Grade 7 Christian Religious Education

Terms 1, 2 and 3 - notes for 19 topics

IN EVERY TOPIC

- What you will learn and the key words.
- Short, clear notes with worked examples.
- Questions to try and a topic test, with the answers at the back.

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Strand 1.0 Overview of Christian Religious Education | Term 1

1.1 Importance of Learning CRE

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- analyse the importance of learning Christian Religious Education
- discuss how Christian Religious Education promotes sound moral and religious values
- compile five values needed to foster responsible living
- apply the values acquired in their daily interactions

KEY WORDS

Christian Religious Education, values, morals, responsible living, reflection journal, integrity.

1. Meaning of Christian Religious Education

Christian Religious Education (CRE) is the study of God's revelation through the Bible, the life and teachings of Jesus Christ, the Church, and how Christians live today.

It uses the Bible as its main source, together with Christian experience and the life of the Church.

Learners search the meaning in print or digital sources and make short notes.

2. Importance of studying CRE

Importance

Helps learners know God and grow spiritually.

Teaches moral values for right decisions.

Builds respect for others and for people of other faiths.

Helps learners understand the Bible and Christian practices.

Prepares learners to be responsible citizens.

Leads to careers such as teaching, counselling, ministry, social work and law.

3. How CRE promotes moral and religious values

CRE promotes values through Bible stories and teachings (for example the Good Samaritan teaches love for all, Luke 10:25-37); the example of Jesus Christ; prayer and worship; discussions on real-life issues; service to others.

Religious values: faith, prayer, reverence for God. Moral values: honesty, love, respect, responsibility, kindness, forgiveness.

Activity: write messages on charts, posters or flashcards that promote these values.

4. Five values for responsible living

Responsible living means making choices that are good for oneself, others and God's creation.

Five values (for example): honesty (telling the truth), respect (valuing others), responsibility (doing one's duties), love (caring for others), self-control (avoiding harmful choices).

Each learner lists and shares five values with an example of each in daily life.

5. Applying values in daily interactions

Scenarios to role-play and discuss: finding money on the floor; a classmate being teased; being asked to copy homework; a quarrel at home.

For each: which value applies, what a responsible person would do, and why.

Begin a personal reflection journal: how learning CRE has changed my behaviour.

6. Appreciating CRE by living responsibly: review

Review: meaning, importance, how CRE promotes values, five values, applying them.
Each learner writes a personal commitment: one value to live out this term and how.
Share poems and messages from earlier lessons.

TRY THESE

1. What is Christian Religious Education?
2. What is the main source of CRE?
3. Give three importances of studying CRE.
4. Name a career linked to CRE.
5. Name two religious values.
6. Name two moral values.
7. What is responsible living?
8. List five values for responsible living.
9. Which value applies when you find money?
10. What would a responsible person do if a classmate is teased?
11. Give two reasons for studying CRE.
12. Name five values for responsible living.

TOPIC TEST

T1. How is CRE different from going to church?
T2. Which importance matters most to you? Explain.
T3. Compose a short poem on how CRE promotes values.
T4. Find a Bible verse for one of your values.
T5. Write one journal entry on a value you practised this week.
T6. Review your commitment at the end of the month.

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Strand 2.0 Creation | Term 1

2.1 Accounts of Creation

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- narrate the biblical accounts of creation
- discuss the similarities and differences between the two accounts of creation
- identify five attributes of God from the creation accounts

KEY WORDS

creation, account, Sabbath, attribute, image of God, conservation, Eden.

1. God's creation around us

Features of the natural environment: sun, moon, stars, sky, land, seas, rivers, plants, animals, birds, fish and human beings.

Christians believe God created everything (Genesis 1:1).

Learners list what they saw on the walk and group it: heavenly bodies, land and water, plants, animals, people.

2. The first account of creation (Genesis 1:1 to 2:4a)

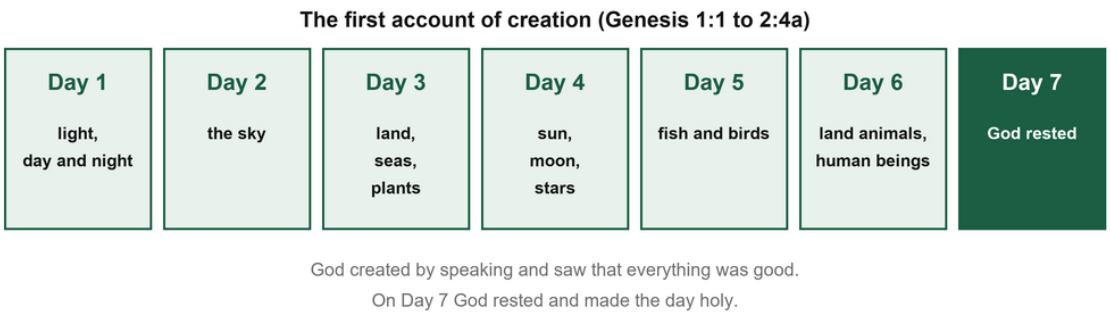
Summary (read Genesis 1:1 to 2:4a)

Day 1: light (day and night). Day 2: the sky. Day 3: land, seas and plants. Day 4: sun, moon and stars. Day 5: fish and birds. Day 6: land animals and human beings, male and female, in God's image.

Day 7: God rested and made the day holy.

