



PEAS Scheme of Work: CRE

SENIOR ONE

Peas
PROMOTING EQUALITY IN AFRICAN SCHOOLS

S1 students will be doing a project in CRE/IRE during Term 3. Please indicate in this Scheme of Work which weeks this will take place.

Subject: CRE

Class: S.1

Term: ONE

Teacher's Name:

Time allocation: 2 periods a week

When it comes to planning your lessons use the structure: starter, I do, we do, you do, plenary. The starter is a written task that reviews previous learning. Ensure your lessons provide regular and extended opportunities for independent practice.

YPR:

Y= yes, I taught the lesson

P= I partially taught it e.g. I didn't get through all the content.

R= I taught the lesson, but I think students would benefit from a review

Week Subtopics	Learning outcome	Methodology	Teaching/ Learning resources	Y P R
Theme: Mans relationship with God Competency: Learner understands worship and how it's derived from the Holy books and can relate the different forms of worship to the daily life.				
1.1 Meaning of worship and forms of worship	Understanding different forms of worship that demonstrate faith, trust, commitment and obedience to God	<ul style="list-style-type: none"> Narrate a story about one of the religious people in the Bible and how they worshiped God. Group learners, provide guiding questions and task them to discuss and present their findings from the story. Instruct learners to give the different forms of worship in the modern society. 	Pictures of people worshipping and the different forms of worship Christian Religious Education (CRE), Learners' Book 1, Pg2 NCD CRE Teacher's Guide Senior One.	

	To know the value of communicating to God through different forms of worship.	<ul style="list-style-type: none"> • Display a chart with form of worship in modern society. • Individually, learners outline some of the forms of worship today , in their notebooks. 	Christian Religious Education (CRE), Teacher's Guide Book 1;Pg 2	
1.2 Different forms of worship. Worship through praying Importance of prayer	<p>Understand the different forms of worship in the Christian church.</p> <p>Understand ways of praying as an expression of respect to God.</p>	<ul style="list-style-type: none"> • Displays pictures showing people praying and guide learners to interpret them • Guide learners to brainstorm about prayer • Learners in their groups discuss the meaning of prayer and everything they know about prayer. • Learners present their ideas and write in their books 	<p>Christian Religious Education (CRE),, Learners' Book 1, Pg2-3</p> <p>NCD CRE Teacher's Guide Senior One.</p> <p>Christian Religious Education (CRE), Teacher's Guide Book 1;Pg 3-4</p> <p>Pictures on a chart showing people praying.</p> <p>Video clip showing people praying.</p>	
2.1 Types of prayer Importance of prayer	<p>Understanding the types and importance of prayer in the daily lives of Christians.</p> <p>Understanding Jesus' prayer life</p>	<ul style="list-style-type: none"> • Explains to learners' different types of prayer e.g. individual prayer. • Guide learners to derive other types of prayer through discussions in their groups. • Task learners to share their findings. 	<p>Christian Religious Education (CRE), Learner's Guide Book 1, Pg 13-16.</p> <p>NCD CRE Teacher's Guide Senior One.</p>	

Jesus' prayer life		<ul style="list-style-type: none"> Individually, learners are tasked to write the importance of prayer in their daily life. (use their notebooks). 	<p>Christian Religious Education (CRE), Teacher's Guidebook 1, Pg 19-22.</p> <p>Pictures showing the different forms of prayer.</p>	
2.2 Jesus' teaching about prayer	Understanding Biblical teaching and the value of prayer	<ul style="list-style-type: none"> Display any prayer extracted from the bible and task students to look out for it from the bible(s). Using a Think-pair and share approach, task learners to share details of where the prayer is found in the bible, author and what it is all about. In groups, learners are tasked to read the prayer and share lessons learnt from prayer (E.g Jesus' prayer which he taught his disciples). Task individual learners to compose a prayer about a difficult situation they have ever faced. 	<p>Bible (Mathew 6:5-15)</p> <p>Christian Religious Education (CRE), Learners' Book 1 Pg 17-18</p> <p>NCD CRE Teacher's Guide Senior One.</p> <p>Christian Religious Education (CRE), Teacher's Guide Book 1;Pg 26-29</p>	
<p>Topic: Worship</p> <p>Competency: Learner understands worship and how it's derived from the Holy books and can relate the different forms of worship to the daily life.</p>				

