| Week | Lesson | Strand | Sub Strand | Specific Learning Outcomes | Learning/ Teaching Experience | Key Inquiry Questions | Learning Resources | Assessment Methods | Reflection |
|------|---------|------------------|-------------------------|---|--|--|---|---|------------|
| 1 | OPENING | AND RECEIVING LE | EARNERS | • | | - | | | |
| 2 | 1 | CREATION | ORIGIN of SIN 4 | By the end of the lesson, the learner should be able to: a)state the meaning of sin identify the origin of sin from the creation accounts c. watch a video clip of Adam and eve in the garden of Eden | learner is guided to: • in groups/pairs brainstorm on the meaning of 'sin' according to the Bible and share in class • share with a friend the sins young people are likely to commit • read Genesis 3:1-13 and write short notes on the origin of sin • in pairs read Genesis 3: 14-19,23,4:6-12, Genesis 11:1-9 and make notes on the consequences of sins | what is the origin of sin according to the Bible ? | Good News Bible CRE Course Books Posters Charts Digital CourseBooksww w.kec.ac.ke Flashcards Audio-visual resource OUP; CRE Learner's Book Grade 8 pg.1 | Oral/Aural Question(s) •Written Assignments •Checklist s •Rubrics •Rating Scales •Portfolio | |
| | 2 | CREATION | CONSEQUENC ES OF SIN | By the end of the lesson, the learner should be able to: a) identify the origin of sin from the creation accounts b)examine the consequences of sin after the fall of man c) analyse the causes of sin today d) Discuss moral values and life skills needed to overcome temptations today. e)desire to pray to God to overcome temptations in day-to-day life | learner is guided to: • in groups/pairs brainstorm on the meaning of 'sin' according to the Bible and share in class • share with a friend the sins young people are likely to commit • read Genesis 3:1-13 and write short notes on the origin of sin • in pairs read Genesis 3: 14-19,23,4:6-12, Genesis 11:1-9 and make notes on the consequences of sins • in groups discuss the causes of sin among young people today • in pairs have a buzz session on how to overcome sins/temptations/tempting situations as a young person today • brainstorm on moral values and life skills needed to overcome temptations/sins in their lives, write them on c harts and display in class • make a prayer to God every day for grace to overcome temptations • repent whenever they fall into temptation as outlined in 1 John 1:9 | | Good News Bible •CRE Course Books •Posters •Charts •Digital CourseBooksww w.kec.ac.ke •Flashcards •Audio-visual resource OUP; CRE Learner's Book Grade 8 pg.2 | Oral/Aural Question(s) •Written Assignments •Checklist s •Rubrics •Rating Scales •Portfolio | |

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|---|---|----------|---------------------------|---|---|---|---|---|--|
| | | | | | write 1 John 1:9 on flashcards and meditate on it. | | | | |
| | 3 | CREATION | CAUSES OF SIN | By the end of the lesson, the learner should be able to: a) identify the origin of sin from the creation accounts b)examine the consequences of sin after the fall of man c) analyse the causes of sin today d) Discuss moral values and life skills needed to overcome temptations today. e)desire to pray to God to overcome temptations in day-to-day life | learner is guided to: • in groups/pairs brainstorm on the meaning of 'sin' according to the Bible and share in class •share with a friend the sins young people are likely to commit •read Genesis 3:1-13 and write short notes on the origin of sin •in pairs read Genesis 3: 14- 19,23,4:6-12, Genesis 11:1-9 and make notes on the consequences of sins •in groups discuss the causes of sin among young people today •in pairs have a buzz session on how to overcome sins/temptations/tempting situations as a young person today •brainstorm on moral values and life skills needed to overcome temptations/sins in their lives, write them on c harts and display in class •make a prayer to God every day for grace to overcome temptations •repent whenever they fall into temptation as outlined in1John 1:9 •write 1 John 1:9 on flashcards and meditate on it. | hat is the origin of sin according to the Bible? 2. How do you overcome temptations as a youth | Good News Bible CRE Course Books Posters Charts Digital CourseBooksww w.kec.ac.ke Flashcards Audio-visual resource OUP; CRE Learner's Book Grade 8 pg.3 | Oral/Aural Question(s) •Written Assignments •Checklist s •Rubrics •Rating Scales •Portfolio | |
| 3 | 1 | CREATION | OVERCOMING TEMPTATIONS | By the end of the lesson, the learner should be able to: a) identify the origin of sin from the creation accounts b)examine the consequences of sin after the fall of man c) analyse the causes of sin today d) Discuss moral values and life skills | learner is guided to: • in groups/pairs brainstorm on the meaning of 'sin' according to the Bible and share in class • share with a friend the sins young people are likely to commit • read Genesis 3:1-13 and write short notes on the origin of sin • in pairs read Genesis 3: 14- | hat is the origin of sin according to the Bible ? 2. How do you overcome temptations as a youth | Good News Bible CRE Course Books Posters Charts Digital CourseBooksww w.kec.ac.ke Flashcards Audio-visual resource OUP; CRE | Oral/Aural Question(s) •Written Assignments •Checklist s •Rubrics •Rating Scales •Portfolio | |

