IMAGES WITH WHICH JESUS COULD BE IDENTIFIED WITH. | | | | | | | | | | | | | | | | | |
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| Set Induction | | | | THE TEACHER ASKS THE STUDENTS HOW THEY FEEL WHEN THEY ARE DEHYDRATED AND WHEN THEY ARE STARVED OF FOOD FOR A DAY. | | | | | | | | | | | | | 10MINS |
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| **Exploration** | | Teachers role | | | | | Students’ role | | Teaching technique | | | Teaching aid | Time | | Yes | | No |
| GUIDES THE STUDENTS TOWARDS UNDERSTANDING THE SIGNIFICANCE OF JESUS IDENTIFYING HIMSELF WITH VARIOUS IMAGES LIKE BREAD, WATER, LIGHT AND TRUE VINE. | | | | | STUDENTS GET INVOLVED IN THE DISCUSSION AND TAKE NOTE OF THE KEY IMAGES AND THEIR SIGNIFICANCE | | DISCUSSION AND ILLUSTRATION | | | IMAGES OF THE WATER, LIGHT, VINE AND BREAD | 30MINS | |  | |  |
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| **Engagement** | | Teachers role | | | | | Students’ role | | Teaching technique | | | Teaching aid | Time | | Yes | | No |
| Discussion | | TEACHER ASKS THE STUDENTS TO MENTION OTHER SIGNIFICANCE OF THE IMAGES WITH WHICH JESUS IDENTIFIED HIMSELF WITH | | | | | STUDENTS MAKE EFFORT TO EXPLAIN OTHER SIGNIFICANCE OF THESE IMAGES USED BY JESUS TO IDENTIFY HIMSELF | | DISCUSSION | | | NIL | 10 MINS | |  | |  |
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| Application | | THE TEACHER RELATES THESE SIGNIFCANCES TO THE MORALITY AND LIFE EXPECTATION OF EVERY CHRISTIAN. | | | | | STUDENTS REALIZE THAT THESE SIGNIFICANCE OF JESUS AS BREAD OF LIFE, LIVING WATER, THE RESURRECTION AND TRUE VINE ARE EXPECTED TO INFLUENCE THE WAY THEY RELATE WITH PEOPLE AND EXPRESS THEMSELVES IN THE SOCIETY | |  | | |  | 10 MINS | |  | |  |
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