<p>3.1.</p> <p>Worship through praying in the early church</p>	<p>Understands the role of worship in the lives of apostles in the early church.</p>	<ul style="list-style-type: none"> • Read loudly to the learners (Acts 4:24) and share with them what makes a good prayer (while referring to the bible verse). • Task learners in their groups to read the same book and fill in the circle; forms of worship the apostles in the early church practiced. • Instruct them to write the role of prayer in the lives of the apostles. • Learners then individually read and write a prayer said by believers in Acts 4:24 and present to the class. 	<p>Bible (read Acts 4:24.</p> <p>Christian Religious Education Learners' Book 1.Pg 21</p> <p>Christian Religious Education, Teacher's Guide Book 1,Pg 33</p>	
<p>3.2</p> <p>Fellowship among early Christians:</p> <p><i>Exploring open air preaching as a way of worshipping God</i></p>	<p>Understanding the ways in which fellowship was done among the early believers.</p>	<ul style="list-style-type: none"> • Guides learners to the relevant Bible verses • Instruct learners to brainstorm the ways of worship among the early believers • Instructs learners to present their findings and write a summary in their books on the ways of worship among early believers. 	<p>Bible(Acts 1:15-26; 2:41-47;5:1-11;6:1-6)</p> <p>Christian Religious Education Learners' Book 1.Pg 23-25</p> <p>Christian Religious Education (CRE), Teacher's Guide Book Pg 37</p>	

4.1.	Understanding the meaning, importance, and attitudes of people about open air preaching	<ul style="list-style-type: none"> • Demonstrates how open-air preaching is carried out using video or pictures. • Tasks learners to share their observations in the video/pictures and what they think about it. • Teacher tasks learners to discuss the advantages disadvantages of open-air preaching • Tasks groups plan a skit each of 7 minutes to demonstrate the advantages and advantages that come out of the groups. The presentation is in the next lesson. 	<p>Christian Religious Education Learners' Book 1.Pg 25-26</p> <p>Christian Religious Education (CRE), Teacher's Guidebook Pg 38-40</p> <p>Pictures/videos showing people preaching on streets crusades etc.</p>	
4.2	Understanding the meaning, importance, and attitudes of people about open air preaching	<ul style="list-style-type: none"> • Using s starter activity, introduces the lesson. • With clear instructions, tasks groups to make presentations while individual students note of advantages and disadvantages of open-air preaching • Facilitates a brainstorming session on key observations in relation to advantages and disadvantages of open-air preaching. • Tasks individual learners to write a letter to the LC1 chairman complaining about the impact of having open air preachers in their community. 	<p>Christian Religious Education Learners' Book 1.Pg 25-26</p> <p>Christian Religious Education (CRE), Teacher's Guidebook Pg 38-40</p>	

Topic: Worship Competency: : Learner understands worship and how it's derived from the Holy books and can relate the different forms of worship to the daily life.				
5.1 Dancing as a form of worship	Understand the practice of dancing while worshipping God.	<ul style="list-style-type: none"> • Explain the meaning of dancing with the use of short video and/or picture in the learners' book. • Ask learners who have participated in the same activity at their place of worship to share experience and demonstrate. • In groups learners are tasked to read the bible texts about dancing and answer the questions that follow. • Learners write the answers in their books. • Homework: In groups, guides students to plan for a musical presentation in the next lesson. 	Picture with people dancing in churches. Bible (<i>Exodus 15:20; 2Smuel 6:16; Psalms 30:11; Psalms 149:03; Psalms 150:04</i>). Christian Religious Education Learners' Book 1.Pg 27-28 & Fountain Christian Religious Education, Learners' Book 1 Pg51-52. Christian Religious Education, Teacher's Guide Book 1	
5.2 Dancing as a form of worship	Understand the practice of dancing while worshipping God.	<ul style="list-style-type: none"> • Using s starter activity, introduces the lesson. • With clear instructions, learners to make presentations. • Tasks individual learners to answer questions provided based on their observations. 	Christian Religious Education Learners' Book 1.Pg 27-28 & Fountain Christian Religious Education, Learners' Book 1 Pg51-52.	

			Christian Religious Education, Teacher's Guide Book 1	
6.1 Offertory as a form of worship	Understand the forms and importance offertory to God.	<ul style="list-style-type: none"> • Demonstrate to the learners the meaning of offertory by displaying pictures • In groups, learners are tasked to explain what is happening in the pictures displayed and how churches use offerings. • Task learners to explore offertory and its purpose in the bible (Learners read the bible). • Provide a task in groups requiring learners to answer questions using the bible text. • Responses are written in individual learners note books. 	<p>Pictures with people making offertory to their God.</p> <p>Bible(Genesis 4;2-7; Exodus 35:05)</p> <p>Christian Religious Education Learners' Book 1.Pg 28-29 &</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg37-40.</p> <p>Christian Religious Education, Teacher's Guide Book 1</p>	
<p>Topic: Worship</p> <p>Competency: Learner understands worship and how it's derived from the Holy books and can relate the different forms of worship to the daily life.</p>				