| | | | needed to overcome temptations today. e)desire to pray to God to overcome temptations in day-to-day life | 19,23,4:6-12, Genesis 11:1-9 and make notes or the consequences of sins •in groups discuss the causes of sin among young people today •in pairs have a buzz session on how to overcome sins/temptations/tempting situations as a young person today •brainstorm on moral values and life skills needed to overcome temptations/sins in their lives, write them on c harts and display in class •make a prayer to God every day for grace to overcome temptations •repent whenever they fall into temptation as outlined in1John 1:9 •write 1 John 1:9 on flashcards and meditate on it. | y | Learner's Book Grade 8 pg.4-5 | |
|---|----------|----------------------|---|--|---|--|--|
| 2 | CREATION | GODS LOVE FOR MAN | the end of the sub strand, the learner should be able to a) describe how God demonstrated His love for humankind after the fall of man b) examine how God's plan of salvation is fulfilled through Jesus C hrist c) explain the importance of redemption after the fall of man d) take part in sharing the love of God with others e) appreciate God's saving ggrace in their day | The learner is guided to: •in pairs have a buzz session on the meaning of redemption and share with the class •brainstorm on how God demonstrated his love after the fall of mankind and make short notes •in groups discuss the importance of redemption through Christ and make a presentation in class •in turns, read Genesis 3:15; Genesis 12:1-3, Isaiah 53:5-12 Isaiah 63:5, Galatians 1:3-5, Colossians 1:13-15, 2 Peter 3:9 on God's plan of salvation and make notes •write sensitisation/awareness messages on charts or using a digital device on God's love and plan for salvation for mankind | How is God's plan of redemption realised in the New Testament | Good News Bible Digital Course Books www.kec. Course book for Grade 8 Pictures and photographs Flashcard s Charts OUP; CRE Learner's Book Grade 8 pg.6-7 | Oral/Aural Question(s) Written Assignments Journals Portfolio R ating Scal |

| | | | to - day lif a) | based on John 3:16 •take part in sharing God's love through acts of mercy in school and the community •read Ephesians 1:7 and share their reflections on God's saving grace | | | | |
|---|----------|-----------|---|---|---|--|--|--|
| 3 | CREATION | GODS PLAN | the end of the sub - strand, the learner should be able to : a) describe how God demonstrated His love for humankind after the fall of man b) examine how God's plan of salvation is fulfilled through Jesus C hrist c) explain the importance of redemption after the fall of man d) take part in sharing the love of God with others e) appreciate God's saving ggrace in their day - to - day lif b) | The learner is guided to: in pairs have a buzz session on the meaning of redemption and share with the class brainstorm on how God demonstrated his love after the fall of mankind and make short notes in groups discuss the importance of redemption through Christ and make a presentation in class in turns, read Genesis 3:15; Genesis 12:1-3, Isaiah 53:5-12 Isaiah 63:5, Galatians 1:3-5, Colossians 1:13-15, 2 Peter 3:9 on God's plan of salvation and make notes write sensitisation/awareness messages on charts or using a digital device on God's love and plan for salvation for mankind based on John 3:16 take part in sharing God's love through acts of mercy in school and the community read Ephesians 1:7 and share their reflections on God's saving grace | How is God's plan of redemption realised in the New Testament | Good News Bible Digital Course Books www.kec. Course book for Grade 8 Pictures and photographs Flashcard s Charts OUP; CRE Learner's Book Grade 8 pg.8-9 | Oral/Aural Question(s) Written Assignments Journals Portfolio R ating Scal | |

| 4 | 1 | CREATION | REDEMPTION | the end of the sub | The learner is guided to: | How is God's | Good News Bible | Oral/Aural |
|---|---|----------|------------|--|--|-----------------|------------------|-------------|
| | | | | - | •in pairs have a buzz session on | plan of | • | Question(s) |
| | | | | strand, | the meaning of redemption and | redemption | Digital Course | • |
| | | | | the learner should be able to | share with the class | realised in the | Books | Written |
| | | | | : | brainstorm on how God | New | - | Assignments |
| | | | | a) | demonstrated his | Testament | www.kec. | • |
| | | | | describe how God | love after the fall of mankind | | • | Journals |
| | | | | demonstrated His love for | and make | | Course book for | • |
| | | | | humankind | short notes | | Grade 8 | Portfolio |
| | | | | after the fall of | in groups discuss the | | • | • |
| | | | | man | importance of | | Pictures and | R |
| | | | | b) | redemption through Christ and | | photographs | ating Scal |
| | | | | examine how God's plan of salvation is fulfilled | make a | | • | |
| | | | | through Jesus C | presentation in class | | Flashcard | |
| | | | | hrist | •in turns, read Genesis 3:15; | | S | |
| | | | | C) | Genesis 12:1-3 | | • | |
| | | | | explain the importance of | , Isaiah 53:5-12 Isaiah 63:5, | | Charts | |
| | | | | redemption after the fall | Galatians 1:3-5, Colossians | | OUP;CRE | |
| | | | | of man | 1:13-15, 2 Peter 3:9 on God's plan of salvation and make | | Learner's Book | |
| | | | | d) | notes | | Grade 8 pg.10-11 | |
| | | | | take part in sharing the | write sensitisation/awareness | | | |
| | | | | love of God with others | messages on | | | |
| | | | | e) | charts or using a digital device | | | |
| | | | | appreciate God's saving | on God's | | | |
| | | | | ggrace in their day | love and plan for salvation for | | | |
| | | | | | mankind | | | |
| | | | | - | based on John 3:16 | | | |
| | | | | to | •take part in sharing God's love | | | |
| | | | | - | through | | | |
| | | | | day | acts of mercy in school and the | | | |
| | | | | lif | community | | | |
| | | | | -) | •read Ephesians 1:7 | | | |
| | | | | c) | and share their | | | |
| | | | | | reflections on God's saving | | | |
| | | | | | grace | | | |
| | | | | | | | | |

