



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



CHRISTIAN RELIGIOUS EDUCATION

TEACHER'S RESOURCE BOOK





TEACHER'S RESOURCE BOOK

CHRISTIAN RELIGIOUS EDUCATION





Copyright © National Curriculum Development Centre, Uganda, 2020

A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

FIRST EDITION

National Curriculum Development Centre
P.O. Box 7002,
Kampala- Uganda
www.ncdc.co.ug

ISBN: 978-9970-494-95-8

All rights reserved: No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright holder

Contents

FOREWORD VIII

ACKNOWLEDGEMENTS IX

LIST OF ACRONYMS X

1.0 INTRODUCTION 1

2.0 THE PURPOSE OF THE TEACHER’S RESOURCE BOOK1

3.0 HOW TO USE THIS RESOURCE BOOK2

4.0 THE GENERAL PROCEDURE OF TEACHING CHRISTIAN RELIGIOUS EDUCATION3

5.0 THE LESSON PLAN STRUCTURE IN THIS RESOURCE BOOK.....4

SAMPLE SCHEME OF WORK FOR CHRISTIAN RELIGIOUS EDUCATION - P2 6

THEME: CHRISTIANS LIVING TOGETHER IN GOD’S FAMILY6

THEME: CHRISTIANS LIVING TOGETHER IN GOD’S FAMILY 8

SUB THEME: MY HOME AND COMMUNITY8

LESSON: FAMILY MEMBERS.....8

TERM 1 WEEK 111

THEME: CHRISTIANS LIVING TOGETHER IN GOD’S FAMILY11

SUB-THEME: MY HOME AND COMMUNITY.....11

LESSON 1: FAMILY MEMBERS11

LESSON 2: ROLES OF DIFFERENT FAMILY MEMBERS13

LESSON 3: IMPORTANCE OF FAMILY MEMBERS TO EACH OTHER.....15

WEEK 217

LESSON 1: MY NEIGHBOUR17

LESSON 2: RESPECT AND CARE FOR NEIGHBOURS18

LESSON 3: RESULTS OF DISRESPECT FOR THE NEIGHBOUR20

WEEK 322

LESSON 1: THE CHURCH AS GOD’S FAMILY.....22

LESSON 2: GOD’S LOVE THROUGH THE CHURCH FAMILY23

LESSON 3: ACTIVITIES DONE BY THE CHURCH FAMILY25

WEEK 427

SUB-THEME: COMMUNITY OF BELIEVERS IN CHRIST27

LESSON 1: BECOMING A MEMBER OF GOD’S FAMILY27

LESSON 2: THE BAPTISM OF JESUS CHRIST29

LESSON 3: IMPORTANCE OF BAPTISM30

WEEK 532

LESSON 1: PRAYER32

LESSON 2: WHEN TO PRAY33

| | |
|---|-----------|
| LESSON 3: IMPORTANCE OF PRAYER | 35 |
| WEEK 6 | 37 |
| THEME: CHRISTIANS LIVING TOGETHER IN GOD’S FAMILY..... | 37 |
| LESSON 1: THE BIBLE | 37 |
| LESSON 2: THE BIBLE AS THE WORD OF GOD | 39 |
| LESSON 3: IMPORTANCE OF THE BIBLE TO CHRISTIANS..... | 40 |
| WEEK 7 | 42 |
| THEME: CHRISTIANS LIVING TOGETHER IN GOD’S FAMILY..... | 42 |
| SUB-THEME: CREATION | 42 |
| LESSON 1: THINGS GOD CREATED | 42 |
| LESSON 2: THE ORDER OF CREATION | 44 |
| LESSON 3: THE CREATION OF MAN | 45 |
| WEEK 8 | 47 |
| THEME: CHRISTIAN LIVING TOGETHER IN GOD’S FAMILY..... | 47 |
| SUB-THEME: CREATION | 47 |
| LESSON 1: CARING FOR GOD’S CREATION | 47 |
| LESSON 2: USING GOD’S CREATION..... | 49 |
| LESSON 2: CONSERVING GOD’S CREATION | 50 |
| WEEK 9 | 52 |
| SUB-THEME: CREATION | 52 |
| LESSON 1: DESTROYING GOD’S CREATION..... | 52 |
| WEEK 10..... | 58 |
| SUB-THEME: KNOWING JESUS CHRIST OUR FRIEND | 58 |
| LESSON 2: JESUS CHRIST FEEDS THE HUNGRY | 60 |
| LESSON 3: JESUS CHRIST COMFORTS PEOPLE | 62 |
| WEEK 11..... | 64 |
| SUB-THEME: KNOWING JESUS CHRIST OUR FRIEND | 64 |
| LESSON 1: WE MEET JESUS CHRIST IN PRAYER | 64 |
| LESSON 2: WE MEET JESUS CHRIST WHEN HELPING OTHERS..... | 65 |
| LESSON 3: WE MEET JESUS CHRIST WHEN WE SHARE WITH OTHERS | 67 |
| WEEK 12..... | 69 |
| LESSON 1: JESUS CHRIST HEALING JAIRUS’ DAUGHTER | 69 |
| LESSON 2: FOLLOWING JESUS CHRIST’S EXAMPLE IN SHOWING LOVE AND KINDNESS..... | 70 |
| LESSON 3: PRACTISING COMMUNITY SERVICE TO SHOW JESUS CHRIST’S EXAMPLE OF KINDNESS AND LOVE. | 72 |

| | |
|---|------------|
| TERM 2 WEEK 1 | 75 |
| THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY..... | 75 |
| LESSON 1: THE APOSTLES OF JESUS CHRIST | 75 |
| LESSON 2: JESUS CHRIST'S ENTRY INTO JERUSALEM ON A DONKEY (THE TRIUMPHANT ENTRY)..... | 77 |
| LESSON 3: JESUS CHRIST CLEANSING THE TEMPLE | 78 |
| WEEK 2 | 80 |
| LESSON 1: JESUS CHRIST WASHING THE FEET OF HIS DISCIPLES | 80 |
| LESSON 2: THE LAST SUPPER | 81 |
| LESSON 3: THE ARREST OF JESUS CHRIST | 83 |
| WEEK 3 | 85 |
| LESSON 1: CRUCIFIXION AND DEATH OF JESUS CHRIST | 85 |
| LESSON 2: RESURRECTION OF JESUS CHRIST | 86 |
| LESSON 3: IMPORTANCE OF JESUS CHRIST'S DEATH AND RESURRECTION | 88 |
| WEEK 4 | 90 |
| LESSON 1: WORSHIP (MEANING)..... | 90 |
| LESSON 2: WAYS OF WORSHIP | 91 |
| LESSON 3: OCCASION TO WORSHIP..... | 93 |
| WEEK 5 | 95 |
| LESSON 1: PLACES OF WORSHIP..... | 96 |
| LESSON 2: INSTRUMENTS USED DURING WORSHIP | 96 |
| LESSON 3: IMPORTANCE OF WORSHIP | 98 |
| WEEK 6 | 100 |
| LESSON 1: MEANING OF PENTECOST | 100 |
| LESSON 2: THE COMING OF THE HOLY SPIRIT | 101 |
| LESSON 3: THE GIFTS OF THE HOLY SPIRIT | 103 |
| WEEK 7 | 105 |
| SUB-THEME: SERVICE | 105 |
| LESSON 1: DISCOVERING THE NEEDS OF PEOPLE | 105 |
| LESSON 2: PEOPLE WHO NEED HELP | 107 |
| LESSON 3: HELPING THE NEEDY PEOPLE | 109 |
| WEEK 8 | 111 |
| LESSON 1: JESUS VISITS MARTHA AND MARY | 111 |
| LESSON 2: JESUS CHRIST RAISES LAZARUS FROM THE DEAD..... | 112 |
| LESSON 3: HOW JESUS CHRIST MEETS PEOPLE'S NEEDS..... | 114 |
| WEEK 9 | 116 |
| LESSON 1: DIFFERENT TYPES OF DISABILITIES | 116 |

| | |
|--|------------|
| LESSON 2: GOD CREATED US DIFFERENTLY | 118 |
| LESSON 3: HOW WE CAN CARE FOR THE PEOPLE WITH DISABILITY (JESUS CHRIST HEALS THE DEAF) | 119 |
| WEEK 10..... | 122 |
| LESSON 1: HOW WE CAN CARE FOR THE PEOPLE WITH DISABILITY (JESUS CHRIST HEALING THE BLIND) | 122 |
| LESSON 2: HOW WE CAN CARE FOR THE PEOPLE WITH DISABILITY (JESUS CHRIST HEALED THE PARALYZED) | 124 |
| LESSON 3: DIFFICULTIES JESUS CHRIST MET WHEN HEALING THE SICK..... | 125 |
| WEEK 11..... | 127 |
| LESSON 1: WAYS IN WHICH WE CAN HELP OTHERS | 127 |
| LESSON 2: IMPORTANCE OF HELPING OTHERS | 129 |
| LESSON 3: DIFFICULTIES WE MEET WHEN HELPING OTHERS | 130 |
| WEEK 12..... | 133 |
| LESSON 1: THINGS THAT MAKE US DISCOURAGED WHEN HELPING OTHERS | 133 |
| LESSON 2: WHAT ONE SHOULD DO WHEN DISCOURAGED BY OTHER PEOPLE? | 134 |
| LESSON 3: PROJECT ON HELPING OTHERS | 136 |
| TERM 3 | 139 |
| THEME: CHRISTIANS LIVING TOGETHER IN GOD’S FAMILY..... | 139 |
| SUB-THEME: HONESTY AND FAIRNESS..... | 139 |
| WEEK 1 | 139 |
| LESSON 1: HONESTY AND FAIRNESS (MEANING) | 139 |
| LESSON 2: HONESTY AND FAIRNESS AT HOME | 141 |
| LESSON 3: HONESTY AND FAIRNESS AT SCHOOL | 143 |
| WEEK TWO | 145 |
| LESSON 1: HONESTY AND FAIRNESS IN THE COMMUNITY | 145 |
| LESSON 2: HONESTY AND FAIRNESS IN THE CHURCH | 145 |
| LESSON 3: DISHONESTY AND UNFAIRNESS | 149 |
| WEEK 3 | 151 |
| LESSON 1: DISHONESTY AND UNFAIRNESS | 151 |
| LESSON 2: EFFECTS OF DISHONESTY AND UNFAIRNESS | 153 |
| LESSON 3: IMPORTANCE OF HONESTY AND FAIRNESS | 154 |
| WEEK 4 | 157 |
| SUB-THEME: CONCERN FOR OTHERS..... | 157 |
| LESSON 1: SHOWING CONCERN TO OTHERS (THE GOOD SAMARITAN) | 157 |

| | |
|--|------------|
| LESSON 2: SHOWING CONCERN FOR OTHERS (THE STORY OF JONATHAN AND DAVID) | 159 |
| LESSON 3: SHOWING CONCERN FOR OTHERS (THE WIDOW AND ELISHA) | 160 |
| WEEK 5 | 163 |
| LESSON 1: WAYS OF SHOWING CONCERN TO OTHERS (THE STORY OF RUTH AND NAOMI) | 163 |
| LESSON 2: WAYS OF SHOWING CONCERN (LAZARUS RAISED FROM THE DEAD) | 165 |
| LESSON 3: WAYS OF SHOWING CONCERN TO OTHERS (THE FEEDING OF A CROWD) | 167 |
| WEEK SIX | 169 |
| LESSON 1: WAYS OF SHOWING CONCERN AT HOME | 169 |
| LESSON 2: WAYS OF SHOWING CONCERN AT SCHOOL | 171 |
| LESSON 3: WAYS OF SHOWING CONCERN TO THE COMMUNITY | 172 |
| WEEK SEVEN | 175 |
| SUB-THEME: GOD'S GIFT OF HIS SON | 175 |
| LESSON 1: GOD'S PROMISE OF HIS SON | 175 |
| LESSON 2: GIVING GIFTS TO OTHERS (TYPES OF GIFTS) | 177 |
| LESSON 3: IMPORTANCE OF GIVING GIFTS | 179 |
| WEEK EIGHT | 181 |
| LESSON 2: OCCASIONS WHEN WE GIVE AND RECEIVE GIFTS | 183 |
| LESSON 3: MAKING CHRISTMAS CARDS | 184 |
| WEEK 9 | 186 |
| SUB-THEME: GOD'S GIFT OF HIS SON | 186 |
| LESSON 1: MAKING AND WRAPPING CHRISTMAS GIFTS | 186 |
| LESSON 2 AND 3: DECORATING FOR CHRISTMAS | 187 |
| WEEK TEN | 190 |
| LESSON 1: THE PARENTS OF JESUS CHRIST | 190 |
| LESSON 2: THE PLACE WHERE JESUS CHRIST WAS BORN | 191 |
| LESSON 3: IMPORTANCE OF THE BIRTH OF JESUS CHRIST TO US | 193 |
| WEEK 11 AND 12 | 196 |
| REFLEXIVE SELF-ASSESSMENT | 197 |
| SAMPLE REFLEXIVE SELF-ASSESSMENT TOOL FOR CHRISTIAN RELIGIOUS EDUCATION | 198 |

Foreword

One of the National Aims and Objectives of Education in Uganda is to inculcate moral, ethical, cultural and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship. This can be done through effective teaching and learning of Christian Religious Education (CRE).

This Teacher's Resource Book has been designed for Primary Two teachers to enable them deliver the Christian Religious Education (CRE) lessons effectively. The Resource Book presents the breakdown of lessons in the CRE syllabus and provides a variety of suggested Instructional Strategies to be used by the teacher during lesson delivery.

The Teacher's Resource Book further provides a variety of suggested activities, key message that are meant to make learning engaging, relevant and interesting to the learners. The sample activities include stories, songs, rhymes and poems, which the teacher is required to use. The teacher is expected to use this Resource Book alongside the P2 Christian Religious Education content presented in the P2 Thematic Curriculum.

I therefore, recommend this CRE Teacher's Resource Book for use in all primary schools where CRE is taught as a learning area.



ALEX KAKOOZA

PERMANENT SECRETARY

MINISTRY OF EDUCATION AND SPORTS

Acknowledgements

The National Curriculum Development Centre (NCDC) would like to express its appreciation to all those persons who worked tirelessly towards the production of this Primary Two Teachers' Resource Book for Christian Religious Education (CRE), which is the first of its kind in the Ugandan primary schools.

Our gratitude goes to the Curriculum Specialist for overseeing and taking timely decisions wherever necessary, the Quality Assurance Committee (QAC) and the Academic Steering Board (ASB) whose contributions have helped to guide the development and fine tuning of this Resource Book.

Special gratitude is extended to the CRE Panel Members who made it possible to put together all the necessary information and guidance, to ensure the Resource Book is completed.

Last, but not least to all those who worked behind the scenes to finalize the work on this Resource Book

The National Curriculum Development Centre takes responsibility of any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002, Kampala or email admini@ncdc.go.ug



GRACE K. BAGUMA

DIRECTOR

NATIONAL CURRICULUM DEVELOPMENT CENTRE

List of Acronyms

CRE: Christian Religious Education

MoES: Ministry of Education and Sports

NCDC: National Curriculum Development Centre



1.0 Introduction

Christian Religious Education (CRE) is a key learning area on the primary school curriculum. It is intended to achieve the aims and objectives of Primary Education which focus on moral and character formation which include:

- Instilling the value of living and working cooperatively with other people and caring for others in the community
- Developing cultural, moral and spiritual values of life
- Developing discipline and good manners.

CRE is designed to enable you guide the learners to develop moral, ethical and spiritual values. You are expected to teach CRE as provided for on the timetable to enable learners develop moral, ethical and spiritual values. This shall enable the learners develop high level of discipline hence improve on their academic performance and also live in peace with others in society.

Learners with Special Learning Needs

Special Needs Education is an important issue in education today. You need to identify learners with special needs in your class and cater for them. Seek guidance from specialist persons in SNE where necessary.

2.0 The Purpose of the Teacher's Resource Book

This resource book has been provided to ease the teaching and learning of Christian Religious Education in Primary Two. It provides a breakdown of the syllabus content into teachable lessons for the entire year.

Use the resource book together with the CRE content in the Thematic Curriculum, the Bible and other relevant support materials during lesson preparation and delivery.

Christian Religious Education unlike the content for the other learning areas is not presented in the general matrix of the Thematic Curriculum.

This is because the content does not easily follow the themes which are used to teach other learning areas. The area content is presented after the 12th theme in the P2 curriculum.

The information you need to effectively teach has been provided in this Resource Book. This includes:

- Relating the Biblical content to real life experiences
- Key messages the learners need to understand and appreciate the content.
- Suggested Activities, Instructional Strategies, Instructional Materials that promote the teaching and learning of Christian Religious Education.
- Information on how to assess learners continuously on knowledge, morals and attitude change.

3.0 How to Use This Resource Book

The Resource Book should be used in:

- Reference to the thematic curriculum for P2.
- During scheming and lesson planning, study the suggested activities for each lesson and identify the relevant examples in real life situations.
- Conjunction with the Key message during each lesson so as to encourage learners to live the message.
- Relation to the Biblical messages
- Connection with real life experiences in the family, school or community.

Hint for you the Teacher

Teach CRE as provided for on the timetable to enable learners develop moral, ethical and spiritual values. This shall enable them develop high level of discipline hence improve on their academic performance and also live in peace with others in society. Use or adopt the sample activities provided in the resource book during the teaching and learning process.

Give learners opportunity to carry out activities as a whole class, in groups, in pairs and individually. Emphasize individual participation to enable you assess achievement of competences by the learners. You are free to use any other appropriate Instructional Strategies that promote effective teaching and learning of Christian Religious Education.

LANGUAGE OF INSTRUCTION

The medium of instruction at P2 level is the language which learners are familiar with. You will need to translate content including songs, rhymes, poems and stories into the relevant language of instruction for effective delivery.

4.0 The General Procedure of Teaching Christian Religious Education

The Life Theme Approach is used to teach Christian Religious Education. The teaching/learning process starts with the learner's experience followed by the experience of others. These experiences are related to the Bible teaching. The learners are encouraged to respond to the message and apply it in real life.

So, in summary, the teaching/learning experience follows this structure:

Our Experience: Relate what you are to teach to real life situations

God's Message: Refer to the main content from the Bible for a particular lesson. This is the heart of a CRE lesson.

Our Response: This is where learners reflect, suggest and practise how to live by God's message. (Re-living the message).

5.0 The Lesson Plan Structure in This Resource Book

Each lesson in this Resource Book follows this structure:

Theme: This is as provided in the P2 curriculum

Sub-theme: This is as provided for in the P2 curriculum

Learning Outcome: This is as provided in the P2 curriculum

Lesson: Indicates the actual content, skills and values to be taught in 30 minutes.

Bible Reference: These are relevant Bible verses in relation to the content of a given lesson.

Key Message: This is derived from the Bible reference and has been related to the experiences of the learners. It is presented as a simple statement which learners can understand.

Competences: These are picked from the curriculum. However, in some instances they have been rephrased for clarity.

Life skills: These are observed as learners express themselves, relate with others and as they carry out different activities in and outside the class. Look for opportunities to have them developed over time.

Values: These are observed as learners work together in and out of the class and guide on their development.

Instructional Strategies: Suggested Instructional Strategies have been included under each lesson in this Resource Book but you are free to use any other Instructional Strategies which you find practical and appropriate to deliver the content.

Instructional Materials: These are suggested as support during the teaching and learning process. However, you are free to use any other support materials that you find relevant. Ensure that you have the materials ready before the lesson and remember to use them during the lesson. Use documentaries where necessary and if available. In this Resource book, the word “Chart” is not used in a graphic sense.

It is used to refer to any written or drawn information or pictures on a wide piece of paper to be used as instructional materials.

Suggested Activities: For the teacher and learner, have been included in a table form to guide you as you prepare a detailed lesson for each day. Always remember the general procedure followed to teach a CRE lesson (**Our experience, God's Message, Our response**).

Guidance on Assessment: The activities to be used to assess are provided under each lesson. These are meant to help you track the progress of the learners as they learn and you are expected to record the progress of each learner.

Note: Remember to assess the development of values and attitude in addition to knowledge.

Sample Activity: Relevant sample activities such as rhymes, poems, stories, exercises, project work, songs, role plays, prayers and Bible texts have been suggested for each lesson. You may use any other appropriate activity where need be.

Hint for the Teacher: Guidance or a few notes have been provided for emphasis and use, which you may need as you prepare and teach the content.

NOTE: Always invite a resource person to support you whenever there is need.

Sample Scheme of Work for Christian Religious Education - P2

THEME: Christians Living Together in God's Family

LEARNING OUTCOME: The learner understands and appreciates the importance of living together in the home and community.

| WK | PD | THEME | SUB-THEME | COMPETENCE | CONTENT | INSTRUCTIONAL STRATEGIES | SUGGESTED ACTIVITIES | LIFE SKILL INDICATORS AND VALUES | INSTRUCTIONAL MATERIALS | REF |
|----|----|--|-----------------------|--|--|---|---|--|---|--|
| 1 | 1 | Christians living together in God's family | My home and community | <p>The learner:</p> <ul style="list-style-type: none"> - Describes nuclear and the extended family - Identifies family members - Shows love to family members | <p><u>Our experience</u></p> <p>Mentioning the family members at home</p> <p><u>God's message</u></p> <p>Mathew 1:1-18 "Jesus Christ" family tells/signs the story of Jesus Christ lineage</p> | <ul style="list-style-type: none"> - Story telling - Role play - Gallery walk - Dramatization | <ul style="list-style-type: none"> - Story telling - Role playing - Acting drama - Listening to the story | <ul style="list-style-type: none"> - Effective communication - Interpersonal relationship - Problem solving - Fluency - Articulate - Values - Sharing state of being responsible - Cooperation | <p>Drawing picture (chart)</p> <p>DVD</p> <p>Tape</p> <p>Recorder</p> <p>Television</p> | <p>Bible</p> <p>DVDs</p> <p>Children's Bible</p> <p>Biblical album</p> |

| WK | PD | THEME | SUB-THEME | COMPETENCE | CONTENT | INSTRUCTIONAL STRATEGIES | SUGGESTED ACTIVITIES | LIFE SKILL INDICATORS AND VALUES | INSTRUCTIONAL MATERIALS | REF |
|----|----|-------|-----------|------------|--|--------------------------|----------------------|----------------------------------|-------------------------|-----|
| | | | | | <u>Our response</u> Let learners sing a song "Father Abraham related to family member or say a prayer thanking God for their families | | | | | |

ASSESSMENT GUIDELINES

- Ask learners to draw family members at home
- Ask learners to mention the family members at home
- Ask learners to demonstrate how they show love to their family members

Sample Lesson Plan for Christian Religious Education for Primary Two

| DATE | CLASS | TIME | DURATION | SUBJECT | NO. OF LEARNERS |
|------------|-------|-----------------|----------|---------|-----------------|
| 14/08/2019 | P2 | 12:00- 12:30 | 30 MIN | CRE | 98 |

THEME: CHRISTIANS LIVING TOGETHER IN GOD'S FAMILY

SUB THEME: My home and community

Lesson: Family members

Key Message: I am a member in my family

COMPETENCE

The learner

- describes nuclear and extended family
- identifies family members
- shows love to family members

Life Skills and Indicator:

- Self-awareness; self-identification, talking about one's family
- Interpersonal relationship; interacting freely with others

Values:

- Sharing
- State of being responsible
- Cooperation

Instructional Strategies:

- Story telling
- Role play
- Observation

Instructional Materials:

- A chart showing family members

References:

- Bible, Children's Bible

| Time | Steps | Teacher's Activity | Learner's Activity |
|---------|-------|---|--|
| 05 Min. | 1 | <u>Our Experience</u> Teacher guides learners to mention the family members at home. | Mentioning family members at home |
| 15 Min. | 2 | <u>God's Message</u> Teacher shares the Bible story about Jesus Christ's family, Mathew 1:1-18 through observation. Guide learners to identify family members from the chart i.e., David, Mary, etc... Allow learners to identify their family members from the charts and tell which families they belong to. | Listening to the Bible story and saying what they learn. Identifying family members. Role playing family members as guided by the teacher. |
| 10 Min | 3 | <u>Our Response</u> | Singing a song, |

| Time | Steps | Teacher's Activity | Learner's Activity |
|------|-------|--|---|
| | | After role playing, guide learners to sing a song, Father Abraham, as related to family members and then guide them to say a prayer thanking God for their families. | “Father Abraham” Saying a prayer to Thank God for their families |

SELF-EVALUATION

Areas of strength _____

Areas of improvement _____

Way forward _____

TERM 1 WEEK 1

THEME: Christians Living Together in God's Family

Sub-theme: My Home and Community

LEARNING OUTCOME

The learner understands and appreciates the importance of living together in the home and community.