God created by speaking ("God commanded"), and saw that everything was good.

Human beings were given responsibility over creation.



The seven days in Genesis 1

3. The second account of creation (Genesis 2:4b-25)

Summary (read Genesis 2:4b-25)

God formed man from the soil and breathed life into him.

God planted the Garden of Eden and put the man there to look after it.

God commanded him not to eat from the tree of the knowledge of good and evil.

God brought the animals and birds to the man to name.

God made the woman from the man's rib as a suitable companion; they became one in marriage.

Learners may compose and sing a short song on this account.

4. Similarities and differences between the two accounts

Similarities and differences between the two accounts

Similarities: God is the creator; human beings are special and given responsibility over creation; male and female are created by God; creation is good; God provides for people.

Differences: first account in six days with rest on the seventh, second has no days; first creates by command, second God forms man from soil; first, people are created last, second, man is created before plants and animals; first, man and woman together, second, woman made from man's rib; first is a summary, second focuses on Eden.

5. Attributes of God from the creation accounts

Attributes (with evidence)

God is the creator: made everything.

God is all-powerful: created by command.

God is a God of order: created step by step.

God is good and loving: made a good world and provided for people.

God is a provider: gave plants for food and a garden.

God is holy: blessed and made the seventh day holy.

Teams research and write the attributes on a chart.

6. Valuing God's creation by conserving the environment: review

Conservation measures: plant and care for trees; take part in clean-ups; dispose of waste properly; save water; protect wildlife; avoid burning plastics.

Class activity: plan and carry out a small clean-up or tree planting in the school compound.

Review both accounts and the attributes of God.

TRY THESE

1. Name four features of the natural environment.
2. Who do Christians believe created everything?
3. What did God create on the first day?
4. On which day were human beings created?
5. From what did God form man?
6. Where did God put the man?
7. Give two similarities.
8. In which account were people created last?
9. What is an attribute?
10. Give five attributes of God.
11. Give three ways to conserve the environment.
12. Why should Christians care for the environment?

TOPIC TEST

T1. Draw and label five things God created.

T2. Why do many Christians keep one day holy each week?

T3. What does naming the animals show about human responsibility?

T4. Why might the Bible have two accounts?

T5. Write a short prayer praising God for one attribute.

T6. Keep a one-week record of a conservation act at home.

Strand 2.0 Creation | Term 1

2.2 Responsibility over Animals, Fish and Birds

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- explain the biblical responsibilities given to human beings over creation
- discuss ways they can protect animals, fish, and birds
- practise good stewardship by taking care of animals, fish, and birds

KEY WORDS

stewardship, steward, wildlife, habitat, human-wildlife conflict, poaching.

1. Stewardship and our responsibility over creation

A steward is a person trusted to look after something that belongs to someone else. Christians believe creation belongs to God and people are its stewards.

Genesis 2:15-20: God put the man in the garden to cultivate and guard it, and the man named the animals and birds.

James 3:7: people have tamed all kinds of animals, birds, reptiles and sea creatures.

Responsibility means caring, not destroying.

2. Ways of protecting animals, fish and birds

Ways of protecting animals, fish and birds

Ways: give domestic animals food, water, shelter and treatment; avoid cruelty; do not poison or pollute rivers and lakes; avoid overfishing and use legal fishing nets.

Protect birds' nests and trees; do not hunt or poach wild animals; support game reserves and national parks; report injured or trapped wildlife to the Kenya Wildlife Service.

3. Reducing human-wildlife conflict

Reducing human-wildlife conflict

Human-wildlife conflict: wild animals destroy crops, kill livestock or injure people; people kill wild animals in revenge.

Ways of reducing it: electric or beehive fences, keeping livestock in bomas at night, not settling in animal corridors, scaring animals safely (lights, noise), reporting to the Kenya Wildlife Service, compensation for losses, community conservancies that share tourism income.

4. Visit or report: how animals are cared for

Visit a zoo, animal orphanage, farm, fish pond or the school animal unit (or watch a video).

Observe: food, water, shelter, cleanliness, treatment, how workers handle animals.

Write a short report: place, what we saw, how animals are cared for, lessons for stewardship.

5. Practising good stewardship: sensitisation messages

Practical stewardship: care for the school animals or a pet at home (feeding, water, clean shelter); put out water for birds in the dry season.

Write sensitisation messages on charts or posters ("Be a good steward: care for God's creatures") and display them on the school notice board.

Compose a short poem on caring for animals, fish and birds.

6. Appreciating God's creation: review

Review: stewardship, Genesis 2:15-20 and James 3:7, ways of protecting animals, reducing conflict.
Animals, fish and birds are part of God's good creation; they give food, income, beauty and balance in nature; caring for them honours God.
Share poems and posters.

TRY THESE

1. What is a steward?
2. Whom does creation belong to, according to Christians?
3. Give three ways to protect animals.
4. How can fish be protected?
5. What is human-wildlife conflict?
6. Give two ways to reduce it.
7. Name three things to observe.
8. What goes in a report?
9. Give one way to care for animals at school.
10. What is a sensitisation message?
11. What is stewardship?
12. Give two reasons to care for animals.

TOPIC TEST

T1. How is a herder a steward?
T2. Why is poaching wrong for a Christian?
T3. How do beehive fences keep elephants away?
T4. Present your report to the class.
T5. Keep a one-week animal care diary.
T6. Write a stewardship pledge.

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