

Lesson plan and outcome: Kim's class in Religion, 10th grade

The goal /aim with the lesson

Subject area: Religion: The events at the temple In Jerusalem at the death of Christ and its implications on the differentiation of Christianity from Jewish religious beliefs.

Curricular goals: Swedish stately curriculum Lgy 11 (p. 138), Religion 1 "Christianity and the different world religions /.../ Different perception of humans and of God within, and comparing religions."

Intended learning results: I wanted them to understand that the events concerning Jesus' death, as related in the New Testament, referred to older Jewish prophecies in the Old Testament, and served to mark a difference in how the relation God/man was to be perceived in the new Christian religion.

Description of students, time used, setting and material

There are 27 students in the class, grade 10. They are from mixed classes and this lesson is part of Religion 1, a compulsory class for all students. Some students attend university-preparing classes, some vocational studies. The lesson lasted 1.45 hours.

The classroom (one of our ordinary) furniture was set as a U, with my desk at the top. As it turned out, there was a shortage of chairs, which I ought to have checked before starting. I used the smart board to show a film, and two handouts: One with texts and questions, and one showing a plan of the temple of Jerusalem.

The lesson events/ the timeline of actions

I started by telling the class what we would cover today: Short lecture, watching film, working with handouts in groups, and report and discuss answers to questions at the end.

I started my lecture about the situation in Jerusalem at the time of Jesus' crucifixion. When I had reached the most dramatic point – where Jesus died, the heaven darkened and opened to the storm, and the veil to the most holy inner room of the temple tore open – three students arrived late, muttering some excuses. Unfortunately, all chairs in the U-shape were taken, and they placed themselves on the low sideboards in the back of the classroom. I continued my story and at the end showed the class a film about Jerusalem's temple at that time. All in all, this took approx. 45 minutes.

I then presented the handouts and asked them to read the text in silence and start working on the questions on their own. When everyone seemed to have read the text, I asked them to turn to the students next to them, in groups of 4, and discuss the questions. I passed round the groups. Many of the students seemed very interested and wanted to discuss with me and with each other, but some, especially the girls in the back who had been late, seemed disengaged, something which showed when they reported their answers in class at the end. They had only answered a few of the questions.

My questions to the team

How could I have made all students interested in the subject?

What actions could I have taken (except checking the number of chairs) to make sure that the girls, who came late, should participate?