LESSON 1: Family members

Reference: Mathew: 1:1 – 18, Jesus Christ's family

Key Message: I am a member in my family

COMPETENCES

The learner

- describes nuclear and the extended family.
- identifies family members.
- shows love to family members.

| Life Skills | Indicators |
|----------------------------|---|
| Interpersonal relationship | <ul style="list-style-type: none"> - Interacting freely with others - Respecting family members - Appreciating family members - Caring for family members |
| Self-awareness | <ul style="list-style-type: none"> - Self- identification - Talking about one's family |

Values: Love, appreciation, care, protection

Instructional Strategies: Storytelling, guided discussion

Instructional Resources: The Bible, a chart showing the birth of Jesus Christ, a chart showing family members (nuclear and extended), dolls to represent a learner, piece of a cloth

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> Ask the learners oral questions to identify members in their family. Describe the nuclear and the extended family through guided discussion. Tell/sign the story of Jesus Christ's family. Guide learners to sing/sign a song, "Father Abraham....." Guide learners to recite and discuss the meaning of the key message. | <ul style="list-style-type: none"> Identifies family members Describes the families through observation Listens to the story of Jesus Christ's family and saying what they learn Sings /signs a song Shares what they are going to do to show love to the family members Recites and discusses the meaning of the key message, <i>"I am a member in my family."</i> |

Guidance on Assessment

- Observe and assess as the learner identifies family members
- Listen and assess as the learner suggests what he/she is going to do to show love to his/her family members.

Sample Activity

Singing a song about family member, "Father Abraham had many sons....."

HINT FOR THE TEACHERS

Explain to the learners the meaning of the following:

- Nuclear family is the family with father, mother and children.
- Extended family is the family with father, mother, children and relatives.

REFLECTIVE ASSESSMENT

- Do I know the name of my father?
- Do I know the names of my mother?

LESSON 2: Roles of different family members

Reference: 1 Corinthians 12:12-26, Members of our family_ each member of a family has a role to play

Key Message: God wants us to be responsible in our family roles, what are my responsibilities as a learner in my family?

COMPETENCES

The learner

- identifies roles of family members.
- explains what Jesus Christ did as a child.
- appreciates the roles played by family members.

| Life Skills | Indicators |
|----------------------------|--|
| Interpersonal relationship | <ul style="list-style-type: none"> - Appreciating roles played by different individuals in a family - Caring for others - Sharing with others - Helping other people |
| Empathy | <ul style="list-style-type: none"> - Using appropriate language to the family - Listening to others |

Values: Co-operating with family members, obeying family members, sympathising with others, (saying sorry, thank you,) use of empathetic language (forgiveness)

Instructional Strategies: Role play, storytelling, drama

Instructional Resources: The Bible, a chart showing Jesus Christ helping his father Joseph

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide learners to share experiences about what different members of their family do at home individually. • Tell/sign a story on how Jesus Christ helped his father. • Guide learners to role play roles of different family members. • Guide learners to recite and discuss the meaning of the key message. | <ul style="list-style-type: none"> • Shares experiences about what their family members do at home. • Listens to the story of Jesus Christ helping his father. • Role plays roles of different family members. • Recites and discusses the meaning of the key message, <i>"God wants us to be responsible in our family roles."</i> |

GUIDANCE ON ASSESSMENT

- Assess as the learner gives the roles of one of the family members.
- Assess as the learner explains how Jesus helped his father.
- Listen and assess as the learners suggests what he/she is going to do at home as a member of the family.

Sample Activity

Role playing roles of family members

Hint for the Teacher

Some learners do not have biological parents so be careful as you tell them to draw parents.

LESSON 3: Importance of family members to each other

Reference: Luke 10: 38-42: The story of Martha and Mary

Key Message: It is good to help one another.

COMPETENCES

The learner

- describes the importance of family members to each other.
- desires to co-operate with other family members.

| Life Skills | Indicators |
|-----------------|---|
| Self –awareness | <ul style="list-style-type: none"> - Talking about one's home - Knowing one's position and responsibility |

Values: Co-operation, hard work, respect, teamwork

Instructional Strategies: storytelling, observation

Instructional Resources: The Bible, a chart showing members of an extended family holding hands, a chart showing family members working together

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide learners to share experiences about the importance of their family members to each other. • Using a chart of family members working together, guides the learners to observe and tell what people are doing. • Tell/sign the story of Martha and Mary. • Guide the learners to say a prayer thanking God for the family members. • Guide learners to recite and discuss the meaning of the key message. | <ul style="list-style-type: none"> • Shares experiences about the importance of their family members to each other. • Observes the chart and says what people are doing. • Listens to the story about Martha and Mary and says what they learn. • Says a prayer thanking God for their family members. • Recites and discusses the meaning of the key message, <i>"It is good to help one another."</i> |

GUIDANCE ON ASSESSMENT

- Listen and assess as the learner gives the importance of his/ her family members.
- Observe and assess as the learner prays for his/ her family members.
- Guide learners to brainstorm on a possibility of Jesus (as a child) having brothers and sisters: How was he treating and behaving before them in a family?

Sample Activity

Saying a prayer:

God, I thank you for my parents
They protect me and care for me

Hint for the Teacher

- Be mindful of the learners who do not have parents.
- You can have individual learners to pray for their families.

WEEK 2

LESSON 1: My neighbour

Reference: Luke 10:25-37, Galatians 5:14

Key Message: “Love your neighbour as you love yourself.”

COMPETENCES

The learner

- describes who a neighbour is.
- identifies the neighbour through the story of a good Samaritan.
- shows loves to the neighbour.

| Life Skills | Indicators |
|--------------------------------------|--|
| Critical thinking Decision making | <ul style="list-style-type: none"> - Logical reasoning in identifying and describing a neighbour - Accepting the neighbour |

Values: Patience, love

Instructional Strategies: Recitation, storytelling, think-pair-share

Instructional Resources: The Bible, a chart showing the Good Samaritan

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide learners to share experiences about who their neighbours are (at home, in class and at school) through think-pair-share. • Tell/sign the summary of the story of the Good Samaritan. • Guide learners to share the lesson learnt from the story. | <ul style="list-style-type: none"> • Identifies their neighbour at home, in class and at school. • Listens to the story of the Good Samaritan. • Identifies who the neighbour is in the story of the Good Samaritan. • Shares the lesson learnt • Recites and discusses the meaning of the key message, |

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> Guide learners to recite and discuss the meaning of the key message. | <i>"Love your neighbour as you love yourself."</i> |

Guidance on Assessment

- Listen and assess as the learner identifies his/her neighbour in class.
- Listen and assess as the learner says what he/she is going to do to emulate the good Samaritan.

Sample Activity

Drawing the Good Samaritan helping

Hint for the Teacher

Explain to the learners clearly who a neighbour is i.e.

- A neighbour is someone near you.
- A neighbour is a person who helps you in need.
- Put emphasis on the love for the neighbour

LESSON 2: Respect and care for neighbours

Reference: Luke 10: 25 - 37: The Good Samaritan

Key Message: "Love your neighbour as you love yourself"

COMPETENCES

The learner

- describes what a good neighbour does
- identifies ways of respecting and caring for neighbours
- takes care and share with his/ her neighbours

| Life Skills | Indicators |
|----------------------------|---|
| Interpersonal relationship | <ul style="list-style-type: none"> Caring for their neighbours Sharing with their neighbours Working with their neighbours |

Values: Love, care, sharing, respect

Instructional Strategies: Story-telling, role play

Instructional Resources: The Bible, bandage, basin, water (first aid kit), a chart showing the Good Samaritan

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Retell/resign the story of the Good Samaritan. • Guide learners to role play the Good Samaritan. • Guide learners to share what they are going to do to help others. • Guide learners to recite and discuss the meaning of the key message. | <ul style="list-style-type: none"> • Listens to the story of the Good Samaritan. • Role-plays the Good Samaritan. • Shares what they are going to do to help others. • Recites and discusses the meaning of the Key message, <i>"Love your neighbour as you love yourself."</i> |

Guidance on Assessment

- Assess as the learner tells lessons learnt from the story of the Good Samaritan.
- Listen and assess as the learner suggests what he/she is going to do to help his/her neighbour.

Sample Activity

Drawing himself/herself helping another person

Hint for the Teacher

- Give learners opportunity to express how they can help other people.
- Emphasise the importance of helping people in need.

LESSON 3: Results of Disrespect for the Neighbour

Reference: Genesis 4: 1-16

Key Message: Show respect to all people

COMPETENCES

The learner

- identifies the results of disrespect.
- explains why Cain killed Abel.
- prays asking for forgiveness.

| Life Skills | Indicators |
|---------------------------------|--|
| Problem solving | - Finding different ways of doing things |
| Non-violent conflict resolution | - Making right choice |
| | - Taking a right decision |
| | - Resolving issues without fights |
| | - Using appropriate language |
| | - Accepting defeat |

Values: Respect, love, care

Instructional Strategies: Story-telling, guided discussion, recitation

Instructional Resources: The Bible, a chart showing Cain killing Abel

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about what happens when they disobeyed their parents. • Tell/sign the summary of the story of Cain and Abel results of disrespect. | <ul style="list-style-type: none"> • Shares experiences about their disobedience. • Listens to the story of Cain and Abel and shares lessons learnt. • Shares the results of disrespect. |

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Discuss with the learners the results of disrespect, emphasise the need to respect others. • Guide learners to say a prayer asking for forgiveness. • Let learners recite and discuss the meaning of the key message. | <ul style="list-style-type: none"> • Recites a prayer asking for forgiveness. • Recites and discusses the meaning of the key message, <i>"Show respect to all people."</i> |

Guidance on Assessment

- Observe and assess as the learner says a prayer asking for forgiveness.
- Listen and assess as the learner suggests what he/she is going to do to respect others.

Sample Activity

Reciting a prayer:

God forgive me for not showing respect to my neighbours
 Help me show respect to all people

Hint for the Teacher

Some of the outcomes of disrespect; hatred, punishment, loneliness, loss of trust

WEEK 3

LESSON 1: The Church as God's family

Reference: Acts 2:43 – 47

Key Message: Share with others what you have

COMPETENCES

The Learner

- describes what a church is.
- identifies different members in a church.
- desires to be a member of God's family.

| Life Skills | Indicators |
|----------------------|--|
| Friendship formation | <ul style="list-style-type: none"> - Praying together - Working together - Loving others - Sharing with others |

Values: Co-operation, togetherness, sharing

Instructional Strategies: Story-telling, guided discovery, recitation

Instructional Resources: The Bible, a chart showing people praying together

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide learners to share experiences about what a church is. • Tell/sign the story of, "Life among believers" (Acts 2: 43-47). • Guide learners to identify members of the church. • Guide learners to sing a song, "We are one in the spirit..." | <ul style="list-style-type: none"> • Explains what a church is to them. • Identifies what a church is according to the Bible story through guided discovery. • Identifies the members of the church. • Sings/signs a song. |

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> Guide learners to recite and discuss the meaning of the key message. | <ul style="list-style-type: none"> Recites and discusses the meaning of the key message, <i>"Share with others what you have."</i> |

Guidance on Assessment

- Assess as the learner tells what a church is.
- Observe and assess as the learner identifies members of the church.
- Listen and assess as the learner suggests what he/she is going to do to be a member of the church.

Sample Activity

Singing a song;

We are one in the spirit
 We are one in the Lord
 We are one in the spirit
 We are one in the Lord

Hint to the Teachers

Explain to the learners that a church is not just a structure but a group of believers in Jesus Christ.

LESSON 2: God's Love through the Church family

Reference: Matt; 14: 15-21, Jesus Christ feeding 5,000 people

Key Message: "You yourself give them something to eat!"

COMPETENCES

The learner

- tells how Jesus Christ showed love to the people.
- shows love for other people.

| Life Skills | Indicators |
|----------------------|-----------------------|
| Empathy | - Caring for others |
| Friendship formation | - Listening to others |
| | - Guiding others |
| | - Sharing for others |

Values: Sharing, love, care

Instructional Strategies: Story-telling, role play, recitation

Instructional Resources: The Bible, a chart showing Jesus Christ feeding the five thousand people

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide learners to share experiences about how they care for visitors at home. • Tell/sign the story of Jesus Christ feeding 5,000 people. • Guiding learners to share lessons learnt from the story. • Guide learners to role play the feeding of the 5,000. • Guide learners to recite and discuss the meaning of the key message. | <ul style="list-style-type: none"> • Shares how they care for visitors at home. • Listens to the story of Jesus Christ feeding 5,000 people. • Shares lessons learnt from the story. • Role plays the feeding of the 5,000. • Recites and discusses the meaning of the key message of the week, <i>"You yourself give them something to eat."</i> |

Guidance on Assessment

- Listen and assess as the learner shares lesson learnt from the feeding of the 5,000.
- Listen and assess as the learner suggests what he/she is going to do to share with others.
- Observe and assess as the learner shares with other.

Sample Activity

Role playing the feeding of the 5,000

Hint for the Teacher

If time allows, ask learners to share what they have with other learners in the class.

LESSON 3: Activities done by the Church family

Reference: Luke 21: 1-4

Key Message: “Poor as she is, she gave all she had”

COMPETENCES

The learner

- identifies different activities done in the church.
- desires to participate in church activities.
- participates in church activities.

| Life Skills | Indicators |
|----------------------------|---|
| Interpersonal relationship | <ul style="list-style-type: none"> - Knowing how to be with different people - Working together - Interacting freely with others |

Values: Togetherness, cooperation, appreciation

Instructional Strategies: Story-telling, role play, guided discussion

Instructional Resources: The Bible, costumes, a chart showing a widow (old woman) putting a coin in a basket in the church, a chart showing people carrying out different activities at the church.

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide learners to share experiences on the activities done at the church. • Tell/sign the summarised story of the widow's offering. • Guide learners to share lessons learnt from the story. • Guide learners to role play some of the activities done in the Church. • Guide learners to draw activities they are going to do in church. • Guide learners to recite and discuss the meaning of the key message. | <ul style="list-style-type: none"> • Identifies activities done at the church through brainstorming. • Listens to the story about the widow's offering. • Shares lessons learnt from the story. • Role plays some of the activities done in the church. • Draws activities they will do in church. • Recites and discusses the meaning of the key message, <i>"Poor as she is has given them something/ all she had!"</i> |

Guidance on Assessment

- Observe and assess as the learner draws one activity done in the Church.
- Listen and assess as the learner suggests what activities he/she is going to continue carrying out in the church.

Sample Activity

Drawing one activity carried out in the church.

WEEK 4

SUB-THEME: Community of Believers in Christ

Learning Outcome

The learner understands and appreciates the nature and value of being a member of God's family.

LESSON 1: Becoming a member of God's Family

Reference: John 3: 1-17, Jesus Christ and Nicodemus

Key Message: Believe in Jesus Christ

COMPETENCES

The learner

- tells her/his baptism name.
- identifies items used during baptism.
- desires to be a member of God's family.

| Life Skills | Indicators |
|-----------------|-----------------------------|
| Self –awareness | - Self- identification |
| Decision making | - Acceptance, making choice |

Values: Appreciation, joy

Instructional Strategies: Role play, story-telling, brainstorming

Instructional Resources: The Bible and items used during baptism

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Ask learners to share whether they are baptised or not, through brainstorming. • Guide learners tell their baptism names | <ul style="list-style-type: none"> • Mentions whether they are baptised or not. • Tells their baptism name • Listens to the verses about |

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Tell/sign and explain the Bible verses related to baptism through story telling. • Guide learners to identify items used during baptism. • Guiding learners to role play the act of baptism (by sprinkling and immersion). • Guide learners to recite and discuss the meaning of the key message. | <p>baptism and saying what they learn.</p> <ul style="list-style-type: none"> • Identifies items used during baptism. • Role plays the act of baptism. • Recites and discusses the meaning of the key message, <i>"Believe in Jesus Christ."</i> |

Guidance on Assessment

- Observe and assess as the learner draws a picture illustrating Jesus Christ being baptised.
- Listen and assess as the learner suggests what he/she is going to do to become a member of believers.

Sample Activity

Role playing baptism

Hint for the Teacher

Do not indoctrinate as you teach baptism. Emphasis should be on the key message of the week.

LESSON 2: The baptism of Jesus Christ

Reference: Mathew 3:13-17

Key Message: “This is my dear Son with whom I am pleased.”

COMPETENCES

The learner

- explains what took place during Jesus Christ's baptism.
- appreciates the act of baptism.

| Life Skills | Indicators |
|--------------------------------------|---|
| Decision making Critical thinking | <ul style="list-style-type: none"> - Acceptance, making a choice - Giving reasons for action taken, responding to questions |

Values: Respect, togetherness, co-operation, appreciation

Instructional Strategies: Guide discovery, story-telling, role play

Instructional Resources: The Bible, a chart showing Jesus Christ being baptised

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide learners to say a prayer thanking God for the act of baptism. • Tell/sign a story about Jesus Christ's baptism using a chart. • Guide learners to role play the baptism of Jesus Christ. • Guide learners to say a prayer they said at the beginning of this lesson. • Let learners recite and discuss the meaning of the key message. | <ul style="list-style-type: none"> • Says a prayer thanking God. • Listens to the story about the baptism of Jesus Christ, observes the picture on the chart and tells what took place during Jesus Christ's baptism. • Role plays the baptism of Jesus Christ. • Says a prayer • Recites and discusses the meaning of the key message, <i>“This is my dear son whom I am well pleased!”</i> |

Guidance on Assessment

- Observe and assess as the learner draws Jesus Christ being baptised.
- Listen and assess as the learner prays.

Sample Activity

Role playing Jesus Christ being baptised

Hint for the Teacher

Emphasise the need to be baptised to become a member of God's family.

LESSON 3: Importance of baptism

Reference: John 3:1-17, Jesus Christ and Nicodemus

Key Message: Believe in Jesus Christ

COMPETENCES

The Learner

- describes why she/he was baptised.
- desires to be a member of God's family.

| Life Skills | Indicators |
|----------------------------|---|
| Interpersonal relationship | <ul style="list-style-type: none"> - Knowing how to be with different people - Respecting other people's religion - Accepting to be a member of God's family |

Values: Appreciation, love

Instructional Strategies: Guided discussion, story-telling

Instructional Resources: The Bible, a chart showing the importance of baptism

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Retell the story of Jesus Christ and Nicodemus. • Guide learners to identify the importance of baptism through guided discussion. • Explain the importance of baptism as reflected in the reading. • Guide learners to write/braille the importance of baptism. • Guide learners to recite the key message. | <ul style="list-style-type: none"> • Shares lessons learnt from the story. • Identifies the importance of baptism in groups. • Listens and internalises the importance of baptism. • Writes/braille the importance of baptism. • Recites the key message, <i>"Believe in Jesus Christ."</i> |

Guidance on Assessment

- Listen and assess as the learner gives the importance of baptism.
- Listen and assess as the learner suggests what he/she is going to do for others to become members of God's family.

Sample Activity

Writing/braille the importance of baptism:

- Jesus commanded Christians to get baptised.
- It is a good Christian practice to be baptised.
- It is a way of preparing to go to heaven when Jesus comes back.

WEEK 5

LESSON 1: Prayer

Reference: Mathew 6:5-15, The Lord's Prayer

Key Message: I will always say the Lord's Prayer

COMPETENCE

The learner

- shares prayers she/he recites at home.
- listens to the Lord's prayer.
- recites the Lord's prayer.

| Life Skills | Indicators |
|-------------------------|---|
| Effective communication | - Fluency, audibility, confidence, articulation, accuracy |

Values: Love, respect, appreciation, togetherness

Instructional Strategies: Recitation

Instructional Resources: The Bible, a chart showing the Lord's Prayer

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide learners to share experiences about the prayers they recite at home. • Say/sign the Lord's Prayer as learners listen. • Guide learners to recite the Lord's Prayer as a group and as individuals. • Guide learners to recite and explain the meaning of the key message. | <ul style="list-style-type: none"> • Shares the prayers they recite at home. • Listens to the teacher saying the prayer. • Recites the Lord's Prayer as a group and as individuals. • Recites and explains the meaning of the key message, <i>"I will always say the Lord's prayer."</i> |

Guidance on Assessment

Listen and assess as the learner recites the Lord's Prayer correctly.

Sample Activity

Reciting the Lord's Prayer

Hint to the Teacher

- Write/ braille the Lord's Prayer on a chart.
- Give the learners opportunity to say the prayer several times.

LESSON 2: When to pray

Reference: Luke 22: 39 – 46, Jesus Christ prays on Mount Olives

Key Message: Pray all the time to avoid temptation

COMPETENCES

The Learner

- shares experiences of when she/he prays at home.
- identifies the situations when we need to pray.
- prays every day.

| Life Skills | Indicators |
|-------------------------|---|
| Critical thinking | - Giving reasons for action taken |
| Effective communication | - Fluency, confidence, articulation, accuracy, verbal and non-verbal expression |

Values: Patience, endurance, privacy

Instructional Strategies: Story-telling, think-pair-share

Instructional Resources: The Bible, a chart showing Jesus Christ praying

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide learners to share experiences of when they pray. • Tell/ sign the story of Jesus Christ when he prayed. • Guide learners to identify situations when to pray through think-pair-share. • Guide learners to sing a song, "Read your Bible and pray every day" • Guide learners to recite the key message. | <ul style="list-style-type: none"> • Shares experiences of when they pray. • Listens to the Bible story and shares lessons learnt from the story. • Identifies situations when to pray. • Sings/signs a song about prayer. • Recites and discusses the meaning of the key message, <i>"Pray all the time to avoid temptations."</i> |

Guidance on Assessment

- Observe and assess as the learner draws an illustration of Jesus Christ praying.
- Listen and assess as the learner suggests when he/she will be praying.
- Observe and assess as the learner recites the Lord's Prayer.

Sample Activity

Saying the Lord's Prayer

Hint for the Teacher

- Emphasise the need to pray every day even when there are no problems/ challenges.
- Let the learners know that even Jesus Christ had to pray in order to overcome temptation.
- Prayer is the means to thank God for giving us life.

LESSON 3: Importance of prayer

Reference: Mathew 6:5-15

Key Message: Pray that you will not fall into temptation

COMPETENCES

The Learner

- describes why he/she prays.
- tells when he/she should pray.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Effective Communication • Decision making • Creative thinking | <ul style="list-style-type: none"> - Confidence, articulation - Making choice - Logical reasoning |

Values: Love, patience, appreciation

Instructional Strategies: Think-pair-share, recitation

Instructional Resources: The Bible, a chart with the Lord's Prayer

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Ask learners to share experiences about when they pray. • Explain the Bible verse related to the importance of prayer. • Emphasise that that is a way of talking to God. • Guide learners to share what they are going to do to make sure they pray through think-pair-share. | <ul style="list-style-type: none"> • Shares experiences with the class about when they pray. • Listens to the importance of prayer from the Bible story. • Shares what they will do to ensure that they pray. • Writes/braille the importance of prayer. |

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> Guide the learners to write/braille the importance of prayer. Guide learners to recite the key message. | <ul style="list-style-type: none"> Recites and discusses the meaning of the key message, <i>"Pray that you will not fall into temptation."</i> |

Guidance on Assessment

- Assess as the learner writes/braille the importance of prayer.
- Observe and assess as the learner shares what he/she is going to do to make sure he/she prays.
- Observe and assess as the learner recites the Lord's Prayer.

Sample Activity

Writing the importance of prayer

Hint to the Teacher

Importance of prayer is to:

- Thank God
- Praise Him
- Show adoration for Him
- Request for what we need
- Be able to avoid temptation

Emphasise personal responsibility through work and personal decisions in relation to prayer.

WEEK 6

THEME: Christians Living Together in God's Family

LESSON 1: The Bible

Reference: 1 Thessalonians 2:13, Hebrews 4:12

Key Message: The Bible is God's word to us

COMPETENCES

The learner

- says what the Bible is.
- identifies parts of the Bible.
- reads the Bible.

| Life Skills | Indicators |
|-------------------------|---|
| Effective communication | - Fluency and audibility when reading the Bible |
| Critical thinking | - Making the best use of the information in the Bible |

Values: Sharing, appreciation, love

Instructional Strategies: Guided discovery, group discussion

Instructional Resources: The Bible, texts books

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide learners to identify the Bible from other books. • Share with the learners the features on the Bible through guided discovery. | <ul style="list-style-type: none"> • Identifies the Bible from other books and explains why. • Identifies the features seen on the Bible. • Identifies parts of the Bible in groups. |

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> Guide the learners to identify the parts that a Bible contains through group discussion (Old and New Testament). Let learners recite the key message. | <ul style="list-style-type: none"> Recites the key message of the week, <i>"The Bible is the word of God."</i> |

Guidance on Assessment

- Assess as the learner tells what a Bible is.
- Observe and assess as the learner identifies the two parts of the Bible.

Sample Activity

Singing the song, "Read your Bible and pray every day..."

Hint for the Teacher

- Collect different books well in advance including a Bible for learners to identify the Bible from the rest and ask them how they were able to identify it
- Stress that the Bible is God's word/contains God's word.
- Parts of the Bible (Old and New Testament)

LESSON 2: The Bible as the word of God

Reference: Revelation 22:18-19, No adding or subtracting anything from the Bible.

Key Message: Read the Bible every day

COMPETENCES

The Learner

- explains why the Bible is called the word of God.
- respects the Bible as the word of God.
- reads the Bible.

| Life Skills | Indicators |
|-------------------------|---|
| Critical thinking | <ul style="list-style-type: none"> • Standing for one's values and beliefs |
| Effective communication | <ul style="list-style-type: none"> • Fluency, confidence and articulation |

Values: Respect, care, appreciation

Instructional Strategies: Guided discovery, group discussion

Instructional Resources: The Bible

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide learners to share experiences about the times when they use the Bible. • Share the Bible verses about the Bible as a word of God from 1 Thessalonians 2:13. • Guide learners to explain why the Bible is the word of God. • Ask learners to sing a song • Guide learners to recite and discuss the meaning of the key message. | <ul style="list-style-type: none"> • Shares experiences about using a Bible. • Listens to the teacher sharing about the Bible as a word of God. • Explains why the Bible is the word of God. • Sings/signs a song, "<i>Read the Bible and pray every day.</i>" • Recites and discusses the key message, "<i>Read the Bible every day.</i>" |

Guidance on Assessment

Listen and assess as the learner explains why the bible is a word of God.

