



# PEAS Scheme of Work: CRE

SENIOR THREE (3)

**peas**  
PROMOTING EQUALITY IN AFRICAN SCHOOLS

Subject: CRE

Class: S.3

Term: One

Teacher's Name: .....

Time allocation (per lesson): 120 Minutes

Periods per week: 3 (1 double and 1 single)

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

**Please indicate during which weeks S.3 learners will complete their Subject project.**

WEEK SUBTOPICS	LEARNING OUTCOME	METHODOLOGY	TEACHING/ LEARNING RESOURCES	Y P R
<b>Theme: MAN'S DOMINATION OVER THE WORLD</b> <b>Topic: WORK</b> <b>Competency: The learner understands the religious teachings on the value of work, appreciating its importance and developing a positive attitude towards work.</b>				
<b>1.1</b>  <b>Value and purpose of work.</b>	<b>L.O – Understanding the value and purpose of work. (U, V)</b>	<ul style="list-style-type: none"> <li>Displays the charts of different activities to help learners come up with the definition of work.</li> <li>The learner, in their different groups, discuss those activities and come up with the definition ad after they share with the teacher and the rest of the class.</li> <li>Groups learners to discuss the reasons why people engage in work. They write their findings on manilla charts and present to other members.</li> </ul>	<ul style="list-style-type: none"> <li>CRE Teaching guide book</li> <li>Longhorn secondary Christian Religious Education learners' book 3, pages 1-3</li> </ul>	

		<ul style="list-style-type: none"> <li>Wraps up the discussion by telling learners the reasons why people work.</li> <li>Task learners to write notes in their individual notebooks.</li> </ul>		
<b>1.2</b> <b>Types of work in society</b>	<b>L.O</b> – Exploring the types of work today (U, V, S)	<ul style="list-style-type: none"> <li>Displays the chart with pictures of different kinds of work and ask learners to identify them.</li> <li>Tasks individual learners to identify kinds of work they would wish to engage in and give reasons why.</li> <li>Tasks learners to differentiate between physical and mental work.</li> <li>Wraps the lesson by categorizing the works that were mentioned by individual learners into physical and mental.</li> <li>Learners take notes in their notebook.</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn secondary Christian Religious Education learners' book 3, pages 4-5</li> <li>Charts showing different pictures of different kinds of work.</li> <li>Christian living today.</li> </ul>	
<b>2.1</b> <b>Nature of work in modern society</b>	<b>L.O</b> – Understanding the nature of work in modern society (U, S, V)	<ul style="list-style-type: none"> <li>Explains the nature of work in modern society with focus on professional talent-based, online, middleman, and non-professional jobs.</li> <li>Displays pictures showing the different natures of work and tasks learners to identify them.</li> <li>Tasks learners to identify new kinds of work that exists in their societies apart from those identified in the pictures.</li> <li>Brainstorm the skills required to be successful in these in these trends of work.</li> <li>Group learners and task them to discuss how these trends in work have eased work today.</li> <li>Instructs learners to share their findings with the whole class.</li> <li>Learners write down the important ideas in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn secondary Christian Religious Education learners' book 3, pages 6-9</li> <li>Pictures showing different natures of work.</li> <li>Christian living today</li> </ul>	
<b>2.2</b> <b>Online based work</b>	<b>L.O</b> – Finding out the importance of online-based work. (U, S, K)	<ul style="list-style-type: none"> <li>Brainstorm learners on what is needed to study online – displays gadgets used to study online i.e. computer and mobile smart phones and guide learners on how to use them.</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn secondary Christian Religious Education learners' book 3, page 10.</li> <li>Christian living today.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Task learners to give reasons why they would prefer to working online using the think, pair, and share method.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Computer and mobile smart phones.</li> </ul>	
<b>Talents in making career choices</b>	<b>L.O</b> - Understanding the importance of talent on choosing a career  (U, V, S)	<ul style="list-style-type: none"> <li>• Displays different photographs showing different people engaging in different talents and task learners to identify the talents.</li> <li>• Task learners in their pairs to explain the meaning of career.</li> <li>• Task individual learners to identify the different kinds of jobs that can be generated from the above talents displayed.</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs showing different people engaging in different talents, etc</li> </ul>	
<b>3.1 Career choice</b>	<b>L.O</b> – Explaining the importance of talents when choosing a career.  (U, V, S)	<ul style="list-style-type: none"> <li>• Task learners to read the story in the learners’ book in pairs and identify the careers of their family members</li> <li>• Tasks learners to show their talents to the rest of the class members.</li> <li>• In their pairs, task learners to share how their careers are useful to the community.</li> <li>• Learners present to the whole class.</li> <li>• Learners are tasked to think about what they will after they have finished their studies and why they would do that work.</li> <li>• In their groups, task them to discuss the factors they could consider when selecting a career.</li> <li>• Learners present their ideas to the rest of the learners.</li> <li>• Teacher harmonizes the learners’ findings.</li> <li>• Learners write their ideas in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 13-14</li> <li>• Christian living today.</li> </ul>	
<b>3.2 The value of community participation</b>	<b>L.O</b> – Understanding the importance of community participation.  (U, V, A)	<ul style="list-style-type: none"> <li>• Task learners to mention some of the activities communally in their communities guided by the story on page 15.</li> <li>• In pairs, task learners to identify problems that may be in their communities that need community engagement to be solved.</li> <li>• Task learners to identify projects their village members can involve in to solve the problems in their village.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 15-17</li> <li>• Guided story on page 15</li> <li>• Christian living today.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Task learners to discuss the benefits achieved through community engagements.</li> <li>• Learners share their ideas to the rest of the class and write in their individual books.</li> </ul>		
<b>4.1</b>  <b>Traditional African practices of work</b>	<b>L.O</b> – Understanding the traditional African understanding of work  (U, V)	<ul style="list-style-type: none"> <li>• Instruct learners to read the test in their books on page 18 and note down how work was understood in ATS.</li> <li>• Using the photographs on page 18 in the learners’ hand book, task learners to;               <ul style="list-style-type: none"> <li>(a) Identify the main activities ATS engaged in.</li> <li>(b) Discuss the values of work that the traditional African society practiced.</li> <li>(c) Compare the traditional African understanding of work with the nature of work today.</li> </ul> </li> <li>• Task learners to share their ideas with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 17-18</li> <li>• NCD CRE Teachers’ Guide S.3</li> <li>• Fountain Christian Religious Education Learners’ book 3</li> <li>• Christian living today</li> <li>• A skit showing division of labour</li> <li>• etc</li> </ul>	
<b>Importance of division of labour in a traditional African society</b>	<b>L.O</b> – Exploring the importance of division of labour in traditional African society,  (U, V, S)	<ul style="list-style-type: none"> <li>• Brainstorm learners to identify different kinds of work done by different groups of people in their homes.</li> <li>• Learners perform a skit about division of labour to understand and discover the importance of division of labour.</li> <li>• Task learners to discuss (a) why they think that there was division of work according to gender in ATS and (b) which kinds of work were not done by women in ATS and why.</li> <li>• Learners present their work as the teacher harmonizes.</li> </ul>		
<b>4.2</b>  <b>Importance of voluntary work</b>	<b>L.O</b> – Exploring the importance of voluntary work in society  (U, V, A)	<ul style="list-style-type: none"> <li>• Narrate a story of a young boy helping a very old man by carrying for him a luggage.</li> <li>• Task learners in pairs to identify more voluntary works that are done in their communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 19-21</li> </ul>	