| | 1 | 2 | CREATION | IMPORTANCE | the end of the sub | The learner is guided to: | How is God's | Good News Bible | Oral/Aural |
|---|---|----------|----------|-------------|-------------------------------|---|-----------------|---------------------|-------------|
| | | <i>_</i> | CKLATION | OF | - the cha of the sub | •in pairs have a buzz session on | plan of | COOG NOWS DIDIE | Question(s) |
| | | | | REDEMPTION | strand, | the meaning of redemption and | redemption | Digital Course | Question(s) |
| | | | | KEDEMI TION | the learner should be able to | share with the class | realised in the | Books | Written |
| | | | | | | brainstorm on how God | New | DOOKS | Assignments |
| | | | | | a) | | Testament | www.kec. | Assignments |
| | | | | | describe how God | demonstrated his love after the fall of mankind | restarrient | www.kec. | Journals |
| | | | | | demonstrated His love for | | | • Course book for | Journals |
| | | | | | humankind | and make short notes | | Grade 8 | De attalla |
| | | | | | after the fall of | | | Grade 6 | Portfolio |
| | | | | | man | •in groups discuss the | | • D'atama a anal | • |
| | | | | | b) | importance of | | Pictures and | R |
| | | | | | examine how God's plan | redemption through Christ and | | photographs | ating Scal |
| | | | | | of salvation is fulfilled | make a | | • | |
| | | | | | through Jesus C | presentation in class | | Flashcard | |
| | | | | | hrist | •in turns, read Genesis 3:15; | | S | |
| | | | | | c) | Genesis 12:1-3 | | • | |
| | | | | | explain the importance of | , Isaiah 53:5-12 Isaiah 63:5, | | Charts | |
| | | | | | redemption after the fall | Galatians 1:3-5, Colossians | | OUP;CRE | |
| | | | | | of man | 1:13-15, 2 Peter 3:9 on God's | | Learner's Book | |
| | | | | | d) | plan of salvation and make | | Grade 8 pg.12-13 | |
| | | | | | take part in sharing the | notes | | | |
| | | | | | love of God with others | write sensitisation/awareness | | | |
| | | | | | e) | messages on | | | |
| | | | | | appreciate God's saving | charts or using a digital device | | | |
| | | | | | ggrace in their day | on God's | | | |
| | | | | | ggrado in their day | love and plan for salvation for | | | |
| | | | | | _ | mankind | | | |
| | | | | | to | based on John 3:16 | | | |
| | | | | | - | •take part in sharing God's love | | | |
| | | | | | day | through | | | |
| | | | | | lif | acts of mercy in school and the | | | |
| | | | | | | community | | | |
| | | | | | d) | •read Ephesians 1:7 | | | |
| | | | | | | and share their | | | |
| | | | | | | reflections on God's saving | | | |
| | | | | | | grace | | | |
| 1 | | | | | | | | | |

| | 3 | CREATION | Gods plan for | the end of the sub | The learner is guided to: | How is God's | Good News Bible | Oral/Aural |
|-----|---|----------|---------------|--------------------------------|---|-----------------|------------------|-------------|
| i l | - | | redemption. | - | •in pairs have a buzz session on | plan of | • | Question(s) |
| i l | | | 6 | strand, | the meaning of redemption and | redemption | Digital Course | • |
| i l | | | | the learner should be able to | share with the class | realised in the | Books | Written |
| i l | | | | : | •brainstorm on how God | New | - | Assignments |
| i l | | | | a) | demonstrated his | Testament | www.kec. | • |
| i l | | | | describe how God | love after the fall of mankind | | • | Journals |
| i l | | | | demonstrated His love for | and make | | Course book for | • |
| i | | | | humankind | short notes | | Grade 8 | Portfolio |
| i l | | | | after the fall of | in groups discuss the | | • | • |
| i l | | | | man | importance of | | Pictures and | R |
| i | | | | b) | redemption through Christ and | | photographs | ating Scal |
| ı l | | | | examine how God's plan | make a | | • | |
| ı l | | | | of salvation is fulfilled | presentation in class | | Flashcard | |
| i l | | | | through Jesus C | •in turns, read Genesis 3:15; | | S | |
| i l | | | | hrist | Genesis 12:1-3 | | • | |
| i | | | | c) | , Isaiah 53:5-12 Isaiah 63:5, | | Charts | |
| i l | | | | explain the importance of | Galatians 1:3-5, Colossians | | OUP;CRE | |
| i l | | | | redemption after the fall | 1:13-15, 2 Peter 3:9 on God's | | Learner's Book | |
| i | | | | of man | plan of salvation and make | | Grade 8 pg.14-15 | |
| i l | | | | d) take part in sharing the | notes | | | |
| i | | | | love of God with others | write sensitisation/awareness | | | |
| i l | | | | e) | messages on | | | |
| i l | | | | appreciate God's saving | charts or using a digital device | | | |
| i | | | | ggrace in their day | on God's | | | |
| ı l | | | | ggrace in their day | love and plan for salvation for | | | |
| ı l | | | | - | mankind | | | |
| ı l | | | | to | based on John 3:16 | | | |
| ı l | | | | - | •take part in sharing God's love | | | |
| i l | | | | day | through | | | |
| i l | | | | lif | acts of mercy in school and the | | | |
| ı l | | | | | community | | | |
| ı l | | | | e) | •read Ephesians 1:7 and share their | | | |
| ı l | | | | | reflections on God's saving | | | |
| ı l | | | | | | | | |
| ı l | | | | | grace | | | |
| | | | I | | 1 | | | |