Sample Activity

Sing the song:
 Read your Bible
 Pray every day x3
 Read your Bible
 Pray everyday
 If you want to grow

Hint for the Teacher

- Emphasise that the Bible is the word of God
- It teaches us to live with others peacefully by:
 - Sharing with one another
 - Caring for others
 - Helping one another
 - Forgiving one another

LESSON 3: Importance of the Bible to Christians

Reference: Revelations 22:18-19, 1 Thessalonians 2:13

Key Message: God talks to us through the Bible

COMPETENCES

The learner

- describes how the Bible is important to us.
- reads the bible.
- writes/ braille's a prayer thanking God for the word.

| Life Skills | Indicators |
|--------------------------|---|
| Critical thinking skills | <ul style="list-style-type: none"> - Standing for one's values and beliefs - Defending one's decision |

Values: Appreciation, love, respect

Instructional Strategies: Guided discovery, recitation

Instructional Resources: The Bible

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to say a prayer thanking God for His word. • Guide the learners to explain the importance of the Bible to Christians through guided discovery. • Guide the learners to write/braille a prayer thanking God for His word in the Bible. • Guide learners to recite and discuss the meaning of the key message' | <ul style="list-style-type: none"> • Says a prayer thanking God for His word. • Explains the importance of the Bible to Christians. • Writes/braille a prayer thanking God for His word. • Recites and discusses the meaning of the key message, <i>"God talks to us through the Bible."</i> |

Guidance on Assessment

- Assess as the learner explains why the Bible is important to Christians.
- Observe and assess as the learner reads the Bible.

Sample Activity

Write/braille a prayer thanking God for His word

Hint for the Teacher

- Importance of the Bible include:
 - *It is the word of God*
 - *It is the way God talks to us*
 - *It teaches us what to do as christens such as to share, to love, to help, to forgive*

No adding or subtracting anything from the Bible.

WEEK 7

THEME: Christians Living Together in God's Family

Sub-theme: Creation

Learning Outcome

The learner understands and appreciates God's creation and the position of human beings in it

LESSON 1: Things God created

Reference: Gen: 1:1 – 31

Key Message: I thank God for His creation

COMPETENCES

The learner

- identifies the things God created.
- draws an example of God's creation.
- feels grateful to God for his creation.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Critical thinking • Creative thinking | <ul style="list-style-type: none"> - Making the best use of information - Selecting and evaluating information - Logical thinking - Finding different ways of doing things |

Values: Appreciation, care, love, joy

Instructional Strategies: Story-telling, observation, guided discovery

Instructional Resources: The Bible, a chart showing the things God created from the environment around.

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to observe the things God created when outside. • Guide the learners to identify things God created from the chart through guided discovery. • Tell/sign the story of creation from Genesis 1:1-31. • Guide the learners to say a prayer. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Observes God's creation • Identifies things God created from the chart. • Listens to the story of creation and re-tells the story. • Says a prayer thanking God for His creation. • Recites the key message, <i>"I thank God for His creation."</i> |

Guidance on Assessment

Observe and assess as the learner identifies the things God created.

Sample Activity

Say a prayer thanking God for His creation,

Thank you, God, for creating all things

Thank you, God, for creating me, Amen

Hint for the Teacher

- God created living and non-living things.
- He created: heaven and earth, mountains, hills, sun, moon, stars, animals, insects, plants, man, lakes and rivers.
- Emphasise the need to appreciate, love and respect the things God created.

LESSON 2: The order of creation

Reference: Gen: 1:1 – 31

Key Message: I love the things God created.

COMPETENCES

The Learner

- identifies things God created on the different days.
- thanks, God, for his creation.
- draws things God created.

| Life Skills | Indicators |
|-------------------|--|
| Critical thinking | - Making the best use of information |
| Creative thinking | - Finding different ways of doing things |
| Decision making | - Making choice |

Values: Appreciation, care, respect

Instructional Strategies: Story-telling, observation

Instructional Resources: The Bible, crayons, materials like plants, a chart showing order of creation

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to mention what they start with every morning. • Tell the Bible story about the creation from the first day to the sixth day. • Use the chart to guide the learners to observe and tell the order of creation. • Guide the learners to draw the things God created. • Guide the learners to say a prayer. | <ul style="list-style-type: none"> • Mentions what they begin with in the morning when they wake up. • Identifies the order in which God created the different things. • Observes and explains the things God created from day one to sixth day. • Draws the things God created. |

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Says a prayer thanking God for His creation. • Recites the key message, <i>"I love the things God created."</i> |

Guidance on Assessment

- Observe and assess as the learner draws and colours the things God created.
- Listen and assess as the learner says a prayer thanking God for the things He created.

Sample Activity

Drawing and colouring the things God created in order.

Hint for the Teacher

Emphasise the need to appreciate and care for the things God created.

LESSON 3: The Creation of man

Reference: Gen 1:26-31

Key Message: God created man in His own image.

COMPETENCES

The learner

- explains how man was created in God's image.
- compares man with other creations.
- explains the place of man in creation.
- says a prayer thanking God for creating him/her.

| Life Skills | Indicators |
|-------------------------------|---|
| Self-awareness Self-esteem | <ul style="list-style-type: none"> - Self-identification - Knowing one's position and responsibility - Self-appreciation |

Values: Love, respect

Instructional Strategies: Guided discussion, story- telling

Instructional Resources: The Bible, a picture of a man

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> Using oral questions, guide the learners to share how different they are from animals. Tell the story of creation in (Gen 1: 26-31) and explain how man was created in the image of God. Guide the learners to say a prayer thanking God for creating him/her. Guide the learners to recite the key message. | <ul style="list-style-type: none"> Mentions the difference between man and animals. Listens to the story and shares lessons learnt. Says a prayer thanking God. Recites the key message of the week, <i>"God created man in His own image."</i> |

Guidance on Assessment

Observe and assess as the learner says a prayer of 2-3 lines thanking God for creating him/her.

Sample Activity

Saying a prayer thanking God i.e.

*Thank you, God,
 You created me
 You created all people*

Hint for the Teacher

- Let every learner say own prayers as you guide where necessary.
- Man created in the image of God means:
 - Man was created with wisdom
 - Man should show love
 - Man should be kind
 - Man has a will to do what is good and keep away from what is bad/evil
 - Man is a co-creator

WEEK 8

THEME: Christian Living Together in God's Family

Sub-theme: Creation

Learning Outcome

The learner appreciates God's creation and the role of human beings.

LESSON 1: Caring for God's creation

Reference: Genesis 1:27 – 31

Key Message: God wants me to care for His creation

COMPETENCES

The learner

- names different ways in which he/she cares for living things.
- says a prayer asking God to help him/her care for the creation.
- identifies ways of caring for God's creation.
- cares for God's creation.

| Life Skills | Indicators |
|-------------------|--|
| Creative thinking | - Initiating new ideas |
| | - Finding different ways of doing things |
| Problem solving | - Finding different strategies |
| | - Taking a decision |

Values: Responsibility, cooperation, appreciation, love

Instructional Strategies: Demonstration, story-telling, observation

Instructional Resources: The Bible, garden tools and other items for feeding/ caring for animals.

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to share their experiences about how they care for God's i.e., animals or plants. • Tell/sign the verses in Genesis 1:27-31 and share with the learners what it means. • Take the learners outside and guide them on how to care for God's creation through demonstration. • Guides the learners to recite the key message. | <ul style="list-style-type: none"> • Shares experiences about how they care for animals or plants. • Listens to the Bible story related to caring for God's creation and shares what they learn. • Observes and cares for God's creation. • Recites and discusses the meaning of the key message, <i>"God wants me to care for his creation."</i> |

Guidance on Assessment

Observe and assess as the learner cares for God's creation

Sample Activity

Caring for God's creation

Hint to the Teacher

Share with the learners the different ways for caring for God's creation i.e.

- Feeding animals
- Weeding plants
- Watering plants
- Treating sick animals

LESSON 2: Using God's creation

Reference: Genesis 1:26-31

Key Message: God provides for us what to eat.

COMPETENCES

The learner:

- identifies ways of using God's creation.
- thanks, God, for His provision for the creation.
- identifies ways of caring for God's creation.

| Life Skills | Indicators |
|-------------------|---------------------|
| Decision making | - Taking a decision |
| | - Making choice |
| Creative thinking | - Innovativeness |

Values: Appreciation, responsibility

Instructional Strategies: Guided discovery, story-telling, think –pair- share

Instructional Resources: The Bible, the environment around school

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Through think –pair- share, guide the learners to share experiences about how they use the things God created. • Tell/ sign the Bible verses in Genesis 1:26-31 related to using God's creation. Emphasise the need not to misuse God's creation. • Guide the learners to say a prayer of thanks giving. • Let the learners recite the message of the week. | <ul style="list-style-type: none"> • Shares experiences about how they use the things God created. • Listens to the Bible verses and shares lessons learnt. • Says a prayer thanking God for the things He created i.e., plants, animals, birds, fish. • Recite the message of the week, <i>"God provided for us what to eat."</i> |

Guidance on Assessment

- Observe and assess as the learner gives ways of using God's creation well.
- Listen and assess as the learner says a prayer thanking God for giving him/her different things to use.
- Listen and assess as the learner suggests what he/she is going to do to use God's creation well.

Sample Activity

Saying a prayer thanking God,

*Thank you, God,
For creating plants and animals
They give me food*

Hint for the Teacher

- Talk about how we utilise the environment e.g., plants/trees to give us food, medicine, shade, money and firewood.
- Animals give us milk, meat, skins and hides, and money.
- Birds give us meat, money and eggs.

NOTE: Make sure that you guide them on how to use environment without destroying it.

LESSON 2: Conserving God's Creation

Reference: Gen: 2:15 – 17

Key Message: I should conserve God's creation

COMPETENCES

The learner

- identifies ways of conserving God's creation.
- develops love for conserving God's creation.
- conserves God's creation.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> - Critical thinking and decision making - Problem solving | <ul style="list-style-type: none"> - Finds different ways of handling a situation - Identifies consequences from choice of action - Arrives at a decision |

Values: Concern, care, appreciation, patience, respect

Instructional Strategies: Story -telling, demonstration, observation

Instructional Resources: The Bible, environment around the school

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about what they do to conserve God's creation. • Tell/sign the Bible story from Genesis 2: 15-17 related to conserving God's creation. • Guide the learners while out of class to observe the environment and identify ways of conserving God's creation. • Guide the learners on how to conserve God's creation through demonstration. • Let the learners recite and discuss the meaning of the key message. | <ul style="list-style-type: none"> • Shares experiences about what they have done to conserve God's creation. • Listens to the Bible story and shares what they learn. • Observes and identifies ways of conserving God's creation. • Practises conserving God's creation. • Recites and discusses the meaning of the key message, <i>"I shall conserve God's creation."</i> |

Guidance on Assessment

- Listen and assess as the learner gives any two ways of conserving the environment.
- Observe and assess as the learner conserves God's creation.

Sample Activity

Practising conserving things in the environment i.e. plant a tree/grass.

Hint to the Teacher

Emphasise the need to conserve what God created.

WEEK 9

SUB-THEME: Creation

Learning Outcome

The learner understands and appreciates God's creation and the position of human being in it.

LESSON 1: Destroying God's Creation

Reference: Genesis 2:15

Key Message: God wants me to use His creation well.

COMPETENCES

The Learner

- shares experiences on how people destroy God's creation.
- identifies ways of protecting God's creation well.
- uses God's creation well.

| Life Skills | Indicators |
|-------------------|---|
| Problem solving | <ul style="list-style-type: none"> • Finding different ways of doing things • Evaluating facts and taking decisions |
| Creative thinking | <ul style="list-style-type: none"> • Logical reasoning • Initiating new ideas |

Values: Appreciation, care, responsibility

Instructional Strategies: Guided discovery, think -pair -share, observation, story telling

Instructional Resources: The Bible, environment around the school, a chart showing people cutting trees.

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide learners to share experiences on how people destroy the things God created in their area. | <ul style="list-style-type: none"> • Shares experiences on how people destroy God's creation. |

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Display a chart showing people cutting down trees, others building in the swamp. • Tell/sign Genesis 2:15 emphasising that God wants us to use and protect His creation well. • Guide the learners to share lessons learnt. • Guide the learners to draw pictures where God's creation is being destroyed. • Guiding learners to recite and discuss the meaning of the key message. | <ul style="list-style-type: none"> • Observes the chart and shares what they see. • Listens to the Bible verse and explains what it means to us through guided discovery. • Shares lessons learnt. • Draws pictures of destruction of God's creation. • Recites and discusses the meaning of the key message, <i>"God wants me to use His creation well."</i> |

Guidance on Assessment

- Listen and assess as the learner gives three ways in which people destroy God's creation.
- Observe and assess as the learner draws a picture of how God's creation is being destroyed.
- Assess as the learner says what he/she is going to do to protect God's creation.

Sample Activity

Drawing a picture of people destroying God's creation and write below it:

"This is bad."

Hint for the Teacher

- The learners should be given an opportunity to observe the different ways in which people have destroyed God's creation like cutting down all the trees in the environment and picking immature fruits.

- In relation to people's bad practices of destroying God's creation, the learners should be informed that God created all things and wants us to use them well instead of destroying them.
- The learners should memorize Genesis 2:15, "Then the Lord God placed the man in the Garden of Eden and said to him to cultivate it and guard it."

LESSON 2: Results/dangers of destroying God's creation

Reference: Psalms 28:5, God pronounces judgement.

Key Message: Destroying God's creation makes us suffer.

COMPETENCES

The learner

- identifies the dangers of destroying God's creation.
- develops a desire to protect God's creation.

| Life Skills | Indicators |
|-------------------|---|
| Creative thinking | - Innovativeness |
| Decision making | - Finding different ways of doing things |
| Problem solving | - Telling consequences of their decisions |
| | - Making choice |
| | - Taking a decision |

Values: Respect, concern, responsibility

Instructional Strategies: Observation, guided discussion, story telling

Instructional Resources: The Bible, the environment around, a chart showing floods, gullies, drought, land slides

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences of effects of destruction they have ever seen. | <ul style="list-style-type: none"> • Shares experiences of effects of any destruction they have ever seen. • Listens to the verse and says what it means to them. |

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Share Psalms 28:5 with the learners. • Guide the learners to identify the results of destroying God's creation (famine, soil erosion, suffering) • Guide the learners to share lessons learnt and how they will protect God's creation. • Let the learners recite a rhyme. • Guide the learners to recite the message of the week. | <ul style="list-style-type: none"> • Identifies the dangers of destroying God's creation. • Shares lessons learnt and how they can protect God's creation through think- pair- share. • Recites a rhyme on protecting God's creation. • Recites and discusses the meaning of the key message, <i>"Destroying God's creation makes us suffer."</i> |

Guidance on Assessment

- Assess as the learner gives any two dangers of destroying God's creation.
- Listen and assess as the learner suggests what he/she is going to do to protect God's creation.

Sample Activity

Recite/sign the rhyme

Protecting, protecting, protecting

Protect God's creation

Protect the animals

Protect the plants

It is what God loves

Hint for the Teacher

- Some of the dangers of destroying God's creation result in:
Famine, drought, suffering, soil erosion, death, diseases
- Emphasise the need to protect God's creation

LESSON 3: Improving God's Creation

Reference: Genesis 2:15

Key Message: Take care of God's creation

COMPETENCES

The learner

- identifies ways of improving God's creation i.e., Plants, animals, birds, fish, water.
- demonstrates how he/she can preserve God's creation.
- cares for God's creation.

| Life Skills | Indicators |
|--|---|
| Critical thinking and problem solving Creative thinking | <ul style="list-style-type: none"> - Taking a decision - Finding different ways of doing things - Innovativeness - Initiating new ideas |

Values: Responsibility, concern

Instructional Strategies: Demonstration, project method, guided discussion

Instructional Resources: Seedlings, school garden/compound, water, hoe

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about what they/other people do to improve the environment. • Explain the Bible verses in Genesis 2:15 – 16 on how God wants us to improve His creation. • Take the learners to the garden and demonstrate how to plant seedlings or trees. • Distribute the seedlings for planting. • Guide learners to recite the key message. | <ul style="list-style-type: none"> • Shares what people do to improve the environment. • Listens and shares with the teacher what the verses mean to them. • Observes as the teacher demonstrates how to plant seedlings or trees. • Plants the seedlings. • Recites and discusses the meaning of the key message, <i>"Take care of God's creation."</i> |

Guidance on Assessment

- Observe and assess as the learner plants seedlings.
- Assess as the learner suggests what he/she will do to continue improving God's creation.

Sample Activity**Planting seedlings or trees****Hint for the Teacher**

- Get the seedlings ready before the lesson.
- Have a prepared garden for planting trees.
- Let the learners bring tools to use.

WEEK 10

SUB-THEME: Knowing Jesus Christ Our Friend

Learning Outcome

The learner knows Jesus Christ as friend and appreciates sharing in joy and sorrows.

Lesson 1: Jesus Christ heals the paralysed man

Reference: Luke: 5:17-26

Key Message: “I trust Jesus Christ as a friend.”

COMPETENCES

The learner

- develops desire to help people in need.
- appreciates Jesus Christ’s love and care for God’s people.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Friendship formation • Creative thinking • Empathy | <ul style="list-style-type: none"> - Praying with others - Finding different ways of doing things - Supporting others, Caring for others - Comforting others, Listening to others |

Values: Love, cooperation, togetherness

Instructional Strategies: Story-telling, recitation

Instructional Resources: The Bible, a chart showing a paralysed man being lowered in front of Jesus Christ.

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about helping other people. • Tell/sign the story of Jesus Christ healing the paralysed, Luke 5:17-26 and asking guiding questions to emphasise Jesus Christ's act of love, kindness, forgiveness and healing. • Guide the learners to say a prayer asking God to help them care for those in need. • Let the learners recite the key message. | <ul style="list-style-type: none"> • Shares experiences about the people they or other people have ever helped. • Listens to the story, answers oral questions and shares lessons learnt from the story. • Says a prayer asking God to help them help the needy. • Recites and discusses the meaning of the key message, <i>"I trust Jesus Christ as a friend."</i> |

Guidance on Assessment

- Assess as the learner gives two ways in which the needy can be helped.
- Listen and assess as the learner says the prayer asking God to help her/him support the needy.
- Listen and assess as the learner suggests what he/she is going to do to help people in need.

Sample Activity

Singing a song, "What kind of man is this?"

Soloist: What kind of man is this?

All: Alleluia!

Soloist: What kind of man is this?

All: Alleluia!

Soloist: He commands the lame to walk

All: Alleluia!

Soloist: He heals all the sick

All: Alleluia!

Hint to the Teacher

- Guide the learners to identify some of the problems people face i.e. sickness, hunger, inability to do work, lack of necessary school requirements e.g. pencils, rubbers, books, eats, drinks.
- Demonstrate ways of helping people with above problems for example escorting them home from school, sharing pencils, rubbers.
- Guide learners to know that Jesus Christ cared for different categories of people.

LESSON 2: Jesus Christ Feeds the Hungry

Reference: Mathew 14:15-21, Mathew 15:32-37

Key Message: God can always give me something to eat.

COMPETENCES

The learner

- describes Jesus Christ feeding the hungry.
- shares with others.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Assertiveness • Compassionate • Friendship formation | <ul style="list-style-type: none"> - Volunteering - Responding to questions - Sharing - Love - Concern - Care |

Values: Love, sharing, concern, care

Instructional Strategies: Demonstration, story- telling

Instructional Resources: The Bible, a chart showing Jesus Christ feeding the hungry

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about how they feel when they are hungry and how they feel after they have eaten. • Tell/ sign the Bible story about the feeding of a great crowd, Mathew 15:32-37 and emphasise Jesus Christ feeding the hungry. • Guide the learners to share the eats they have brought. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Shares how they feel when hungry and after they have eaten. • Listens to the story and shares lessons learnt. • Shares the eats they have brought. <ul style="list-style-type: none"> • Recites the key message, <i>"God can always give me something to eat."</i> |

Guidance on Assessment

- Observe and assess as the learner shares eats with those who do not have other.
- Listen and assess as the learner suggests what he/she is going to do to continue helping the needy.

Sample Activity

A prayer thanking God for the provision of food

Hint to the Teacher

Emphasise sharing

LESSON 3: Jesus Christ comforts people

Reference: John 11:20-27, “Jesus Christ comforts the family of Martha.”

Key Message: Jesus Christ is my comforter

COMPETENCES

The learner

- mentions how Jesus Christ showed comfort to people.
- develops the spirit of comforting others.
- comforts others.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Empathy | <ul style="list-style-type: none"> - Comforting others - Using appropriate language - Caring for others - Supporting others |

Values: Care, love

Instructional Strategies: Role play, story-telling, think- pair -share

Instructional Resources: The Bible, some learners in class comforting others/ an illustration of learners comforting others.

| Teacher’s Activities | Learner’s Activities |
|--|---|
| <ul style="list-style-type: none"> • Ask the learners to share what they do when one of their friends falls down and gets hurt. • Share with the learners the story of Jesus Christ comforting Martha (John 11:20-27). • Guide the learners to share lessons learnt and suggest what they will do when one is in trouble. | <ul style="list-style-type: none"> • Shares what they can do when one of their friends falls and gets hurt. • Listens to the Bible story of Jesus Christ comforting Martha. • Shares lessons learnt and what they are to do in case someone is in trouble. |

| | |
|---|--|
| <ul style="list-style-type: none">• Guide learners to recite the message. | <ul style="list-style-type: none">• Recites and discusses the meaning of the key message, <i>“Jesus Christ is my comforter.”</i> |
|---|--|

Guidance on Assessment

- Listen and assess as the learner explains any two ways in which Jesus Christ comforted Martha.
- Listen and assess as the learner suggests what he/she is going to do to comfort others.

Sample Activity

Singing a song:

What a friend we have in Jesus Christ

All our sins and grieves to bear

What privilege to carry

Everything to God in prayer

Hint for the Teacher

Emphasise the need to have compassion for others.

Week 11

SUB-THEME: Knowing Jesus Christ Our Friend

Learning Outcome

The learner knows Jesus Christ as friend and appreciates sharing in joy and sorrows.

LESSON 1: We meet Jesus Christ in prayer

Reference: 1 Thessalonians 5:16-18

Key Message: I will be thankful to God at all times.

COMPETENCES

The learner

- identifies the different types of prayers.
- names things we pray for.
- desires to pray every day.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Self –awareness • Effective communication | <ul style="list-style-type: none"> - Ability to discover personal needs, aspirations, feelings and emotions - Acknowledge the importance and faith in prayer - Spiritual growth through praying, verbal and non-verbal expression |

Values: Patience, responsibility, privacy, trustworthiness

Instructional Strategies: Recitation

Instructional Resources: The Bible, a chart showing people in church praying.

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to say the Lord's Prayer. • Share with the learners 1 Thessalonians 5: 16-18. • Guide the learners to share times when they ought to pray. • Guide the learners to pray quietly. • Guide learners to recite the message. | <ul style="list-style-type: none"> • Recites the Lord's Prayer. • Listens to the Bible message and saying what it means. • Identifies the different circumstances we/they ought to pray. • Prays quietly for anything of their own choice. • Recites the key message, <i>"I will all time be thankful to God."</i> |

Guidance on Assessment

Observe and assess as the learner prays.

Sample Activity

Write a short prayer of one to two lines.

Hint for the Teacher

- This is an opportunity for you to guide learners pray individually.
- Let them write/braille prayers of their own choice in the language they prefer.

LESSON 2: We meet Jesus Christ when helping others

Reference: Mathew 25:35-40

Key Message: Through helping others, I meet Jesus Christ.

COMPETENCES

The learner

- identifies the ways of helping others.
- appreciates the helping others is a way of meeting Jesus Christ.
- helps others.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Interpersonal relationship • Empathy | <ul style="list-style-type: none"> - Sharing with others, caring for others - Forgiving others - Supporting others, guiding others - Comforting others |

Values: Love, responsibility, concern

Instructional Strategies: Story-telling, project work

Instructional Resources: The Bible, a chart showing people giving food, clothes and other items to the needy.

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about people they have ever helped and what they did. • Share with the learners the story in Mathew 25:35-40. Emphasise the need to help as a way of doing it to Jesus Christ. • Guide the learners to suggest ways they are going to help others. • Guide the learners to sing the song, "What so ever you do to the least of my brothers that you do unto me." • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Shares experiences about the help they have ever given. • Listens to the story and shares lessons learnt. • Identifies ways they are going to help others. • Signs the song. • Recites and discusses the meaning of the key message, <i>"Through helping others, I meet Jesus Christ."</i> |

Guidance on Assessment

- Assess as the learner mentions any two ways, he/she can help others.
- Listen and assess as the learner suggests what he/she is going to do to help other people.
- Observe and assess as the learner helps others.

Sample Activity

Project work, collecting items to be given to the needy

Hint to the Teacher

- Encourage the learners to talk to their parents and contribute items to be given to the needy.
- Organise a day to go out and give out the items.
- Emphasise that giving and helping is a blessing.