<b>in the community</b>		<ul style="list-style-type: none"> <li>• Guide learners through discussing to come up with the benefits of volunteer work in society.</li> <li>• Tasks individual learners to explain why they should volunteer and note the findings in their note books.</li> </ul>	<ul style="list-style-type: none"> <li>• NCD CRE Teachers' Guide S.3</li> <li>• Christian living today</li> </ul>	
<b>5.1</b>  <b>Virtues related to any kind of work.</b>  <b>Responsibility in work</b>  <b>Dedication in work</b>   <b>Honesty in work</b>	<b>L.O – Exploring the value of responsibility in work</b>  (U, A, V)  Exploring the value of responsibility at work  (U, A, V)  Understanding the value of honesty in work  (V, U)	<ul style="list-style-type: none"> <li>• Task learners to read a short story in their book on page 21 and discuss the questions on that activity and present their findings from the story.</li> <li>• Brain storm on the meaning of dedication.</li> <li>• Narrates a story of a successful because of his dedication in his work.</li> <li>• Task learners to read the poem on page 23 and explain the values of dedication in in a work place.</li> <li>• Task individual learners to write down people who have succeeded because of dedication.</li> <li>• Explains the causes of dishonesty at the work place.</li> <li>• In pairs, task learners to share the consequences of being dishonest at the work place.</li> <li>• Task learners to read the text on page 24 in the learners' book and discuss the importance of honesty in the work place.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 22-23</li> <li>• Christian living today</li> </ul>	
<b>5.2</b>  <b>Cooperation in work</b>	<b>L.O – Finding out the importance of cooperation in work</b>  (S, U, V)	<ul style="list-style-type: none"> <li>• Task learners to mention some activities that require cooperation to be done easily.</li> <li>• Role play about people singing, dancing, and drumming to get the importance of cooperation.</li> <li>• Guide learners as they demonstrate their role play.</li> <li>• Harmonize and task learners to write down.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 25-28</li> <li>• Christian living today</li> </ul>	

<b>6.1</b> <b>Relationship between work and happiness</b>	<b>L.O</b> – Understanding the relationship between work and happiness (U, S)	<ul style="list-style-type: none"> <li>• Task learners to reflect on their moments of happiness and share with their colleagues the cause of that happiness.</li> <li>• Learners interpret pictures in the learners' book page 29 to find out the relationship between work and happiness.</li> <li>• Learners read the biblical verses to understand how the New and Old Testament relate work with happiness.</li> <li>• Guide learners to interpret the biblical verses.</li> <li>• Learners write down their findings in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 28-29</li> <li>• Bible verses i.e. Genesis 1:13, Mathew 24:45-47, and Luke 15:6</li> <li>• Christian living today</li> <li>•</li> </ul>	
<b>6.2</b> <b>Role of education in work today</b>	<b>L.O</b> – Understanding the role of education in work (U)	<ul style="list-style-type: none"> <li>• Divide learners into two groups and debate on the motion, "Education is not just a piece of paper".</li> <li>• Secretary displays the views and the teacher harmonizes.</li> <li>• Learners write down main ideas in their notebooks (Role of education in work).</li> <li>• Task individual learners to explain the employable skills which education provide that are necessary in work (and how they benefit the community).</li> </ul>	<ul style="list-style-type: none"> <li>• Papers/markers</li> <li>• Manilla</li> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 30-31</li> <li>• Christian living today</li> <li>•</li> </ul>	
<b>7.1</b> <b>Work ethics</b> <b>Importance of ethics</b>	<b>L.O</b> – Exploring the meaning of ethics. Understanding the importance of ethics (U, S, V)	<ul style="list-style-type: none"> <li>• Learners individually mention the unacceptable behavior done in their class or school.</li> <li>• Guides learners to define ethics.</li> <li>• Displays a chart showing a list of different professionals and tasks learners to divide themselves into the professionals listed.</li> <li>• Learners demonstrates the different professional ethics for each and their importance.</li> <li>• Learners present their findings to the rest of the class</li> <li>• Harmonizes and tasks learners to write down int her notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 31-35</li> <li>• A chart showing a list of different professionals</li> <li>•</li> </ul>	

<p><b>7.2</b></p> <p><b>The agreeable and disagreeable behavior at the work place</b></p>	<p><b>L.O</b> – Exploring the agreeable and disagreeable behavior at the work place</p> <p>(U, S)</p>	<ul style="list-style-type: none"> <li>• Task learners to read the story on page 36 and explain the unacceptable behavior displayed at work</li> <li>• Brainstorm on the appropriate and expected behaviors from people at work place like schools.</li> <li>• Task learners to analyze the pictures on page 36-37 and identify and discuss the agreeable and disagreeable behaviors at work place not reflected.</li> <li>• Task individual learners to suggest measure of how they can avoid/control the disagreeable behaviors and how they can promote the agreeable behaviors.</li> <li>• Learners share the group ideas with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 36-37</li> <li>• Christian living today</li> <li>•</li> </ul>	
<p><b>8.1</b></p> <p><b>Challenges of work in the modern world</b></p> <p><b>Ways of overcoming the challenges faced by workers using the bible.</b></p>	<p><b>L.O</b> – Understanding the challenges of work in the modern world.</p> <p>(U, A)</p> <p>Exploring ways of overcoming the challenges faced by workers using the bible</p> <p>(U, V)</p>	<ul style="list-style-type: none"> <li>• Task learners in groups to study the photographs in the learners' book page 38 and identify the challenges of work.</li> <li>• Guides learners to read the dialogue in learners' book on page 39 and discuss ways in which these challenges can be solved</li> <li>• In groups, learners are tasked to read the given verses delivered from the learners' book, page 40, and identify teachings about work.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 38-39</li> <li>• Bible, Gen 2:1-3, Isaiah 48:10, Mathew 21:28-31</li> <li>• Christian living today</li> </ul>	
<p><b>8.2</b></p> <p><b>Rights and responsibilities of employers and employees</b></p>	<p>Understanding the rights of employers</p> <p>(U, V)</p>	<ul style="list-style-type: none"> <li>• Tasks learners in 3 groups to prepare different skits about different behaviors of employees at the place of work.</li> <li>• Groups present their skits within 5 minutes each.</li> <li>• Tasks learners to explain their view on the behaviors of (a) employers and (b) employees.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 41-42</li> <li>• Christian living today</li> <li>• Skits</li> </ul>	



