

W K	LS N	STRAND	SUB- STRAND	LESSON LEARNING OUTCOME	LEARNING EXPERIENCES	KEY INQUIRY QUESTION	LEARNING RESOURCES	ASSESSMENT	REFL
1	1	The Life and Ministry of Jesus Christ.	Nicodemus' Encounter with Jesus Christ.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a) Read John 3:5-7 from the Bible.</li> <li>b) Deduce lessons learnt from John 3:5-7 and its relevance in the life of a Christian.</li> <li>c) Apply the lessons learnt from the biblical text.</li> </ul>	In groups or pairs, learners are guided to: <ul style="list-style-type: none"> <li>read and John 3:5-7.</li> <li>identify and write down lessons learnt on PowerPoint slides for presentation in class.</li> <li>discuss the lessons learnt from John 3:5-7.</li> <li>individually ,read John 3:16 and write a reflection journal on how they apply it in their lives</li> </ul>	What lessons do we learn from John 3:5-7 and John 3:16?	Top Scholar CRE pg 76-77. Good News Bible or RSV . Lesson notes. Digital resources.	Oral discussion. Reading. Oral presentation. Journals. Assessment rubrics. Checklists.	
	2	The Life and Ministry of Jesus Christ.	Jesus' Ministry in Jerusalem.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a) Elaborate Jesus Christ's triumphant entry into Jerusalem according to Luke 19:28-40.</li> </ul>	In groups or pairs, learners are guided to; <ul style="list-style-type: none"> <li>share experiences on what happens on palm Sunday as practiced by some churches.</li> <li>collaborate in reading Luke 19:28-40 in turns and note down the key</li> </ul>	What is the meaning of triumphant?  How are leaders welcomed or received in your school or community?	Good News Bible. Lesson notes. Pictures. Top Scholar CRE pg 79-81. Digital resources.	Oral discussion. Oral questions. Written tests. Assessment rubrics.	

				<p>b) Use digital devices to search and watch a video clip on Jesus Christ's triumphant entry to Jerusalem.</p> <p>c) Acknowledge Jesus Christ's triumphant entry into Jerusalem.</p>	<p>points in books or digital resources for presentation.</p> <p>describe Jesus Christ's triumphant entry into Jerusalem.</p> <p>use digital devices to search and watch a video clip on Jesus Christ's triumphant entry to Jerusalem.</p>		Video clip on Jesus' triumphant entry to Jerusalem.		
	3	The Life and Ministry of Jesus Christ.	Jesus' Ministry in Jerusalem.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) State the significance of Jesus Christ's triumphant entry into Jerusalem.</p> <p>b) Search online or on print media for the importance of Jesus Christ's triumphant entry into Jerusalem.</p>	<p>In groups or pairs, learners are guided to:</p> <p>brainstorm on the importance of Jesus Christ's triumphant entry to Jerusalem.</p> <p>use digital or print resources to find out the significance of Jesus' triumphant entry to Jerusalem.</p> <p>discuss the importance of Jesus' triumphant</p>	What was the significance of Jesus Christ's triumphant entry to Jerusalem?	<p>Lesson notes.</p> <p>Digital resources.</p> <p>Top Scholar CRE pg 81-82.</p> <p>songs.</p>	<p>Oral discussion.</p> <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral presentation.</p> <p>Written tests.</p>	

				c) Acknowledge the importance of Jesus' triumphant entry to Jerusalem.	entry to Jerusalem and share in class.  read Luke 19:38, and compose a song related to the verse.				
	4	The Life and Ministry of Jesus Christ.	Jesus' Ministry in Jerusalem.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify ways in which the church premise is misused today.</p> <p>b) Use digital or print resources to search on ways in which the church premise is misused today.</p> <p>c) Acknowledge the ways in which the church premise is misused today.</p>	<p>In groups or pairs, learners are guided to;</p> <p>brainstorm on ways the church premise is misused today.</p> <p>search for information on ways in which the church premise is misused today from the internet or textbook.</p> <p>discuss the ways in which the church premise is misused today and present in class.</p>	How is the church premise misused today?	<p>Top Scholar CRE pg 82-83.</p> <p>Lesson notes.</p> <p>Digital resources.</p>	<p>Oral questions.</p> <p>Written tests.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Assessment rubrics.</p>	

2	1	The Life and Ministry of Jesus Christ.	Jesus' Ministry in Jerusalem.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Outline the events on Jesus' cleansing of the temple according to Luke 19:45-48.</li> <li>b) Illustrate Jesus Christ's cleansing of the temple.</li> <li>c) Appreciate Jesus Christ's cleansing of the temple.</li> </ul>	<p>In groups or pairs, learners are guided to:</p> <p>read Luke 19:45-48 on Jesus Christ's cleansing of the temple.</p> <p>identify the key events and summarize the points in books.</p> <p>discuss Jesus Christ's cleansing of the temple and present in class.</p> <p>role play Jesus Christ's cleansing of the temple.</p>	Why did Jesus cleanse the temple?	<p>Top Scholar CRE pg 83-84.</p> <p>Lesson notes.</p> <p>Good News Bible.</p> <p>Revised Standard Bible.</p>	<p>Role play.</p> <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Written tests.</p>	
	2	The Life and Ministry of Jesus Christ.	Jesus' Ministry in Jerusalem.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Outline lessons learnt from cleansing of the temple according to Luke 19:45-48.</li> <li>b) Prepare PowerPoint presentation showing the</li> </ul>	<p>In groups or pairs, learners are guided to;</p> <p>identify the lessons learnt from the cleansing of the temple according from Luke 19:45-48.</p> <p>discuss the lessons learnt from the cleansing of the temple.</p>	What lessons do you learn from the cleansing of the temple?	<p>Lesson notes.</p> <p>Good News Bible.</p> <p>Top Scholar CRE pg 84.</p> <p>Digital devices .</p> <p>PowerPoint presentation.</p>	<p>Oral questions.</p> <p>Portfolios.</p> <p>Written tests.</p> <p>Oral discussion.</p> <p>Assessment rubrics.</p>	