LESSON 3: We meet Jesus Christ when we share with others

Reference: Luke 22:19-20

Key Message: Jesus Christ cares for His people.

COMPETENCES

The learner

- shares experiences of how meals at home.
- tells how Jesus cared for his disciples.
- mentions what she/ he can do to care for others.
- role plays Jesus Christ having the last supper with his apostles.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Friendship formation • Interpersonal relationship | <ul style="list-style-type: none"> - Sharing with others - Faithfulness - Caring for others - Knowing how to be with others |

Values: Togetherness, unity

Instructional Strategies: Story-telling, role play

Instructional Resources: The Bible, a chart showing Jesus Christ having the last supper with the Apostles.

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to share experiences on how meals are served at home. • Tell/sign the story of the last supper using a chart and asking the learners to identify the things Jesus Christ shared with his disciples: bread, wine, Luke 22:19-20. • Guide the learners to role play the Lord's Supper. • Guide learners to recite the key message. | <ul style="list-style-type: none"> • Shares experiences on how meals are served at home. • Listens to the story and identifies the things Jesus Christ shared with his disciples. • Role plays Jesus Christ having the last supper with his apostles and sharing lessons learnt. • Recites the key message of the week, <i>"Jesus cares for His people."</i> |

Guidance on Assessment

- Listen and assess as the learner explains how Jesus Christ cared for His disciples.
- Assess as the learner suggests what he/she is going to do to care for others.

Sample Activity

Drawing Jesus Christ and His Apostles having the last supper

Hint to the Teacher

Prepare the materials for the role play well in advance.

WEEK 12

LESSON 1: Jesus Christ healing Jairus' daughter

Reference: Luke 8:40 - 56

Key Message: I will be kind to others.

COMPETENCES

The learner

- re-tells the story of Jesus Christ healing Jairus' daughter.
- says a prayer asking God to help her/him show kindness and love to others.
- shows love and kindness to others.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Coping with stress • Empathy | <ul style="list-style-type: none"> - Talking about personal problems - Being patient when doing things - Caring for others in need - Using appropriate language when helping others |

Values: Care, kindness, appreciation

Instructional Strategies: Guided discussion, story-telling

Instructional Resources: The Bible, a chart illustrating Jesus Christ healing Jairus' daughter.

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to demonstrate an act of being kind by taking a sick learner to the sick bay. • Tell/sign the story of Jesus Christ healing Jairus' daughter from Luke 8:40-56. • Guide the learners to give ways they can show love and kindness to others | <ul style="list-style-type: none"> • Demonstrates the act of taking a sick learner to the sick bay. • Listens and re-tells the story. • Gives ways of showing love and kindness to people. |

| Teacher's Activities | Learner's Activities |
|--|---|
| <p>through guided discussion i.e., sharing food with the hungry, giving pencils, books to the learners who don't have, praying for the sick.</p> <ul style="list-style-type: none"> • Guide the learners to say the prayer asking God to help them show love and kindness to others. • Let the learners recite/sign the key message. | <ul style="list-style-type: none"> • Says the prayer asking God to help them show kindness and love to others. • Recites and discusses the meaning of the key message, <i>"I will be kind to others."</i> |

Guidance on Assessment

- Assess as the learner says a prayer asking God to help her/him show kindness and love to others.

Sample Activity

Saying the prayer:

"God help me to love and be kind to others"

Hint for the Teacher

- Emphasise the story of Jesus Christ healing Jairus' daughter that it was out of love and kindness that Jesus Christ had towards people.
- Encourage learners to help others as Jesus Christ did.

LESSON 2: Following Jesus Christ's example in showing love and kindness

Reference: Acts 3:1-8

Key Message: I will always give what I have.

COMPETENCES

The learner

- suggests what he/ she is going to do to follow Jesus Christ's example of kindness and love.
- follows Jesus Christ's example of showing kindness and love.
- shows love and kindness to others.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Coping with stress • Empathy | <ul style="list-style-type: none"> - Being patient, talking about personal problems, accepting advice - Caring for others, using appropriate language - Comforting others |

Values: Concern, honesty, appreciation

Instructional Strategies: Demonstration, guided discovery, story telling

Instructional Resources: The Bible, a chart showing peter and John healing the lame man.

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about people who needed help and they were helped. • Tell/sign the story of Peter healing the lame man at the gate and guide the learners to share lessons learnt. • Let the learners suggest what they are going to do to help people in need. • Let the learners write/braille a prayer. • Let the learners recite the key message. | <ul style="list-style-type: none"> • Shares experiences about people who need help i.e. the sick, elderly, hungry. • Listens to the story and shares lessons learnt. • Suggests what they are going to do to help those in need. • Writes/braille a prayer asking God to enable them help others. • Recites the key message, <i>"I will always give what I have."</i> |

Guidance on Assessment

Assess as the learner suggests what he/she is going to do to show love and kindness to those in need.

Sample Activity

Write/braille a prayer asking God to enable them help others.

Hint for the Teacher

- Emphasise that each one of us can help those in school, home and community following Jesus Christ's example of love and kindness.

Lesson 3: Practising community service to show Jesus Christ's example of kindness and love.

Reference: Luke 9:1-6, Jesus Christ sends out the twelve disciples.

Key Message: I will go where Jesus Christ sends me.

COMPETENCES

The learner

- identifies the service offered to people in his/her community.
- suggest how he/she can give service to the people in his/her community.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Critical thinking and problem solving • Assertiveness | <ul style="list-style-type: none"> - Finding different ways of doing things - Taking a decision - Standing for one's values and beliefs - Listening and valuing what others say - Expressing one's point of view - Volunteering |

Values: Care, togetherness, appreciation

Instructional Strategies: Project method, story-telling, guided discussion

Instructional Resources: The Bible, items to be used when offering service in the community; brooms, gloves and water

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about the services they offer at school. • Share the story in Luke 9:1-6, with the learners. • Guide the learners to choose activity/activities to carry out in the community through guided discussion. • Organise learners to go to the community and offer service. • Guiding the learners to recite the key message. | <ul style="list-style-type: none"> • Mentions the service they offer at school. • Listens to the Bible story and tells what they learn. • Offers service in the community. • Recites and discusses the meaning of the key message, <i>"Where Jesus Christ sends me I will go."</i> |

Guidance on Assessment

- Assess as the learner offers service in the community.
- Listen and assess as the learner suggests what he/she is going to do to continue offering service in the community.
- Listen and assess as the learner says a prayer asking God to help him/her continue carrying out services to the community.

Sample Activity

Project work

Offering services to the community

Hint to the Teacher

- Discuss the kind of service people offer in the community such as: cleaning the water sources, sweeping the compounds of the neighbours, and health Centre, well, the roads.
- Emphasise that the learners are part of the community and must offer services to the community as a way of following Jesus Christ's example. Let them know that as they serve their communities, they are serving God.
- Guide learners to select a community service activity they would like to offer.
- Organise and go out with the learners to offer services in the community.



TERM 2 WEEK 1

THEME: Christians Living Together in God's Family

SUB-THEME: Knowing Jesus Christ's love for us

Learning Outcome

The learner understands the activities Jesus Christ carried out and appreciates His love and joy.

LESSON 1: The Apostles of Jesus Christ

Reference: Luke 6:12-16, Jesus Christ chooses the twelve apostles

Key Message: I am a disciple of Jesus Christ

COMPETENCES

The learner

- tells the number of apostles Jesus Christ had.
- names the apostles of Jesus Christ.
- expresses love to be Jesus Christ's Apostle.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Friendship formation • Interpersonal relationship | <ul style="list-style-type: none"> - Working in groups, sharing - Interacting freely with others - Knowing how to behave with different people, under different circumstances |

Values: Cooperation, responsibility, trustworthiness, appreciation, love

Instructional Strategies: Story-telling, recitation

Instructional Resources: The Bible, a chart showing names of the apostles

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Call learners by names and assign them responsibilities • Share with the learners the Bible story in Luke 6:12-16 about Jesus choosing the twelve disciples • Display the chart with names of the twelve apostles and read through. • Guide the learners to sing/sign a song, <i>"I have decided to follow Jesus Christ."</i> • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Responds to their names and takes up roles given to them. • Listens to the Bible story and asks and answers oral questions. • Observes and reads the names from the chart. • Sings/signs a song. • Recites and discusses the meaning of the key message, <i>"I am a disciple of Jesus Christ."</i> |

Guidance on Assessment

- Assess as the learner identifies the number of Apostles Jesus Christ had.
- Observe and assess as the learner writes down any two Apostles of Jesus Christ.

Sample Activity

Writing any two Apostles of Jesus Christ

Singing a song,

I have decided to follow Jesus Christ x3

No turning back x2

Hint for the Teacher

- The names of the Apostles are: - Simon Peter, Andrew, James, John, Phillip, Bartholomew, Mathew, Thomas, James's son of Alphaeus, Simon, Judas son of James, Judas Iscariot.
- Do not expect learners to grasp all the names and master them in this lesson.

LESSON 2: Jesus Christ's entry into Jerusalem on a donkey (The triumphant entry)

Reference: Mathew 21:1-11

Key Message: Jesus Christ is the King

COMPETENCES

The learner

- talks about Jesus Christ's entry into Jerusalem as the King.
- respects Jesus Christ as the King.
- say a prayer thanking God for His Son Jesus Christ.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Assertiveness • Confidence | <ul style="list-style-type: none"> - Expressing one's point of view - Standing for one's rights - Giving reasons for actions taken |

Values: Respect, love, appreciation

Instructional Strategies: Story-telling, recitation, think-pair share

Instructional Resources: The Bible, a chart illustrating Jesus Christ entering into Jerusalem on a donkey.

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Ask the learners to mention things they do when a church leader visits the school through think-pair- share. • Tell/sign the Bible story in Mathew 21:1-11. Using a chart, describe how Jesus Christ entered Jerusalem. Emphasise that Jesus Christ entered as a King. | <ul style="list-style-type: none"> • Shares what they do when a church leader visits their school i.e. (cleaning, lining up to welcome him, singing and dancing). • Listens to the story explaining what took place as illustrated on the chart. • Says a prayer thanking God for His son Jesus Christ. |

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> Guide the learners to say a prayer thanking God for His son Jesus Christ, sing a song. Guide the learners to recite the key message. | <ul style="list-style-type: none"> Recites and discusses the meaning of the key message, <i>"Jesus Christ is the King."</i> |

Guidance on Assessment

- Assess as the learner explains Jesus Christ's entry into Jerusalem.
- Observe and assess as the learner says a prayer.

Sample Activity

Saying a prayer;

Thank you, God,
 For giving us
 Your Son Jesus Christ

Hint for the Teacher

You can use any familiar song, sang on Palm Sunday in your locality.

LESSON 3: Jesus Christ cleansing the Temple

Reference: Mathew 21:12-13

Key Message: The Church is the house of prayer.

COMPETENCES

The learner:

- describes how Jesus Christ cleansed the Temple.
- identifies what Jesus Christ did to cleanse the temple.
- respects the church as a house of prayer.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> Problem solving Assertiveness Respecting others' point of view | <ul style="list-style-type: none"> - Taking a decision - Giving reasons for action taken - Expressing one's point of view, being open |

Values: Respect, obedience, concern, caring

Instructional Strategies: Think pair share, story telling

Instructional Resources: The Bible (Matthew 21:12-13)

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences on what their mother/guardian would do if she found the house disorganised. • Tell/sign the story of Jesus Christ cleansing the Temple (Mathew 21:12-13). Emphasise that the temple is a house of prayer. • Guide the learners to say what they are to do to keep the church clean. • Let the learners recite the key message. | <ul style="list-style-type: none"> • Shares the experiences about what the mother would do. • Listens to the story and shares lessons learnt. • Identifies things they are to do to keep the church clean through think-pair-share i.e. paying attention in church, not playing in church, mopping, sweeping • Recites the key message, <i>"The Church is the house of prayer."</i> |

Guidance on Assessment

Assess as the learner suggests any two things, he/she is going to do to keep the church clean.

Sample Activity

Cleaning the church

Hint to the Teacher

- In case the school is near the church, plan in advance with the people concerned to let the learners' clean part of the church.
- If the school is not near the church, then organise learners to role play cleaning the church.

WEEK 2

LESSON 1: Jesus Christ washing the feet of His disciples

Reference: John 13:1-17, Jesus Christ washes His Disciples' feet

Key Message: I should be a servant to others.

COMPETENCES

The learner:

- describes how Jesus Christ washed the disciples' feet.
- tells what Jesus Christ used to wash the feet of the disciples.
- explains why Jesus washed the disciples' feet.
- identifies the disciple who had refused to be washed.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Interpersonal relationship • Negotiation | <ul style="list-style-type: none"> - Interacting freely with others - Caring for others - Assisting others to come to an understanding, using persuasive language - Responding appropriately |

Values: Love, cooperation, obedience

Instructional Strategies: Role play, story-telling

Instructional Resources: The Bible, charts illustrating Jesus Christ washing the disciple's feet, water, basin, towel and soap

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to tell who washes them at home. • Tell/sign the story of Jesus Christ washing the disciples' feet from John 13:1-17. Share what the story means to us. | <ul style="list-style-type: none"> • Tells who washes them at home. • Listens to the Bible story about Jesus Christ washing the disciples' feet and shares what this means. • Role plays Jesus Christ washing the disciples' feet. |

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to role play Jesus Christ washing the disciples' feet. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Recites/signs and discusses the meaning of the key message, <i>"I should be a servant to others."</i> |

Guidance on Assessment

- Observe and assess as the learner tells the meaning of Jesus Christ's washing of His disciples' feet.
- Listen and assess as the learner identifies the disciple who had refused to be washed by Jesus Christ.

Sample Activity

Role plays Jesus Christ washing the disciples' feet

Hint for the Teacher

- Explains to the learners the washing of the disciples' feet by Jesus Christ showed love, concern and the need to care and serve others.

LESSON 2: The Last Supper

Reference: Luke 22:1-20. The Last Supper

Key Message: I will always remember Jesus Christ.

COMPETENCES

The learner

- re-tells/re-signs the story of the last supper.
- role plays the story of the last supper.
- tells what the bread and wine used during the last supper represent.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Interpersonal relationship • Assertiveness | <ul style="list-style-type: none"> - Sharing with others, interacting freely with others - Being open, expressing one's point of view |

Values: Sharing, love, togetherness

Instructional Strategies: Story-telling, role play, guided discovery

Instructional Resources: The Bible, food, costumes, a chart illustrating Jesus Christ having a meal with his disciples.

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to tell how they share the meals at home through think-pair-share. • Tell/sign the Bible story about the last supper and ask questions. • Guide and encourage the learners to share what they have with those who don't have. • Guide the learners to recite/sign the key message. | <ul style="list-style-type: none"> • Tells how they share their meals at home. • Listens to the story from the Bible, asks and answers questions. • Shares things they have like pencils, etc. • Recites and discusses the meaning of the key message, <i>"I will always remember Jesus Christ."</i> |

Guidance on Assessment

Assess as the learner gives what bread and wine represent.

Sample Activity

Role playing the last supper

Hint for the Teacher

The bread represents the body of Jesus Christ and wine represents His blood.

- Emphasise that the type of wine Jesus Christ used was not alcoholic.
- Use any food stuff to represent the body of Jesus Christ.

LESSON 3: The Arrest of Jesus Christ

Reference: Mathew 26:47-56

Key Message: Jesus Christ suffered because of my sin.

COMPETENCES

The learner

- shares situations where she/he has ever been beaten innocently, hungry etc
- mentions what was done during the arrest of Jesus Christ
- expresses sadness for the arrest of Jesus Christ

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Coping with emotions • Non –violent conflict resolutions | <ul style="list-style-type: none"> - Being sensitive about peoples' feelings, making critical decisions for different emotions - Resolving issues without fighting, knowing when to give in and when to give up |

Values: Patience, love, commitment

Instructional Strategies: Story-telling, guided discovery, role play

Instructional Resources: The Bible, prayer book

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Ask the learners to share experiences whether they have ever suffered. • Tell/sign the story of the arrest of Jesus Christ and asking the learners to mention things which were done during the arrest of Jesus Christ - signal (Judas kissed, Simon Peter cut off the soldier's ear) • Let learners recite the key message. | <ul style="list-style-type: none"> • Shares their experiences such as having been beaten innocently, bullying by older pupils, spending a night without food. • Listens to the story and identifies what was done during the arrest of Jesus Christ. • Recites and discusses the meaning of the key message, <i>"Jesus Christ was arrested because of my sin."</i> |

Guidance on Assessment

- Assess as the learner mentions the name of the person who betrayed Jesus Christ.
- Listen and assess on how the learner narrates what happened during the arrest of Jesus Christ.

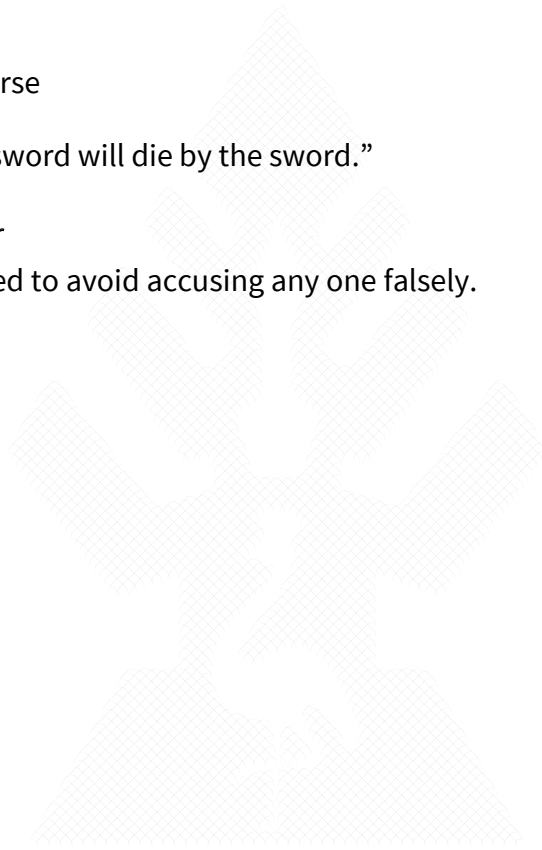
Sample Activity

Reading a Bible verse

“All who take the sword will die by the sword.”

Hint to the Teacher

Emphasise the need to avoid accusing any one falsely.



WEEK 3

LESSON 1: Crucifixion and death of Jesus Christ

Reference: Mathew 27:32-56

Key message: Jesus Christ died for my sins.

COMPETENCES

The learners

- retells the story of Jesus Christ's crucifixion.
- identifies why Jesus Christ went to the cross.
- appreciates the death of Jesus Christ.

| Life skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Coping with stress • Empathy | <ul style="list-style-type: none"> - Being patient, forgiving others - Supporting others, comforting others, using appropriate language |

Values: Responsibility, appreciation, love, endurance

Instructional Strategies: Story-telling, guided discussion, observation

Instructional Resources: The Bible, a chart illustrating Jesus Christ being crucified.

| Teacher's Activities | Learner's activities |
|--|---|
| <ul style="list-style-type: none"> • Tell a story of a prisoner who was condemned and hanged for killing a young woman who was his girlfriend. • Display a chart showing Jesus Christ on the cross and ask the learners to mention what they can see, for example, thorns on the head, Jesus Christ on the cross. • Tell/sign the Bible story in Mathew 27:32-56 about the crucifixion of Jesus | <ul style="list-style-type: none"> • Listens to the story and answers questions. • Observes the illustration of showing Jesus Christ on the cross and talks about it. • Listens to the story and tells what they learn. • Says a prayer thanking Jesus Christ for dying for our sins. |

| Teacher's Activities | Learner's activities |
|--|--|
| Christ. <ul style="list-style-type: none"> Explain to the learners that Jesus Christ died on the cross to save us. Guide learners to say a prayer. Guide learners to recite the key message. | <ul style="list-style-type: none"> Recites and discusses the meaning of the key message, <i>"Jesus Christ died for my sins."</i> |

Guidance on Assessment

- Assess as the learner explains what the death of Jesus Christ means to us.
- Observe and assess as the learner draws Jesus Christ on the cross.
- Listen and assess as the learner suggests what he/she is going to do to follow Jesus Christ.

Sample Activity

- Saying a prayer thanking Jesus Christ for dying for our sins
- Drawing Jesus Christ on the cross

Hint to the Teacher

Emphasize that the death of Jesus Christ was a sign of love to all of us.

LESSON 2: Resurrection of Jesus Christ

Reference: Luke 24:1-7

Key message: He is risen indeed

COMPETENCES

The Learner

- identifies the events that took place on the resurrection day.
- role plays the event on the resurrection day.
- appreciates the resurrection of Jesus Christ.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Coping with emotions • Coping with stress • Effective communication | <ul style="list-style-type: none"> - Recognising other people's emotions - Narrating past experiences - Accuracy, articulation |

Values: Appreciation, love, endurance

Instructional Strategies: Story-telling, role play

Instructional Resources: The Bible, costumes, cloth and bottles of spices.

| Teacher's Activities: | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to say a prayer thanking Jesus Christ for dying for our sins. • Tell/sign the Bible story in Luke 24:1-7 about the resurrection of Jesus Christ. • Guide the learners to role play the resurrection of Jesus Christ. • Guide the learners to sing a song celebrating and rejoicing because of Jesus Christ's resurrection. • Let learners recite the key message. | <ul style="list-style-type: none"> • Says a prayer thanking Jesus Christ. • Listens to the Bible story and shares lessons they learn. • Role plays the resurrection of Jesus Christ. • Sing a song, "He rose; He rose from the dead." • Recites and discusses the meaning of the key message, <i>"He is risen indeed."</i> |

Guidance on Assessment

- Assess as the learner mentions the day Jesus Christ resurrected.
- Assess as the learner identifies the women who took the news of Jesus Christ's resurrection.
- Listen and assess as the learner suggests how he/she is going to continue appreciating Jesus Christ's resurrection.

Sample Activity

Role playing the resurrection of Jesus Christ

Hint to the Teacher

- Resurrection is coming back to life after death.
- Explain the meaning of Easter to Christians.
- Let learners know that every year during Easter we celebrate the resurrection of Jesus Christ.

LESSON 3: Importance of Jesus Christ's death and resurrection

Reference: John 11:25-26

Key message: The resurrection of Jesus Christ gives me hope.

COMPETENCES

The learner

- sings a known hymn about the resurrection of Jesus Christ.
- mentions the importance of Jesus Christ's death and resurrection.
- appreciates the importance of Jesus Christ's resurrection.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Interpersonal relationship • Critical thinking | <ul style="list-style-type: none"> - Forgiving others, sharing with others - Responding to questions, taking a decision |

Values: Love, concern, endurance

Instructional Strategies: Guided discovery, guided discussion and think-pair- share

Instructional Resources: The Bible

| Teacher's Activities | Learner's activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to sing the song about the resurrection of Jesus Christ. • Share with the learners the Bible verse in John 11: 25-26 related to the importance of the resurrection of Jesus Christ. • Guide the learners to suggest what they are going to do to continue believing in the resurrection. • Guide the learners to recite/sign the key message. | <ul style="list-style-type: none"> • Sings a song about the resurrection of Jesus Christ. • Listens to the Bible reading and shares the importance of Jesus Christ's death. • Suggests what they are going to do to continue believing in the resurrection of Jesus Christ. • Recites/signs the key message of the week, <i>"The resurrection of Jesus Christ gives me hope."</i> |

Guidance on Assessment

Listen and assess as the learner gives the importance of the resurrection of Jesus Christ.

Sample Activity

Sing a song about the resurrection of Jesus Christ.

Hint for the Teacher

- Emphasise the importance of Jesus Christ's resurrection i.e. the focus/basis of the redemption of Christianity. Without the resurrection there would be no Christianity.
- Let learners know that Jesus Christ's resurrection brought hope of eternal life.

WEEK 4

LESSON 1: Worship (meaning)

Reference: 1 Chronicles 16:23-31

Key Message: I will always worship God.

COMPETENCES

The Learner

- explains what worship is.
- worships God.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Self- awareness • Interpersonal relationships | <ul style="list-style-type: none"> - Self- identification, self- evaluation - Interacting freely with others, knowing how to behave when with different people under different circumstances |

Values: Sharing, love, faithfulness

Instructional Strategies: Guided discovery

Instructional Resources: The Bible

| Teacher's Activities: | Learner's activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to sing a known worship song. • Share with the learners the meaning of worship (i.e., adoring, honouring, and bow down to God). • Guide the learners to worship God through demonstration. • Guide learners to recite the key message. | <ul style="list-style-type: none"> • Sings a known worship song. • Gives the meaning of worship. • Practises worshipping God. • Recites/signs and discusses the meaning of the key message "<i>I will always worship God.</i>" |

Guidance on Assessment

- Listen and assess as the learner explains what worship is.
- Assess as the learner memorizes the key message.

Sample Activity

Memorizing the key message,
I will always worship God

Hint for the Teacher

- Use simple words to explain worship to the learners, i.e., worship is an act of humbling oneself before God, loving, honouring, bowing down to God.
- In Christianity worship is the act of showing respect to God.
- Emphasise that the Lord is great and should be highly praised.

LESSON 2: Ways of worship

Reference: Psalms 63: 3-4, 9:1; 47:1

Key Message: I will give sacrifice to God.