		<ul style="list-style-type: none"> <li>Learners discuss the advice they would give to the employer and the employees to create harmonious living at their place of work.</li> <li>Teacher harmonizes and learners write down the rights of employers in their books.</li> </ul>		
<b>9.1</b>  <b>Rights of employees</b>   <b>Qualities of a good employee</b>   <b>Qualities of a good employer</b>	<b>L.O – Understanding the rights of employees</b>  (U, V)  <b>L.O – Understanding the qualities of a good employee</b>  (U, V)  <b>L.O – Understanding qualities of a good employer</b>  (U, S, V)	<ul style="list-style-type: none"> <li>Using the photographs in the learners' book, analyze and identify the responsibilities of the employer as reflected in the photographs.</li> <li>Task learners to discuss the rights of the employee.</li> <li>Ask the learners whether they have ever seen 2 or more people competing for the same job but one is employed and others left and ask why?</li> <li>Using internet and textbooks, learners identify the major qualities of a good employee.</li> <li>Task learners to imagine that they have just finished their studies and it is their first day at their new work place.</li> <li>Ask learners in pairs to discuss how they would like to be treated by their new employer.</li> <li>Learners discuss in their groups the qualities of a good employer and write down in their individual books.</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn secondary Christian Religious Education learners' book 3, page 43-45</li> <li>Christian living today etc</li> </ul>	
<b>9.2</b>  <b>Biblical teaching about work</b>	<b>L.O – Understanding the aspects of work in Genesis 1 and 2 (Old Testament)</b>  (U, V, S)	<ul style="list-style-type: none"> <li>Task learners to read the text on page 47 in their learners' book and explain how God is a worker, discuss the work which man does as God planned and the work that man does that has violated God's plan for him, as per the Old Testament.</li> <li>Displays a chart showing a list of bible text (verses) from the Old Testament teaching about work.</li> <li>Tasks learners to read and interpret them and come up with their findings.</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn secondary Christian Religious Education learners' book 3, pages 46-48.</li> <li>A chart showing a list of bible verses from the Old Testament teaching about work.</li> </ul>	

<b>Aspect of work in the Old Testament</b>		<ul style="list-style-type: none"> <li>Learners present their findings as the teacher harmonizes the Old Testament teaching on work.</li> <li>Learners write down important ideas in their note books.</li> </ul>	<ul style="list-style-type: none"> <li>Biblical verses i.e., Genesis 1&amp;2</li> </ul>	
<b>10.1</b>  <b>Aspect of work in the New Testament</b>  <b>Importance of work in the bible</b>  <b>Lessons learned from Jesus as a worker</b>	<b>L.O</b> – Understanding the New Testament teaching about work. (U, V, S)  <b>L.O</b> – Understanding the importance of work in the bible (U, V, S)  <b>L.O</b> – Learning from Jesus as a worker (U, V, A)	<ul style="list-style-type: none"> <li>Tasks learners to read biblical verses from the learners’ book page 49 and discuss the New Testament teaching about work.</li> <li>Asks learners to mention what they have learned from the readings.</li> <li>Task learners to read the verses from the bible in learners’ book on page 50 and discuss the benefits of work as depicted in the verses.</li> <li>Brainstorm reasons why they should work according to the bible.</li> <li>Asks learners to identify different works that were done by Jesus Christ.</li> <li>Guides learners to read and interpret the bible verses about Jesus as a worker i.e., John 6:27, 13:5, Mark 6:3</li> <li>Asks learners to list down lessons they can learn from Jesus as a worker.</li> <li>Asks learners to present their work to the rest of the class as the teacher harmonizes the lessons and write down in their books.</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn secondary Christian Religious Education learners’ book 3, pages 49-52</li> <li>Bible verses i.e., Mathew 18:23-27, Luke 15:6, John 6:27, etc</li> <li>Christian living today</li> </ul>	
<b>10.2</b>  <b>Values of community service</b>	<b>L.O</b> – Understanding the values of community service (U, V)	<ul style="list-style-type: none"> <li>Tasks learners to define community service.</li> <li>Tasks learners in pairs to discuss work activities that can be done as a service to the community.</li> <li>Using the photographs on page 52 in the learners’ book, learners discuss the values of community service.</li> <li>Learners present their ideas to the whole class as the teacher harmonizes and write down their ideas in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn secondary Christian Religious Education learners’ book 3, page 52-53</li> <li>Christian living today</li> </ul>	

<b>11.1</b>  <b>Charity work</b>	<b>L.O</b> – discovering the forms of charity  (U, V)   <
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Subject: CRE

Class: S.3

Term: Two

Teacher's Name: .....