				<p>lessons learnt from cleansing of the temple.</p> <p>c) Appreciate the lessons learnt from the cleansing of the temple.</p>	<p>summarize their points in books and on PowerPoint presentation for presenting in class.</p>				
	3	The Life and Ministry of Jesus Christ.	Jesus' Ministry in Jerusalem.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the issues that led to conflicts between Jesus and the Jewish leaders according to Luke 20:1-8 and 20-39.</p> <p>b) Describe Jesus Christ's conflict with the Jewish leaders.</p> <p>c) Acknowledge the conflicts Jesus had with the Jewish leaders.</p>	<p>In groups or pairs, learners are guided to;</p> <p>read Luke 20:1-8 and 20-39 in turns.</p> <p>identify the issues that led to conflicts between Jesus and Jewish leaders.</p> <p>analyse the conflicts between Jesus and the Jewish leaders.</p> <p>write their findings in exercise books and share with peers.</p>	Why was Jesus opposed by the Jewish leaders?	<p>Good News Bible.</p> <p>Lesson notes.</p> <p>Top Scholar CRE pg 86-87.</p>	<p>Oral discussion.</p> <p>Checklists.</p> <p>Assessment rubrics.</p> <p>Oral questions.</p> <p>Written tests.</p>	

	4	The Life and Ministry of Jesus Christ.	Jesus' Ministry in Jerusalem.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Outline the lessons learnt from the conflict between Jesus Christ and the Jewish leaders.</li> <li>b) Prepare PowerPoint presentation on the lessons learnt from the conflict between Jesus and the Jewish leaders.</li> <li>c) Acknowledge the lessons learnt from the conflict between Jesus and the Jewish leaders.</li> </ul>	<p>In groups or pairs,learners are guided to:</p> <p>brainstorm and present on the lessons learnt from the conflict between Jesus and the Jewish leaders.</p> <p>identify and discuss the lessons learnt from the conflict between Jesus and the Jewish leaders</p> <p>use digital devices to prepare PowerPoint presentations on the lessons learnt from the conflict between Jesus Christ and the Jewish leaders and then share with peers.</p>	What lessons do you learn from the conflicts between Jesus and the Jewish leaders?	<p>Lesson notes.</p> <p>Top Scholar CRE pg 86-88.</p> <p>Digital resources.</p>	<p>Oral discussion.</p> <p>Portfolios.</p> <p>Written tests.</p> <p>Oral questions.</p> <p>Assessment rubrics.</p> <p>Checklists.</p>	
3	1	The Life and Ministry of Jesus Christ.	Jesus' Ministry in Jerusalem.	By the end of the lesson,the learner should be able to:	In groups or pairs,learners are guided to:	What are the conflicts at home, school or in community?	<p>Top Scholar CRE pg 85-86.</p> <p>Lesson notes.</p>	<p>Illustration.</p> <p>Peer Assessment.</p>	

				<p>a) Identify the ways of resolving conflicts at home, school and in the community.</p> <p>b) Illustrate the different ways of resolving conflicts at home, school and the community.</p> <p>c) Desire to avoid conflicts at home, school and in the community.</p>	<p>share experiences about situations of conflict he/she found him/herself in at home, school or in community and how he/she resolved the conflict.</p> <p>list some of the causes of conflicts at home, school and in the community.</p> <p>identify and discuss the different ways of resolving conflicts at home, school and in community.</p> <p>role play some of the ways of resolving conflicts.</p>	Which ways do we use to resolve conflicts ?	Digital resources.	<p>Role play.</p> <p>Written tests.</p> <p>Checklists.</p> <p>Assessment rubrics.</p>	
	2	The Life and Ministry of Jesus Christ.	Jesus' Passion, Death and Resurrection.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the names referring to the Lord's supper.</p> <p>b) Use digital or print resources to search for</p>	<p>In groups or pairs, learners are guided to:</p> <p>explain the meaning of lord's supper.</p> <p>identify the names that means same as lord's supper.</p>	What is the significance of the Lord's supper to Christians?	<p>Top Scholar CRE pg 91-94.</p> <p>Lesson notes.</p> <p>Flashcards.</p>	<p>Oral questions.</p> <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Written tests.</p> <p>Oral discussion.</p>	