COMPETENCES

The learner

- identifies the different ways of worship.
- gives examples of worship according to the Bible.
- participates in worship.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Assertiveness • Interpersonal relationships • Critical thinking | <ul style="list-style-type: none"> - Standing in for one's rights, volunteering - Interacting freely with others, knowing how to behave when with different people under different circumstances - Finding different ways of doing things, innovativeness, initiating new ideas |

Values: Cooperation, concern, appreciation

Instructional Strategies: Guided discovery, recitation

Instructional Resources: The Bible, a chart showing people worshipping.

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about how they worship. • Tell Bible verses related to ways of worship (Psalms) through guided discovery. • Guide the learners to sing a worship song. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Shares experiences about the way they worship. • Identifies the different ways of worshipping God according to the Bible. • Sings a worship song, "We bring sacrifice of praise into the house of the Lord..." • Recites /signs the key message, "<i>I will always worship God.</i>" |

Guidance on Assessment:

- Assess as the learner identifies the different ways of worship.
- Observe and assess as the learner sings a worship song.
- Listen and assess as the learner suggests what he/she is going to do to continue worshipping God.

Sample Activity

Sing the song,

We bring sacrifice of praise into the house of the Lordx2

And we offer unto you the sacrifices of thanks giving

And we offer unto you the sacrifices of praise

Hint to the Teacher

Some of the ways of worship are:

- Praising through music, prayer sermons
- Giving sacrifice/offertory
- Kneeling, raising up of the hands
- Clapping, singing, dancing

LESSON 3: Occasion to worship

Reference: Ephesians 6:18

Key Message: I will worship God all the time.

COMPETENCES

The learner

- tells occasions when to worship.
- practices worshipping God.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Effective communication • Creative thinking | <ul style="list-style-type: none"> - Logical flow of ideas, verbal and non-verbal - Finding different ways of worship |

Values: Patience, endurance, appreciation

Instructional Strategies: Guided discussion, demonstration

Instructional Resources: The Bible, a chart showing people worshipping at a crusade, in church.

| Teacher's Activities | Learner's activities |
|---|--|
| <ul style="list-style-type: none"> • Guide the learners to tell different occasions when they worship God i.e., on crusade, baptism, graduation. • Share occasions of worship as reflected in Ephesians 6:18. Emphasise worshipping all the time. • Guide the learners to practise worshipping. • Guide the learners to recite/ sign the key message. | <ul style="list-style-type: none"> • Tells different occasions when they worship. • Listens to the Bible message and shares lessons learnt. • Practises worshipping God. • Recites /signs the key message, "<i>I will worship God all the time.</i>" |

Guidance on Assessment

- Listen and assess as the learner identifies any two occasions when we worship.
- Listen and assess as the learner suggests when he/she is to worship God.

Sample Activity

Recite a prayer;

God is good,

All the time,

All the time,

God is good and that is His nature

Hint for the Teacher

Some of the occasions when to worship;

- Special days like Christmas, Easter
- When praising God
- When thanking God
- During a crusade
- During confession
- When confessing
- At meal time
- At bed time
- During prayers

WEEK 5

Lesson 1: Places of worship

Reference: Mathew 21:12-13, Jesus Christ in the temple

Key Message: The Temple is the place of worship.

COMPETENCES

The learner

- identifies places of worship
- draws places of worship

| Life Skills | Indicators |
|-----------------|---|
| Self –awareness | - Talking about one's culture e.g., religion, tribe |

Values: Co-operation, love, appreciation

Instructional Strategies: Observation, field trip

Instructional Resources: The Bible, a chart showing places of worship

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about places they worship from. • Share with the learners the Bible verses related to places of worship from Mathew 21:12-13. • Take the learners out to identify the places of worship if there are any nearby. • Display the chart showing the places of worship. Emphasise that people of different denominations worship from different places of worship. • Guide the learners to recite and discuss the meaning of the key message. | <ul style="list-style-type: none"> • Shares about the places they worship from. • Listens to the Bible verses shared by the teacher and tells what they learn. • Goes out and identifies the places of worship. • Identifies the different places of worship from the chart through observation. • Recites the key message, <i>"The temple is a place of worship."</i> |

Guidance on Assessment

- Observe and assess as the learner identifies places of worship from the chart.
- Assess as the learner draws and names places of worship.

Sample Activity

Drawing and naming places of worship

Hint for the Teacher

- In case there are no places of worship nearby, tell learners to identify places of worship as they go back home.
- Public worship takes place in churches, chapels, cathedrals or open space.

LESSON 2: Instruments used during worship

Reference: Psalms 150

Key Message: I will use all I have to worship the Lord.

COMPETENCES

The learner

- identifies the different instruments used during worship.
- demonstrates how to use some of the instrument during worship.
- appreciates use of the different instruments during worship.
- uses some of the instruments during worship.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Creative thinking | <ul style="list-style-type: none"> - Innovativeness - Initiating new ideas - Finding different ways of doing things |

Values: Appreciation, love

Instructional Strategies: Demonstration, observation, story telling

Instructional Resources: The Bible, drums, trumpets, harps, flutes, shakers, key board

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about the instruments used during worship in their church. • Tell/sign a Bible story in Psalms 150 and explain different instruments used during worship. • Demonstrate how some of the different instruments are used during worship (drums, shakers, harps). • Guide the learners to use some of the instruments. • Guide the learners recite the key message of the week. | <ul style="list-style-type: none"> • Mentions different instruments used during worship in their church. • Listens to the Bible message and identifies the instruments used during worship. • Observes as the teacher demonstrates. • Practises how to use some instruments used during worship. • Recites the key message of the week, <i>"I will use all I have to worship God."</i> |

Guidance on Assessment:

- Assess as the learner names at least two instruments used during worship.
- Observe and assess as the learner uses any of the instruments to worship.

Sample Activity

Playing instruments used for worship

Hint to the Teacher:

- Collect the musical instrument well in advance.
- Demonstrate how the instruments are played or invite a resource person to demonstrate.
- Let the learners practise using some of the instruments.

LESSON 3: Importance of worship

Reference: Psalms 95:1-11

Key Message: I will worship God.

COMPETENCES

The learner

- sings a worship song.
- gives the importance of worship.
- desires to worship God.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Critical thinking | <ul style="list-style-type: none"> - Responding to questions, taking a decision |

Values: Appreciation, respect, obedience, love

Instructional Strategies: Brainstorming, recitation

Instructional Resources: The Bible

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to sing a worship song. • Share the importance of worship (i.e., thank, praise, honour God, ask for forgiveness from God) through brainstorming. • Guide the learners to write/braille the importance of worship. • Guide the learners to say a prayer of worship. • Guide the learners recite the key message. | <ul style="list-style-type: none"> • Sings a worship song. • Gives the importance of worship. • Writes/braille the importance of worship. • Says a prayer of worship. • Recites and discusses the meaning of the key message, <i>"I will worship God."</i> |

Guidance on Assessment

- Listen and assess as the learner gives the importance of worship.
- Observe and assess as the learner says a prayer of worship.

Sample Activity

Saying a prayer:

I worship you God
You created me

Hint to the Teacher:

- Emphasise that worship brings us closer to God.
- Encourage the learners to thank God for His love and ask for forgiveness.
- Let the learners know that they should understand His will.

WEEK 6

LESSON 1: Meaning of Pentecost

Reference: Acts 2:1-11, The coming of the Holy spirit

Key Message: The Holy Spirit guides me.

COMPETENCES

The learner:

- explains what Pentecost means.
- narrates the events that took place on the day of Pentecost.
- appreciates the work of the Holy Spirit.

| Life Skills | Indicators |
|-------------------------|---|
| Effective Communication | <ul style="list-style-type: none"> - Fluency, audibility, confidence - Logical flow of ideas, verbal and non – verbal |

Values: Togetherness, appreciation, sharing, love

Instructional Strategies: Guided discovery, observation, recitation

Instructional Resources: The Bible, a chart illustrating the coming of the Holy Spirit.

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to sing a worship song. • Share with the learners the Bible story about the coming of the Holy Spirit. • Explain the meaning of Pentecost. • Guide the learners to say a prayer thanking God for the Holy Spirit. • Guide the learners to recite/sign the key message. | <ul style="list-style-type: none"> • Sings a worship song. • Listens to the Bible story and says what they learn. • Tells the meaning of Pentecost. • Says a prayer thanking God for the Holy Spirit. • Recites/signs and discusses the meaning of the key message, <i>"The holy spirit strengthens me."</i> |

Guidance on Assessment

Assess as the learner explains the meaning of Pentecost.

Sample Activity

Saying a prayer thanking God for the day of Pentecost.

Hint to the Teacher

Pentecost is the day when the Holy Spirit came upon the disciples after the ascension of Jesus Christ.

LESSON 2: The coming of the Holy Spirit

Reference: Acts 2: 1-13, The coming of the Holy Spirit

Key Message: The Holy Spirit helps me to worship God.

COMPETENCES

The learner:

- identifies the helper whom Jesus Christ promised His Apostles.
- describes how the Holy Spirit came upon the disciples.
- appreciates the coming of the Holy Spirit.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Peer resistance • Assertiveness | <ul style="list-style-type: none"> - Standing for one's values and beliefs - Being open, listening and valuing what others say |

Values: Appreciation, love, togetherness

Instructional Strategies: Story-telling, observation

Instructional Resources: The Bible, a chart showing the Holy Spirit on the day of Pentecost.

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences on different ways of welcoming and receiving visitors at home. • Tell/sign the Bible story from Acts 2:1-13 about the coming of the Holy Spirit on the day of Pentecost. • Ask the learners to observe the illustration on the chart. • Guide the learners to sing a song, <i>Fire, fire, fire fall on me.....</i> • Guide learners to recite the key message. | <ul style="list-style-type: none"> • Shares experiences about different ways of welcoming and receiving visitors at home. • Listens to the story, asks and answers questions. • Observes the illustration on the chart and describes how the Holy Spirit came upon the disciples. • Sings a song about Holy Spirit. • Recites/signs the key message, <i>"The holy spirit helps me to worship God."</i> |

Guidance on Assessment

- Assess as the learner names the helper whom Jesus Christ sent.
- Listen and assess as the learner explains how the Holy Spirit appeared to the disciples.
- Listen and assess as the learner suggests what he/she is going to do to be transformed/changed by the Holy Spirit.

Sample Activity

Singing a song about the Holy Spirit,
 Fire, fire, fire, fire fall on me x 2
 On the day of Pentecost,
 Fire fall on me

Hint to the Teacher

- Emphasise that the Holy Spirit works in us, transforms us, helps us to follow Jesus Christ.

LESSON 3: The gifts of the Holy Spirit

Reference: 1 Corinthians 12: 8-11

Key Message: The Holy Spirit guides me during worship.

COMPETENCES

The learner

- identifies the gifts of the Holy Spirit.
- describes how the different gifts are used.
- appreciates the gifts given by the Holy Spirit.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Critical thinking | <ul style="list-style-type: none"> - Selecting and evaluating information - Making the best use of information |

Values: Appreciation, responsibility, respect

Instructional Strategies: Guided discovery

Instructional Resources: The Bible

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to sing a song about the Holy Spirit. • Share with the learners the gifts of the Holy Spirit as reflected in 1 Corinthians 12:8 – 11. • Guide the learners to suggest what they are going to do to receive the gifts of the Holy Spirit. • Guide the learners to sing a song. • Guide the learners to recite the key message of the week. | <ul style="list-style-type: none"> • Sings the song about the Holy Spirit, <i>Fire fall on me.....</i> • Listens to the Bible message about the gifts of the Holy Spirit. • Suggests what they are going to do to receive the gifts of the Holy Spirit. • Sings a song, "May the spirit of the Lord come down. Amen." • Recites/signs the key message of week, <i>"The holy spirit guides me in worship."</i> |

Guidance on Assessment:

- Assess as the learner identifies any two gifts given by the Holy Spirit.
- Listen and assess as the learner suggests what he/she is going to do to receive the gifts of the Holy Spirit.

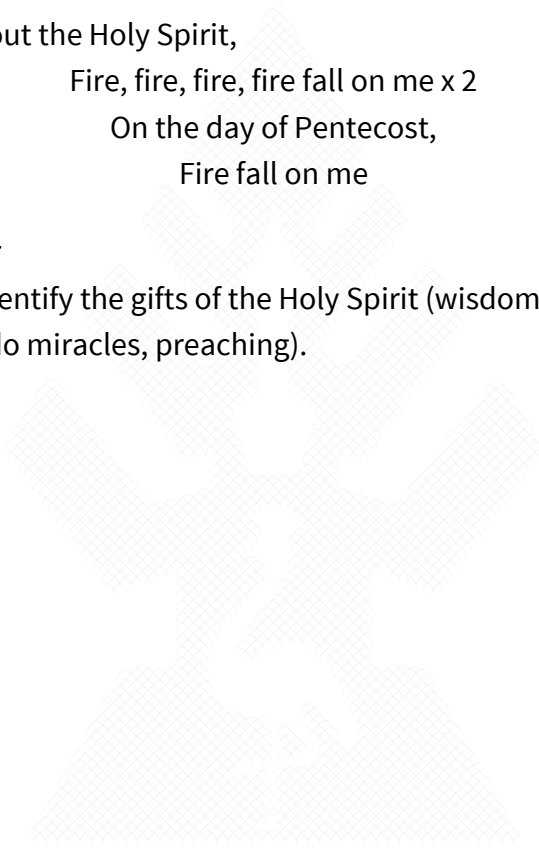
Sample Activity

Singing a song about the Holy Spirit,

Fire, fire, fire, fire fall on me x 2
On the day of Pentecost,
Fire fall on me

Hint to the Teacher

Help learners to identify the gifts of the Holy Spirit (wisdom, knowledge, faith, power to heal, to do miracles, preaching).



WEEK 7

SUB-THEME: Service

Learning Outcome

The learner understands the importance of serving others and is ready to persevere to serve.

LESSON 1: Discovering the needs of people

Reference: Mark 1:26-31; Jesus Christ heals many people

Key Message: God wants me to meet the needs of others.

COMPETENCES

The learner

- identifies the needs of different people
- appreciates how Jesus Christ met peoples' needs
- identifies people who meet his/her needs
- meets the needs of other people

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Empathy • Problem solving | <ul style="list-style-type: none"> - Caring for others - Listening to others - Comforting others - Finding different ways of doing things - Taking a right decision |

Values: Sharing, appreciation, patience, care

Instructional Strategies: Story-telling, think-pair-share, guided discussion and recitation

Instructional Resources: The Bible, a chart illustrating Jesus Christ healing different people.

| Teacher's Activities | Learner's activities |
|---|---|
| <ul style="list-style-type: none"> Through think -pair –share, ask the learners to identify things they need in their lives i.e., food, shelter, love, medical care. Ask the learners to mention people who provide for their needs (parents, guardians, teachers, friends, etc.) through guided discussion. Tell the story from Mark 1:29-31 and discuss with the learners how Jesus Christ met the needs of people. Guide the learners to recite the key message. | <ul style="list-style-type: none"> Discusses the things they need in life. Identifies people who provide their needs. Listens to the Bible story and shares the kind of needs the people in the story had and who met their needs. Recites/signs and discusses the meaning of the key message, <i>“God wants me to meet the needs of others.”</i> |

Guidance on Assessment

- Assess as the learner names any three needs of people.
- Listen and assess as the learner explains how Jesus Christ met people's needs.
- Assess as the learner names one person who meets his/her needs at home.
- Listen and assess as the learner suggests what he/she is going to do to meet other people's needs.

Sample Activity

Saying a prayer,

God help me meet people's needs where I can, Amen.

Hint for the Teacher

- Some of the people's needs are: love, water, education, medical care, shelter and clothes.
- Emphasise that God wants us to know the needs of other people and help them where we can.

LESSON 2: People who need help

Reference: Mark 1:21-28; Jesus Christ heals a man with an evil spirit.

Key Message: God wants me to help people in need.

COMPETENCES

The learner

- identifies the people who need help.
- helps people in need.
- prays for people in need.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Empathy • Interpersonal relationship | <ul style="list-style-type: none"> - Caring for others - Listening to others - Interacting freely with others - Sharing with others |

Values: Concern, love, respect, patience

Instructional Strategies: Story-telling, guided discovery, recitation

Instructional Resources: The Bible, a chart showing groups of people being helped.

| Teacher's Activities | Learner's activities |
|---|---|
| <ul style="list-style-type: none"> • Ask the learners to share experiences where they helped people in need. • Tell/sign a story from Mark 5:1-20 and explain to the learners how Jesus Christ helped the man with an evil spirit. • Guide the learners to name people in need through guided discovery. • Guide the learners to pray for people in need. • Guide the learners to recite/sign the key message. | <ul style="list-style-type: none"> • Shares experiences about the people they helped. • Listens to the story and shares lessons learnt. • Identifies different people who are in need. • Prays for people in need • Recites/signs the key message, <i>"God wants me to help people in need."</i> |

Guidance on Assessment

- Listen and assess as the learner names at least two categories of people that need help.
- Listen and assess as the learner suggests what he/she is going to do to help those in need.

Sample Activity

Saying a prayer;

God, help all the people
who are in need

Hint for the Teacher

- Explain clearly the groups of people that need help i.e., the people with disability (the lame, the blind, the deaf and the dumb), the sick, the elderly, the pregnant mothers, the widow, orphans and the hungry.
- Encourage the learners to start collecting items to give to people in need.
- Encourage the learners to always give help where they can.

LESSON 3: Helping the needy people

Reference: Mark 1:29-31

Key Message: God calls me to help needy people.

COMPETENCES

The learners

- explains how Jesus Christ healed Simon's mother in-law.
- helps people in need.
- prays for people in need.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Empathy • Coping with stress | <ul style="list-style-type: none"> - Caring for others - Using appropriate language when helping - Listening to other people's problems - Comforting others, being patient |

Values: Care, appreciation, cooperation

Instructional Strategies: Story-telling, project method, recitation

Instructional Resources: The Bible, a bed/mat, items to use when helping people in the community

| Teacher's Activities | Learner's activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to say a prayer. • Tell/sign the story from Mark 1:29-31 about Jesus' healing Peter's mother-in-law. • Organise with the learners to go out, help the needy people and pray for them. • Guide the learners to recite/sign the key message. | <ul style="list-style-type: none"> • Says a prayer learnt in the previous lesson. • Listens and shares lessons learnt. • Goes out to help and pray for the needy people in the community. • Recites and discusses the meaning of the key message, <i>"God calls me to help needy people."</i> |

Guidance on Assessment

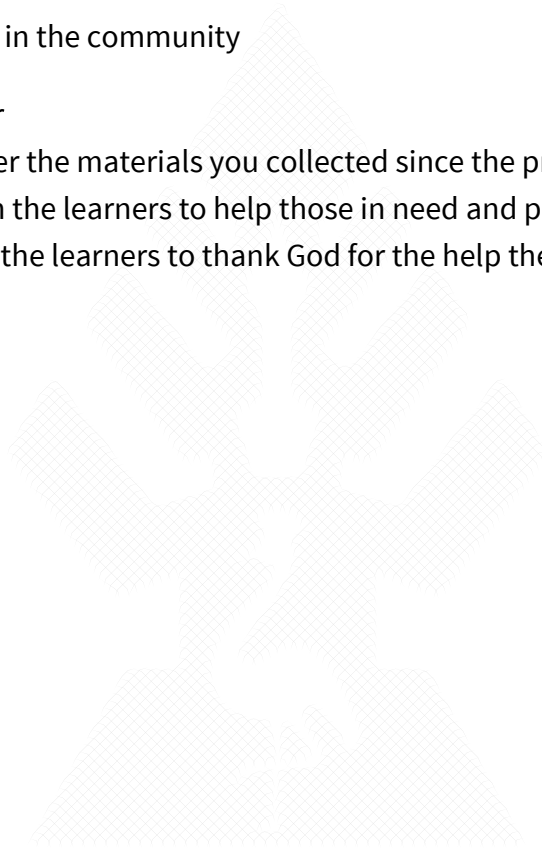
- Observe and assess as the learner plans and helps the needy.
- Listen and assess as the learner suggests what he/she is going to do to continue helping the needy.

Sample Activity

Helping the needy in the community

Hint to the Teacher

- Put together the materials you collected since the previous lesson.
- Go out with the learners to help those in need and pray for them.
- Encourage the learners to thank God for the help they gave to the needy.



Week 8

LESSON 1: Jesus visits Martha and Mary

Reference: Luke 10:38-42

Key Message: I need to do what is right.

COMPETENCES

The learner:

- describes how Jesus met people's needs
- re-tells the story of Jesus visiting Martha and Mary

| Life Skills | Indicators |
|-------------------------|--|
| Creative thinking | - Finding different ways of doing things |
| Interpersonal relations | - Appreciating individual differences |

Values: Appreciation, endurance

Instructional Strategies: Story-telling, think- pair -share

Instructional Resources: The Bible

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Through think- pair-share, ask the learners to describe what they do when someone visits their home/school. • Tell/sign Bible story about Martha and Mary. • Guides the learners to share lessons learnt from the story. • Let the learners recite the key message. | <ul style="list-style-type: none"> • Shares experiences on what they do when a visitor comes. • Re-tells the story of Jesus visiting Martha and Mary. • Shares lessons learnt. • Recites the message of the week, "<i>I need to do what is right.</i>" |

Guidance on Assessment

- Listen and assess as the learner re-tells the story of Jesus visiting Martha and Mary.
- Assess as the learner suggests what he/she will do to meet some of his/her needs.

Sample Activity

Re-telling the story of Jesus visiting Martha and Mary

Hint for the Teacher

- Organise the learners to role play different people working and let them share lessons learnt after the role play.
- Let the learners know that it is important to work in order to meet their needs.
- Stress that it is through working that you can get what you want- *Genesis 3:18, "You will get food out of your sweat."*

LESSON2: Jesus Christ Raises Lazarus from the dead

Reference: John11:1-44

Key Message: I should care for people in need.

COMPETENCES

The learner

- describes how Jesus Christ cared for the needs of people.
- tells how Jesus Christ raised Lazarus from the dead.
- meets some of the needs of other people.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Critical thinking • Empathy | <ul style="list-style-type: none"> - Giving reasons for actions taken - Caring for others, sharing with others |

Values: Care, love, concern

Instructional Strategies: Guided discovery, story-telling, think- pair- share

Instructional Resources: The Bible

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> Guide the learners to share their experiences on what they do to care for the people in need. Share with the learners the Bible story (John 11:1-44, Jesus Christ raised Lazarus from the dead) and explain how Jesus Christ cared for the people's needs. Guide the learners to sing/sign a song. Let the learners recite the key message. | <ul style="list-style-type: none"> Shares experiences on how they care for people in need. Listens to the Bible story, identifies how Jesus Christ cared for the people and shares lessons learnt. Sings/signs the song, "whatsoever you do" Recites the key message, <i>"I should care for people in need."</i> |

Guidance on Assessment

- Assess as the learner gives two ways how Jesus Christ cared for peoples' needs.
- Listen and assess as the learner suggests how he/she will care for people's needs.

Sample Activity

Singing the song;

What so ever you do to the least of my brother
 That you do to me
 When I was hungry you gave me to eat
 When I was thirsty you gave me to drink
 Now enter into the Kingdom of my father

Hint to the Teacher

How Jesus Christ cared for the people;

- He showed love to people
- He showed empathy to people
- He was merciful to the people
- He showed concern for the people

LESSON 3: How Jesus Christ meets people's needs

Reference: Luke 9:10-17, Jesus Christ feeds the crowd

Key Message: I should help people in need.

COMPETENCES

The learner

- identifies how Jesus Christ met people's needs.
- mentions ways how he/she can help others.
- desires to help others in need.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Empathy • Friendship formation | <ul style="list-style-type: none"> - Caring, comforting others - Sharing, love, concern |

Values: Concern, joy, respect, co-operation

Instructional Strategies: Story-telling, observation, think- pair -share

Instructional Resources: The Bible, a chart illustrating Jesus Christ feeding the five thousand people.

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Ask the learners to share their experience on what they do to help those in need through | <ul style="list-style-type: none"> • Shares their experience on how they help people in need. • Observes the illustration on the chart |

| Teacher's Activities | Learner's Activities |
|---|---|
| <p>think-pair-share.</p> <ul style="list-style-type: none"> • Display the chart illustrating Jesus Christ feeding the crowd. • Tell/sing the Bible story from Luke 9:10-17 on Jesus Christ feeds a crowd. • Guide the learners to sing a song about helping the needy. • Let the learners recite the key message. | <p>and explains how Jesus Christ met peoples' needs.</p> <ul style="list-style-type: none"> • Listens to the Bible story and shares what they learn. • Sings a song about feeding/helping the needy. • Recites and discusses the meaning of the key message, <i>"I shall help people in need!"</i> |

Guidance on Assessment

- Assess as the learner gives two ways in which Jesus Christ meets people's needs.
- Listen and assess as the learner suggests ways in which he/she can meet people's needs.

Sample Activity

Singing a song;

Whatsoever you do to the least of my brother

Hint to the Teacher

- Although it is good to receive, you should emphasise the need to work.
- Encourage the learners to help those in need i.e. those without clothes, books, pencil and food.

WEEK 9

LESSON 1: Different types of disabilities

Reference: Leviticus 19:14, Matthew 15: 29-31

Key Message: I will always help people with disabilities.