Time allocation (per lesson): 120 Minutes

Periods per week: 3 (1 double and 1 single)

WEEK SUB-TOPICS	LEARNING OUTCOME	METHODOLOGY	TEACHING/ LEARNING RESOURCES	Y P R
<b>Theme: MAN'S DOMINION OVER THE WORLD</b> <b>Topic: WEALTH AND DEVELOPMENT</b> <b>Competency: The learner explores the ways through which wealth can be acquired and the Christian perspective of wealth development</b>				
<b>1.1</b>  <b>Meaning of wealth</b>	<b>L.O</b> – Understanding the meaning of wealth  (U)	<ul style="list-style-type: none"> <li>• Tasks learners to study and analyze the photographs on page 58 and guide them to come up with the meaning of wealth.</li> <li>• Tasks learners to discuss other forms of wealth in their community.</li> <li>• In their groups, lets learners to choose one kind of wealth and discuss how they can be used for development.</li> <li>• Tasks learners to research about the acceptable ways of acquiring wealth honestly.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 58-59</li> <li>• Christian living today</li> </ul>	
<b>1.2</b>  <b>The acceptable ways of acquiring wealth honestly</b>	<b>L.O</b> – Exploring the acceptable ways of acquiring wealth honestly.  (U, S, V)	<ul style="list-style-type: none"> <li>• Tasks learners to present their research about acceptable ways of acquiring wealth honestly.</li> <li>• Tasks learners to read the text on page 59 in the learners' book and analyze the photograph on page 60 to explore acceptable ways of acquiring wealth honestly.</li> <li>• Tasks individual learners to read the Deuteronomy 8:18 to explore the acceptable ways of acquiring wealth honestly</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 59-60</li> <li>• Bible verse i.e., Deuteronomy 8:18</li> <li>• Christian living today</li> <li>etc</li> </ul>	

<p><b>2.1</b></p> <p><b>Acceptable ways of acquiring wealth today</b></p>	<p><b>L.O</b> – Understanding acceptable ways of acquiring wealth today</p> <p>(U, S, V)</p>	<ul style="list-style-type: none"> <li>• Tasks learners to mention some of the rich people that they know and discuss how they could have acquired their wealth.</li> <li>• Tasks learners to read the bible in the book of 1<sup>st</sup> Timothy 6:9-10 and understand the acceptable ways of earning wealth.</li> <li>• Asks learners in groups to read a text in the learners’ book page 61 and explore the unacceptable ways of acquiring wealth today.</li> <li>• Brainstorm on what other acceptable ways in which people earn wealth today.</li> <li>• Asks learners to present their work to the rest of the class and the teacher harmonizes the unacceptable ways of acquiring wealth today.</li> <li>• Learners write down the main ideas in their books.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 60-61</li> <li>• Christian living today</li> </ul> <p>etc</p>	
<p><b>2.2</b></p> <p><b>Unacceptable ways of acquiring wealth honestly</b></p>	<p><b>L.O</b> – Exploring the unacceptable ways of acquiring wealth honestly.</p> <p>(U, S, V)</p>	<ul style="list-style-type: none"> <li>• Tasks learners to read the case study on page 62 of the learners’ book and analyze the photograph on page 64 to understand ways people use to get wealth that are prohibited by Christianity.</li> <li>• Tasks learners to develop advise about the proper way of earning wealth.</li> <li>• Learners present their work to the rest of the class.</li> <li>• Teacher harmonizes the learners’ findings.</li> <li>• Learners write down important ideas in their books.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 62-63</li> <li>• Christian living today</li> </ul> <p>etc</p>	
<p><b>3.1</b></p> <p><b>The appropriate use of wealth</b></p>	<p><b>L.O</b> – Understanding the appropriate ways of using wealth</p> <p>(U, S, V)</p>	<ul style="list-style-type: none"> <li>• In pairs, tasks learners to share how rich people behave in their communities.</li> <li>• Tasks individual learners to mention what they would do with their money if they were rich.</li> <li>• Tasks learners to read the text in the learners’ book on page 63 and identify the inappropriate ways of using wealth.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 63-64</li> <li>• Christian living today</li> </ul>	

	<p>Exploring of the appropriate ways of using wealth</p> <p>(U, S, V)</p>	<ul style="list-style-type: none"> <li>Asks learners to come up with advice that they would give to people who use their wealth inappropriately.</li> <li>Tasks learners to study and analyze the photograph on page 64 in the learners' book and identify ways how people use their wealth.</li> <li>Tasks learners to discuss other ways in which wealth can be used appropriately</li> <li>Asks learners to present their findings to the rest of the class and write down I'm great downing quirk and ideas and their books.</li> </ul>		
<p><b>3.2</b></p> <p><b>Abuse of wealth</b></p>	<p><b>L.O</b> – Understanding the abuse of wealth</p> <p>(U, V, S)</p>	<ul style="list-style-type: none"> <li>Brainstorming learners on how wealth is abused in their communities.</li> <li>Teacher narrates a story about a rich man who failed to help and care for his parents and relatives and would spend on useless things like buying prostitutes, busing (alcohol), etc</li> <li>Asks learners to read the bible text from the book of Mathew 19:23-24 to understand how it is hard for a rich man to enter in to the kingdom of God because of the abuse of wealth.</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn secondary Christian Religious Education learners' book 3, page 65</li> <li>Mathew 19:23-24</li> <li>A story of a rich man who failed to help his parents. Etc.</li> </ul>	
<p><b>4.1</b></p> <p><b>Biblical teaching about wealth</b></p>	<p><b>L.O</b> – Understanding the biblical teaching about wealth</p> <p>(U, V, S)</p>	<ul style="list-style-type: none"> <li>Brainstorming on what makes rich people to forget God.</li> <li>Tasks learners to use the Good News Bible to read Deuteronomy 8:17-18 and discuss how rich people take position of God.</li> <li>Learners discuss with the guidance of the teacher advice that they can give proud rich Christians.</li> <li>In groups, learners read the text in the learners' book page 66 to identify how Christians use wealth today</li> <li>Learners present their findings to the rest of the class and write important ideas down in their note books.</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn secondary Christian Religious Education learners' book 3, page 66</li> <li>Deuteronomy 8:17-18</li> <li>Christian living today Etc.</li> </ul>	

<b>4.2</b>  <b>Biblical teaching about wealth</b>	<b>L.O</b> – Understanding the biblical teaching about wealth.	<ul style="list-style-type: none"> <li>• Asks learners to read the bible in the book of 1<sup>st</sup> Timothy 6:6-12 and define wealth in the eyes of God.</li> <li>• In pairs, learners are tasked to compare the meaning of wealth today to that of the bible.</li> <li>• In groups, task learners to discuss the consequences that result from the love of money present to the class.</li> <li>• Tasks individual learners to come up with a prayer appreciating God for wealth given to them and submit their books for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 67-68</li> <li>• Bible text i.e. 1<sup>st</sup> Timothy 6:6-12</li> </ul>	
<b>5.1</b>  <b>The contributions made by Christians in the development of society</b>	<b>L.O</b> – Exploring the contributions made by Christians in the development of society.	<ul style="list-style-type: none"> <li>• Ask learners to discuss what their church has done toward the development of their community.</li> <li>• Asks learners to mention some of the projects in their communities owned by the church and how they have helped people in their communities.</li> <li>• Group learners to according to their denomination and tasks them to identify and task them to identify the contributions done by those denominations.</li> <li>• Asks learners to read and interpret the photographs on page 70 in the learners' book to understand the contributions made by Christians in the development of society.</li> <li>• Asks learners to present their findings to the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 68-70</li> <li>• Christian living today</li> </ul>	
<b>5.2</b>  <b>Contributions of Christians to the development of society</b>	<b>L.O</b> – Researching about the contributions of Christians to the development of society.	<ul style="list-style-type: none"> <li>• Tasks learners to use the internet and research on the different Christian projects that have influenced development in Uganda.</li> <li>• Tasks learners to copy the table on page 71 of the learners' book in their books and write down the developments achieved by the listed organization.</li> <li>• Learners present their work to the teacher for further guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 70-71</li> </ul> <p>Christian living today</p>	

<b>6.1</b>  <b>The value of generosity</b>	<b>L.O</b> – Understanding the value of generosity.	<ul style="list-style-type: none"> <li>• Asks learners in pairs if they have ever received the gift and how they felt.</li> <li>• Asks individual learners if they have ever been in a difficult situation and all of a sudden, a kind person came into their lives and what was their mood.</li> <li>• Tasks learners to read the text on page 72 in the learners' book to understand the importance of generosity.</li> <li>• Brainstorms the promise God gives to believers who give generously.</li> <li>• Task learners to share in groups their experience about how people benefit when they give generously</li> <li>• Learners present their work as the teacher harmonizes the values of generosity.</li> <li>• Learners take notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 72</li> <li>• Christian living today</li> </ul>	
<b>6.2</b>  <b>Benefits of generosity</b>	<b>L.O</b> – Understanding the benefits of generosity	<ul style="list-style-type: none"> <li>• Asks learners to study and analyze the photograph on page 74 of the learners' book and find out the value of generosity</li> <li>• In groups, learners discuss the lessons a Christian can learn from giving generously.</li> <li>• Individual learners are tasked to compose a prayer about the benefits of generosity.</li> <li>• Learners present their work as the teacher harmonizes the benefits of generosity.</li> <li>• Learners write down the main ideas in their books.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 72-73</li> <li>• Christian living today</li> </ul>	
<b>7.1</b>  <b>Dangers associated with wealth</b>	<b>L.O</b> – Exploring the dangers associated with wealth	<ul style="list-style-type: none"> <li>• Asks learners to mention things that they want most and what they have done to get them</li> <li>• Explains the meaning of greed</li> <li>• Brainstorm the causes of greed in the society today.</li> <li>• Asks learners to read the text on page 75 in the learners' book to understand the consequences of greed to the society today.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 74</li> <li>• Christian living today</li> </ul>	



		<ul style="list-style-type: none"> <li>• Tasks learners to discuss the consequences of greed to the society today.</li> <li>• Learners present their work to class discussion and write down the main ideas in their notebooks.</li> </ul>		
<b>7.2</b> <b>Dangers of greed</b>	<b>L.O</b> – Understanding the dangers of greed	<ul style="list-style-type: none"> <li>• Tasks the learners to read the text on page 76 of the learners’ book to understand the dangers of greed.</li> <li>• Asks learners to identify what happens to greedy people.</li> <li>• Learners discuss the lessons they learn from being greedy.</li> <li>• Present their work to the class and write down the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 76</li> <li>• Christian living today</li> </ul>	
<b>8.1</b> <b>Dangers of corruption</b>	<b>L.O</b> – Exploring the dangers of corruption	<ul style="list-style-type: none"> <li>• Tasks learners to identify dishonest behaviors in their community and how they can affect them.</li> <li>• Brainstorm on the difference between greed and corruption.</li> <li>• Asks learners to mention individuals they know who have involved themselves in corruption.</li> <li>• Tasks learners to discuss what can be done in order to avoid greed and corruption</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 77-78</li> </ul> <p>Christian living today</p>	
<b>8.2</b> <b>Dangers of corruption</b>	<b>L.O</b> – Understanding the dangers of corruption	<ul style="list-style-type: none"> <li>• Tasks learners to read the text in the learners’ book on page 78-79 and identify the corruption issues raised.</li> <li>• Learners use internet to define “quality assurance” in the context of education.</li> <li>• Asks learners to overcome challenges brought about by corruption in their community.</li> <li>• Present their findings to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 77-78</li> </ul> <p>Christian living today</p>	
<b>9.1</b> <b>Wealth as the source of success</b>	<b>L.O</b> – Understanding wealth as the source of happiness	<ul style="list-style-type: none"> <li>• Asks learners to mention people they consider successful in their communities and why.</li> <li>• Tasks learners to read the text in the learners’ book on page 79-80 and discuss how wealth is a source of success.</li> <li>• Guide learners and they discuss how wealth can encourage commitment and hard work.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 77-78</li> </ul> <p>Christian living today</p>	

<p><b>How wealth promotes contentment and happiness in the community</b></p>	<p><b>L.O</b> - Understanding the ways in which wealth promotes happiness in community</p>	<ul style="list-style-type: none"> <li>• Tasks individual learners to list down lessons learned from the poem (text).</li> <li>• Brainstorms on the relationship between contentment and happiness.</li> <li>• Tasks learners to mention the causes of happiness in their communities.</li> <li>• Brainstorms on the kinds of wealth that people possesses and cause happiness to the community.</li> <li>• Present their ideas to the rest of the class and write down the important ideas.</li> </ul>		
<p><b>9.2</b></p> <p><b>How money and other forms of wealth can reduce happiness</b></p> <p><b>The effects of development on the Environment</b></p>	<p><b>L.O</b> – Exploring the ways money reduces happiness.</p> <p><b>L.O</b> - Understanding the effects of development on the environment</p>	<ul style="list-style-type: none"> <li>• Task learners read the text on page 83 of the learners’ book and discuss the ways in which wealth can reduce happiness.</li> <li>• Tasks learners to advise the inhabitants living in such areas or communities.</li> <li>• Tasks individual learners to write down the effects of development on the environment.</li> <li>• With support of the photographs on page 85 in the learners’ book, guide learners to come up with solutions of the effects of development on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 78-80</li> <li>• Christian living today</li> </ul>	

<p><b>10.1</b></p> <p><b>Wealth and development in Traditional Africa</b></p>	<p><b>L.O</b> – The composition of wealth in Traditional Africa</p>	<ul style="list-style-type: none"> <li>• Tasks learners to mention what the old people consider as wealth.</li> <li>• Tasks learners to read the text on page 87 in the learners' book and identify types of wealth in African traditional society.</li> <li>• Tasks individual learners to compare the means of getting wealth in ATS with those of today.</li> <li>• Learners present their findings to the rest of the class as the teacher harmonizes the composition of wealth in Traditional Africa,</li> <li>• Learners write down notes in their books.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 78-80</li> </ul> <p>Christian living today</p>	
<p><b>10.2</b></p> <p><b>Ways through which wealth was acquired in Traditional Africa</b></p> <p><b>The value of generosity in traditional Africa</b></p>	<p><b>L.O</b> – Understanding traditional African ways of acquiring wealth.</p> <p><b>L.O</b> - Understanding the value of generosity in traditional Africa</p>	<ul style="list-style-type: none"> <li>• Groups learners and tasks them to identify ways through which people from different regions/tribes allocated acquired wealth in African traditional society.</li> <li>• Tasks learners to discuss how wealth in African Traditional Society led to development.</li> <li>• Task learners to analyze the photograph on page 90 in the learners' book and understand why it was important to be generous in traditional Africa and to community members.</li> <li>• Task individual learners to write down other occasions when one has to give others list items that people usually give others and how important this was to society.</li> <li>• Learners present their findings as the teacher harmonizes the value of generosity in Traditional Africa.</li> <li>• Learners note down ideas in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 78-80</li> <li>• Christian living today</li> </ul>	
<p><b>11</b></p>	<p><b>ACTIVITY OF INTEGRATION</b></p>			

12	ASSESSMENTS AND REPORT MAKING	
<p><b>NOTE:</b></p> <ol style="list-style-type: none"> <li>1. Project work to be done in term 2 will be Geography, History, and Political Education.</li> <li>2. (i) Learning aids indicated in the SoW are not limited to what has been suggested. (ii) Teachers need to use their problem solving, critical thinking, and creativity skills to ensure that learning activities and teaching aids fit into the local context.</li> <li>3. Teachers are advised to come up with activities of integration within the terms before the activity of integration that ends the term. They should not wait for the end of term activity of integration.</li> </ol>		

Subject: CRE

Class: S.3

Term: Three

Teacher's Name: .....

Time allocation (per lesson): 120 Minutes

Periods per week: 3 (1 double and 1 single)

WEEK SUB-TOPICS	LEARNING OUTCOME	METHODOLOGY	TEACHING/ LEARNING RESOURCES	Y P R
<b>Theme: MAN'S DOMINION OVER THE WORLD</b> <b>Topic: LEISURE</b> <b>Competency: The learner understands the importance of leisure to an individual and society so they can choose the right leisure activities.</b>				
<b>1.1</b>  <b>Understanding the types of leisure in order to make the right choices</b>	<b>L.O – Understand the types of leisure in order to make the right choices.</b>  (U, A)	<ul style="list-style-type: none"> <li>• Task learners to describe a period when they are not doing their routine work.</li> <li>• Brainstorm learners on various leisure activities in their school.</li> <li>• Task learners to discuss other activities in schools that have not been mentioned.</li> <li>• Task learners to discuss the benefits of these leisure activities.</li> <li>• Explains the types of leisure.</li> <li>• Tasks individual learners to categorize leisure activities in schools into passive and active.</li> <li>• Learners present their findings as the teacher harmonizes.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 94 – 95</li> <li>• Christian living today</li> </ul>	
<b>1.2</b>  <b>Different leisure activities in the community</b>	<b>L.O – Identifying the different leisure activities in the community.</b>  (U)	<ul style="list-style-type: none"> <li>• Task learners to study and analyze the photographs on page 97 in the learners' book and identify different leisure activities in their communities.</li> <li>• Brainstorm on other activities that their societies participate in during their free time.</li> <li>• Display a chart showing different categories of leisure and task individual learners to list leisure activities under each category.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 97</li> <li>• Christian living today</li> <li>• etc</li> </ul>	

		<ul style="list-style-type: none"> <li>• Task learners to discuss the socio-economic importance of leisure activities that the learners have mentioned.</li> <li>• Task learners to identify leisure activities that are not acceptable in their societies and give reasons why.</li> <li>• Learners share with the whole class and note the different leisure activities in the community.</li> </ul>		
<b>2.1</b>  <b>How can one use leisure to realize their own potential</b>	<b>L.O</b> – Realizing my potential using leisure time  (U)	<ul style="list-style-type: none"> <li>• Brainstorm learners on the best leisure activities they are involve in</li> <li>• Task learners to study and interpret the photographs on page 98-99 in the learners’ book and identify the different talents.</li> <li>• Giving examples, brainstorm on what could be the dreams of the children in the photographs in the learners’ book page 99.</li> <li>• Task learners to select 5 recreational activities and discuss why they would participate in such activities and present how these activities will change them in the next 40 years.</li> <li>• Task individual learners to identify how such leisure activities can help them become better people in life.</li> <li>• Present their work to the class and note down in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 98-99</li> <li>• Christian living today etc</li> </ul>	
<b>2.2</b>  <b>Understanding how free time can be used to build constructive relationships.</b>	<b>L.O</b> – Understanding the positive ways of spending leisure time to build constructive relationships.  (U, V)	<ul style="list-style-type: none"> <li>• Task learners to mention leisure activities they usually involve in.</li> <li>• In pairs, task learners to share whether the mentioned activities are constructive.</li> <li>• In groups, task learners to discuss the ways people misuse their leisure time today.</li> <li>• Task learners individually to explain their leisure activities which can help one to construct good relationships with God and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 100</li> <li>• Christian living today</li> <li>• Etc.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Task learners to discuss leisure activities that do not promote constructive relationships among people today with the help of the knowledge from the story.</li> <li>• Learners present their work to the class while the teacher harmonizes.</li> <li>• Learners write down the positive ways of spending leisure time to build constructive relationships.</li> </ul>		
<b>3.1</b>  <b>Understanding the modern trends of leisure in order to make the correct choices.</b>	<b>L.O</b> – Understand the modern trends in leisure.  (U)	<ul style="list-style-type: none"> <li>• Task learners to read the text on page 101 in the learners’ book and understand the modern trends of leisure.</li> <li>• Task learners to discuss the cause of changes in leisure activities today.</li> <li>• Task learners individually to explain the problems associated with the commercialization of leisure.</li> <li>• Share work with the rest of the class as the teacher harmonizes.</li> <li>• Learners write down the main ideas in their notebook.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 101-102</li> <li>• Christian living today</li> <li>• Etc.</li> </ul>	
<b>3.2</b>  <b>Understanding the social and economic importance of the leisure industry</b>	<b>L.O</b> – Understand the social and economic importance of the leisure industry.(U)	<ul style="list-style-type: none"> <li>• Task learners to mention how they have benefited from leisure activities.</li> <li>• Task learners to study photographs on page 104 in the learners’ book and identify the leisure activities in the photographs.</li> <li>• Task learners to discuss the social and economic importance of the leisure industry to an individual and the society.</li> <li>• Task individual learners to write down what the government can do to develop Uganda’s leisure industry.</li> <li>• Learners present their findings as the teacher harmonizes.</li> <li>• Learners note down main views in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 104</li> <li>• Christian living today</li> <li>• Etc.</li> </ul>	

<b>4.1</b>  <b>Leisure activities that can promote friendship, unity, and civility.</b>	<b>L.O</b> – Discussing the types of leisure that can promote friendship, unity, and civility.  (U, S)	<ul style="list-style-type: none"> <li>• Show a video about a football match for learner to watch how players are friendly, united, cooperative, and civil.</li> <li>• Tasks learners to discuss other Christian leisure activities that promote friendship, unity, and civility with the help of photographs on page 105 in the learners’ book.</li> <li>• Task learners to discuss how leisure activities mentioned promote friendship and unity.</li> <li>• Learners share with the rest of the class.</li> <li>• Writes down in their notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 106.</li> <li>• Christian living today</li> <li>• Etc.</li> </ul>	
<b>4.2</b>  <b>Describing the types of leisure activities</b>	<b>L.O</b> – Discussing the types of leisure  (U, S)	<ul style="list-style-type: none"> <li>• Task learners to study and analyze the photographs in page 106 in the learners’ book and identify the leisure activities.</li> <li>• Learners are tasked to categorize leisure activities into passive and active.</li> <li>• Tasks individual learners to list down leisure activities and then categorize them into cultural, physical, social, and solitary.</li> <li>• Shares work to the rest of the class</li> <li>• Writes down the main ideas in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 106</li> <li>• Christian living today</li> <li>• Etc.</li> </ul>	
<b>5.1</b>  <b>Understanding the value of leisure in God’s creation story</b>	<b>L.O</b> – Understand the value of leisure in God’s creation story  (U, V)	<ul style="list-style-type: none"> <li>• Brainstorm on the importance of the Sabbath to Christians today.</li> <li>• In pairs, task learners to share how some Christians misuse the sabbath day.</li> <li>• Task learners to read their bibles in the book of Genesis 2:1-3 and understand the value of leisure in God’s creation story.</li> <li>• Task learners to discuss how sabbath was important in the lives of the Israelites.</li> <li>• Task individual learners to explain how the sabbath day is important in the lives of Christians.</li> <li>• Share their work with the rest of the class as the teacher harmonizes the value of leisure in God’s creation.</li> <li>• Writes down important ideas in their books.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 107</li> <li>• Christian living today</li> <li>• Etc.</li> </ul>	



<p><b>5.2</b></p> <p><b>The value of leisure activities that are acceptable in Christianity</b></p>	<p><b>L.O</b> – Understand the value of leisure activities that area acceptable in Christianity.</p> <p>(U, V)</p>	<ul style="list-style-type: none"> <li>• Task learners to mention the activities that they do in church during leisure time.</li> <li>• Brainstorm on the reasons why they do such activities in their church.</li> <li>• Task learners in their groups to discuss other Christian leisure activities.</li> <li>• Learners explain the importance of such leisure activities to a Christian.</li> <li>• Share their work with the rest of the class and note down in their books.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 108-109</li> <li>• Christian living today</li> <li>• Etc.</li> </ul>	
<p><b>6.1</b></p> <p><b>Understanding the bible teaching about leisure</b></p>	<p><b>L.O</b> – Identify biblical texts about the acceptable use of leisure</p> <p>(U)</p>	<ul style="list-style-type: none"> <li>• Tasks learners to mention the leisure activities that were done in the Old Testament.</li> <li>• Display a chart showing some of the biblical verses and task learners to discuss the teachings about the way of spending leisure in these verses.</li> <li>• Task learners discuss the ways in which Christians can spend leisure time according to the Old Testament.</li> <li>• Learners present their work to the whole class</li> <li>• Write down the main ideas in their books.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 109</li> <li>• Christian living today</li> <li>• Bible verses i.e., Genesis 2:2-3, Exodus 31:15, etc</li> </ul>	
<p><b>6.2</b></p> <p><b>Bible text about the acceptable use of leisure in the New Testament</b></p>	<p><b>L.O</b> – Identify the biblical text about the acceptable use of leisure in the New Testament</p> <p>(U, V, S)</p>	<ul style="list-style-type: none"> <li>• Task learners to mention the leisure activities that were done in the New Testament.</li> <li>• Tasi learners to read the biblical verses on page 109-110 in the learners' book and identify the acceptable ways of spending leisure according to the New Testament.</li> <li>• Task individual learners to explain ways in which Christians should spend their leisure time according to the New Testament.</li> <li>• Present their ideas in a discussion.</li> <li>• Writes down the main ideas in their books.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 109-110</li> <li>• Christian living today</li> <li>• Bible verses i.e., Luke 4:16, Mark 6:35-44</li> <li>• Etc.</li> </ul>	

<p><b>7.1</b></p> <p><b>Leisure and leisure activities that are not acceptable in Christianity</b></p>	<p><b>L.O</b> – Understand the value of leisure and leisure activities that are not acceptable in Christianity</p> <p>(U, V)</p>	<ul style="list-style-type: none"> <li>• Tasks learners to study and analyze the photograph on page 110 of the learners’ book and identify leisure activities that are not acceptable in Christianity.</li> <li>• Tasks learners to mention other leisure activities that are not acceptable in Christianity that are not shown in the learners’ book.</li> <li>• Tasks learners to discuss the disadvantages of spending leisure in the above ways.</li> <li>• Individually tasks learners to write down the leisure activities they would advise their school mates to involve in.</li> <li>• Learners present their work to the rest of the class.</li> <li>• Learners note down the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 110</li> <li>• Christian living today</li> <li>• Etc.</li> </ul>	
<p><b>7.2</b></p> <p><b>Jesus’ participation in leisure activities.</b></p>	<p><b>L.O</b> – Understand Jesus’ participation in leisure activities.</p> <p>(U, V, S)</p>	<ul style="list-style-type: none"> <li>• Tasks learners to mention the leisure activities that Jesus did during his free time.</li> <li>• Tasks learners to read the text on page 111 in the learners’ book and determine the meaning of Sabbath according to the bible context.</li> <li>• Tasks learners to read the bible in the book of John 2:1-2 and identify the leisure activities that Jesus enjoyed according to the verse.</li> <li>• Task learners to read Mark 2:23-28 and Luke 10:38-48 to note down other ways in which Jesus spent his leisure time.</li> <li>• Tasks learners to individually write down the ways in which a Christian can use leisure time to help the poor and needy people in society.</li> <li>• Share their work to the rest of the class as the teacher harmonizes.</li> <li>• Writes down the main ideas in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 111-112</li> <li>• Bible verses i.e., John 2:1-2, Luke 10:38-38, and Mark 2:23-28</li> <li>• Christian living today</li> <li>• Etc.</li> </ul>	

<p><b>8.1</b></p> <p><b>Comparing Christian teachings about leisure with modern understanding about leisure</b></p>	<p><b>L.O</b> – Comparing Christian teachings about leisure with the modern understanding of leisure</p> <p>(U, S)</p>	<ul style="list-style-type: none"> <li>• Task learners to mention how leisure is understood today.</li> <li>• Brainstorms learners on how Christians understand leisure.</li> <li>• Displays a chart showing pictures of activities done by Christians during their free time and those of modern.</li> <li>• Tasks learners in groups to discuss differences between how leisure is understood today and the modern understanding of leisure.</li> <li>• Displays a chart showing pictures of similar activities done by Christians in their free time and modern times.</li> <li>• Tasks learners in groups to discuss similarities between the Christian teachings and the modern understanding of leisure.</li> <li>• Share their work to the rest of the class and write down the main ideas in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 112-113</li> <li>• Chart showing the leisure activities done by Christians today.</li> <li>• Christian living today</li> <li>• Etc.</li> </ul>	
<p><b>8.2</b></p> <p><b>Understanding the effects of modern leisure activities</b></p>	<p><b>L.O</b> – Exploring the patterns of leisure in modern society</p> <p>(U, V)</p>	<ul style="list-style-type: none"> <li>• Asks learners in pairs to list modern society leisure activities and African Traditional Society leisure activities.</li> <li>• Works with group members to find out the differences between the leisure activities in Traditional African Society and those of modern society.</li> <li>• Learners present their work through a discussion with the rest of the class and write down the important ideas in their books.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 113</li> <li>• Christian living today</li> <li>• Etc.</li> </ul>	
<p><b>9.1</b></p> <p><b>The dangers of misusing leisure</b></p>	<p><b>L.O</b> – Exploring the effects of modern leisure activities.</p> <p>(U)</p>	<ul style="list-style-type: none"> <li>• In pairs, ask learners to identify some of the leisure activities that might be dangerous to people's lives.</li> <li>• Tasks learners to study and interpret the photographs on page 114 – 115 in the learners' book and identify modern leisure activities that may be dangerous to people</li> <li>• Brainstorm learners on other ways in which people spend their time other than those in the photographs that may be dangerous to people.</li> <li>• In groups, tasks learners to discuss the problems associated with modern leisure activities today.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners' book 3, page 114-115</li> <li>• Christian living today</li> <li>• Etc.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Tasks learners individually to write down the problems associated with modern leisure activities today.</li> <li>• Learners present their work and write down important ideas in their books.</li> </ul>		
<b>9.2</b>  <b>Technological innovations in leisure</b>	<b>L.O</b> – Exploring the technological innovations in leisure  (U, V)	<ul style="list-style-type: none"> <li>• Tasks learners to read the text in the learners’ book on page 115-116 and identify the technologies and devices in the extract.</li> <li>• Displays technological devices i.e., computer, mobile phone, radio and guides learners on how to use them.</li> <li>• Guides learners to explain on how a Christian can use those devices during his or her leisure time.</li> <li>• In groups, tasks learners to discuss how technologies have benefited their communities.</li> <li>• Task individual learners to explain the ways in which people have misused social media as they enjoy their leisure time.</li> <li>• Present their findings to the rest of the class and list down the main ideas in their books.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 115-116</li> <li>• Christian living today</li> <li>• Mobile phones,</li> <li>• Radio</li> <li>• Computer</li> <li>• Etc.</li> </ul>	
<b>10.1</b>  <b>Appreciating the value of leisure in traditional Africa</b>	<b>L.O</b> – Discussing the leisure activities in traditional Africa  (U, V)	<ul style="list-style-type: none"> <li>• Tasks learners to identify some of the leisure activities that were done in African traditional society with guidance from the photographs in the learners’ book on pages 116-117</li> <li>• Brainstorms learners on other ways through which traditional Africans spent their leisure time.</li> <li>• Tasks learners to role play about a traditional dance as one of the leisure activities in traditional African society.</li> <li>• Tasks learners in pairs to explain the differences between leisure today and that on the African Traditional Society.</li> <li>• In groups, task learners to discuss and write about good leisure practices in traditional African society that are still relevant to people in the modern world.</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn secondary Christian Religious Education learners’ book 3, page 116-118</li> <li>• Christian living today</li> <li>• Role play of a traditional dance as one of the ways in which people spend their leisure time in ATS</li> <li>• Etc.</li> </ul>	

		<ul style="list-style-type: none"><li>• Learners present their findings to the rest of the class and write down important ideas in their notebooks.</li><li>• Tasks individual learners to research and do activity 3.25 in the learners' book on page 118 in their free time to appreciate the value of leisure in traditional African society and present their work to the teacher to be scored.</li></ul>		
10	SAMPLE ACTIVITY OF INTEGRATION			
11-12	Week 11 and 12 should be used to administer Activities of Integration, marking, and preparing end of term reports. In addition, this time should be used for end of year assessment.			
<b>NOTE:</b> <ul style="list-style-type: none"><li>1. Project work to be done in term three (3) will be English and Physics.</li><li>2. (i) Learning aids indicated in the SoW are not limited to what has been suggested. (ii) The teacher needs to use their problem-solving, critical thinking, and creativity skills to ensure that learning activities and teaching aids fit into the local context.</li><li>3. Teachers are advised to come up with more activities of integration within the term (mid topic). However, this should be different from the activity of integration that ends the term and whose marks are fed in the parent's report.</li></ul>				