				<p>information on the significance of the lord's supper to christians today.</p> <p>c) Appreciate the different ways in which the lord's supper is celebrated in the modern churches.</p>	<p>share experiences of how they celebrate the lord's supper in their churches.</p> <p>search for information on significance of the Lord's supper to christians today.</p> <p>identify and discuss the significance of the Lord's supper to Christians today.</p>				
	3	The Life and Ministry of Jesus Christ.	Jesus' Passion, Death and Resurrection.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline the events that took place during the Lord's supper according to Luke 22:7-20 .</p> <p>b) Describe the Lord's supper according to Luke 22:7-20.</p> <p>c) Appreciate the Lord's supper.</p>	<p>In groups or pairs, learners are guided to:</p> <p>read Luke 22:7-20 in turns.</p> <p>outline and discuss the events that took place during the lord's supper.</p> <p>use digital devices to search and watch a clip on the lord's supper.</p>	What happened during the the lord's supper?	<p>Good News Bible.</p> <p>Lesson notes.</p> <p>Digital resources.</p> <p>Top Scholar CRE pg 93.</p> <p>Video clip.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Written tests.</p> <p>Oral discussion.</p>	



	4	The Life and Ministry of Jesus Christ.	Jesus' Passion, Death.and Resurrection	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Describe the events that took place at the Mount of Olives.</li> <li>b) Use digital devices to search and watch a video on the events that took place at the Mount of Olives.</li> <li>c) Acknowledge the events that took place at Mount of Olives.</li> </ul>	<p>In groups or pairs,learners are guided to:</p> <p>read Luke 22:39-53 in turns.</p> <p>outline and discuss the events that took place at the Mount of Olives.</p> <p>summarize their points in books and present in class.</p> <p>use digital devices to search and watch a video on the events that took place at Mount of Olives.</p>	What had Jesus Christ gone to do at Mount of Olives?	<p>Top Scholar CRE pg 94-96.</p> <p>Digital devices.</p> <p>Video clips.</p> <p>Lesson notes.</p> <p>Good News Bible.</p>	<p>Oral discussion.</p> <p>Checklists.</p> <p>Assessment rubrics.</p> <p>Written tests.</p> <p>Oral questions.</p>	
4	1	The Life and Ministry of Jesus Christ.	Jesus' Passion, Death and Resurrection.	<p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Identify ways in which close friends and relatives betray us.</li> </ul>	<p>In groups or pairs, learners are guided to:</p> <p>explain the term betrayal.</p> <p>identify and share experiences when he/she was betrayed by</p>	Why do people betrayal their friends or people close to them?	<p>Top Scholar CRE pg 96-97.</p> <p>Lesson notes.</p> <p>Posters/Flashcards.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral presentation.</p> <p>Oral discussion.</p> <p>Written tests.</p>	

				b) Discuss the lessons learnt from betrayal by close friends or relatives. c) Acknowledge the different acts of betrayal by close people, friends or relatives.	close friends or relatives.  discuss and share lessons learnt from the betrayal by friends or close relatives.  list ways or acts of betrayal by close friends and relatives.				
	2	The Life and Ministry of Jesus Christ.	Jesus' Passion, Death and Resurrection.	By the end of the lesson, the learner should be able to:  a) Describe how Peter denied Jesus Christ according to Luke 22:54-62. b) Dramatise Peter's denial of Jesus Christ. c) Acknowledge reasons that led to Peter's denial of Jesus Christ.	In groups or pairs, learners are guided to:  read Luke 22:54-62 in turns.  discuss how Peter denied Jesus Christ.  outline lessons learnt from Peter's denial of Jesus Christ.  brainstorm on reasons that may have caused Peter to deny Jesus Christ.  collaborate in role playing Peter's denial of Jesus Christ.	Why did Peter deny Jesus Christ?	Top Scholar CRE pg 97-98.  Lesson notes.  Good News Bible.	Role Play/Dramatisation.  Checklists.  Observation.  Oral questions.  Written tests.  Assessment rubrics.	