COMPETENCES

The learner

- lists different types of disabilities.
- identifies people with disabilities.
- mentions ways of helping people with disabilities.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Interpersonal relationships • Critical thinking | <ul style="list-style-type: none"> - Helping one another - Sharing with others - Responding to question - Taking a decision |

Values: Love, concern, endurance, care

Instructional Strategies: Story-telling, guided discovery, think- pair- share

Instructional Resources: The Bible, a chart showing people with disabilities being helped

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about the people with disabilities in their community. • Guide the learners to identify people with disabilities • Tell the story from the Bible Matthew 15: 29-31. | <ul style="list-style-type: none"> • Shares experiences about people with disabilities they know. • Identifies the different types of disabilities. • Listens to the Bible message and shares what they learn. |

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Share with the learners the message from Leviticus 19:14 <i>"Do not curse a deaf man or put something in front of the blind man so as to make him stumble."</i> • Guide the learners to suggest how they are going to help people with disabilities. • Let the learners recite the key message. | <ul style="list-style-type: none"> • Listens to the Bible message from Leviticus. • Mentions ways how they are going to help people with disabilities. • Recites and discusses the meaning of the key message, <i>"I will always help people with disabilities."</i> |

Guidance on Assessment

- Listen and assess as the learner names people with disabilities.
- Listen and assess as the learner suggests how he/she is going to help people with disabilities.
- Observe and assess as the learner helps any person with disability.

Sample Activity

Saying a prayer:

God guide me to support,
people with disabilities

Hint to the Teacher

Guide the learners to demonstrate how they can help people with disability

- (i.e. the lame, blind, deaf).

LESSON 2: God created us differently

Reference: Luke 19:1-9, Jesus Christ and Zacchaeus

Key Message: Disability is not inability

COMPETENCES

The learner

- explains how Jesus Christ met people's needs.
- gives ways how he/she can help others.
- helps people with disability.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Empathy • Friendship formation | <ul style="list-style-type: none"> - Caring, guiding others, using appropriate language, comforting others - Sharing with others, playing with others, working in groups |

Values: Patience, appreciation

Instructional Strategies: Story-telling, recitation

Instructional Resources: The Bible, a chart showing people helping those with disability.

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to say a prayer thanking God. • Tell/ sign the Bible story from Luke 19:1-9 about Jesus Christ and Zacchaeus. • Guide the learners to say a prayer for all people including those with disability. • Guide learners to recite the key message. | <ul style="list-style-type: none"> • Says a prayer thanking God for healing people with disabilities. • Listens to the story about Jesus Christ and Zacchaeus and shares lessons learnt. • Says a prayer for all people. • Recites and discusses the meaning of the key message, <i>"Disability is not inability."</i> |

Guidance on Assessment

Assesses as the learner suggests what more he/she is going to do to help people with disability.

Sample Activity

Saying a prayer:

God, you created us differently
 But you love us equally
 Help us love one another
 In Jesus' Name, Amen.

Hint to the Teacher

- Emphasise to the learners that:
 - We are all created differently but by one God
 - God loves all of us equally
 - We should love and appreciate one another.

LESSON 3: How we can care for the people with disability (Jesus Christ heals the deaf)

Reference: Mark 7:31-37

Key Message: I should care for people with disability.

COMPETENCES

The learner

- explains how Jesus healed the deaf.
- tells how to care for people with disabilities.
- cares for people with disability.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Empathy • Relationship building • Teamwork | <ul style="list-style-type: none"> - Caring, guiding others, using appropriate language - Comforting others |

| Life Skills | Indicators |
|-------------|---|
| | <ul style="list-style-type: none"> - Sharing with others - Playing with others - Working in groups |

Values: Togetherness, cooperation, patience

Instructional Strategies: Guided discovery, story-telling, demonstration

Instructional Resources: The Bible, a chart showing people with disabilities working together with others.

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to discuss the different ways of caring for the people with disability. • Tell/ sign a Bible story from Mark 7:31-37 guiding the learners to tell how Jesus Christ cared/ healed the deaf. • Guide the learners to demonstrate how to care for the people with disability. • Let the learners recite the key message. | <ul style="list-style-type: none"> • Discusses different ways for caring for the people with disability in the community. • Listens to the Bible story and tells what they learn. • Demonstrates how to care for the people with disability. • Recites the key message, <i>"I should care for 6+ people with disability."</i> |

Guidance on Assessment

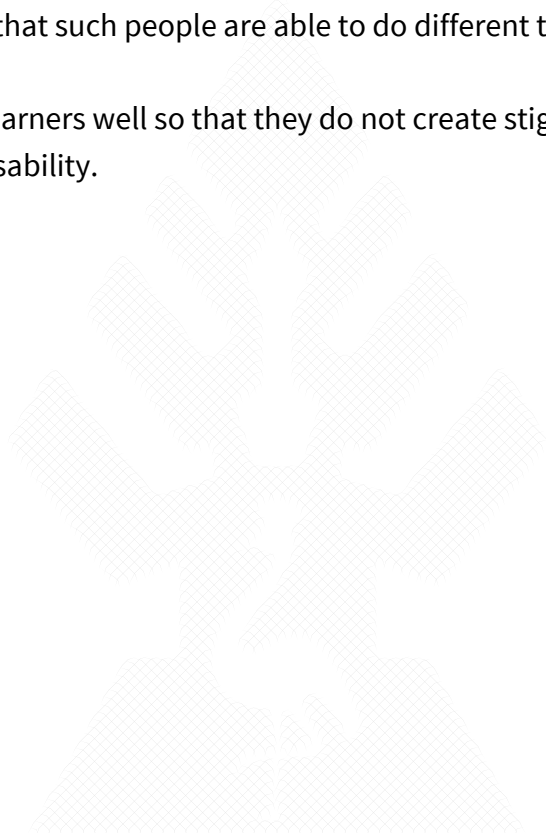
- Listen and assess as the learner explains how he/she cares for people with disability.
- Listen and assess as the learner suggests how he/she is going to continue caring for the people with disability.

Sample Activity

Demonstrating how to care for the people with disability

Hint to the Teacher

- Tell learners that we have many people to care for such as the people with disabilities like the blind, lame, sick, deaf, the old.
- Emphasise that such people are able to do different things if they are supported.
- Guide the learners well so that they do not create stigma to those who have any disability.



Week 10

LESSON 1: How we can care for the people with disability (Jesus Christ healing the blind)

Reference: Luke 18:35-42

Key Message: I should care for people with disability.

COMPETENCES

The learners

- narrates how Jesus Christ healed the blind
- demonstrates how to care for the blind
- cares for people with disability (i.e., the blind)

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Empathy • Self- awareness • Effective communication | <ul style="list-style-type: none"> - Caring for others - Knowing one's position and responsibility - Confidence, verbal and non-verbal communication |

Values: Appreciation, care, concern

Instructional Strategies: Story-telling, demonstration, recitation

Instructional Resources: The Bible, a chart showing Jesus Christ healing a blind man.

| Teacher's Activities | Learner's activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to say a prayer for the people with disability. • Tell/ sign the story of how Jesus Christ healed the blind beggar from Luke 18:35-42. | <ul style="list-style-type: none"> • Says a prayer for the people with disability. • Listens to the story and mentions the way Jesus Christ healed the blind. |

| Teacher's Activities | Learner's activities |
|---|--|
| <ul style="list-style-type: none"> • Guide the learners how to help a blind person through demonstration. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Role plays helping for the blind. • Recites the key message, <i>"I should care for people with disability."</i> |

Guidance on Assessment

- Assess as the learner explains how Jesus Christ healed the blind.
- Observe and assess as the learner demonstrates how to help the blind person.
- Listen and assess how the learner says a prayer.
- Observe and assess as the learner suggests what he/she is going to do to help the needy (the blind).

Sample Activity

Role playing helping the blind

Hint for the Teacher

- Remind learners about Leviticus 19: 14, *"Do not curse a deaf man or put something in front of the blind man so as to make him stumble."*
- Emphasise the need to support the people with disability.

LESSON 2: How we can care for the people with disability (Jesus Christ healed the paralysed)

Reference: Mathew 12:9-14

Key Message: I should care for people with disability.

COMPETENCES

The learner

- explains how Jesus Christ healed the paralyzed man.
- says a prayer thanking Jesus Christ for healing the paralyzed man.
- suggests what he/she is going to do to help people with disability.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Empathy • Self- awareness • Effective communication | <ul style="list-style-type: none"> - Caring for others - Knowing one's position and responsibility - Confidence, boldness, verbal and non - verbal communication |

Values: Appreciation, love

Instructional Strategies: Story-telling, guided discovery

Instructional Resources: The Bible, a chart illustrating Jesus healing the paralyzed man.

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to share experience of what happens when someone falls sick at home (buy medicine for him/her, taking him/her to hospital). • Tell/sign the Bible story from 12:9-14 (Jesus Christ heals a paralyzed man). • Let the learners recite the key message. | <ul style="list-style-type: none"> • Shares experience on what is done for the sick. • Listens to the story and shares lessons learnt. • Recites the key message, <i>"I should care for people with disability."</i> |

Guidance on Assessment

- Assess as the learner explains how Jesus Christ healed the paralysed man.
- Listen and assess as the learner says a prayer thanking Jesus Christ for healing the paralysed man.
- Listen and assess as the learner suggests what he/she is going to do to help people with disability.

Sample Activity

Saying a prayer;

Thank you, Jesus Christ, for
Healing the paralysed man

Hint for the Teacher

Observe the learners as they say the prayer.

LESSON 3: Difficulties Jesus Christ met when healing the sick

Reference: Mathew 12:9-14

Key Message: I pray to overcome difficulties in life.

COMPETENCES

The learner

- identifies difficulties Jesus Christ met in healing the sick.
- identifies the difficulties they might meet and how to overcome them.
- say a prayer asking God to help her/ him overcome the difficulties in life.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Assertiveness • Problem solving | <ul style="list-style-type: none"> - Being open - Giving reasons for action taken - Knowing one's position and responsibilities |

Values: Endurance, responsibility, commitment

Instructional Strategies: Story-telling, recitation and guided discussion

Instructional Resources: The Bible

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about the difficulties they face when they try to do what is good through think-pair-share. • Share with the learners the difficulties Jesus Christ met when he healed the sick as reflected in Mathew 12:9-14. • Guide the learners to say a prayer. • Let the learners recite the key message. | <ul style="list-style-type: none"> • Shares difficulties they face when they try to do what is good. • Listens and identifies the difficulties Jesus Christ met in healing the sick. • Says a prayer. • Recites the key message, <i>"I pray to overcome difficulties in life."</i> |

Guidance on Assessment

- Listen and assess as the learner mentions any two difficulties Jesus Christ met when healing the sick.
- Observe and assess as the learner says a prayer of overcoming difficulties.
- Listen and assess as the learner suggests what he/she is going to do in case of difficulties.

Sample Activity

Saying a prayer;
 God help me
 Overcome difficulties

Hint for the Teacher

Some of the difficulties faced by Jesus Christ:

- Hatred from Pharisees
- Accused of working on Sabbath
- Law concerning Sabbath
- Planning to kill Jesus Christ

WEEK 11

LESSON 1: Ways in which we can help others

Reference: Mathew 14:15-21, Galatians 6:2, Matthew 10:8

Key Message: I should follow Jesus Christ's example to serve others.

COMPETENCES

The Learner

- tells how Jesus Christ helped people.
- identifies ways in which we can help others.
- helps others.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Empathy • Problem solving | <ul style="list-style-type: none"> - Caring for others, supporting others - Listening to others, guiding others, comforting others - Taking a decision, making choice - Finding different ways of doing things |

Values: Love, respect, cooperation, appreciation

Instructional Strategies: Guided discovery, story-telling, brainstorming

Instructional Resources: The Bible, a chart showing the feeding of the five thousand.

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences on ways in which they have ever helped others. • Re-tell/re-sign the Bible story about Jesus Christ feeding 5000 people. • Share with the learners Galatians 6:2, Matthew 10:8 and explain the need to help others as Jesus Christ did. • Guide the learners to share ways of | <ul style="list-style-type: none"> • Shares experiences on ways in which they help others. • Re-tell/re-sign the Bible story how Jesus Christ fed 5000 people. • Shares lessons learnt from the Bible verses read. • Shares how they are going to help other people. • Recites/signs and discusses the |

| Teacher's Activities | Learner's Activities |
|--|--|
| helping others. • Guide the learners to recite the key message. | meaning of the key message, <i>"Love each other as I have loved you."</i> |

Guidance on Assessment

- Listen and assess as the learner identifies ways in which he/she can help others.
- Observe and assess as the learner helps others.

Sample Activity

Saying a prayer;

God guide me to help other people as Jesus Christ did

Hint to the Teacher

Some of the ways in which we can help others:

- Feeding them
- Praying for/with them
- Clothing them
- Comforting them
- Escorting sick learners' home

NB: Give learners a chance to mention more

LESSON 2: Importance of helping others

Reference: John 21:15-19, Hebrews 6:10

Key Message: God will bless me when I help others.

COMPETENCES

The learner

- gives the importance of helping others.
- helps others.
- appreciates people who help him/her.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Empathy • Problem solving | <ul style="list-style-type: none"> - Caring for others, supporting others - Listening to others, guiding others, comforting others - Taking a decision, making choice, - Finding different ways of doing things |

Values: Endurance, love, cooperation with others

Instructional Strategies: Brainstorming, guided discussion, recitation

Instructional Resources: The Bible

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Through brain storming, ask the learners to mention the reason why they help others i.e., saving life when you help a sick person. • Tell/sign Hebrews 6:10 and guide the learners to share lessons learnt. • Guide the learners to give the importance of helping others through guided discussion. • Let learners recite the key message. | <ul style="list-style-type: none"> • Gives reasons why he/she helps others. • Listens to the message from Hebrews 6:10 and share lessons learnt. • Shares the importance of helping others. • Recites the key message, <i>"God will bless me when I help others."</i> |

Guidance on Assessment

Assess as the learner gives the importance of helping others.

Sample Activity: Saying a prayer,

God, I need your guidance
When helping others,
In Jesus' Name,
Amen.

Hint to the Teacher

The importance of helping others:

- It makes us feel good/happy
- Others feel the need to help
- Creates a good relationship
- Saves life
- Brings joy to others
- We get friends
- We can also be helped
- God blesses us

LESSON 3: Difficulties we meet when helping others

Reference: Mathew 12:9-14

Key Message: I need God's support to help me overcome difficulties when helping others.

COMPETENCES

The learner:

- identifies the difficulties he/she meets when helping others.
- shares the difficulties Jesus Christ faced when helping people.
- endures the difficulties met when helping others.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> Non-violent conflict resolution Negotiation | <ul style="list-style-type: none"> Resolving issues without fighting Using appropriate language Coping with stress Temper control Apologising |

Values: Endurance, cooperation, responsibility, patience

Instructional Strategies: Guided discovery, story-telling

Instructional Resources: The Bible

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> Guide the learners to share experiences of the challenges they faced when they tried to help/helped someone and how they felt i.e., Unhappy, ashamed, discouraged. Re-tell/re-sign the story in Mathew 12:9-14. Guide the learners to share other difficulties they meet when trying to help people at home, school and community. Guide learners to recite/sign the key message. | <ul style="list-style-type: none"> Shares challenges they faced and how they felt. Listens and shares again the difficulties Jesus Christ met. Shares other difficulties they meet when helping other people. Recites/signs the key message, <i>"I need God's support to help me overcome difficulties when helping others."</i> |

Guidance on Assessment

- Identifies the difficulties he/she meets when helping others.
- Listen and assess as the learner suggests what he/she will do in case of difficulties when helping others.

- Listen and assess as the learner endures difficulties, he/she meets when helping others.

Sample Activity

Saying a prayer;

God give me patience as I help others

Hint to the Teacher

- Remind the learners about the difficulties Jesus Christ met when he was helping people (*He was accused and abused, he was hated, they beat Him and he was finally killed*).
- Share the difficulties we meet when helping others i.e.
 - people refuse to be helped, some abuse us, some do not appreciate

NB: Guide learners to mention more difficulties they meet.

WEEK 12

LESSON_1: Things that make us discouraged when helping others

Reference: Luke 17:11-19, Jesus Christ heals ten men, Galatians 6:9

Key Message: God help me not to be discouraged when helping others.

COMPETENCES

The learner:

- identifies the things that discourage him/her when helping others.
- forgives those who discourage him/her when helping others.
- role plays appreciating those who help them.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Interpersonal relationship • Decision making | <ul style="list-style-type: none"> - Forgiving others - Appreciating individual differences - Knowing how to be with different people - Telling consequences of decisions made - Refusal |

Values: Endurance, patience

Instructional Strategies: Story-telling, demonstration, role play

Instructional Resources: Bible, real objects like; pen, pencils, sweets

| Teacher's Activities | Learner's activities |
|--|---|
| <ul style="list-style-type: none"> • Tell/sign a story of a person who was given something and did not appreciate, guiding learners to identify what happened to the person who gave. • Share with the learners the story of the ten men who were lepers whom Jesus Christ healed in Luke 17:11-19 and tell how Jesus Christ felt and asked. • Through demonstration, guide the learners to appreciate those who help | <ul style="list-style-type: none"> • Listens to the story and tells how the person who gave felt. • Listens to the Bible story of the ten men and tells what Jesus Christ asked when only one came back. • Role plays appreciating those who help them. • Recites/signs the key |

| Teacher's Activities | Learner's activities |
|---|---|
| them i.e., by saying thank you, welcome, kneeling. <ul style="list-style-type: none"> Guide the learners to recite a key message. | message, <i>"God help me not to be discouraged when helping others."</i> |

Guidance on Assessment

- Assess as the learner tells the lessons learnt for the story of the lepers.
- Assess as the learner identifies the things that discourage him/her when helping others.
- Listen and assess as the learner suggests what he/she will do when discouraged.

Sample Activity

Role playing appreciating those who help them

Hint for the Teacher

- Guide the learners to show how they appreciate people who help them i.e. by thanking them, kneeling, waving and smiling.
- Emphasise appreciating others always when helped.

LESSON 2: What one should do when discouraged by other people?

Reference: Mathew 12:9-14, The man with a paralyzed hand

Key Message: Do not get discouraged when doing something good.

COMPETENCES

The learner

- tells what they do when discouraged.
- mentions how Jesus Christ reacted to the Pharisees.
- forgives those who discourage him/her.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Problem solving • Critical thinking | <ul style="list-style-type: none"> - Taking a decision - Evaluating facts - Finding different ways of doing things - Selecting and evaluating information - Analysing statements |

Values: Endurance, patience, forgiveness

Instructional Strategies: Brainstorming, think- pair -share, guided discussion

Instructional Resources: The Bible

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about how they felt when discouraged after helping. • Share again with the learners what Jesus Christ did after being discouraged as reflected in Mathew 12:9-14. • Share with the learners what they should do when discouraged. • Guide learners to recite the key message. | <ul style="list-style-type: none"> • Shares experiences about how they felt and what they did. • Listens and discusses how Jesus Christ reacted to the Pharisees (ignored). • Shares what they will do when discouraged. • Recites/signs and discusses the meaning of the key message, <i>"Do not be discouraged when you are doing something good."</i> |

Guidance on Assessment

- Assess as the learner explains how he/she feels when discouraged.
- Assess as the learner suggests what he/she can do when discouraged.

Sample Activity

Saying a prayer;

God, support me help those

In need without getting discouraged

Hint to the Teacher

- Guide learners to always help even when they are discouraged by other people.
- Emphasise the need to pray when discouraged.

LESSON 3: Project on helping others

Reference: Luke 3:10-14, anyone who has two shirts should share with the one who has none.

Key Message: I should share what I have with others.

COMPETENCES

The learner

- locates a needy home near the school.
- collects items to offer.
- offers items to those in need.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Empathy • Interpersonal relationship | <ul style="list-style-type: none"> - Comforting others, supporting others, listening to others - Caring for others - Sharing with others |

Values: Togetherness, cooperation, love

Instructional Strategies: Guided discussion, project method

Instructional Resources: The Bible, collected items to be given out

| Teacher's Activities | Learner's activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to identify different people who need help in the community. • Ask the learners to identify items they can bring. • Share Luke 3:10-14 which encourages sharing among ourselves. • Organise the learners to go to the community and give out the items they collected. • Guide the learners to sing a song about sharing. • Remind the learners to recite the key message. | <ul style="list-style-type: none"> • Identifies different people who need help in the community. • Identifies items to bring. • Listens to the Bible message and shares lessons learnt. • Goes to the community to share the items they collected and prays for the people. • Sings the song about sharing, <i>"Don't be selfish, share what you have."</i> • Recites/signs and discusses the meaning of the key message, <i>"I should share what I have with others."</i> |

Guidance on Assessment

Observe and assess as the learner gives out the items.

Sample Activity

Project work:

- Prepare the items collected.
- Go to the community and give to those in need.

Hint for the Teacher

- Inform the school about the project in advance and prepare the learners by emphasizing discipline during the project.
- Guide the learners to locate a home near the school which needs help.
- The learners should be encouraged to identify items which are still in good condition and not those which are useless.
- Collect and sort the items to offer.
- Visit the home to take the items and carry out activities like cleaning, fetching water, then give out items taken.
- Guide the learners to say a prayer for the people in that home and then go back to school.



TERM 3

THEME: Christians Living Together in God's Family

Sub-theme: Honesty and Fairness

Learning Outcome

The learner understands and appreciates the concepts and values of, “Honesty” and “Fairness.”

WEEK 1

LESSON 1: Honesty and Fairness (meaning)

Reference: Bible-1 Kings 3:16 – 28, Solomon's wise ruling

Key Message: I must always be honest and fair.

COMPETENCES

The learner

- explains what honesty and fairness mean.
- shows honesty and fairness.
- says a prayer asking God to help them to be honest and fair to others.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Empathy • Problem solving | <ul style="list-style-type: none"> - Listening to others - Guiding others - Taking a decision - Finding different ways of doing things |

Values: Honesty, fairness, integrity

Instructional Strategies: Story-telling, guided discussion, recitation

Instructional Resources: The Bible

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Use an example such as you are giving out sweets to the class and you ask the class who should do it and they choose one of the classmates to do so. Asking learners why they chose him/her and not someone else. (He/she is honest and fair). • Tell/sign the story from I Kings 3:16-28 about the two women each claiming the child was hers. • Ask the learners questions about the story i.e. (i) who judged the two women? (King Solomon) (ii) Who was the mother of the living child? (The First woman). • Through guided discussion, allow the learners to share how they would judge between two children who have fought in class because of a pencil, each one claiming it. • Guide the learners to say a prayer. • Guide the learners to say the key message. | <ul style="list-style-type: none"> • Listens and answers the questions about the scenario of giving out sweets. • Listens to the story about the Judge and the two women. • Asks and answers questions about the story. • Shares how they would judge. • Says a prayer asking God to help them to be honest and fair to others. • Recites and discusses the meaning of the key message, <i>"I must always be honest and fair."</i> |

Guidance on Assessment

- Listen and assess as the learner explains what honesty and fairness mean.
- Explains how the judge new the child was for the first woman.
- Listen and assess as the learner suggests what he/she is going to do to always show honesty and fairness.

Sample Activity

Saying a prayer;

God I thank you for what I am

Help me to be honest and fair, Amen.

Hint for the Teacher

- Explain honesty and fairness using examples in real life.
- Some of the words which can explain honesty are; Upright conduct, justice and correct morals.
- Fairness: unbiased and just treatment without favouritism or discrimination.
- Encourage the learners to pray always before taking decision.

LESSON 2: Honesty and fairness at home

Reference: Mark 10:13-16, Jesus Christ blessed little children.

Key Message: I should be honest and fair like Jesus.

COMPETENCES

The learner

- identifies ways in which Jesus Christ showed fairness and honesty to little children.
- draws an illustration of Jesus Christ with the little children.
- tells how she/he can be fair and honest at home.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Effective communication • Friendship formation | <ul style="list-style-type: none"> • Fluency, audibility, articulation • Faithfulness, love, sharing |

Values: Honesty, love

Instructional Strategies: Story-telling, think-pair-share, guided discussion

Instructional Resources: The Bible, a chart illustrating Jesus Christ with the little children.

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide the learners to share experience about what happens when a visitor comes home. • Tell/sign a story of Jesus Christ and the young children. • Guide the learners to discuss how they can show fairness and honesty at home. • Guide the learners to draw a picture of Jesus Christ with the little children. • Guide the learners to sing a song. • Guide the learners to recite the Key message. | <ul style="list-style-type: none"> • Shares the experience of what happens when a visitor comes home through think-pair-share. • Listens to the story and shares how Jesus Christ showed honesty and fairness in Mark 10:13-16. • Shares how they can show fairness and honesty at home through guided discussion. • Draws Jesus Christ with the little children. • Sings the song, "Jesus loves me..." • Recites and discusses the meaning of the key message, <i>"I should be honest and fair like Jesus."</i> |

Guidance on Assessment

- Assess as the learner explains how Jesus Christ showed fairness and honesty.
- Observe and assess as the learner draws an illustration of Jesus Christ with the little children.
- Listen and assess as the learner suggests what he/she is going to do to be honest and fair to others.

Sample Activity

- Drawing an illustration of Jesus Christ with the children
- Singing a song,
 Jesus loves me
 Jesus loves me x 4
 Halleluyah Oh, Oh, Oh
 Jesus loves me x 2

Hint for the Teacher

Explain to the learners how Jesus Christ showed honesty and fairness i.e. for the children.

- Jesus Christ loves us all without favouritism. He wants adults not to humiliate and degrade children because they are special in His sight.
- Jesus Christ showed honest and fairness by asking the children to come to him, “Let the little children come to me,” Mark 10:14.