| 5 | | CREATION | SHARING LOVE | the end of the sub strand, the learner should be able to a) describe how God demonstrated His love for humankind after the fall of man b) examine how God's plan of salvation is fulfilled through Jesus C hrist c) explain the importance of redemption after the fall of man d) take part in sharing the love of God with others e) appreciate God's saving ggrace in their day to day lif f) | The learner is guided to: in pairs have a buzz session on the meaning of redemption and share with the class brainstorm on how God demonstrated his love after the fall of mankind and make short notes in groups discuss the importance of redemption through Christ and make a presentation in class in turns, read Genesis 3:15; Genesis 12:1-3, Isaiah 53:5-12 Isaiah 63:5, Galatians 1:3-5, Colossians 1:13-15, 2 Peter 3:9 on God's plan of salvation and make notes write sensitisation/awareness messages on charts or using a digital device on God's love and plan for salvation for mankind based on John 3:16 take part in sharing God's love through acts of mercy in school and the community read Ephesians 1:7 and share their reflections on God's saving | How is God's plan of redemption realised in the New Testament | Good News Bible Digital Course Books www.kec. Course book for Grade 8 Pictures and photographs Flashcard s Charts OUP;CRE Learner's Book Grade 8 pg.16-17 | Oral/Aural Question(s) Written Assignments Journals Portfolio R ating Scal |
|---|---|-----------|-----------------|--|---|--|---|--|
| 6 | 2 | THE BIBLE | THE BIBLE | By the end of the sub | and share their reflections on God's saving grace The learner is guided to: •read Genesis 11: 24 -32; 12:1, | Why is Abraham referred to as | CRE Course Books | Observation Schedule |
| | | | | strand , the learner should be able to: a) describe t he background to the call of Abraham b) examine ways A braham demonstrated faith in | discuss and make notes for presentation in class •in pairs brainstorm and share with the class the meaning of the word, 'faith' •share experiences of how they portray faith in God •read Hebrews 11: 1-6 and make notes in their exercise books or use a digital device | the father of faith? 2. How are God's promises to Abraham important to Christians today? 3. How do you a | Good News Bible Charts D i gi tal Course Books www.kec. ac.ke Video clips | Oral/Aural Qu estion(s) Rubrics Anecdotal Records Rating Scales Portfolio |

| | | | | God c) apply faith in different situations as exemplified by Abraham d) analyse the promises made by God to Abraham and their importance to Christians today e) apply God's promises i n their day - to - day life a) | in groups brainstorm on how Abraham demonstrated faith in God in turns read and discuss Genesis 12:1-3, 15:1-6; 17:23-26, 21:1-7; 22:1-14 in groups role-play how God tested Abraham's faith: Genesis 22 1-19 edevelop a weekly journal on how they exercise faith in God have a buzz session on the meaning of the word promises in pairs list the promises that God made to Abraham in turns read Genesis 12: 2-3, 15:1-6,17:1-8, 17:15-18 and outline the promises made by God to Abraham for presentation in class ediscuss the importance of God's promises to Christians today brainstorm on how to apply God's promises in their daily lives | pply God's promises in your day - to - day lif | • Audio - visual resource OUP;CRE Learner's Book Grade 8 pg.18-19 | | |
|---|---|-----------|--------------------|--|---|---|--|--|--|
| 7 | 3 | THE BIBLE | CALL OF ABRAHAM | By the end of the sub - strand , the learner should be able to: a) describe t he background to the call of Abraham b) examine ways A braham demonstrated faith in God c) apply faith in different situations as exemplified by | The learner is guided to: •read Genesis 11: 24 -32; 12:1, discuss and make notes for presentation in class •in pairs brainstorm and share with the class the meaning of the word, 'faith' •share experiences of how they portray faith in God •read Hebrews 11: 1-6 and make notes in their exercise books or use a digital device •in groups brainstorm on how Abraham demonstrated faith in God •in turns read and discuss Genesis 12:1-3, 15:1-6; 17:23-26, 21:1-7; 22:1- | Why is Abraham referred to as the father of faith? 2. How are God's promises to Abraham important to Christians today? 3. How do you a pply God's promises in your day - to - | CRE Course Books Good News Bible Charts Charts ti gi tal Course Books www.kec. ac.ke Video clips Audio visual resource OUP; CRE Learner's Book | Observation Schedule Oral/Aural Qu estion(s) Rubrics Anecdotal Records Rating Scales Portfolio | |

| | | | Abraham d) analyse the promises made by God to Abraham and their importance to Christians today e) apply God's promises i n their day - to - day life b) | •in groups role-play how God tested Abraham's faith: Genesis 22 1-19 •develop a weekly journal on how they exercise faith in God •have a buzz session on the meaning of the word promises •in pairs list the promises that God made to Abraham •in turns read Genesis 12: 2-3, 15:1-6,17:1-8, 17:15-18 and outline the promises made by God to Abraham for presentation in class •discuss the importance of God's promises to Christians today •brainstorm on how to apply God's promises in their daily lives | day lif | Grade 8 pg.20 | |
|-----|-----------|-------------------|---|---|---|---|---|
| 8 1 | THE BIBLE | ABRAHAMS FAITH | By the end of the sub - strand , the learner should be able to: a) describe t he background to the call of Abraham b) examine ways A braham demonstrated faith in God c) apply faith in different situations as exemplified by Abraham d) analyse the promises made by God to Abraham and their | The learner is guided to: •read Genesis 11: 24 -32; 12:1, discuss and make notes for presentation in class •in pairs brainstorm and share with the class the meaning of the word, 'faith' •share experiences of how they portray faith in God •read Hebrews 11: 1-6 and make notes in their exercise books or use a digital device •in groups brainstorm on how Abraham demonstrated faith in God •in turns read and discuss Genesis 12:1-3, 15:1-6; 17:23-26, 21:1-7; 22:1- 14 •in groups role-play how God tested Abraham's faith: Genesis 22 1-19 •develop a weekly journal on how they exercise | Why is Abraham referred to as the father of faith? 2. How are God's promises to Abraham important to Christians today? 3. How do you a pply God's promises in your day - to - day lif | CRE Course Books Good News Bible Charts Di igi tal Course Books www.kec. ac.ke Video clips Audio visual resource OUP; CRE Learner's Book Grade 8 pg.21-22 | Observation Schedule Oral/Aural Qu estion(s) Rubrics Anecdotal Records Rating Scales Portfolio |

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| | | | importance to Christians today e) apply God's promises i n their day - to - day life c) | faith in God •have a buzz session on the meaning of the word promises •in pairs list the promises that God made to Abraham •in turns read Genesis 12: 2-3, 15:1-6,17:1-8, 17:15-18 and outline the promises made by God to Abraham for presentation in class •discuss the importance of God's promises to Christians today •brainstorm on how to apply God's promises in their daily lives | | | |
| 2 | THE BIBLE | APPLICATION OF FAITH | By the end of the sub - strand , the learner should be able to: a) describe t he background to the call of Abraham b) examine ways A braham demonstrated faith in God c) apply faith in different situations as exemplified by Abraham d) analyse the promises made by God to Abraham and their importance to Christians today e) apply God's promises i n | The learner is guided to: •read Genesis 11: 24 -32; 12:1, discuss and make notes for presentation in class •in pairs brainstorm and share with the class the meaning of the word, 'faith' •share experiences of how they portray faith in God •read Hebrews 11: 1-6 and make notes in their exercise books or use a digital device •in groups brainstorm on how Abraham demonstrated faith in God •in turns read and discuss Genesis 12:1-3, 15:1-6; 17:23-26, 21:1-7; 22:1- 14 •in groups role-play how God tested Abraham's faith: Genesis 22 1-19 •develop a weekly journal on how they exercise faith in God •have a buzz session on the meaning of the word promises •in pairs list the promises that God made to Abraham | Why is Abraham referred to as the father of faith? 2. How are God's promises to Abraham important to Christians today? 3. How do you a pply God's promises in your day - to - day lif | CRE Course Books Good News Bible Charts D i gi tal Course Books www.kec. ac.ke Video clips Audio visual resource OUP;CRE Learner's Book Grade 8 pg.23-24 | Observation Schedule Oral/Aural Qu estion(s) Rubrics Anecdotal Records Pating Scales Portfolio |

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|-----------|----------------------------|---|--|---|---|---|
| | | their day - to - day life d) | •in turns read Genesis 12: 2-3, 15:1-6,17:1-8, 17:15-18 and outline the promises made by God to Abraham for presentation in class •discuss the importance of God's promises to Christians today •brainstorm on how to apply God's promises in their daily lives | | | |
| THE BIBLE | PROMISES OF GOD TO ABRAHAM | By the end of the sub - strand , the learner should be able to: a) describe t he background to the call of Abraham b) examine ways A braham demonstrated faith in God c) apply faith in different situations as exemplified by Abraham d) analyse the promises made by God to Abraham and their importance to Christians today e) apply God's promises i n their day - to - day life | The learner is guided to: •read Genesis 11: 24 -32; 12:1, discuss and make notes for presentation in class •in pairs brainstorm and share with the class the meaning of the word, 'faith' •share experiences of how they portray faith in God •read Hebrews 11: 1-6 and make notes in their exercise books or use a digital device •in groups brainstorm on how Abraham demonstrated faith in God •in turns read and discuss Genesis 12:1-3, 15:1-6; 17:23-26, 21:1-7; 22:1- 14 •in groups role-play how God tested Abraham's faith: Genesis 22 1-19 •develop a weekly journal on how they exercise faith in God •have a buzz session on the meaning of the word promises •in pairs list the promises that God made to Abraham •in turns read Genesis 12: 2-3, 15:1-6,17:1-8, 17:15-18 and outline the promises made by God to Abraham for presentation in class •discuss the importance of | Why is Abraham referred to as the father of faith? 2. How are God's promises to Abraham important to Christians today? 3. How do you a pply God's promises in your day - to - day lif | CRE Course Books Good News Bible Charts D i gi tal Course Books - www.kec. ac.ke Video clips Audio - visual resource OUP; CRE Learner's Book Grade 8 pg.25-26 | Observation Schedule Oral/Aural Qu estion(s) Rubrics Anecdotal Records Pating Scales Portfolio |

| | | | | | | | |
|---|-----------|------------------------|---|---|---|---|--|
| | | | e) | God's promises to Christians today •brainstorm on how to apply God's promises in their daily lives | | | |
| 9 | THE BIBLE | IMPORTSNCE OF FAITH | By the end of the sub - strand , the learner should be able to: a) describe t he background to the call of Abraham b) examine ways A braham demonstrated faith in God c) apply faith in different situations as exemplified by Abraham d) analyse the promises made by God to Abraham and their importance to Christians today e) apply God's promises i n their day - to - day life f) | The learner is guided to: •read Genesis 11: 24 -32; 12:1, discuss and make notes for presentation in class •in pairs brainstorm and share with the class the meaning of the word, 'faith' •share experiences of how they portray faith in God •read Hebrews 11: 1-6 and make notes in their exercise books or use a digital device •in groups brainstorm on how Abraham demonstrated faith in God •in turns read and discuss Genesis 12:1-3, 15:1-6; 17:23-26, 21:1-7; 22:1- 14 •in groups role-play how God tested Abraham's faith: Genesis 22 1-19 •develop a weekly journal on how they exercise faith in God •have a buzz session on the meaning of the word promises •in pairs list the promises that God made to Abraham •in turns read Genesis 12: 2-3, 15:1-6,17:1-8, 17:15-18 and outline the promises made by God to Abraham for presentation in class •discuss the importance of God's promises to Christians today •brainstorm on how to apply God's promises in their daily lives | Why is Abraham referred to as the father of faith? 2. How are God's promises to Abraham important to Christians today? 3. How do you a pply God's promises in your day - to - day lif | CRE Course Books Good News Bible Charts It is gistal Course Books www.kec. ac.ke Video clips Audio visual resource OUP; CRE Learner's Book Grade 8 pg.27-28 | Observation Schedule Oral/Aural Qu estion(s) Rubrics Anecdotal Records Rating Scales Portfolio |

| | THE BIBLE | MEANING OF COVENANT | By the end of the sub - strand , the learner should be able to: a) elaborate the meaning of the term 'covenant' b) identify covenants in modern life and their importance c) evaluate the characteristics of ungodly covenants today d) d iscuss the importance of God's covenant with Abraham e) analyse the importance of circumcision to Abraham and his descendants a) | The learner is guided to: in pairs debate the meaning of the term covenant and share with the class brainstorm on modern covenants and their importance, make notes or PowerPoint presentations in turns read and discuss Genesis 15:1-18; make a presentation to the class using PowerPoint slides or charts watch a video clip on God's covenant with Abraham brainstorm on characteristics of un godly covenants today in pairs search/read scriptures on how to distinguish godly and ungodly covenants read James 4:7,Mathew 4: 8-10, 1Peter 5:8-9,Mathew 7:1 5-20and discuss how to resist/discern ungodly covenants discuss the importance of God's covenant with Abraham in turns read Genesis 17:1-14andmake notes discuss the circumcision of Abraham and its importance to him and his descendants have a buzz session on how to apply faith in difficult situations | How was the covenant between God and Abraha m made? 2. Why is the covenant between God and Abraham important to Christians today? | Pictures and photographs CRE Course Books Digital Course Books, www.kec. ac.ke Flashcard s Charts Video clips TV/radio lesson OUP; CRE Learner's Book Grade 8 pg.29-30 | Observation Schedule Wri tten Assignments Oral/Aural Question(s) Rubrics Anecdotal Records |
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| 3 | THE BIBLE | COVENANTS TODAY | By the end of the sub - strand , the learner should be able to: a) elaborate the meaning of the term 'covenant' b) identify covenants in modern life and their importance | The learner is guided to: •in pairs debate the meaning of the term covenant and share with the class •brainstorm on modern covenants and their importance, make notes or PowerPoint presentations •in turns read and discuss Genesis 15:1-18; make a presentation to the class using PowerPoint slides or charts | How was the covenant between God and Abraha m made? 2. Why is the covenant between God and Abraham important to Christians | Pictures and photographs CRE Course Books Digital Course Books, www.kec. ac.ke Flashcard s Charts | Observation Schedule Wri tten Assignments Oral/Aural Question(s) Rubrics Anecdotal |

| | | | | c) evaluate the characteristics of ungodly covenants today d) d iscuss the importance of God's covenant with Abraham e) analyse the importance of circumcision to Abraham and his descendants b) | •watch a video clip on God's covenant with Abraham •brainstorm on characteristics of un godly covenants today •in pairs search/read scriptures on how to distinguish godly and ungodly covenants •read James 4:7,Mathew 4: 8-10, 1Peter 5:8-9,Mathew 7:1 5-20 and discuss how to resist/discern ungodly covenants •discuss the importance of God's covenant with Abraham •in turns read Genesis 17:1-14 andmake notes •discuss the circumcision of Abraham and its importance to him and his descendants •have a buzz session on how to apply faith in difficult situations | today? | Video clips TV/radio lesson OUP;CRE Learner's Book Grade 8 pg.31 | Records | |
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| 10 | 1 | THE BIBLE | CHARACTERIS TICS OF GODLY COVENANTS | By the end of the sub - strand , the learner should be able to: a) elaborate the meaning of the term 'covenant' b) identify covenants in modern life and their importance c) evaluate the characteristics of ungodly covenants today d) d iscuss the importance of God's covenant with Abraham e) analyse the importance | The learner is guided to: •in pairs debate the meaning of the term covenant and share with the class •brainstorm on modern covenants and their importance, make notes or PowerPoint presentations •in turns read and discuss Genesis 15:1-18; make a presentation to the class using PowerPoint slides or charts •watch a video clip on God's covenant with Abraham •brainstorm on characteristics of un godly covenants today •in pairs search/read scriptures on how to distinguish godly and ungodly covenants •read James 4:7,Mathew 4: 8-10, 1Peter 5:8-9,Mathew 7:1 5-20and discuss how to resist/discern ungodly | How was the covenant between God and Abraha m made? 2. Why is the covenant between God and Abraham important to Christians today? | Pictures and photographs CRE Course Books Digital Course Books, www.kec. ac.ke Flashcard s Charts TV/radio lesson OUP; CRE Learner's Book Grade 8 pg.32 | Observation Schedule Wri tten Assignments Oral/Aural Question(s) Rubrics Anecdotal Records | |

| | | | | of circumcision to Abraham and his descendants c) | covenants •discuss the importance of God's covenant with Abraham •in turns read Genesis 17:1- 14andmake notes •discuss the circumcision of Abraham and its importance to him and his descendants •have a buzz session on how to apply faith in difficult situations | | | | |
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| | 2 | THE BIBLE | CHARACTERIS TICS OF UNGODLY COVENANTS | By the end of the sub - strand , the learner should be able to: a) elaborate the meaning of the term 'covenant' b) identify covenants in modern life and their importance c) evaluate the characteristics of ungodly covenants today d) d iscuss the importance of God's covenant with Abraham e) analyse the importance of circumcision to Abraham and his descendants d) | The learner is guided to: in pairs debate the meaning of the term covenant and share with the class brainstorm on modern covenants and their importance, make notes or PowerPoint presentations in turns read and discuss Genesis 15:1-18; make a presentation to the class using PowerPoint slides or charts watch a video clip on God's covenant with Abraham brainstorm on characteristics of un godly covenants today in pairs search/read scriptures on how to distinguish godly and ungodly covenants read James 4:7,Mathew 4: 8-10, 1Peter 5:8-9,Mathew 7:1 5-20and discuss how to resist/discern ungodly covenants discuss the importance of God's covenant with Abraham in turns read Genesis 17:1-14andmake notes discuss the circumcision of Abraham and its importance to him and his descendants have a buzz session on how to apply faith in difficult situations | How was the covenant between God and Abraha m made? 2. Why is the covenant between God and Abraham important to Christians today? | Pictures and photographs CRE Course Books Digital Course Books, www.kec. ac.ke Flashcard s Charts Video clips TV/radio lesson OUP; CRE Learner's Book Grade 8 pg.33 | Observation Schedule Wri tten Assignments Oral/Aural Question(s) Rubrics Anecdotal Records | |

| | 3 | THE BIBLE | IMPORTANCE OF GODS COVENANT WITH ABRAHAM | By the end of the sub - strand , the learner should be able to: a) elaborate the meaning of the term 'covenant' b) identify covenants in modern life and their importance c) evaluate the characteristics of ungodly covenants today d) d iscuss the importance of God's covenant with Abraham e) analyse the importance of circumcision to Abraham and his descendants e) | The learner is guided to: in pairs debate the meaning of the term covenant and share with the class brainstorm on modern covenants and their importance, make notes or PowerPoint presentations in turns read and discuss Genesis 15:1-18; make a presentation to the class using PowerPoint slides or charts watch a video clip on God's covenant with Abraham brainstorm on characteristics of un godly covenants today in pairs search/read scriptures on how to distinguish godly and ungodly covenants read James 4:7,Mathew 4: 8-10, 1Peter 5:8-9,Mathew 7:1 5-20and discuss how to resist/discern ungodly covenants discuss the importance of God's covenant with Abraham in turns read Genesis 17:1-14andmake notes discuss the circumcision of Abraham and its importance to him and his descendants have a buzz session on how to apply faith in difficult situations | How was the covenant between God and Abraha m made? 2. Why is the covenant between God and Abraham important to Christians today? | Pictures and photographs CRE Course Books Digital Course Books, www.kec. ac.ke Flashcard s Charts TV/radio lesson OUP; CRE Learner's Book Grade 8 pg.33 | Observation Schedule Wri tten Assignments Oral/Aural Question(s) Rubrics Anecdotal Records |
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| 11 | 1 | THE BIBLE | CIRCUMSICIO N OF ABRAHAM | By the end of the sub - strand , the learner should be able to: a) elaborate the meaning of the term 'covenant' b) identify covenants in modern life and their importance | The learner is guided to: •in pairs debate the meaning of the term covenant and share with the class •brainstorm on modern covenants and their importance, make notes or PowerPoint presentations •in turns read and discuss Genesis 15:1-18; make a presentation to the class using PowerPoint slides or charts | How was the covenant between God and Abraha m made? 2. Why is the covenant between God and Abraham important to Christians | Pictures and photographs CRE Course Books Digital Course Books, www.kec. ac.ke Flashcard s Charts | Observation Schedule Wri tten Assignments Oral/Aural Question(s) Rubrics Anecdotal |

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| | | | | c) evaluate the characteristics of ungodly covenants today d) d iscuss the importance of God's covenant with Abraham e) analyse the importance of circumcision to Abraham and his descendants f) | •watch a video clip on God's covenant with Abraham •brainstorm on characteristics of un godly covenants today •in pairs search/read scriptures on how to distinguish godly and ungodly covenants •read James 4:7,Mathew 4: 8-10, 1Peter 5:8-9,Mathew 7:1 5-20and discuss how to resist/discern ungodly covenants •discuss the importance of God's covenant with Abraham •in turns read Genesis 17:1-14andmake notes •discuss the circumcision of Abraham and its importance to him and his descendants •have a buzz session on how to apply faith in difficult situations | today? | Video clips TV/radio lesson OUP;CRE Learner's Book Grade 8 pg.34 | Records |
| 2 | 2 | THE BIBLE | KINGSHIP IN ISRAEL | By the end of the sub - strand, the learner should be able to: a) discuss reasons for kingship in Israel b) examine reasons against kingship in Israel according to Prophet Samuel c) evaluate King Saul's failures and the consequences d) deduce lessons learn t from the failures of King Saul e) desire to be a God - fearing leader at home, school | The learner is guided to: •brainstorm in small groups reasons why the Israelites demanded for a king •in turns read 1 Samuel 8: 1-9 and make short notes •conduct an internet or library search on reasons against kingship in Israel •read 1 Samuel 8:10-20 and outline reasons against kingship in Israel •read and discuss king Saul's failures in 1 Samuel 13:8-14, 15:7-25 •in groups discuss lessons learnt from the failures of King Saul •write a journal on how you exercise leadership at home, school and in the community. | Why did the Israelites demand for a King? 2. Why was Samuel opposed to kingship in Israel? 3. What lessons do you learn from the failures of King Saul? | Good News Bible Workbooks Charts/posters Pictures and photographs Audio visual resources OUP;CRE Learner's Book Grade 8 pg.35 | Written Assignments Oral/Aural Question(s) Rating Scales Peer Assessment Journals |

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| | | | | | | | | |
| | | | | a) | | | | |
| | 3 | THE BIBLE | REASONS AGAIST KINGSHIP IN ISRAEL | By the end of the sub - strand, the learner should be able to: a) discuss reasons for kingship in Israel b) examine reasons against kingship in Israel according to Prophet Samuel c) evaluate King Saul's failures and the consequences d) deduce lessons learn t from the failures of King Saul e) desire to be a God - fearing leader at home, school and the community . b) | The learner is guided to: | Why did the Israelites demand for a King? 2. Why was Samuel opposed to kingship in Israel? 3. What lessons do you learn from the failures of King Saul? | Good News Bible Workbooks Charts/posters Pictures and photographs Audio visual resources OUP;CRE Learner's Book Grade 8 pg.36 | Written Assignments Oral/Aural Question(s) Rating Scales Peer Assessment Journals |
| 12 | 1 | THE BIBLE | KING SAULS FAILURE | By the end of the sub - strand, the learner should be able to: a) discuss reasons for kingship in Israel b) examine reasons against kingship in Israel according to Prophet Samuel c) evaluate King Saul's failures and the consequences d) deduce lessons learn t | The learner is guided to: | Why did the Israelites demand for a King? 2. Why was Samuel opposed to kingship in Israel? 3. What lessons do you learn from the failures of King Saul? | Good News Bible Workbooks Charts/posters Pictures and photographs Audio visual resources | Written Assignments Oral/Aural Question(s) Rating Scales Peer Assessment Journals |

| | | | from the failures of King | exercise leadership | | | |
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| | | | Saul e) desire to be a God | at home, school and in the community. | | | |
| | | | fearing leader at home, school and the community | | | | |
| | | | c) | | | | |
| | THE BIBL | E GOOD LEADERSHIP | By the end of the sub - strand, the learner should be able to: a) discuss reasons for kingship in Israel b) examine reasons against kingship in Israel according to Prophet Samuel c) evaluate King Saul's failures and the consequences d) deduce lessons learn t from the failures of King Saul e) desire to be a God - fearing leader at home, school and the community . | The learner is guided to: •brainstorm in small groups reasons why the Israelites demanded for a king •in turns read 1 Samuel 8: 1-9 and make short notes •conduct an internet or library search on reasons against kingship in Israel •read 1 Samuel 8:10-20 and outline reasons against kingship in Israel •read and discuss king Saul's failures in 1 Samuel 13:8-14, 15:7-25 •in groups discuss lessons learnt from the failures of King Saul •write a journal on how you exercise leadership at home, school and in the community. | Why did the Israelites demand for a King? 2. Why was Samuel opposed to kingship in Israel? 3. What lessons do you learn from the failures of King Saul? | Good News Bible Workbooks Charts/posters Pictures and photographs Audio visual resources OUP;CRE Learner's Book Grade 8 pg.36 | Written Assignments Oral/Aural Question(s) Rating Scales Peer Assessment Journals |
| 3 | THE BIBL | E Leadership ii school and home | By the end of the sub - strand, the learner should be able to: a) discuss reasons for kingship in Israel b) examine reasons against kingship in Israel according to Prophet Samuel c) | The learner is guided to: •brainstorm in small groups reasons why the Israelites demanded for a king •in turns read 1 Samuel 8: 1-9 and make short notes •conduct an internet or library search on reasons against kingship in Israel •read 1 Samuel 8:10-20 and outline reasons against kingship in Israel | Why did the Israelites demand for a King? 2. Why was Samuel opposed to kingship in Israel? 3. What lessons do you learn from the | Good News Bible Workbooks Charts/posters Pictures and photographs Audio visual resources OUP; CRE Learner's Book | Written Assignments Oral/Aural Question(s) Rating Scales Peer Assessment Journals |

| evaluate King Saul's •read and discuss failures of King Grade 8 pg.37 | |
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| failures and the consequences d) deduce lessons learn t from the failures of King Saul e) desire to be a God - fearing leader at home, school and the community . | |
| THE BIBLE Leadership in the community By the end of the sub - strand, the learner should be able to: a) strand, the learner should be able to: a) discuss reasons for kingship in Israel b) examine reasons against kingship in Israel a according to Prophet Samuel c) evaluate King Saul's failures and the consequences d) deduce lessons learn t from the failures of King Saul e) educe lessons learn t form the failures of King Saul e) el desire to be a God - fearing leader at home, school and the community - c) explant the sound of the sub constraint in small groups reasons with the Israelites demand for a King? - the straint in small groups reasons with the Israelites demand for a King? - the straint in small groups reasons with the Israelites demand for a King? - the trum of a kingship in Israel sand make short notes - conduct an internet or library search on reasons against kingship in Israel - read 1 Samuel 8: 1-9 and make short notes - conduct an internet or library search on reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against kingship in Israel - read 1 Samuel 8: 10-20 and outline reasons against ki | |
| 13-14 END OF TERM ONE EXAMINATION AND CLOSING | |