<p>6.2</p> <p>Biblical Teaching on Fasting</p>	<p>Understand the meaning and purpose of fasting.</p>	<ul style="list-style-type: none"> • Task learners to study the pictures of the bishop smearing ash on the people's foreheads and ask them to give their opinion on the ritual. • Task them to read the text on Pg 30 and brainstorm on the meaning of fasting, ways of fasting and benefits. • Guide learners to present their findings to the class. • Ask learners to write their answers in their books. • Tasks individual learners to write a letter to their friend explaining to them how and why they will be fasting during the lent season. . 	<p>Bible (Exodus 34:28; Judges 20:26; 1Kings 21:25-27 etc).</p> <p>Christian Religious Education (CRE) Learners' Book 1.Pg 31-32 & Fountain Christian Religious Education, Learners' Book 1 Pg 40-41.</p> <p>Fountain Christian Religious Education Teacher's Guide Book 1,Pg 57-60.</p> <p>Christian Religious Education (CRE) Teacher's Guide Book 1; Pg 46-49</p>	
<p>7.1</p> <p>Biblical Teaching on Fasting</p>	<p>Understand the meaning and purpose of fasting.</p>	<ul style="list-style-type: none"> • Using s starter activity, introduces the lesson. • Task learners to work in their groups, read the bible texts on Pg31 • Tasks them to identify the teaching and the purpose of fasting as indicated in the bible. • Each group is tasked to share their findings. • Individually, students write in their books the main purpose of fasting for Christians today and the different ways how people fast. 	<p>Bible (Exodus 34:28; Judges 20:26; 1Kings 21:25-27 etc).</p> <p>Christian Religious Education (CRE) Learners' Book 1.Pg 31-32 & Fountain Christian Religious Education, Learners' Book 1 Pg 40-41.</p> <p>Fountain Christian Religious Education Teacher's Guide Book 1,Pg 57-60.</p>	

			Christian Religious Education (CRE) Teacher's Guide Book 1; Pg 46-49	
7.2. Worshipping in the lives of the Apostles	Understand the role of worship in the lives of the apostles.	<ul style="list-style-type: none"> • Introduce the sub-topic, explain who apostles are, while giving 2 examples from the bible. • Ask learners in their groups to give other examples of apostles and what they know about them. • In groups, learners read the bible to understand the forms of worship among the apostles; and compare them to each other. • Individually, learners research and write about the value and importance of worship. 	<p>Bible (Acts 4:23-31)</p> <p>Christian Religious Education (CRE) Learners' Book 1.Pg 31-32</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg 40-41.</p> <p>Fountain Christian Religious Education Teacher's Guide Book 1, Pg 64-67</p> <p>Christian Religious Education (CRE) Teacher's Guide Book 1; Pg 45-47.</p>	
8.1. Worshipping in the lives of the Apostles	Appreciate the purpose of worship	<ul style="list-style-type: none"> • Recap and asks learners to write in their books 5 names of the apostles from the bible. • In groups, learners read the bible and identify the purpose of worship using the apostles as examples. • Individually, learners write a report on various forms of worship as presented in the bible. 	<p>Bible (Acts 4:23-31)</p> <p>Christian Religious Education Learners' Book 1.Pg 31-32</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg 40-41.</p>	

			Fountain Christian Religious Education Teacher's Guidebook 1, Pg 64-67 Christian Religious Education Teacher's Guidebook 1;Pg 45	
8.2. Emerging practices of worship in the modern world	Understanding the worship practices in the modern world.	<ul style="list-style-type: none"> • Introduce the lesson by telling a story exhibiting how different people in modern society worship. • Ask learners to all read the introductory text on Pg 47. • In groups learners brainstorm and identify the emerging practices of worship today and relate them to the bible times; while giving reasons why such practices have come up. • Learners present findings to other groups and the teacher and individual take notes thereafter. 	<p>Pictures exhibiting how different people in modern society worship.</p> <p>Christian Religious Education Learners' Book 1.Pg 31-32 & Fountain Christian Religious Education, Learners' Book 1 Pg47-49.</p> <p>Fountain Christian Religious Education Teacher's Guide Book 1, Pg 68-70</p> <p>Christian Religious Education (CRE) Teacher's Guide Book 1; Pg 45-47.</p>	
9.1. Night prayers fellowships street preaching dancing in church speaking	Understand the origin, meaning and benefits of the modern practices of worship.	<ul style="list-style-type: none"> • Introduce the lesson by showing scenarios of people participating in night prayer and fellowships, using either a video, audio or pictures. 	Short Video , audio or pictures people participating in night prayer & fellowships.	

in tongues use of music instruments during worship.		<ul style="list-style-type: none"> • In groups, allocate tasks (<i>night prayers and fellowships</i>) to individual groups who later present their findings on manila/flip charts. • Individual students write main ideas presented and corrected by the teacher, in their notebooks. 	<p>Fountain Christian Religious Education, Learners' Book 1, Pg48-51.</p> <p>Fountain Christian Religious Education Teacher's Guide Book 1, Pg 71-74</p>	
9.2. Night prayers fellowships street preaching dancing in church speaking in tongues use of music instruments during worship	Understand the origin, meaning and benefits of the modern practices of worship	<ul style="list-style-type: none"> • Introduce the lesson by showing scenarios of people participating in night prayers, fellowships, street preaching and dancing in church; using either a video, audio or pictures. • In groups, allocate tasks (<i>street preaching and dancing in church</i>) to individual groups who later present their findings on manila/flip charts. • Individual students write main ideas presented and corrected by the teacher, in their notebooks. 	<p>Short Video , audio or pictures people participating in street preaching and dancing in church</p> <p>Fountain Christian Religious Education, Learners' Book 1, Pg48-51.</p> <p>Fountain Christian Religious Education Teacher's Guide Book 1, Pg 71-74</p>	
10.1 Worship before the coming of religion in Africa.	Understanding the African traditional way of worshipping.	<ul style="list-style-type: none"> • Guide learners to identify forms of worship, beliefs and practices in African traditional society. • Guides learners to identify reasons why Africans worshipped God. • Learners share and write in their books. 	<p>Fountain Christian Religious Education, Learners' Book Pg 56-59.</p> <p>Fountain Christian Religious Education Teacher's Guide Book</p>	

10.2 Worshipping practices in African traditional religion.	Understanding the places and worshipping practices in African traditional society.	<ul style="list-style-type: none"> • Mention some African practices and places of worship • Task learners to discuss one of the societies in line with worship rituals and practices. • Learners write a report and present it to the teacher for further discussion. 	Fountain Christian Religious Education, Learners' Book Pg 60-61	
11.1 Activity of Integration	Ability to exhibit knowledge, skill and application of key concept from content covered in Chapter 1	<ul style="list-style-type: none"> • Give instructions to learners. • Give an activity of integration to check for learners understanding and ability to apply what has been learnt. 	Fountain Christian Religious Education, Learners' Book Pg 62-63 Fountain Christian Religious Education Teacher's Guide Book 88-89	
12	Week 12 should be used for report card preparation, and sitting/reviewing/marking termly exams			

Subject: CRE

Class: S.1

Term: TWO

Teacher's Name:

Time allocation: 2 periods a week

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YPR:

Y= yes, I taught the lesson

P= I partially taught it e.g. I didn't get through all the content.

R= I taught the lesson, but I think students would benefit from a review

Week	Learning outcomes	Methodology	Teaching/Learning resources	<u>Y</u> <u>P</u> <u>R</u>
Subtopics				
Theme: Man's relationship with God				
Competency: The learner understands religious rituals and celebrations as a means of promoting unity, love and commitment to God				
1.1 Christian rituals conducted in church today	Understand the main rituals practiced by Christians in order to develop unity and love.	<ul style="list-style-type: none"> • Give the meaning of rituals and celebrations, while providing examples. • Learners identify Christian rituals by the guidance using pictures/video. • Learners reflect on the video/pictures and present their findings • Learners write in their note books the discussed work above. 	Picture/short video showing people participating in. Fountain Christian Religious Education, Learners' Book 1, Pg 65-67 Fountain Christian Religious Education Teacher's Guide Book 1, Pg 92-96. Religious Education Religious Education learner's Book Pg 60-61.	
2.1 The importance of observing Christian rituals: Baptism	Understand the way baptism is conducted and its importance to a Christian	<ul style="list-style-type: none"> • Explain the meaning of the term baptism. • Ask learners to describe a baptism ceremony they have ever attended • Learners are tasked to describe the steps taken during baptism. • Learners discuss the importance of baptism to a Christian and write in their books. 	Fountain Christian Religious Education, Learners' Book 1, Pg 67-69. Fountain Christian Religious Education Teacher's Guide Book 1, Pg 97-100	

			<p>Religious Education learner's Book Pg 61-62.</p> <p>Religious Education Teacher's Book Pg 98-99.</p>	
<p>3.1</p> <p>Confirmation ritual</p>	<p>Understanding the meaning and benefits of confirmation</p>	<ul style="list-style-type: none"> • Explain the meaning of confirmation to the learners. • Task learners to describe a confirmation ritual they have ever attended. • In their groups they discuss the benefits of confirmation to a Christian. • Share the findings with the class and write in their notebooks 	<p>Christian Religious Education Learners' Book 1.Pg 63.</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg 70.</p> <p>Fountain Christian Religious Education Teacher's Guide Book 1, Pg 100-101.</p> <p>Christian Religious Education (CRE) Teacher's Guide Book 1; Pg 100.</p> <p>Pictures of children getting confirmed.</p>	
<p>4.1</p> <p>Marriage ritual</p>	<p>Understand the meaning of a Christian marriage and how it expresses commitment and love to God and fellow man.</p>	<ul style="list-style-type: none"> • Explain the meaning of the term wedding to the learners. • Task learners to describe a wedding they have attended and mention the key people involved. • In group learners discuss the importance of a marriage ritual to a Christian. • Learners write in their books. 	<p>Christian Religious Education Learners' Book 1.Pg 63-64.</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg 70-72.</p> <p>Fountain Christian Religious Education Teacher's Guide Book 1, Pg 101-103</p>	

			<p>Christian Religious Education (CRE) Teacher's Guide Book 1; Pg 101-102.</p> <p>Photos of people wedding and a priest performing a marriage ceremony.</p>	
5.1 Ordination	Understanding the purpose of ordination ritual in the church.	<ul style="list-style-type: none"> • Explain the meaning of ordination by use of acts 6:1-6. • Task learners to give the lessons learnt from it about ordination. • Learners identify the people in their community who are ordained and the purpose of ordination. • Learners write notes in their books to describe ordination 	<p>Christian Religious Education Learners' Book 1; Pg 64-65.</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg 72-73.</p> <p>Fountain Christian Religious Education Teacher's Guide Book 1,103-105.</p> <p>Christian Religious Education (CRE) Teacher's Guide Book 1; Pg 102.</p> <p>Video or Photo of a bishop appointing a priest.</p>	
6.1 Christian rituals and their origin in the Bible: Old Testament	Understand the main rituals practiced by Christians to develop unity and love.	<ul style="list-style-type: none"> • Guide learners to read relevant verses in the Bible. • Guide learners to interpret the verses and find out the other rituals in the Bible and how they were being performed. • Learners summarize the rituals identified in their books. 	<p>Bible (Genesis 2:3; Exodus 20:11;1Samuel 7:8; Joel 2:12-13 etc).</p> <p>Christian Religious Education Learners' Book 1; Pg 70-71.</p>	

			<p>Fountain Christian Religious Education, Learners' Book 1 Pg 73-74.</p> <p>Fountain Christian Religious Education Teacher's Guidebook 1, Pg 105-107</p> <p>Christian Religious Education (CRE) Teacher's Guidebook 1; Pg 108-109.</p>	
<p>7.1</p> <p>Rituals in the New Testament</p>	<p>Learners understand the rituals in the New Testament</p>	<ul style="list-style-type: none"> • Share a story of the birth of Jesus with learners. • Task learners to identify rituals in Jesus' life. • In groups learners discuss why Jesus participated in the ritual of baptism yet he was a son of God. • Learners write a summary in their books. 	<p>Christian Religious Education Learners' Book 1. Pg 110-111.</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg 74-75.</p> <p>Fountain Christian Religious Education Teacher's Guide Book 1, Pg 107-110.</p> <p>Christian Religious Education (CRE) Teacher's Guide Book 1; Pg 72-73.</p> <p>Bible : Mathew 3:13-17; 26 17-30; Luke 2:21-40</p>	

			Relevant Christian magazines with pictures and content on ritual in the New Testament.	
8.1 Christian symbol celebrations	Understanding symbols and what they represent in Christianity	<ul style="list-style-type: none"> • Display some symbols used in Christianity • Learners identify the symbols and what they represent in Christianity • Learners suggest other symbols used in Christianity and what they represent. • Learners write about the different symbols and what they represent in their books. 	<p>Physical symbols (Rosary, cross, holly candle, bible etc) and /or a pictures showing some other symbols</p> <p>Christian Religious Education Learners' Book; Pg 67-68.</p> <p>Christian Religious Education (CRE) Teacher's Guide Book 1; Pg 105-106.</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg 81-85.</p> <p>Fountain Christian Religious Education Teacher's Guide Book 1, Pg 116-121.</p>	
9.1 Rituals in African Traditional Society	Understand the traditional African rituals from birth to death	<ul style="list-style-type: none"> • Narrate a story with incites of pregnancy, birth and puberty rites in any of the African traditional society. • Learners identify the rites in the story and discuss how they relate with life today • Each Learner conducts research on the internet and also asks parents about how pregnancy, birth 	<p>Christian Religious Education Learners' Book 1.Pg 73-78.</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg40-41.</p>	

		and puberty rites are conducted in his/her culture. Write a report and share finds with the class	Fountain Christian Religious Education Teacher's Guide Book 1, Pg 112 Christian Religious Education (CRE) Teacher's Guide Book 1; Pg 112-130. Pictures showing pregnancy, birth and puberty rites. Internet	
10.1 Rituals in African Traditional Society.	Understand the traditional African rituals from birth to death.	<ul style="list-style-type: none"> • Show a short video/pictures of a traditional marriage ceremony and death rituals. • Learners identify the rituals. • Learners role-play a traditional marriage ceremony and answer questions in Learners' book. • Each Learner researches on the internet and also asks parents about rituals performed when a family member dies. They then write a report and share finds with the class 	Christian Religious Education Learners' Book 1.Pg 77-78. Fountain Christian Religious Education, Learners' Book 1 Pg40-41. Fountain Christian Religious Education Teacher's Guide Book 1, Pg 112 Christian Religious Education (CRE) Teacher's Guide Book 1; Pg 122-130. Pictures showing pregnancy, birth and puberty rites. Internet	

<p>11.1.</p> <p>Christian cerebrations.</p>	<p>Understanding celebrated occasions among Christians and their importance</p>	<ul style="list-style-type: none"> • Display pictures or video depicting Christian celebrations • Learners share stories about Christian celebrations they have participated in. • Each learner chooses a Christian celebration and write about its origin and importance in the Christian church 	<p>Pictures or video of Christian cerebrations</p> <p>Christian Religious Education Learners' Book 1;Pg 79-81</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg 85-87.</p> <p>Fountain Christian Religious Education Teacher's Guide Book 1; Pg 122-128</p> <p>Christian Religious Education (CRE) Teacher's Guide Book 1; Pg 130-132.</p>	
<p>12.1</p> <p>Celebrations in traditional Africa</p>	<p>Understanding celebration in traditional African society, their similarities, and differences</p>	<ul style="list-style-type: none"> • Displays some pictures/video of celebrations in traditional African society. • Learners identify, share, and write in their books. • Learners are tasked to research from the internet, resource people and library for more information. Learners write a summary of their findings in their books. 	<p>Resource people (parents to twins, traditional chiefs etc).</p> <p>Pictures or video of Christian cerebrations in the traditional African society</p> <p>Christian Religious Education Learners' Book 1; Pg 82-84.</p> <p>Fountain Christian Religious Education, Learners' Book 1; Pg 89-90.</p>	

			<p>Fountain Christian Religious Education Teacher's Guidebook 1; Pg 128-129</p> <p>Christian Religious Education (CRE) Teacher's Guidebook 1; Pg 135-137.</p>	
Activity of Integration	<p>Ability to exhibit knowledge, skill and application of key concept from content covered in Chapter 2</p>	<ul style="list-style-type: none"> • Gives Instructions to learners. • Give an activity of integration to check for learners understanding and ability to apply what has been learnt. 	<p>Christian Religious Education Learners' Book 1; Pg 84-86.</p> <p>Christian Religious Education (CRE) Teacher's Guidebook 1; Pg 138-139.</p> <p>Fountain Christian Religious Education, Learners' Book Pg 90-91.</p> <p>Fountain Christian Religious Education Teacher's Guidebook, Pg 130.</p>	

Subject: CRE

Class: S.1

Term: THREE

Teacher's Name:

Time allocation: 2 periods a week

When it comes to planning your lessons use the structure: starter, I do, we do, you do, plenary. The starter is a written task that reviews previous learning. Ensure your lessons provide regular and extended opportunities for independent practice.

YPR:

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P= I partially taught it e.g. I didn't get through all the content.

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Week Subtopics	Learning outcome	Methodology	Teaching/ Learning resources	Y P R
Theme: Mans relationship with God Topic: Values in Christianity, Islam, and African Traditional Religion. Competency: The learner appreciates the beliefs and moral practices in other religions to develop tolerance to other faiths to live in harmony with them in an adverse world.				
1.1 The foundation of Christianity, Islam, and African traditional religions	<p>To understand the meaning of religion and the foundation of Christianity, Islam, and African traditional religion</p> <p>To understand the characteristics of religions other than their own for purposes of harmonious living</p>	<ul style="list-style-type: none"> • Uses pictures/skits/video/story to introduce the topic. • Asks students to reflect & discuss (in pairs) the meaning of “religion”; list religions they know and what they know about those religions. • Displays key characteristics of the 3 key religions. • Task learners in groups, to read handouts and pick out key facts on the origins of Christianity, Islam, and African traditional religions. Group representatives present their findings. • Tasks individual learners to write key features of their religions (Islam, Christianity, and African Traditional Religious beliefs) and suggest ways how their religions are harmoniously live with each other. Marks learners’ books. 	<p>Baroque; New Lower Secondary School Curriculum; Christian Religious Education; Learners Book Pg 61/2.</p> <p>Bible Exodus 20:3-17; Genesis 17-19; Isaiah 40-3-5; Mark 15 27 etc).</p> <p>Christian Religious Education Learners’ Book 1; Pg 87-93.</p> <p>Fountain Christian Religious Education, Learners’ Book 1; Pg 93-95.</p> <p>Fountain Christian Religious Education Teacher’s Guidebook 1, Pg 64-67.</p> <p>Christian Religious Education (CRE) Teacher’s Guidebook 1; Pg 143-159.</p>	

<p>2.1</p> <p>The foundation of Christian</p>	<p>To understand the common beliefs across Christianity</p>	<ul style="list-style-type: none"> • Introduces lesson with a short story on how religions were introduced in Uganda and how it spread across the country. • Using the story, students are asked to tell the religion in the story. • Learners are tasked to define what Christianity is? • In groups, learners are tasked to read the bible verses (Acts 5:30-32:2; 1-2) OR can research on internet to learn the origin of Christianity. Using the findings, groups are tasked to role play Jesus' crucifixion (saying the words Jesus uttered). • Individual learners, write in their books, about the origin of Christianity in the world. 	<p>Baroque; New Lower Secondary School Curriculum; Christian Religious Education; Learners Book Pg 63-64</p>	
<p>3.1</p> <p>The foundation of Islam</p>	<p>To understand the foundation of Islam and its beliefs.</p>	<ul style="list-style-type: none"> • Tell a story of a world with social injustices/Show a short movie about a pre-Islamic injustice. Ask students to reflect on the content. • Using the story/video, introduce the pre-Islamic period (Jahiliyya). • In groups, task learners to read content on pre-Islamic Arabia and compare the characteristics of the Arabic culture today and that of the past. After, learners share findings. • Task Individual learners to make notes on the key beliefs of Islam. <p>Homework: Research</p> <ul style="list-style-type: none"> • Group work: Origin of Islam, Islamic Calendar, Islamic symbols, Pillars of Islam, Sharia law, 	<p>Baroque; New Lower Secondary School Curriculum; Christian Religious Education; Learners Book Pg 65</p> <p>Christian Religious Education Learners' Book 1.; Pg 88-89.</p> <p>Christian Religious Education (CRE) Teacher's Guidebook 1; Pg.143-150.</p>	

	To understand the origin of and the important features of Islam	<p>Muslim prayer, Muslim holidays; and features of Islam. Marks the learners' books</p> <ul style="list-style-type: none"> Note: Ensures groups share their findings and all learners have notes on the subject 	<p>Fountain Christian Religious Education, Learners' Book 1; Pg 144-147.</p> <p>Fountain Christian Religious Education Teacher's Guidebook 1; Pg 98-101.</p> <p>Baroque; New Lower Secondary School Curriculum; Christian Religious Education; Learners Book; Pg 70, 67-69 & Pg 71-72</p>	
4.1 The origins of African traditional religion	To understand the origins of African traditional religion	<ul style="list-style-type: none"> Introduces the topic using pictures/skit/video/hand out to help students understand the African traditional religion. Through Brainstorm, tasks learners share their findings (following set questions). Using guiding questions, a resource person explains to the learners about the origins of African traditional religion. Tasks individual learners to research and write notes on what Africans would traditionally do to the spirits of the ancestors. 	<p>Baroque; New Lower Secondary School Curriculum; Christian Religious Education; Learners Book Pg 72</p> <p>Christian Religious Education Learners' Book 1. Pg 96.</p> <p>Christian Religious Education (CRE) Teacher's Guidebook 1; Pg 163-169.</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg40-41.</p> <p>Fountain Christian Religious Education Teacher's Guidebook 1, Pg 64-67</p>	

			Pictures/video showing traditional African religious practices.	
5.1 The relationship between the old and New Testament	To understand the similarities and differences between the old and the New Testament	<ul style="list-style-type: none"> • Reads the introduction of the lesson in the teachers' guide. • Tasks learners in their groups to read Bible references in the learners' books, linking the New & Old Testament. • Guides learners to identify similarities and differences between the Old and New Testament. Groups are tasked to make a presentation of their findings (Learners take notes in the process). • Using the learners' Textbook and the bible, tasks individual learners to identify the Old testaments prophecies about Christ. (Work to be presented for marking). 	<p>Baroque; New Lower Secondary School Curriculum; Christian Religious Education; Learners Book Pg 73.</p> <p>Bibles (Malachi 3:1; Isiah 7:10; Ezekiel 34:11ff; Palms 2:1-12; 22:1-21 etc).</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg 103</p> <p>Fountain Christian Religious Education Teacher's Guidebook 1, Pg 149-154.</p>	
6.1. The Torah and the Ten Commandments the Christianity	To understand the values promoted by the ten commandments	<ul style="list-style-type: none"> • Shows a video/picture/ plays a song related to subjects. • Conducts a brainstorm and tasks learners to answer questions related to the Torah. • Explain the meaning of the term Torah (using the Teachers' guide) and tasks learners to share what they know about the laws the govern the country OR School rules and regulations. 	<p>Baroque; New Lower Secondary School Curriculum; Christian Religious Education; Learners Book Pg 76 & 77</p> <p>Bible (Exodus 20:1-17)</p>	

		<ul style="list-style-type: none"> In groups, learners discuss the importance of laws in society and present their findings. Tasks individual learners to read the bible text about the Ten Commandments and write them in their books. In addition, task them to share the benefits of following the ten commandments. 	<p>Christian Religious Education Learners' Book 1; Pg 94-95.</p> <p>Christian Religious Education (CRE) Teacher's Guidebook 1; Pg 160-162.</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg 104-106.</p> <p>Fountain Christian Religious Education Teacher's Guidebook 1; Pg 151-154.</p>	
	Understand the five pillars of Islam	<p>Research work</p> <ul style="list-style-type: none"> Tasks learners (in groups) to do research on the five pillars of Islam and the values promoted by the pillars of Islam. (Ensure all students have the notes and groups present their findings) 	Baroque; New Lower Secondary School Curriculum; Christian Religious Education; Learners Book Pg 77	
7.1. Common beliefs in Islam, Christianity, and African Traditional Society: Monotheism in Christianity, Islam,	Understand the common beliefs across Islam, Christianity, and traditional religions	<ul style="list-style-type: none"> Introduce the lesson using a short skits showing how different people belonging to the Islam, Christianity, and traditional religious faith; have common believes. Uses brain storm for learners to share the reflections from the skit and their understanding of monotheism (poses questions). In groups, learners are tasked to identify the common believes and the religions that subscribe to those believes. 	<p>Islamic, Christianity and African Traditional Society literature on beliefs.</p> <p>Christian Religious Education Learners' Book 1; Pg 97-99.</p> <p>Christian Religious Education (CRE) Teacher's Guidebook 1; Pg 170-171.</p>	

and African Traditional Religion		<ul style="list-style-type: none"> Learners present their findings to the class and teachers clarify where gaps are identified. Learners individually read a text and Poem on Pg 158 to understand monotheism and its features. Or Students read tasked to research on the topic and present their work to the teacher. 	<p>Fountain Christian Religious Education, Learners' Book 1; Pg 107-108.</p> <p>Fountain Christian Religious Education, Teacher's Guide, book 1; Pg 156-159.</p>	
8.1 Monotheism in Christianity and Islam	Understand the relationship between Christians and Islamic beliefs.	<ul style="list-style-type: none"> Write a starter activity on the BB to help students reflect and recall on the features of monotheism in Islam & Christianity. Guides Learners in groups to read scriptures and use the library research to identify similarities/differences between Christianity and Islam. Learners individually write a letter to their friend in another school, informing them on the similarities/differences between Christianity and Islam. Homework: Tasks learners to research on how God relates with human beings in the different religions. Asks learners to write their findings in the notebooks and marks them. 	<p>Bible (Exodus 20:1-7, 1Timothy:2-5.1Cor 8-6)</p> <p>Islamic and Christianity literature on beliefs.</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg 110 &174-185.</p> <p>Fountain Christian Religious Education Teacher's Guide, Book 1; Pg 159-163.</p>	
9.1 Reading and reciting the Nicene Creed:	To understand the Nicene Creed and how it relates with God	<ul style="list-style-type: none"> Before the lesson, tasks learners in their groups to research the Nicene Creed in class and learn to recite/read it aloud. Introduces the subject and displays the Nicene Creed. Tasks learners to read it out loud. 	<p>Bible</p> <p>Christian Religious Education Learners' Book 1; Pg 100.</p>	

<p>How the Nicene Creed relates to the relationship with God</p>		<ul style="list-style-type: none"> • In groups, tasks learners to identify the Christian values of the Nicene Creed and the nature of God reflected in the Nicene Creed. They share their findings. • Individual learners are tasked to write in their note books how the nature if God reflected in the Nicene Creed relates in their lives and how they can live by it to get eternal lives. 	<p>Christian Religious Education (CRE) Teacher's Guidebook 1; Pg 179-180.</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg 119-120.</p> <p>Fountain Christian Religious Education Teacher's Guidebook 1, Pg 173-174.</p>	
<p>10.1.</p> <p>Living in harmony with others.</p> <p>Exploring the need for harmony in the New Testament</p>	<p>To understand the need for harmony according to the New Testament</p>	<ul style="list-style-type: none"> • Task learners in their groups to study the picture of Jesus and the Samaritan woman and give their opinions on what it shows us about living in harmony. • Instruct learners to read the Biblical texts and identify the incidents that promote harmony and Christian values in a table. • Groups present their findings to the class and then make notes in their books. 	<p>Bibles (Luke 9:40-50; John 4:7-27; Romans 14:1-23; 1Cor 10:31-32 etc).</p> <p>Christian Religious Education Learners' Book 1; Pg 101-102.</p> <p>Christian Religious Education (CRE) Teacher's Guidebook 1; Pg 183-184.</p> <p>Fountain Christian Religious Education, Learners' Book 1 Pg 129-131.</p> <p>Fountain Christian Religious Education Teacher's Guidebook 1; Pg 185.</p>	

11.1 & 12.1	Ability to exhibit knowledge, skill and application of key concept from content covered in Chapter 3.	<ul style="list-style-type: none"> • Gives Instructions to learners. • Administer the assessment. • Marks and prepare report cards. 	<p>Christian Religious Education Learners' Book 1; Pg 102.</p> <p>Christian Religious Education (CRE) Teacher's Guidebook 1; Pg 185-86.</p> <p>Fountain Christian Religious Education, Learners' Book Pg 134.</p> <p>Fountain Christian Religious Education Teacher's Guidebook Pg 192.</p>	
Activity of Integration.				
End of year assessment	Ability to exhibit competences attainment on chapters covered.			