LESSON_3: Honesty and Fairness at school

Reference: Bible: Mathew 14:13-21, Jesus Christ feeds the crowd.

Key Message: I must be honest to others.

Competences

The learner

- describes how honesty and fairness is shown at school.
- tells how she/he can be fair and honest at school.
- shows honesty and fairness to others at school.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Empathy • Problems solving | <ul style="list-style-type: none"> - Listening to others, sharing with others, guiding others - Taking a decision - Making a good choice |

Values: Honest, being fair

Instructional Strategies: Story-telling, think –pair- share, guided discussion

Instructional Resources: The Bible, a chart showing the feeding of the five thousand.

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide learners to share experiences where they have experienced fairness and honesty. | <ul style="list-style-type: none"> • Shares experiences through think-pair-share. |

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Tell/sign the story of how Jesus Christ fed the crowd, Mathew 14:13 – 21. Emphasise making people sit and share what was there. • Guide the learners to identify ways they can show fairness and honesty at school through guided discussion. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Listens to the story and answers questions. • Identifies ways they can be honest and fair to others. • Recites the key message, <i>"I must be honest to others."</i> |

Guidance on Assessment

Listen and assess as the learner gives ways in which he/she can show honesty and fairness to others at school.

Sample Activity

Saying a prayer asking God to help him/her be honest and fair.

Hint for the Teacher

- Talk about Jesus Christ's honesty and fairness to provide food for the people.
- Ask them to share the lessons learnt.

WEEK TWO

LESSON 1: Honesty and Fairness in the Community

Reference: Bible -Mathew 10:5-15

Key Message: God will guide me to be honest and fair to other people.

COMPETENCES

The learner

- explains how Jesus Christ sent out the twelve disciples.
- tells how she/he can be honest and fair in the community.
- shows honesty and fairness in the community.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Problem solving • Empathy | <ul style="list-style-type: none"> - Taking the right decision, making right choices, finding different ways of doing things - Caring for others, guiding others |

Values: Caring, share, patience, honesty

Instructional Strategies: Guided discovery, role play, story- telling

Instructional Resources: The Bible, materials for the role play

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to choose someone who can keep the teachers' money as an act of fairness and honesty. • Tell/sign the Bible story from Mathew 10:5-15 to the learners and asking questions. • Guide the learners to share what they are going to do to show fairness and honesty. | <ul style="list-style-type: none"> • Role plays the act of being honest and fair and then gives reasons why they have chosen that person. • Listens to the story and responds to questions. • Shares what they are to do to show fairness and honesty. |

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> Guides the learners to say a prayer asking God to give them a spirit of fairness and honesty. Guides the learners to recite/sign the key message. | <ul style="list-style-type: none"> Says a prayer asking God to give them a spirit of Fairness and honesty. Recites the key message, <i>"God will guide me to be honest and fair to other people."</i> |

Guidance on Assessment

- Listen and assess as the learner narrates how Jesus Christ showed honesty and fairness.
- Listen and assess as the learner identifies ways in which he/she can be fair and honest in community.
- Assess as the learner says a prayer asking God to help him/her to be honest in the community.
- Listen and assess as the learner suggests how he/she will continue to be honest and fair in the community.

Sample Activity

Saying a prayer;

God give me a spirit of
 Honesty and fairness
 In my community
 Amen.

Hint for the Teacher

- The responses to choosing a particular person could be;
 - She/he is well behaved
 - She/he loves others
 - She/he is not a thief
- God wants us to always be honest and fair like Jesus Christ. He blesses us when we are fair and honest.

- Some of the ways of showing honesty and fairness to the community are:
 - giving food to others,
 - using correct measurement in business,
 - sharing with others,
 - treating others well and fairly,
 - speaking the truth,
 - being faithful,
 - helping others in the community
- Stress Mark 10:8, “Freely you have received, freely give.”

LESSON 2: Honesty and fairness in the church

Reference: Bible -Acts 6:1-7: Choosing the eight helpers

Key Message: God wants me to be honest and fair when serving His people.

Competences

The learner:

- tells how she/he can be honest and fair in church.
- shows honesty and fairness in church.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Interpersonal relationship • Problem solving | <ul style="list-style-type: none"> - Forgiving others, working together - Taking right decisions, finding different ways of doing things |

Values: Sharing, appreciation, care

Instructional Strategies: Guided discovery, think- pair -share

Instructional Resources: The Bible, a chart showing people carrying out different activities at church.

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Share an experience of two children receiving money for offertory from one parent, one used it to buy sweets, the other took it to church for the offertory. • Tell/sign the story, Acts: 6:1 – 7 and explain how the disciples saw how the widows were overlooked which made other Christians to complain. • Guide the learners to share how they can be fair and honest in the Church. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Listens to the experience and tells of the two children who was fair and honest before God and the parent? • Listens to the story and identifies the elements of fairness and honesty. • Shares what they are going to do to be honest and fair in the church. • Recites and discusses the meaning of the key message, <i>"God wants me to be honest and fair when serving in church."</i> |

Guidance on Assessment

Assess as the learner explains how he/she can be honest and fair in church.

Sample Activity

Saying a prayer;

God help me to

Be honest and fair in church

Amen.

Hint for the Teacher

- Emphasize the need to treat everyone equally.
- Talk about activities they can do in church such as;
- Going to church
- Participating in church activities i.e. cleaning, reading lessons, etc.
- Sharing church items with others
- Caring for church items e.g. not misusing them
- Giving offertory and thanks giving

LESSON 3: Dishonesty and unfairness

Reference: Genesis 37: 1-19, Joseph and his brothers

Key Message: God blesses us when we are honest and fair.

COMPETENCES

The learner

- tells how Joseph's brothers were dishonest and unfair.
- identifies acts of dishonesty and unfairness.
- shows honesty and fairness.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Assertiveness • Negotiation | <ul style="list-style-type: none"> - Being open, listening and valuing what others say, expressing one's point of view - Controlling temper, responding appropriately, apologizing |

Values: Concern, forgiveness, trustworthiness, tolerance

Instructional Strategies: Story-telling, guided discussion, recitation

Instructional Resources: The Bible, a chart showing Joseph being thrown in a pit by his brothers.

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to share experience where they may have been dishonest and unfair. • Tell/sign a Bible story from Genesis 37:1-19 about Jacob, Joseph and his brothers. | <ul style="list-style-type: none"> • Shares experience about dishonest and unfairness through guided discussion • Listens to the story and identifies acts of dishonest and unfairness about Jacob and Joseph's brothers. |

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide the learners share what they are going to do to avoid dishonest and unfairness. • Guide the learners to say a prayer asking God to forgive them for being dishonest and unfair to others. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Suggests what they are going to do to avoid dishonesty and unfairness. • Says/signs a prayer asking God to forgive them for being dishonest and unfair. • Recites and discusses the meaning of the key message, <i>"God blesses us when we are honest and fair."</i> |

Guidance on Assessment

- Listen and assess as the learner explains how Joseph's brothers were dishonest and unfair.
- Assess as the learner identifies acts of dishonesty and unfairness.
- Listen and assess as the learner suggests what she/he is going to do to show honest and fairness to others.

Sample Activity

Saying a prayer;

God forgive me for being dishonest and unfair to others.

Hint to the Teacher

- Emphasize the need to be fair and honest as a member of God's family.
- Some of the acts of dishonesty and unfairness include: -
 - Stealing, killing, making people fight
 - Creating enmity among others, taking more than your share
 - Cheating, jealousy, telling lies

WEEK 3

LESSON 1: Dishonesty and unfairness

Reference: Genesis 27:1-44 Jacob and Esau

Key Message: God will not be happy with me if I am dishonest and unfair to others.

COMPETENCES

The learner

- tells how Jacob was dishonest and unfair to his brother.
- tells how dishonesty and unfairness is shown at school.
- desires to be honest and fair.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Assertiveness • Negotiation | <ul style="list-style-type: none"> - Being open, listening and valuing what others say, expressing one's point of view, showing patience - Controlling temper, responding appropriately, apologizing |

Values: Honesty, trustworthiness, respect, responsibility, tolerance

Instructional Strategies: Story-telling, brain storming, recitation

Instructional Resources: The Bible, a chart showing Jacob being blessed by Isaac.

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide the learners to mention the good and bad things they do to others at home through brainstorming. • Tell/sign the Bible story from Genesis 27:1-44, about dishonest and unfairness in Isaac's home. | <ul style="list-style-type: none"> • Identifies the good and bad things they do to others at home. • Listens and identifies acts of dishonest and unfairness from the story. |

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide learners to share lessons learnt from the story. • Guide the learners to sing a song, "Do not be selfish." • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Shares lessons learnt. • Sings a song about sharing. • Recites/signs the key message, <i>"God will not be happy with me if I am dishonest and unfair."</i> |

Guidance on Assessment

- Listen and assess as the learner explains how Jacob was dishonest and unfair to his brother.
- Listen and assess as the learner mentions the acts of dishonesty and unfairness at home.
- Listen and assess as the learner suggests what he/she is going to do to avoid dishonesty and unfairness at home.

Sample Activity

Singing a song;

Don't be selfish
 Share what you have
 If you want to grow

Hint for the Teacher

- Emphasize the need to avoid dishonesty and unfairness as a learner of God.

LESSON 2: Effects of dishonesty and unfairness

Reference: Bible- Genesis 4:3-16 (Cain and Abel)

Key Message: Dishonesty and unfairness lead to a curse.

COMPETENCES

The learner

- names who killed Abel.
- identifies the effects of dishonesty and unfairness.
- shows honesty and fairness.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Coping with stress • Coping with emotions | <ul style="list-style-type: none"> - Being patient, forgiving others - Accepting advice, narrating past experiences - Recognising emotions - being sensitive about other people's feelings - Not letting your emotions affect your decisions |

Values: Honesty, concern, trustworthiness

Instructional Strategies: Story-telling, recitation

Instructional Resources: The Bible

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Share an experience about two brothers going to one school where they are told by parents to always walk together, but sometimes the eldest left the young one behind and when asked he is not bothered. • Tell the Bible story from Genesis 4:1-9 about Cain who killed his brother Abel out of jealousy and when asked by God he was not bothered and was cursed. | <ul style="list-style-type: none"> • Listens to the experience about the two brothers and answer questions. • Listens to the Bible story and identifies the effects of dishonesty and unfairness. • Shares lessons learnt about Cain and Abel. |

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide the learners to share lessons learnt from the story. • Guiding the learners to recite the key message. | <ul style="list-style-type: none"> • Recites/signs and discusses the meaning of the key message, <i>"Dishonesty and unfairness leads to a curse."</i> |

Guidance on Assessment

- Assess as the learner mentions who killed Abel.
- Listen and assess as the learner identifies the effects of dishonesty and unfairness.
- Listen and assess as the learner suggests what he/she is going to do to avoid being punished for being dishonest and unfair.

Sample Activity

Writes a prayer asking God to help him/her to be fair and honest

Hint for the Teacher

- Read and internalize the story before the lesson.
- Encourage the learners to avoid things like anger, violence, greedy, jealousy, hatred.
- Emphasize Genesis 4:11, "And now you are cursed from the earth"
- Stress that dishonesty and unfairness lead to a curse.

LESSON 3: Importance of honesty and fairness

Reference: Bible -1 Kings 3:16 – 28, Proverbs12:17

Key Message: Honesty and fairness lead to success.

COMPETENCES

The learner:

- identifies the importance of honesty and fairness.
- develops a desire to be honest and fair.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Interpersonal relationships • Collaboration skills | <ul style="list-style-type: none"> - Caring for others, sharing with others - Knowing how to behave with different people under different circumstances - Interacting freely with others - Supporting others, listening to others |

Values: Trustworthiness, honesty, cooperation

Instructional Strategies: Story-telling, brainstorming, recitation

Instructional Resources: The Bible, a chat showing King Solomon, a baby, the two women

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Through brain storming, ask the learners to tell what they would do for people struggling for one item i.e. a pencil. • Re-tell/re-sign the story of King Solomon's ruling in 1 Kings 3:16-28 where two women had a disagreement over one baby boy. • Guide the learners to discuss the importance of being honest and fair. • Guide the learners to recite/sign the key message. | <ul style="list-style-type: none"> • Shares experiences about people struggling for one item. • Listens to the Bible story about the two women and sharing lessons learnt. • Discusses the importance of being fair and honest. • Recites/signs the key message, <i>"Honesty and fairness lead to success."</i> |

Guidance on Assessment

- Listen and assess as the learner gives the importance of honesty and fairness.

- Listen and assess as the learner suggests what he/she is going to do to always be fair and honest.

Sample Activity

Recite Psalms 12:17:

*“A honest witness tells the truth,
But a false witness tells lies.”*

Hint for the Teacher

- Emphasise the importance of fairness and honesty as learners share lessons learnt.
- Stress that fairness and honesty lead to success, and happiness.

WEEK 4

SUB-THEME: Concern for Others

Learning Outcome

The learner understands and appreciates the importance of kindness and generosity to those in need.

LESSON 1: Showing concern to others (The Good Samaritan)

Reference: Philippian 2:4 Luke 10:25-37, The Good Samaritan

Key Message: God wants us to show concern to people in need.

COMPETENCES

The learner

- explains what concern means.
- explains how the Good Samaritan showed concern.
- mentions what to do to someone who is in trouble.
- shows concern for others.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Empathy • Problems solving • Friendship formation | <ul style="list-style-type: none"> - Caring for others, supporting others, comforting others - Taking a decision, making choice - Sharing, working together - Helping one another |

Values: Concern, love, care

Instructional Strategies: Think-pair-share, guided discussion, storytelling, recitation, role play

Instructional Resources: The Bible, costumes, a chart showing the Good Samaritan helping a man.

| Teacher's Activities | Learner's activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to share experience of how they helped their friend i.e. who fell, cut themselves, had no pencil. • Re-tell/re-sign the Bible story of the Good Samaritan and let learners share lessons learnt about concern for others. • Guide the learners to sing a song: A good Samaritan x 3 • Share Philippiian 2: 4, emphasize the need to show concern to other people. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Shares experiences through think-pair-share. • Listens to the story and shares lessons learnt. • Sings/signs the song: A Good Samaritan. • Listens to the message from Philippians. • Recites/signs and discusses the meaning of the key message, <i>"God wants us to show concern to people in need."</i> |

Guidance on Assessment

- Explain how the Good Samaritan showed concern.
- Assess as the learner suggests what he/she will do for those in trouble.
- Observe and assess as the learner helps those in need.

Sample Activity

Singing the song; "Good Samaritan."

A good Samaritan x 3

Is me, is you x 4

Hint for the Teacher

- Emphasise that a neighbour according to the Bible is not only someone who sits, stands, lives next to you. Everyone is a neighbour.
- Let learners know that a Good Samaritan today represents me and you whenever we show concern for others.
- Emphasize Philippiian 2:4, "Look out for one another's interests not just for your own."

LESSON 2: Showing concern for others (The story of Jonathan and David)

Reference: Bible-1 Samuel 20:1-42

Key Message: God expects me to protect others from danger.

COMPETENCES

The learner

- mentions how we show concern to those in trouble/problems.
- identifies what Jonathan did to save David.
- shows concern for others.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Empathy • Problems solving • Friendship formation | <ul style="list-style-type: none"> - Caring for others, supporting others, comforting others - Taking a decision, making choice - Sharing, working together |

Values: Concern, honesty, trustworthiness, loving

Instructional Strategies: story-telling, think –pair- share

Instructional Resources: The Bible, a chart illustrating David and Jonathan hugging each other.

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Ask learners to mention how they show concern to fellow children who are being disturbed or troubled by other people through think-pair-share. • Tell/sign the Bible story of Jonathan and David in 1 Samuel 20 and ask questions. | <ul style="list-style-type: none"> • Mentions how they show concern to fellow children who are being disturbed or troubled by other people. • Listens to the story and shares lessons learnt. • Prays to God to give them a spirit of concern. |

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> Guide the learners to say a prayer asking God to give them a spirit of concern. Guide the learners to recite the key message. | <ul style="list-style-type: none"> Recites the key message, <i>"God expects me to protect others from danger."</i> |

Guidance on Assessment

- Listen and assess as the learner mentions what Jonathan did to save David.
- Listen and assess as the learner gives ways he/she will show concern to others.
- Observe and assess as the learner shows concern to others.

Sample Activity

Saying a prayer;

God help me show concern to others, Amen

Singing the song: "Good Samaritan."

Hint for the Teacher

Let learners share more experiences of showing concern if time allows so that they can feel for others. Emphasize Philippians 2:4

LESSON 3: Showing concern for others (The Widow and Elisha)

Reference: Bible -2 Kings 4:1 – 7

Key Message: God will be happy when I help people in need.

COMPETENCES

The learner

- tells how Elisha helped the Widow.
- mentions how he/she would help a needy person.
- says a prayer asking God to guide them help the needy.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Empathy • Problems solving • Friendship formation | <ul style="list-style-type: none"> - Caring for others, supporting others, comforting others - Taking a decision, making choice - Sharing, working together, respecting each other |

Values: Concern, appreciation, love

Instructional Strategies: Story-telling, recitation

Instructional Resources: The Bible, a chart showing the Widow and Elisha

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Ask the learners to tell how they would help the people with disability. • Tell/sign a Bible story about the widow and Elisha from 1 Kings 4:1-7 and ask the learners to share lessons learnt. • Guide the learners to suggest what they are going to do to help any person with disability. • Guide the learners to say a prayer asking God for guidance. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Tells how they would help any person with disability (lame, old or poor). • Listens to the story and shares lessons learnt. • Suggests what they are to do to help people with disability. • Says a prayer asking God to guide them help the needy. • Recites and discusses the meaning of the key message, <i>"God will be happy when I help people in need."</i> |

Guidance on Assessment

- Assess as the learner explains how Elisha helped the Widow.
- Listen and assess as the learner mentions ways in which she/he can help the needy.
- Assess as the learner says a prayer thanking God for a spirit of concern.
- Observe and assess as the learner helps the needy.

Sample Activity

1. Giving to those in need

2. Saying a prayer:

God, I pray that you give me
a spirit of concern for other people
Amen.

Hint for the Teacher

- Encourage the learners to collect what they are to give to the poor/ needy with the support of their parents and put emphasis on Philippians 2:4.

WEEK 5

LESSON 1: WAYS OF SHOWING CONCERN TO OTHERS (THE STORY OF RUTH AND NAOMI)

Reference: Bible -Ruth 1:16 - 18 “I will go with you.”

Key Message: My God is your God.

COMPETENCES

The learner

- tells how Ruth showed concern to Naomi.
- tells the ways of showing concern to others.
- shows concern to others.

| Life skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Empathy | <ul style="list-style-type: none"> - Supporting others - Caring for others - Listening to others - Guiding others |

Values: Concern, loving

Instructional Strategies: Guided discovery, recitation, story-telling

Instructional Resources: The Bible, costumes

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to sing a song. • Tell/sign a Bible story about Ruth and Naomi from Ruth 1:16 – 18 and ask the learners to identify who showed concern in the story. | <ul style="list-style-type: none"> • Says a song, “Good Samaritan.” • Listens to the story and names the person who showed concern in the story. |

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to role play the story of Ruth and Naomi in order to bring out the idea of concern for others. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Role plays the story of Ruth and Naomi. • Recites and discusses the meaning of the key message, <i>"My God is your God."</i> |

Guidance on Assessment

- Listen and assess as the learner tells who showed concern according to the story about Naomi and Ruth.
- Listen and assess as the learner suggests any two ways, he/she is going to show concern to others.
- Observe and assess as the learner shows concern to others.

Sample Activity

Reciting/signing the poem;

My Friend My Friend
 We shall keep together
 In times of joy
 In times of sorrow
 Where you will go I will go
 God bless you!

Hint for the Teacher

From the above poem, guide learners to identify ways of showing concern for others.

LESSON 2: Ways of showing concern (Lazarus raised from the dead)

Reference: Bible-John 11:18-44

Key Message: I should show love to all people.

COMPETENCES

The learner

- explains how Jesus Christ showed concern when Lazarus was dead.
- tells the ways of showing concern for others.
- shows concern to others.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Empathy | <ul style="list-style-type: none"> - Supporting others - Caring for others - Listening to others |

Values: Love, concern

Instructional Strategies: Guided discovery, story telling

Instructional Resources: The Bible, a chart illustrating how Jesus Christ raised Lazarus from the dead.

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to sing a song related to showing concern for others. • Tell/sign the story of Jesus Christ raising Lazarus from the dead, John 11: 38-44. • Guide the learners to identify ways of showing concern reflected in the story. | <ul style="list-style-type: none"> • Sings a song. • Listens to the story and explains how Jesus Christ showed concern. • Identifies ways of showing concern from the story. • Shares lessons learnt from Jesus Christ. |

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to share what they learn. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Recites and discusses the meaning of the key message, "I should show love to all people." |

Guidance on Assessment

- Assess as the learner explains how Jesus Christ showed concern.
- Listen and assess as the learner gives ways he/she is going to show concern to others.

Sample Activity

Singing a song, "Good Samaritan."

Hint for the Teacher

- Emphasize the different ways of showing concern.
- Emphasize Ruth 1:16

LESSON 3: Ways of showing concern to others (The feeding of a crowd)

Reference: Bible - Luke 9:10-17

Key Message: I should show love to those in need.

COMPETENCES

The learner

- tells the ways of showing concern for others.
- role plays the story of the feeding of the crowd.
- shows concern for others.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Empathy • Friendship formation | <ul style="list-style-type: none"> - Caring for others, comforting others - Sharing with others, praying with others, concern for others - Responsibility |

Values: Love, concern

Instructional Strategies: Guided discovery, role play, story telling

Instructional Resources: The Bible, food, water and other drinks, baskets.

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to sing a song, "Good Samaritan" • Re-tell/re-sign the Bible story of how Jesus Christ fed the crowd, Luke 9:10-17. • Guide the learners to role play the feeding of the crowd. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Sings the song, "Good Samaritan" • Re-tells the story from Luke 9:10-17 about Jesus Christ feeding the crowd. • Role plays the story of the feeding of the crowd. • Recites the key message, "<i>I should show love to those in need.</i>" |

Guidance on Assessment

- Assess as the learner tells how Jesus Christ showed concern for the people.
- Assess as the learner suggests how she/he can show concern for others.
- Observe and assess as the learner shows concern for others.

Sample Activity

1. Roleplaying Jesus Christ feeding the crowd
2. Singing a song,
 “A Good Samaritan”
 A Good Samaritan x 3
 Is you, is me

Hint for the Teacher

You can sing any other song concerning ways of showing concern to others and put emphasis on Ruth 1:16.

WEEK SIX

LESSON 1: Ways of showing concern at home

Reference: Bible- Luke 2:41-52, Jesus Christ in the temple

Key Message: God calls me to show concern to others.

Competences

The learner

- identifies how Jesus Christ's parents showed concern for Him.
- identifies ways of showing concern at home.
- shows concern to others at home.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Empathy • Interpersonal relationship | <ul style="list-style-type: none"> - Caring for others, guiding others, listening to others - Interacting freely, sharing with others, respecting others, working together |

Values: Sharing, respect, love, appreciation

Instructional Strategies: Think-pair-share, story-telling, recitation, demonstration

Instructional Resources: The Bible, a chart illustrating Jesus Christ with his parents.

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences on incidences they showed concern to others through think-pair-share. • Tell/sign the Bible story about Jesus Christ and His parents, Luke: 41-52 and asking the learners how parents of Jesus | <ul style="list-style-type: none"> • Shares incidences they showed concern to others. • Listens to the Bible story and answers questions. • Acts out sharing something she/he has with another |

| Teacher's Activities | Learner's Activities |
|--|---|
| <p>Christ showed concern to their son. (looked for him).</p> <ul style="list-style-type: none"> • Guide the learners to act out showing concern to others i.e. sharing what they have with others. • Guide the learners to recite a rhyme. • Guide the learners to recite/sign the key message. | <p>learner.</p> <ul style="list-style-type: none"> • Recites a rhyme. • Recites and discusses the meaning of the key message me, "God calls to show concern to others." |

Guidance on Assessment:

- Assess as the learner tells how Jesus Christ's parents showed concern to Him.
- Listen and assess as the learner mentions ways of showing concern at home.
- Observe and assess as the learner shows concern for others.

Sample Activity

Recite/sign a rhyme;

I love daddy and I love Mummy
 They give me food
 Pencils and books
 Take me to school
 And I help them too
 I help them too

Hint for the Teacher

- Some of the ways children can show concern at home:
 - Respecting parents
 - Helping family members
 - Caring for the baby, sisters and brothers
 - Sharing with their sisters and brothers
 - Working together
- Emphasize the need to appreciate their parents for their concern and love for them as children.

LESSON 2: Ways of showing concern at school

Reference: Bible- Acts 2:43-47, Life among believers

Key Message: I have to care for the needs of others.