	3	The Life and Ministry of Jesus Christ.	Jesus' Passion, Death and Resurrection.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Outline the events that took place between the arrest and burial of Jesus Christ according to Luke 22:63-71 &amp; 23:1-56.</li> <li>b) Summarize the events that took place between the arrest and burial of Jesus Christ according to Luke 22:63-71 and Luke 23:1-56.</li> <li>c) Acknowledge the events that took place between arrest and burial of Jesus Christ.</li> </ul>	<p>In groups or pairs, learners are guided to:</p> <p>read in turns Luke 22:63-71 and Luke 23:1-56 in turns.</p> <p>identify the events that took place between the arrest and burial of Jesus Christ.</p> <p>summarize the events that took place between the arrest and the burial of Jesus Christ.</p> <p>use digital devices to watch a video on the events that took place between the arrest and the burial of Jesus Christ.</p>	What happened between the arrest and burial of Jesus Christ?	<p>Top Scholar CRE pg 99-101.</p> <p>Good News Bible.</p> <p>Digital resources.</p> <p>Video clips.</p>	<p>Oral discussion.</p> <p>Checklists.</p> <p>Assessment rubrics.</p> <p>Written tests.</p> <p>Oral presentation.</p>	
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	4	The Life and Ministry of Jesus Christ.	Jesus' Passion,Death and Resurrection.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Explain the resurrection of Jesus Christ according to Luke 24:1-7.</li> <li>b) use digital or print resources to find out the importance of Jesus Christ's resurrection to christians today.</li> <li>c) Acknowledge the importance of Jesus Christ's resurrection to Christians lives.</li> </ul>	<p>In groups or pairs,learners are guided to;</p> <p>read Luke 24:1-7 in turns and make notes on Christ's resurrection.</p> <p>discuss Jesus Christ's resurrection according to Luke 24:1-7 and present in class.</p> <p>brainstorm on the importance of Jesus Christ's resurrection to christians today.</p> <p>use digital or print resources to find out the importance of Jesus Christ's resurrection to christians today.</p> <p>discuss the importance of Christ's resurrection to christian faith.</p>	Why is the resurrection of Jesus Christ important to Christians today?	<p>Top Scholar CRE pg 101-102.</p> <p>Good News Bible.</p> <p>Digital resources.</p> <p>Lesson notes.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral questions.</p> <p>Bible reading.</p> <p>Written tests.</p>	
5	1	The Life and Ministry of Jesus Christ.	Jesus' Passion,Death and Resurrection.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Define the term ascension.</li> </ul>	<p>In groups or pairs,learners are guided to;</p>	<p>What is ascension?</p> <p>How did Jesus Christ ascension to heaven happen?</p>	<p>Good News Bible.</p> <p>Top Scholar CRE pg 102-103.</p>	<p>Oral discussion.</p> <p>Checklists.</p> <p>Written tests.</p>	

				<p>b) Describe Jesus Christ's ascension to heaven according to Luke 24:50-51, Mark 16:19 and Acts 1:10-11.</p> <p>c) Acknowledge Jesus Christ ascension to heaven.</p>	<p>search from dictionary or internet the meaning of ascension.</p> <p>explain the meaning of the word ascension.</p> <p>read in turns Luke 24:50-51, Mark 16:19 and Acts 1:10-11.</p> <p>describe Jesus Christ's ascension to heaven according to the biblical texts.</p> <p>summarize their points in books and share with peers.</p>		<p>Dictionary.</p> <p>Lesson notes.</p>	<p>Assessment rubrics.</p>	
	2	The Life and Ministry of Jesus Christ.	Jesus' Passion, Death and Resurrection.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain the term second coming of Christ.</p> <p>b) Write John 14:1-3 on flashcards.</p> <p>c) Recognize the second coming of Jesus Christ.</p>	<p>In groups or pairs, learners are guided to:</p> <p>search the internet or textbook for the meaning of the second coming of Christ.</p> <p>read John 14:1-3 in turns.</p> <p>identify discuss the lessons learnt from the verse.</p>	What does the second coming of Christ mean?	<p>Top Scholar CRE pg 103.</p> <p>Good News Bible.</p> <p>Lesson notes.</p> <p>Flashcards.</p>	<p>Oral discussion.</p> <p>Assessment rubrics.</p> <p>Written texts.</p> <p>Checklists.</p> <p>Oral questions.</p>	

					re-read john 14:1-3 in turns and write the verse on flashcards and display in class.				
	3	The Life and Ministry of Jesus Christ.	Jesus' Passion, Death and Resurrection: Assessment.	By the end of the lesson, the learner should be able to:  a) Attempt assessment questions on the sub-strand.	In pairs and individually, learners are guided to:  answer questions on the sub-strand: Jesus' Passion, Death and Resurrection.		Top Scholar CRE pg 105-106.  Assessment books.	Assessment rubrics.  Written questions.  Checklists.	
	4	The Church.	The Early Church.	By the end of the lesson, the learner should be able to:  a) Identify the characteristics of the Early Church according to Acts 2:41-47. b) Prepare flashcards showing the characteristics of the Early Church. c) Acknowledge the characteristics	In groups or pairs, learners are guided to:  brainstorm and present on the different activities performed in your church.  read Acts 2:41-47 in turns.  identify and discuss the characteristics of the Early Church.  collaborate in preparing flashcards showing the characteristics of the	What were the characteristics of the Early church?  Why is it important to learn about the Early Church?	Top Scholar CRE pg 107-108.  Good News Bible.  Lesson notes.  Flashcards.  Charts.  Scissors.	Assessment rubrics.  Checklists.  Oral questions.  Oral discussion.  Written tests.  Oral presentation.	

				of the Early Church.	Early Church and display in class.				
6	1	The Church.	The Early Church.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Outline ways in which the church today demonstrate the characteristics of the Early Church.</li> <li>b) Visit different churches and interview the priest/pastor or church leader on how the church today exhibits characteristics of the Early Church.</li> <li>c) Acknowledge the ways in which the modern church demonstrates the characteristics</li> </ul>	<p>In groups or as a class, learners are guided to:</p> <p>visit different and nearby churches and interview the priest/pastor/church leaders on how the church today exhibits the characteristics of the Early Church.</p> <p>identify and discuss the different ways in which the church today applies the characteristics of the Early Church.</p> <p>write a report on their findings and present in class.</p>	How does the church today demonstrate characteristics of the Early Church?	<p>Top Scholar CRE pg 108.</p> <p>Digital resources.</p> <p>Different churches.</p> <p>Resource Persons: Pastor, Priest or Church leader.</p>	<p>Oral questions.</p> <p>Report.</p> <p>Oral discussion.</p> <p>Checklists.</p> <p>Assessment rubrics.</p>	

				of the Early Church.					
	2	The Church.	The Early Church.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify the miracles performed in the Early Church according to Acts 2:43;3:1-16 and 5:12-16.</li> <li>b) Describe the Miracles performed in the Early Church.</li> <li>c) Appreciate the miracles performed in the Early Church.</li> </ul>	<p>In groups or pairs,learners are guided to:</p> <p>read Acts 2:43,3:1-16 and 5:12-16 in turns.</p> <p>identify the miracles performed in the Early Church.</p> <p>describe the miracles performed in the Early Church.</p> <p>summarize their findings on the miracles in exercise books and present in class.</p>	Which miracles were performed in the Early Church?	<p>Top Scholar CRE pg 109-110.</p> <p>Lesson notes.</p> <p>Good News Bible.</p>	<p>Assessment rubrics.</p> <p>Written tests.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Oral questions.</p>	
	3	The Church.	The Early Church.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Outline the lessons learnt from the</li> </ul>	<p>In groups,learners,are guided to;</p> <p>use digital devices to watch video clips on the miracles performed in the Early Church.</p>	What lessons do we learn from the miracles performed in the Early Church?	<p>Top Scholar CRE pg 110-111.</p> <p>Digital resources.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Written tests.</p>	



				<p>miracles performed in the Early Church.</p> <p>b) Use digital devices to search and watch video clips on the miracles performed in the Early Church.</p> <p>c) Embrace the lessons learnt from the miracles in the Early Church.</p>	<p>re-read Acts 2:43,3:1-16 and 5:12-16.</p> <p>outline the lessons learnt from the miracles performed in the Early Church.</p> <p>discuss and present the lessons learnt from the miracles performed in the Early Church.</p> <p>write their points on charts or flashcards and display in class.</p>		<p>Video clips.</p> <p>Lesson notes.</p>		
	4	The Church.	The Early Church.	<p>By the end of the lesson, the learner should be able to;</p> <p>a) Describe the story of Paul and Silas according to Acts 16:16-34.</p> <p>b) Dramatize the story of Paul and Silas according to the biblical text.</p>	<p>In groups or pairs, learners are guided to;</p> <p>read Acts 16:16-34 in turns.</p> <p>discuss the story of Paul and Silas according to Acts 16:16-34.</p> <p>summarize the story of Paul and Silas</p>	<p>What is the story of Paul and Silas about according to Acts 16:16-34?</p>	<p>Top Scholar CRE pg 111-112.</p> <p>Good News Bible.</p>	<p>Role playing.</p> <p>Oral discussion.</p> <p>Written tests.</p> <p>Assessment rubrics.</p> <p>Checklists.</p>	

				c) Enjoy role playing the story of Paul and Silas according to Acts 16:16-34.	according to Acts 16:16-34.  role play the story of Paul and Silas according to the biblical text.				
7	1	The Church.	The Early Church.	By the end of the lesson, the learner should be able to:  a) Outline the lessons learnt from the story of Paul and Silas according to Acts 16:16-34.  b) Choose and sing a familiar worship song in class.  c) Enjoy singing the worship song.	In groups or pairs, learners are guided to:  re-read Acts 16:16-34 in turns.  outline the lessons learnt from the story of Paul and Silas.  discuss the relevance of the lessons to Christians today.  choose and sing a worship song familiar to the class.	What lessons do we learn from the story of Paul and Silas?	Top Scholar CRE pg 112-113.  Songs.  Lesson notes.	Assessment rubrics.  Written tests.  Singing.  Oral questions.  Oral discussion.	
	2	The Church.	The Church.	By the end of the lesson, the learner should be able to:  a) Identify the values that help one to	In groups or pairs, learners are guided to:	How does the church help us to grow spiritually?	Top Scholar CRE pg 113.  Lesson notes.	Personal Journals.  Portfolios.  Oral discussion.	

				<p>grow spiritually.</p> <p>b) Write and keep a personal journal on church and attendance and activities you undertake.</p> <p>c) Desire to grow spiritually by attending church.</p>	<p>identify the values that helps one to grow spiritually.</p> <p>discuss how each of the value helps one to grow spiritually.</p> <p>individually,write and keep a personal journal on church attendance and activities he/she undertakes.</p>			Oral questions.	
	3	The Church.	The Gifts of the Holy Spirit.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Identify the role of the Holy Spirit in the life of a Christian.</p> <p>b) Discuss the teachings of Jesus Christ on the role of the Holy Spirit according John 14:15-26,16:5-15 and Acts 1:7-8.</p> <p>c) Acknowledge the teachings of</p>	<p>In groups or pairs,learners are guided to;</p> <p>brainstorm and present on the role of the Holy Spirit in the life of a Christian.</p> <p>read John 14:15-26,16:5-15 and Acts 1:7-8 in turns.</p> <p>discuss Jesus Christ teachings on the role of the Holy Spirit according to the biblical texts.</p>	What is the role of the holy spirit in the life of a Christian?	<p>Top Scholar CRE pg 115-116.</p> <p>Good News Bible.</p> <p>Lesson notes.</p>	<p>Bible reading.</p> <p>Oral discussion.</p> <p>Oral questions.</p> <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Written tests.</p>	

				Jesus Christ on the role of the Holy Spirit.	make notes for presentation in class.				
	4	The Church.	The Gifts of the Holy Spirit.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify the nine gifts of the Holy Spirit according to 1st Corinthians 12:8-11.</li> <li>b) Discuss the importance of the gifts of the Holy Spirit in the church today.</li> <li>c) Appreciate the gifts of the Holy Spirit in the church today.</li> </ul>	<p>In groups or pairs, learners are guided to;</p> <p>use digital devices or textbook to search for the meaning of gifts of the Holy Spirit.</p> <p>read 1st Corinthians 12:8-11 in turns and identify the nine gifts of the Holy Spirit.</p> <p>explain the nine gifts of the Holy Spirit and also prepare flashcards on the nine gifts of the Holy Spirit.</p> <p>brainstorm and discuss the importance of the gifts if the Holy Spirit in the church today.</p>	<p>Which gifts of the Holy Spirit do you know?</p> <p>What is the importance of the gifts of the Holy Spirit?</p>	<p>Top Scholar CRE pg 117-118.</p> <p>Flashcards and posters.</p> <p>Scissors and marker pens.</p> <p>Lesson notes.</p> <p>Good News Bible.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Oral questions.</p> <p>Written tests.</p>	
8	<b>MID-TERM</b>								
9	1	The Church.	The Gifts of the Holy Spirit.	By the end of the lesson, the learner should be able to;	In groups or pairs, learners are guided to:	Which categories are the gifts of	Top Scholar CRE pg 119.	<p>Assessment rubrics.</p> <p>Checklists.</p>	

				<ul style="list-style-type: none"> <li>a) Identify the three categories of the gifts of the Holy Spirit.</li> <li>b) Classify the gifts of the Holy Spirit according to the three categories on charts.</li> <li>c) Enjoy classifying the gifts of the Holy Spirit.</li> </ul>	<p>use digital devices or print resources to search for the three categories of the gifts of the Holy Spirit.</p> <p>collaborate in classifying the gifts of the Holy Spirit according to their three categories (Gifts of knowledge, Power and Divine Utterance)</p> <p>prepare charts or PowerPoint presentation showing the classification of the gifts of the Holy Spirit and display in class.</p>	Holy Spirit classified into?	<p>Charts and Marker Pens.</p> <p>Digital resources.</p> <p>Lesson notes.</p>	<p>Written tests.</p> <p>Oral discussion.</p> <p>Oral questions.</p>	
	2	The Church.	The Gifts of the Holy Spirit.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) State the meaning of ungodly cults, idol worship, religious extremism, devil worship and false religion.</li> </ul>	<p>In groups or pairs, learners are guided to:</p> <p>explain the meaning of discerning.</p> <p>search the internet or textbook to find the meaning of ungodly cults, idol worship, religious extremism,</p>	Why are discerning gifts important in the life of an individual?	<p>Top Scholar CRE pg 119-122.</p> <p>Digital resources.</p> <p>Lesson notes.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Oral questions.</p> <p>Written tests.</p>	

				<p>b) Use digital or print resources to find out the characteristics of cults, idol worship, religious extremism and devil worship.</p> <p>c) Utilise discerning gifts to avoid joining ungodly cults/idol worship/religious extremism.</p>	<p>devil worship and false religion.</p> <p>identify and discuss the characteristics of cults, idol worship, religious extremism and devil worship.</p>				
	3	The Church.	The Gifts of the Holy Spirit.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify ways in which the word of God help us to discern and identify cults/religious extremism and devil worship.</p> <p>b) Discuss how we can utilize the word of God to discern and</p>	<p>In groups or pairs, learners are guided to;</p> <p>take turns in reading 1st Timothy 4:1, Matthew 7:15-20, 2nd Peter 2:1, Galatians 5:19-23 and 1st Corinthians 12:2-3, 10.</p> <p>identify and discuss the biblical teachings on ways to discern and identify cults, religious</p>	How does the word of God help us to discern and avoid cults, religious extremism and devil worship?	<p>Good News Bible.</p> <p>Top Scholar CRE pg 122-123.</p> <p>Lesson notes.</p>	<p>Oral discussion.</p> <p>Bible reading.</p> <p>Checklists.</p> <p>Written tests.</p> <p>Assessment rubrics.</p>	

				<p>avoid cults, religious extremism and devil worship.</p> <p>c) Appreciate the word of God in helping us to discern and avoid cults, religious extremism and devil worship.</p>	<p>extremism and devil worship.</p> <p>explain how we can utilize the word of God to discern and avoid cults, religious extremism and devil worship.</p>				
	4	The Church.	The Gifts of the Holy Spirit.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the values that guide one to avoid being misled by false teachings, false doctrines and cults.</p> <p>b) Write a prayer to ask for guidance from the Holy Spirit and ability to discern so as not to be misled by false</p>	<p>In groups or pairs, learners are guided to;</p> <p>write a prayer to ask for guidance from the Holy Spirit and ability to discern so as not to be misled by false teachings, false doctrines or cults.</p> <p>mention values that can guide one to avoid being misled by false teachings, false doctrines and cults.</p> <p>explain how each of the values can guide one</p>	<p>Why are prayers important to an individual?</p> <p>Which values can help one to avoid being misled by false teachings, false doctrines and cults?</p>	<p>Top Scholar CRE pg 123.</p> <p>Lesson notes.</p>	<p>Writing of prayers.</p> <p>Checklists.</p> <p>Assessment rubrics.</p> <p>Oral discussion.</p> <p>Oral presentation.</p>	

				<p>teachings,false doctrines or cults.</p> <p>c) Desire to be guided by the Holy Spirit in day to day life.</p>	not to be misled by false teachings,false doctrines and cults.				
10	1	The Church.	The Gifts of the Holy Spirit.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Attempt questions on the sub-strand.</p>	<p>In groups or individually,learners are guided to:</p> <p>write and answer the questions on the sub-strand: The Gifts of the Holy Spirit.</p>		<p>Top Scholar CRE pg 125.</p> <p>Assessment books.</p>	<p>Written questions.</p> <p>Assessment rubrics.</p> <p>Checklists.</p>	
	2	Christian Living Today.	Courtship and Marriage.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) State the meaning of early marriage.</p> <p>b) Use print or digital resources to find out the causes of early marriage today.</p> <p>c) Acknowledge the causes of early marriage today.</p>	<p>In groups or pairs,learners are guided to;</p> <p>brainstorm and present the meaning of early marriage.</p> <p>conduct a buzz session on the causes of early marriage today.</p> <p>search for the causes of early marriages today from the internet or print resources.</p>	What are the causes of early marriages today?	<p>Top Scholar CRE pg 126-127.</p> <p>Digital resources.</p> <p>Lesson notes.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Written tests.</p> <p>Oral questions.</p>	



					identify and discuss the causes of early marriages today.				
	3	Christian Living Today.	Courtship and Marriage.	<p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Identify the consequences of early marriage in the society.</li> <li>b) Use digital or print resources to find out the consequences of early marriages in the society.</li> <li>c) Acknowledge the consequences of early marriages in the society.</li> </ul>	<p>In groups,learners are guided to;</p> <p>brainstorm on the consequences of early marriage.</p> <p>Use digital or print resources to find out the consequences of early marriages today.</p> <p>identify and discuss the consequences of early marriages today.</p> <p>Prepare posters or PowerPoint presentation on the consequences of early marriages.</p>	What are the consequences of early marriages to individuals?	<p>Top Scholar CRE pg 127-128.</p> <p>Lesson notes.</p> <p>Posters and Flashcards.</p> <p>Markers.</p> <p>Digital resources.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Written tests.</p> <p>Oral questions.</p>	
	4	Christian Living Today.	Courtship and Marriage.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) State the meaning of morals,</li> </ul>	<p>In groups or pairs,learners are guided to;</p> <p>search the the internet or print resources for the meaning of morals,</p>	What moral values are needed to avoid early marriage?	<p>Top Scholar CRE pg 128-129.</p> <p>Lesson notes.</p> <p>Flashcards.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral questions.</p> <p>Oral discussion.</p>	

				<p>morality and moral values.</p> <p>b) Discuss the moral values needed to avoid early marriage.</p> <p>c) Prepare flashcards showing the moral values needed to avoid early marriage.</p> <p>d) Embrace moral values needed to avoid early marriage.</p>	<p>morality and moral values.</p> <p>brainstorm on the moral values needed to avoid early marriage.</p> <p>identify and discuss the moral values needed to avoid early marriage.</p> <p>collaborate in preparing flashcards on moral values needed to avoid early marriage.</p>		<p>Digital resources.</p> <p>Dictionary.</p>	Written tests.	
11	1	Christian Living Today.	Courtship and Marriage.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Identify life skills needed to avoid early marriages.</p> <p>b) Prepare PowerPoint presentation or charts on life skills needed to avoid early marriage.</p>	<p>I'm groups,learners are guided to;</p> <p>explain the meaning of life skills.</p> <p>brainstorm on the life skills needed to avoid early marriages.</p> <p>discuss the life skills needed to avoid early marriage.</p> <p>prepare PowerPoint presentation or charts showing the life skills</p>	What life skills do one require to avoid early marriages?	<p>Top Scholar CRE pg 130-131.</p> <p>Digital resources.</p> <p>Charts and Flashcards.</p> <p>Lesson notes.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Written tests.</p> <p>Assessment rubrics.</p>	

				<p>c) Apply life skills learnt to avoid early marriages.</p>	<p>needed to avoid early marriage and display in class.</p> <p>read and write 1st Timothy 4:12 on flashcards and reflect on it.</p>					
	2	Christian Living Today.	Courtship and Marriage.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Define the term Courtship.</li> <li>b) Use digital or print resources to find out the qualities to consider when choosing a marriage partner.</li> <li>c) Acknowledge the qualities considered when choosing a marriage partner.</li> </ul>	<p>In groups or pairs, learners are guided to:</p> <p>brainstorm on the meaning of courtship.</p> <p>search the internet or print resources for the meaning of courtship and write on flashcards.</p> <p>use digital or print resources to find the qualities to consider when choosing a marriage partner.</p> <p>identify and discuss the qualities considered when choosing a marriage partner.</p>	<p>What is courtship?</p> <p>What qualities should one consider when choosing a marriage partner?</p>	<p>Digital resources.</p> <p>Flashcards.</p> <p>Top Scholar CRE pg 132-133.</p> <p>Lesson notes.</p> <p>Marker pens.</p>	<p>Assessment rubrics.</p> <p>Written tests.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Oral questions.</p>		

	3	Christian Living Today.	Responsible Parenthood.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Outline the virtues that both marriage partners should uphold before marriage.</li> <li>b) Use digital or print resources to search for the virtues that marriage partners should uphold before marriage.</li> <li>c) Acknowledge the virtues that marriage partners should uphold before marriage.</li> </ul>	<p>In groups or pairs, learners,are guided to:</p> <p>read 2nd Corinthians 6:14-15 and write lessons learnt from the verse on flashcards.</p> <p>use digital devices or print resources to find out the virtues that marriage partners should uphold before marriage.</p> <p>identify and discuss the virtues that marriage partners should uphold before marriage.</p> <p>present their findings in class.</p>	What virtues should marriage partners uphold before marriage?	<p>Top Scholar CRE pg 133-134.</p> <p>Digital resources.</p> <p>Flashcards, Scissors and Marker pens.</p> <p>Lesson notes.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Written tests.</p> <p>Oral discussion.</p> <p>Oral questions.</p>	
	4	Christian Living Today	Courtship and Marriage.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) State the importance of courtship in the society.</li> </ul>	<p>In groups or pairs, learners are guided to:</p> <p>brainstorm and present on the importance of courtship to individuals.</p>	Why is courtship important before marriage?	<p>Top Scholar CRE pg 135.</p> <p>Lesson notes.</p> <p>Digital resources.</p>	<p>Assessment rubrics.</p> <p>Written tests.</p> <p>Oral discussion..</p>	

				b) Use digital or print resources to find out the importance of courtship in the society. c) Acknowledge the importance of courtship in the society.	use digital or print resources to search for information on the importance of courtship to individuals.  discuss the importance of courtship to individuals.			Checklists.  Oral questions.	
12	1	Christian Living Today.	Courtship and Marriage.	By the end of the lesson, the learner should be able to;  a) Outline lessons learnt about marriage from Hebrews 13:4 and Matthew 19:4-6. b) Prepare flashcards showing lessons learnt from Hebrews 13:4 and Matthew 19:4-6. c) Appreciate the lessons learnt from Hebrews 13:4 and Matthew 19:4-6.	In groups or pairs, learners are guided to:  read Hebrews 13:4 and Matthew 19:4-6 .  write the verses on flashcards.  identify and discuss the lessons learnt about marriage from the biblical texts.	What lessons do you learn from Hebrews 13:4 and Matthew 19:4-6?	Good News Bible.  Top Scholar CRE pg 135-136.	Assessment rubrics.  Checklists.  Oral discussion.  Oral presentation.	

	2	Christian Living Today.	Courtship and Marriage.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) State the meaning of premarital counseling.</li> <li>b) Use digital or print resources to find out the roles of the church in premarital counseling.</li> <li>c) Appreciate the role of the church in premarital counseling.</li> </ul>	<p>In groups or pairs, learners are guided to:</p> <p>explain the meaning of premarital counseling.</p> <p>use digital or print resources to search for information on the roles of the church in premarital counseling.</p> <p>discuss the roles of the church in premarital counseling.</p>	What roles do the church play in premarital counseling?	<p>Top Scholar CRE pg 136.</p> <p>Lesson notes.</p> <p>Digital resources.</p> <p>Resource person.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Written tests.</p>	
	3	Christian Living Today.	Courtship and Marriage.	<p>By the end of the lesson, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Debate on the motion Courtship is important before marriage.</li> <li>b) Enjoy debating on the motion.</li> </ul>	<p>As a class, learners are guided to:</p> <p>choose proposers and opposers.</p> <p>select a speaker to moderate the motion.</p> <p>choose secretaries to note down the points on both sides.</p> <p>debate the motion.</p>	What lessons did you learn from the debate?	<p>Top Scholar CRE pg 137.</p> <p>Digital resources.</p>	<p>Debating.</p> <p>Oral presentation.</p> <p>Checklists.</p> <p>Anecdotal.</p> <p>Assessment rubrics.</p>	
	4	Christian Living Today.	Courtship and Marriage.	<p>By the end of the lesson, the learner should be able to;</p>	<p>In groups or individually, learners are guided :</p>		<p>Top Scholar CRE .</p>	<p>Written questions.</p> <p>Checklists.</p>	

				a) Attempt assessment questions on the sub-strand: Courtship and Marriage.	answer the questions on the sub-strand: Courtship and Marriage.		Assessment books.	Assessment rubrics.	
13	END OF TERM ASSESSMENT								
14	END OF TERM 2 BREAK								