COMPETENCES

The learner

- shares a lesson learnt from Acts 2: 43-47
- tells ways of showing concern to others at school
- shows concern to others at school

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Interpersonal relationship • Collaboration skills | <ul style="list-style-type: none"> - Interacting freely with others, caring for others, sharing with others, knowing how to be with different people appreciating individual difference - Listening to others - Comforting others, sharing with others |

Values: Responsibility, love, togetherness

Instructional Strategies: Guided discovery, role playing, story-telling, recitation

Instructional Resources: The Bible, food items, pencils, rubbers, desks

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide the learners to share experiences of how they show concern to others. • Tell/sign a Bible story from Acts 2:43 – 47 and share lessons learnt. • Guide the learners to give ways of showing concern at school. | <ul style="list-style-type: none"> • Shares experiences of how they show concern to others. • Listens to Acts 2: 43-47 and shares lessons learnt. • Shares ways of showing concern at school. |

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> Guide the learners to sing a song, "Don't be selfish, and share what you have if you want to grow." Guide the learners to recite the key message. | <ul style="list-style-type: none"> Sings the song, "Don't be selfish." Recites the key message, "I have to care for the needs of others." |

Guidance on Assessment

- Assess as the learner gives lessons learnt from Acts 2: 43-47.
- Listen and assess as the learner gives ways of showing concern to others at school.
- Observe and assess as the learner shows concern to others at school.

Sample Activity

Sings a song, "Don't be selfish."

Hint to the Teacher

- Emphasize getting involved in things that worry others at school.
- Emphasize that God wants us to share and show concern for others so as to be blessed.
- Emphasize Ruth 1:16

LESSON 3: Ways of showing concern to the community

Reference: Bible -Exodus 3:7-12, God delivered the Israelites from Pharaoh.

Key Message: God helps us during suffering.

COMPETENCES

The learner

- mentions ways of helping others from suffering in the community.
- tells one way in which God showed concern for the Israelites who were suffering in Egypt.
- shows concern to other people in the community.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • collaboration skills • Interpersonal relationship | <ul style="list-style-type: none"> - Sharing with others, praying with others, working in groups - Use of polite languages, caring for others - Interacting freely with others - Appreciating individual differences |

Values: love, caring, responsibility, concern

Instructional Strategies: guided discovery, demonstration, recitation

Instructional Resources: The Bible, a chart showing children helping other people in the community.

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences of how they have ever helped people in the community. • Tell/sign a Bible story from Exodus 3:7-12, and ask the learners to share lessons learnt. • Guide the learners to mention ways of showing concern in the community through guided discussion. • Ask the learners to demonstrate ways of helping others in the community such as, sweeping the compounds of elderly people, caring for the sick, giving company to those in sorrow. • Tell the learners to recite the key message. | <ul style="list-style-type: none"> • Shares experiences of how they helped people in the community. • Listens to the Bible story and shares lessons learnt from the story. • Tells ways of showing concern in the community. • Demonstrates ways of helping others in community. • Recites and discusses the meaning of the key message, <i>"God helps us during suffering."</i> |

Guidance on Assessment

- Listen and assess as the learner tells how God showed concern to the Israelites.
- Listen and assess as the learner mentions ways of showing concern to others.
- Observe and assess as the learner shows concern to others.

Sample Activity

Role playing showing concern to people in the community i.e. cleaning a home for the handicapped/fetching water for the sick/ fetching firewood for the elderly/providing support where needed.

Hint for the Teacher

- Some of the problems people go through include hunger, sickness, lack of food, lack of care.
- Emphasize that God heard and saw the suffering of His people and sent Moses to rescue them.
- God calls all of us to show concern to the people around us.

WEEK SEVEN

SUB-THEME: God's Gift of His Son

Learning Outcome

The learner knows and appreciates Jesus Christ as God's greatest gift to us and celebrates Christmas.

LESSON 1: God's promise of His son

Reference: Bible – Isaiah 9:6

Key Message: Jesus Christ is a gift from God to me.

COMPETENCES

The learner

- names the prophet who prophesied God's gift.
- identifies the gift given to us by God.
- thanks, God, for the gift of Jesus Christ.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Problem solving • Decision making | <ul style="list-style-type: none"> - Evaluating facts, making a choice - Acceptance, asking questions |

Values: Appreciation, love, respect

Instructional Strategies: Guided discovery, story-telling, think -pair -share

Instructional Resources: The Bible, gifts

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences of receiving gifts through think-pair-share. | <ul style="list-style-type: none"> • Shares experiences if they have ever received a gift and what it was. • Listens to the prophesy. |

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Tell/sign the prophesy from the Bible Isaiah 9:6. • Share with the learners why God gave us the gift of His Son through guided discovery. • Guide the learners to say a prayer thanking God for the gift. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Mentions why God gave Jesus Christ to us a gift. • Says a prayer thanking God for the gift of Jesus Christ. • Recites and discusses the meaning of the key message, <i>"Jesus Christ is a gift from God to me."</i> |

Guidance on Assessment

- Listen and assess as the learner names the prophet who prophesied God's gift.
- Assess as the learner identifies the gift given to us by God.
- Observe and assess as the learner says a prayer thanking God for the gift of Jesus Christ.

Sample Activity

Saying a prayer;

God I thank you for loving me
 Thank you for giving me the gift of your
 Son Jesus Christ, Amen.

Hint for the Teacher

- Emphasize that God promised to give us His Son Jesus Christ as a gift because He loves us.

LESSON 2: Giving gifts to Others (Types of gifts)

Reference: 1 Kings 10:1- 10, Queen Sheba's gifts

Key Message: When I work hard, I get rewarded.

COMPETENCES

The learner

- identifies the types of gifts given to others.
- mentions the gifts the queen of Sheba gives to King Solomon.
- gives gifts to others.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Collaboration skills • Critical thinking • Creative thinking | <ul style="list-style-type: none"> - Sharing, love, concern, trustworthiness - Responding to questions, giving reasons for action taken - Logical reasoning, innovativeness |

Values: Cooperation, appreciation

Instructional Strategies: Think-pair-share, guided discussion, story telling

Instructional Resources: The Bible, gifts, materials for packing gifts

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to mention various examples of gifts they give to others through think-pair-share. • Tell/sign the Bible story about King Solomon and the Queen of Sheba from 1 Kings 10:1-10 and guide the learners to identify the gifts given to King Solomon like gold, spices, jewels. | <ul style="list-style-type: none"> • Mentions various examples of gifts they give to others. • Listens to the story and identifies the gifts that were given to King Solomon by the Queen of Sheba. |

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to share lessons learnt and role play /give out gifts to each other. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Shares lessons learnt and gives/role plays giving out gifts to each other. • Recites and discusses the meaning of the key message, <i>"When I work hard, I get rewarded."</i> |

Guidance on Assessment

- Assess as the learner mentions the gifts the Queen of Sheba gives to King Solomon.
- Listen and assess as the learner suggests the gifts he/she will always give to others.
- Observe and assess as he/she shares gifts with others.

Sample Activity

Role playing or give out real gifts to others

Hint to the Teacher

Organise learners to role play giving gifts or prepare in advance so that learners organise gifts to give. They should not be big gifts or things they have to buy.

LESSON 3: Importance of giving gifts

Reference: Bible-Genesis 22:13-18

Key Message: God rewards me when I obey Him.

Competences

The learner

- identifies the importance of giving gifts to others.
- tells how he/she feels when given a gift.
- gives gifts to others.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> • Decision making • Interpersonal relationships | <ul style="list-style-type: none"> - Acceptance - Sharing with others, caring for others |

Values: Love, appreciation

Instructional Strategies: Story-telling, guided discovery

Instructional Resources: The Bible, a chart showing a party where gifts are exchanged.

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to say a prayer thanking God for the gift of His Son Jesus Christ. • Tell/sign the Bible story from Genesis 22:13-18, God promised to bless and reward Abraham. • Guide the learners to mention what happened when Abraham gave a gift to God through guided discovery. | <ul style="list-style-type: none"> • Prays thanking God for the gift of Jesus Christ. • Re-tells the Bible story. • Tells/signs what happened when Abraham gave a gift to God. • Discusses the importance of giving gifts to others as reflected in the Bible. |

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to give the importance of giving gifts. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Recites the key message, <i>"God rewards me when I obey Him."</i> |

Guidance on Assessment

- Assess as the learner identifies the gift Abraham gave.
- Assess as the learner shares lesson learnt.
- Listen and assess as the learner gives the importance of giving gifts to others.

Sample Activity

Re-telling/re-signing the story about Abraham

Hint for the Teacher

- Emphasize the need to give gifts as a blessing.
- Give opportunity to learners to share lessons learnt from Abraham's sacrifice to God.

WEEK EIGHT

LESSON 1: Christmas gifts

Reference: Mathew 2:11-12, The wise men and the Gifts

Key Message: It is good to give Christmas gifts to others.

Competences

The learner

- identifies examples of Christmas gifts.
- mentions the gifts the wise men gave baby Jesus Christ.
- gives gifts to others.

| Life Skills | Indicators |
|---|---|
| <ul style="list-style-type: none"> • Collaboration skill • Interpersonal relationships • Decision making | <ul style="list-style-type: none"> - Sharing with others - Interacting freely with others, caring for others, forgiving others - Making a choice, acceptance |

Values: Love, togetherness, appreciation

Instructional Strategies: Story-telling, role play, recitation

Instructional Resources: The Bible Christmas cards, gifts, paper, crayons, flowers

| Teacher's Activities | Learner's Activities |
|---|---|
| <ul style="list-style-type: none"> • Guide the learners to share experiences about some Christmas gifts that they have ever received. • Tell/sign the Bible story from Mathew 2: 11-12. | <ul style="list-style-type: none"> • Shares experience and identifies the gifts received. • Listens to the Bible story and identifies the gifts offered to baby Jesus Christ by the wise men. |

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> • Guide the learners to mention the gifts given on Christmas. • Guide the learners to role play giving gifts. • Guide the learners to recite key message. | <ul style="list-style-type: none"> • Identifies gifts usually given during Christmas season. • Role plays giving gifts. • Recites the key message, <i>"It is good to give Christmas gifts to others."</i> |

Guidance on Assessment

- Assess as the learner identifies example of Christmas gifts.
- Listen and assess as the learner mentions the gifts the wise men gave baby Jesus Christ.
- Observe and assess as he/she gives Christmas gifts to others.

Sample Activity

Role playing giving gifts

Hint for the Teacher

Gifts given by the wise men:

- Gold – valuable soft yellow metal
- Frankincense – a substance that is burnt to give a sweet smell especially at religious ceremonies.
- Myrrh – a stick brown substance that is used for making perfumes and incense.

LESSON 2: Occasions when we Give and Receive Gifts

Reference: Bible -Mathew 2:11-12

Key Message: I fill happy when I give and receive gifts.

COMPETENCES

The learner:

- mentions occasions when he/she receives gifts.
- names occasions when he/she gives gifts to others.
- gives gifts to others.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Interpersonal relationship • Friendship formation | <ul style="list-style-type: none"> - Sharing with others, interacting with others freely, appreciating individual differences, being responsible - Showing love |

Values: Appreciation, caring for others

Instructional Strategies: Guided discussion, story-telling

Instructional Resources: The Bible, wrapped gifts

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to share occasions when they give gifts. • Tell/sign a Bible story from Mathew 2:11-12, and asking questions. • Guide the learners to share lessons learnt from the story and how they feel when they give gifts. | <ul style="list-style-type: none"> • Shares occasions when they give gifts. • Listens to the Bible story and answers questions. • Shares lessons learnt from the story. • Identifies occasions when they give and receive gifts. |

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> Guide the learners to identify occasions they give and receive gifts through guided discussion. Ask the learners to recite key message. | <ul style="list-style-type: none"> Recites the key message, "<i>I feel happy when I give and receive gifts.</i>" |

Guidance on Assessment

- Assess as the learner mentions occasions when he/she receives gifts.
- Assess as the learner names occasions when he/she gives gifts to others.
- Observe and assess as he/she gives gifts to others.

Sample Activity

Sing a song (hymn), "Give me Joy"

Hint for the Teacher

Some of the occasions when gifts are given are; Christmas, birth days, weddings, Easter, graduation, baptism.

LESSON 3: Making Christmas Cards

Reference: James 1:17, Isaiah 9:6

Key Message: Celebrate the Birth of Jesus Christ by giving gifts.

COMPETENCES

The learners

- designs Christmas cards.

| Life Skills | Indicators |
|--|--|
| <ul style="list-style-type: none"> Interpersonal relationship Creativity & innovation skills Critical thinking skills | <ul style="list-style-type: none"> - Interacting with others freely - Appreciating individual differences - Finding a different way of doing things |

Values: Appreciation, cooperation, togetherness

Instructional Strategies: Project method, observation, I do you do, we do

Instructional Materials: Materials for making Christmas cards such as paper, pencils, crayons, glue

| Teacher's Activities | Learner's Activities |
|---|--|
| <ul style="list-style-type: none"> Guide the learners to study some of the Christmas cards through observation. Guide the learners in groups to make their own cards and display them. Guide the learners to recite the key message. | <ul style="list-style-type: none"> Studies some of the already made Christmas cards. Makes own cards and displays them in class. Recites the key message, <i>"Celebrate the Birth of Jesus Christ by giving gifts."</i> |

Guidance on Assessment

- Observe and assess as learners make Christmas cards.
- Observe and assess as they display their Christmas cards.

Sample Activity

Making and displaying Christmas cards

Hint for the Teacher

- Collect old Christmas cards for the learners to look at before they make their own (you can tell the learners to bring some cards from home).
- Involve the learners in collecting materials for making cards.
- Make the learners work in groups so that they support each other where necessary.
- Let them keep their cards in a safe place.
- In case they don't finish during the lesson, let them complete later.
- Let the learners display completed cards and talk about them.

WEEK 9

SUB-THEME: God's Gift of His Son

Learning Outcome

The learner knows Jesus Christ as God's greatest gift to us and appreciates celebrating Christmas.

LESSON 1: Making and wrapping Christmas Gifts

Reference: 1 Kings 10:13, Mathew 2:11

Key Message: Christmas is a time of giving.

COMPETENCES

The learner

- prepares gifts.
- wraps gifts.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Interpersonal relationship • Creative thinking | <ul style="list-style-type: none"> - Interacting with others freely - Appreciating individual differences - Finding a different way of doing things |

Values: Appreciation, cooperation, love

Instructional Strategies: Guided discovery, project work, demonstration

Instructional Materials: Materials for making and wrapping gifts such as paper, masking tape, boxes, pencils, crayons, clay

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Guide the learners to share experiences on the gifts they ever saw or received. Probe them to share whether they were wrapped and how. | <ul style="list-style-type: none"> • Shares experiences about gifts. • Asks and answers questions about the story. • Makes and wraps gifts. |

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Retell the story of the wise men who gave Jesus Christ gifts and ask questions. • Guide the learners to organise and wrap their gifts. • Ask the learners to recite the key message. | <ul style="list-style-type: none"> • Recites and discusses the meaning of the key message, <i>"Christmas is a time of giving."</i> |

Guidance on Assessment

Observe and assess as the learner organises and wraps gifts.

Sample Activity

Wrapping gifts

Hint for the Teacher

- Collect materials and gifts to be wrapped in advance.
- Make learners work in groups so that they support each other where necessary.
- Let the learners keep their gifts in a safe place.

NOTE: These may not be actual gifts.

This lesson is only intended to help learners appreciate the need to wrap gifts.

LESSON 2 AND 3: Decorating for Christmas

Reference: Mathew 2:11

Key Message: I remember the birth of Jesus when I celebrate Christmas.

COMPETENCES

The learner

- identifies materials used for decoration.
- participates in decorating for Christmas.
- gives out gifts to one another.

| Life Skills | Indicators |
|--|---|
| Critical thinking Creativity skills | <ul style="list-style-type: none"> - Giving reasons for the decision taken - Finding different ways of doing things |

Values: Appreciation, cooperation, togetherness, love, sharing

Instructional Strategies: Demonstration, guided discussion

Instructional Resources: The Bible, Christmas tree, Christmas cards, gifts, flowers

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Ask the learners to share experiences on how they decorate for Christmas at home. • Demonstrate how to decorate for Christmas. • Guide the learners to share gifts. • Ask the learners to recite the key message. | <ul style="list-style-type: none"> • Shares experiences on how they decorate for Christmas. • Practises decorating for Christmas in class or any other selected place. • Give out gifts to one another. • Recites the key message, <i>"I remember the birth of Jesus when I celebrate Christmas."</i> |

Guidance on Assessment

- Observe and assess as the learner decorates for Christmas.
- Listen and assess as the learner suggests what he/she will continue doing to celebrate Christmas.

Sample Activity

- Decorating a room/ any other place for Christmas
- Opening and sharing gifts with friends.

Hint for the Teacher

- Select a place which the learners will decorate. You can use the classroom or any other convenient place.
- Collect the materials for decoration in advance.
- Remember to let the learners use the Christmas cards and wrapped gifts they made to decorate for Christmas.
- Guide the learners to share the gifts they prepared and wrapped. Make sure every learner receives a gift.
- Invite parents and teachers to be part of the Christmas party.



WEEK TEN

LESSON 1: The Parents of Jesus Christ

Reference: Bible -Mathew 1:18-21

Key Message: I thank God for my parents and the parents of Jesus Christ.

COMPETENCES

The learner

- mentions the names of his/her parents/guardians.
- identifies the names of the parents of Jesus Christ.
- says a prayer thanking God for the parents.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> • Self -awareness • Creative thinking | <ul style="list-style-type: none"> - Self- identification, knowing one's position - Finding a different way of doing things |

Values: Appreciation, love, respect

Instructional Strategies: Story-telling,

Instructional Resources: The Bible, DVDs, a chart showing Jesus Christ and His parents

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Ask the learners to mention names of their own parents /guardians. • Tell/sign the Bible story of Joseph and Mary from Mathew 1:18-21. • Guide the learners to draw the parents of Jesus Christ. • Guide the learners to say a prayer | <ul style="list-style-type: none"> • Mentions names of their parents/guardians. • Listens to the Bible story and answers questions. • Draws the parents of Jesus Christ. • Says a prayer thanking God for the parents. • Recites the key message, "<i>I thank</i> |

| Teacher's Activities | Learner's Activities |
|--|---|
| thanking God for the parents. • Guide learners to recite the key message. | <i>God for my parents and the parents of Jesus Christ."</i> |

Guidance on Assessment

- Listen and assess as the learner names his/her parents/guardians.
- Listen and assess as the learner names the parents of Jesus Christ.

Sample Activity

Saying a prayer;

God I thank you for

The parents of Jesus Christ

I thank you for my parents

Hint for the Teacher

As you ask the learners to name their parents or guardians, remember that not all learners have their real parents. Some parents may be dead.

LESSON 2: The place where Jesus Christ was born

Reference: Luke 2: 4-7, "The birth of Jesus Christ"

Key Message: I thank God for my place of birth.

COMPETENCES

The learner

- names his/ her place of birth.
- names the place where Jesus Christ was born.
- says a prayer thanking God for the Birth of Jesus Christ.

| Life Skills | Indicators |
|--|---|
| <ul style="list-style-type: none"> Self –awareness Critical thinking | <ul style="list-style-type: none"> Talking about one’s home tribe and culture, self- identification Making use of the information that you have |

Values: Appreciation, love

Instructional Strategies: Guided discovery, story-telling, think-pair-share

Instructional Resources: The Bible

| Teacher’s Activities | Learner’s Activities |
|--|--|
| <ul style="list-style-type: none"> Guide the learners to name their places of birth. Tell/sign the Bible story from Luke 2:4-7, and asking questions. Guide the learners to say a prayer thanking God for the Birth of Jesus Christ. Ask the learners to recite the key message. | <ul style="list-style-type: none"> Names their places of Birth. Listens to the story from Luke 2:4-7 and responds to questions. Says a prayer thanking God for the Birth of Jesus Christ. Recites the key message, “<i>I thank God for my place of Birth.</i>” |

Guidance on Assessment

- Listen and assess as the learner names his/ her place of birth.
- Listen and assess as the learner names the town where Jesus Christ was born.

Sample Activity

Saying a prayer;

God thank you for the birth of Jesus Christ

Thank you for Bethlehem

Where Jesus Christ was born

Amen.

Hint to the Teacher

- Jesus Christ was born in Bethlehem, a town of David, Jesus Christ's great parent. Bethlehem was in Judea.
- Share with the learners why Bethlehem is important to us as Christians.

LESSON 3: Importance of the birth of Jesus Christ to us

Reference: Isaiah 9:6-7, Mathew 1:21

Key Message: I thank God for giving me Jesus Christ.

Competences

The learners

- gives the importance of the birth of Jesus Christ.
- mentions his/her value as a learner.
- Shares what they are going to do to follow Jesus Christ.

| Life Skills | Indicators |
|---|--|
| <ul style="list-style-type: none"> • Self –awareness | <ul style="list-style-type: none"> - Self-identification, appreciating Jesus Christ for his love, knowing one's position and responsibility |

Values: Appreciation, responsibility, endurance

Instructional Strategies: Guided discovery, story-telling, recitation

Instructional Resources: The Bible, chart showing Jesus Christ's birth- place.

| Teacher's Activities | Learner's Activities |
|--|---|
| <ul style="list-style-type: none"> • Guide the learners to talk about their importance to their families and the community. | <ul style="list-style-type: none"> • Talks about their importance to their families and the community. |

| Teacher's Activities | Learner's Activities |
|--|--|
| <ul style="list-style-type: none"> • Tell/sign the prophecy about Jesus Christ from Isaiah 9:6-7 and asking questions. • Guide the learners to discuss the importance of the birth of Jesus Christ through guided discovery. • Guide the learners to share what they are going to do to follow Jesus Christ. • Guide the learners to recite the key message. | <ul style="list-style-type: none"> • Listens to the reading from Isaiah 9:6-7 and responds to questions about the importance of the birth of Jesus Christ. • Discusses the importance of the birth of Jesus Christ. • Shares what they are going to do to follow Jesus Christ. • Recites the message of the week, <i>"I thank God for giving me Jesus Christ."</i> |

Guidance on Assessment

- Listen and assess as the learner gives the importance of Jesus Christ's birth to us.
- Assess as the learner suggests what he/she is going to do to follow Jesus Christ.

Sample Activity

Saying a prayer thanking God for the Birth of Jesus Christ

Hint to the Teacher

The coming of Jesus Christ is important to us in that, He came to bring peace to the Israelites and to the whole world.

The importance of Jesus Christ to Christians

- Jesus Christ is Our leader
- Wonderful Counsellor
- Mighty God
- Eternal father,

- Prince of peace – our elder brother
- Jesus Christ out of his love brings justice to all human beings.
- He is a wonderful counsellor; he makes people to know their sins and repent.
- Share with the learners their importance as children to their families and the community (i.e. love, care, help and serve) the community.



WEEK 11 AND 12

These 2 weeks are dedicated to preparing for a drama about the birth of Jesus Christ.

- Tell the story of the birth of Jesus Christ to the learners.
- Let the learners choose the parts they would wish to act i.e. John the Baptist, Mary, Joseph, Shepherds, wise men, angel, King Herod.
- Other learners may form the singing team.
- Take individual learners through the parts they are to act.
- Use the CRE lessons and any other time available to practise the play.
- Find appropriate costumes for drama.
- Prepare/select appropriate songs to sing during presentation.
- Organise to present the play about the birth of Jesus Christ to parents of P2 class at the end of the term.
- You can also talk to relevant persons so that learners present their play to a bigger group in the school.

Reflexive Self-Assessment

Introduction

In Religious Education learner's reflection on what they have learnt is very important, it enables them to learn from religion and not merely about religion.

Learning from religion involves evaluating religion beliefs and values that learners have studied and reflecting on one's own belief in light of what he/she has learnt. This will enable you as the teacher to monitor attitude formation on learners after interacting with the content.

The current approaches in teaching RE have been rightly criticized because they lack tools for assessing attitude development. They give emphasis on cognitive competences which involve terminal examinations, yet values are not simply important for examination purposes but as a way of life.

In this resource book, reflexive assessment tool has been provided as a guide designed to help you the teacher to nature, monitor and assess attitude development.

Note:

- Attitudinal change may not be achieved in one lesson or even more reflexive assessment therefore has to be carried out continuously.
- You as the teacher of RE should be engaged in monitoring the learners to help them achieve the desired attitude formation.
- Choose any topic to help in formulating the assessment.
- Check the learners' attitudes as you interact with them.
- State your remarks on the values attained such as sharing, cooperation.

Sample Reflexive Self-Assessment Tool for Christian Religious Education

This questionnaire is intended to guide the learner's self-assessment of his/her Attitude and Values developed through learning Christian Religious Education

Sample Reflective Self-assessment of your attitude

Name.....Mary.....Class.....P2.....

Term.....1.....Year2019.....

A: The level to which you think you now possess the following skills (Your present attitude level)

Levels: 5 Very good at this, 4 Good at this, 3 Slightly good at this, 2 Not good at this, 1 Poor at this

| Topic | Area of self-assessment/ reflection | Number | Remarks |
|----------|--|--------|---------|
| 1 | Identifying family members | | |
| | Giving roles of different family members | | |
| | Importance of family members | | |
| 2 | My neighbour | | |
| | Respect and caring for my neighbour | | |
| 3 | Results of disrespect for neighbours | | |
| | The church as God's family | | |

B: How important do you think it is that you should possess/acquire the following skills?

Levels: 5 very important, 4 important, 3 slightly important, 2 slightly not important, 1 Not important

| Topic | Area of self-assessment/ reflection | Number | Remarks |
|----------|--|--------|---------|
| 1 | Identifying family members | | |
| | Giving roles of different family members | | |
| | Importance of family members | | |
| 2 | My neighbour | | |
| | Respect and caring for my neighbour | | |
| 3 | Results of disrespect for neighbours | | |
| | The church as God's family | | |



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE