

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Learning/ Teaching Experience	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflection
1	OPENING AND RECEIVING LEARNERS								
2	1	CREATION	ORIGIN of SIN 4	<p>By the end of the lesson, the learner should be able to:</p> <p>a)state the meaning of sin</p> <p>identify the origin of sin from the creation accounts</p> <p>c. watch a video clip of Adam and eve in the garden of Eden</p>	<p>learner is guided to:</p> <ul style="list-style-type: none"> 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 ?	<p>Good News Bible</p> <ul style="list-style-type: none"> CRE Course Books Posters Charts Digital CourseBooksww w.kec.ac.ke Flashcards Audio-visual resource <p><i>OUP;CRE Learner's Book Grade 8 pg.1</i></p>	<p>Oral/Aural Question(s)</p> <ul style="list-style-type: none"> Written Assignments Checklists Rubrics Rating Scales Portfolio 	
	2	CREATION	CONSEQUENCES OF SIN	<p>By the end of the lesson, the learner should be able to:</p> <p>a) identify the origin of sin from the creation accounts</p> <p>b)examine the consequences of sin after the fall of man</p> <p>c) analyse the causes of sin today</p> <p>d) Discuss moral values and life skills needed to overcome temptations today.</p> <p>e)desire to pray to God to overcome temptations in day-to-day life</p>	<p>learner is guided to:</p> <ul style="list-style-type: none"> 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 charts 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 1John 1:9 	<p>hat is the origin of sin according to the Bible ?</p> <p>2. How do you overcome temptations as a youth</p>	<p>Good News Bible</p> <ul style="list-style-type: none"> CRE Course Books Posters Charts Digital CourseBooksww w.kec.ac.ke Flashcards Audio-visual resource <p><i>OUP;CRE Learner's Book Grade 8 pg.2</i></p>	<p>Oral/Aural Question(s)</p> <ul style="list-style-type: none"> Written Assignments Checklists Rubrics Rating Scales Portfolio 	

					<ul style="list-style-type: none"> •write 1 John 1:9 on flashcards and meditate on it. 				
	3	CREATION	CAUSES OF SIN	<p>By the end of the lesson, the learner should be able to:</p> <p>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</p> <p>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</p>	<p>learner is guided to:</p> <ul style="list-style-type: none"> • 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 charts and display in class •make a prayer to God every day for grace to overcome temptations <p>•repent whenever they fall into temptation as outlined in 1 John 1:9</p> <ul style="list-style-type: none"> •write 1 John 1:9 on flashcards and meditate on it. 	<p>What is the origin of sin according to the Bible ?</p> <p>2. How do you overcome temptations as a youth</p>	<p>Good News Bible</p> <ul style="list-style-type: none"> •CRE Course Books •Posters •Charts •Digital CourseBookswww.kec.ac.ke •Flashcards •Audio-visual resource <p><i>OUP;CRE Learner's Book Grade 8 pg.3</i></p>	<p>Oral/Aural Question(s)</p> <ul style="list-style-type: none"> •Written Assignments •Checklists •Rubrics •Rating Scales •Portfolio 	
3	1	CREATION	OVERCOMING TEMPTATIONS	<p>By the end of the lesson, the learner should be able to:</p> <p>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</p> <p>d) Discuss moral values and life skills</p>	<p>learner is guided to:</p> <ul style="list-style-type: none"> • 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- 	<p>What is the origin of sin according to the Bible ?</p> <p>2. How do you overcome temptations as a youth</p>	<p>Good News Bible</p> <ul style="list-style-type: none"> •CRE Course Books •Posters •Charts •Digital CourseBookswww.kec.ac.ke •Flashcards •Audio-visual resource <p><i>OUP;CRE</i></p>	<p>Oral/Aural Question(s)</p> <ul style="list-style-type: none"> •Written Assignments •Checklists •Rubrics •Rating Scales •Portfolio 	

				<p>needed to overcome temptations today.</p> <p>e)desire to pray to God to overcome temptations in day-to-day life</p>	<p>19,23,4:6-12, Genesis 11:1-9 and make notes on the consequences of sins</p> <ul style="list-style-type: none"> •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 charts and display in class •make a prayer to God every day for grace to overcome temptations <p>•repent whenever they fall into temptation as outlined in 1 John 1:9</p> <p>•write 1 John 1:9 on flashcards and meditate on it.</p>		<i>Learner's Book Grade 8 pg.4-5</i>		
	2	CREATION	GODS LOVE FOR MAN	<p>the end of the sub - strand, the learner should be able to :</p> <p>a) describe how God demonstrated His love for humankind after the fall of man</p> <p>b) examine how God's plan of salvation is fulfilled through Jesus Christ</p> <p>c) explain the importance of redemption after the fall of man</p> <p>d) take part in sharing the love of God with others</p> <p>e) appreciate God's saving grace in their day</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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	<p>Good News Bible</p> <ul style="list-style-type: none"> • Digital Course Books - www.kec. • Course book for Grade 8 • Pictures and photographs • Flashcards • Charts <p><i>OUP; CRE Learner's Book Grade 8 pg.6-7</i></p>	<p>Oral/Aural Question(s)</p> <ul style="list-style-type: none"> • Written Assignments • Journals • Portfolio • Rating Scale 	

				<ul style="list-style-type: none"> - to - day lif <p>a)</p>	<p>based on John 3:16</p> <ul style="list-style-type: none"> •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	<p>the end of the sub</p> <ul style="list-style-type: none"> - strand, <p>the learner should be able to :</p> <p>a)</p> <p>describe how God demonstrated His love for humankind after the fall of man</p> <p>b)</p> <p>examine how God's plan of salvation is fulfilled through Jesus Christ</p> <p>c)</p> <p>explain the importance of redemption after the fall of man</p> <p>d)</p> <p>take part in sharing the love of God with others</p> <p>e)</p> <p>appreciate God's saving grace in their day</p> <ul style="list-style-type: none"> - to - day lif <p>b)</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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 <p>based on John 3:16</p> <ul style="list-style-type: none"> •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	<p>Good News Bible</p> <ul style="list-style-type: none"> • Digital Course Books - www.kec. • Course book for Grade 8 • Pictures and photographs • Flashcards • Charts <p><i>OUP; CRE Learner's Book Grade 8 pg.8-9</i></p>	<p>Oral/Aural Question(s)</p> <ul style="list-style-type: none"> • Written Assignments • Journals • Portfolio • Rating Scale 	

4	1	CREATION	REDEMPTION	<p>the end of the sub</p> <p>- strand, the learner should be able to :</p> <p>a) describe how God demonstrated His love for humankind after the fall of man</p> <p>b) examine how God's plan of salvation is fulfilled through Jesus Christ</p> <p>c) explain the importance of redemption after the fall of man</p> <p>d) take part in sharing the love of God with others</p> <p>e) appreciate God's saving grace in their day</p> <p>- to</p> <p>- day</p> <p>lif</p> <p>c)</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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	<p>Good News Bible</p> <ul style="list-style-type: none"> • Digital Course Books - www.kec. • Course book for Grade 8 • Pictures and photographs • Flashcards • Charts <p><i>OUP; CRE Learner's Book Grade 8 pg.10-11</i></p>	<p>Oral/Aural Question(s)</p> <ul style="list-style-type: none"> • Written Assignments • Journals • Portfolio • Rating Scale 	
---	---	----------	------------	--	---	---	---	--	--

	2	CREATION	IMPORTANCE OF REDEMPTION	<p>the end of the sub</p> <p>- strand, the learner should be able to :</p> <p>a) describe how God demonstrated His love for humankind after the fall of man</p> <p>b) examine how God's plan of salvation is fulfilled through Jesus Christ</p> <p>c) explain the importance of redemption after the fall of man</p> <p>d) take part in sharing the love of God with others</p> <p>e) appreciate God's saving grace in their day</p> <p>- to</p> <p>- day</p> <p>lif</p> <p>d)</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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	<p>Good News Bible</p> <ul style="list-style-type: none"> • Digital Course Books - www.kec. • Course book for Grade 8 • Pictures and photographs • Flashcards • Charts <p><i>OUP; CRE Learner's Book Grade 8 pg.12-13</i></p>	<p>Oral/Aural Question(s)</p> <ul style="list-style-type: none"> • Written Assignments • Journals • Portfolio • R ating Scal 	
--	---	----------	--------------------------	--	---	---	---	--	--

	3	CREATION	<p>Gods plan for redemption. 6</p>	<p>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 Christ 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 grace in their day</p> <p>- to - day lif</p> <p>e)</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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 	<p>How is God's plan of redemption realised in the New Testament</p>	<p>Good News Bible</p> <ul style="list-style-type: none"> • Digital Course Books - www.kec. • Course book for Grade 8 • Pictures and photographs • Flashcards • Charts <p><i>OUP; CRE Learner's Book Grade 8 pg.14-15</i></p>	<p>Oral/Aural Question(s)</p> <ul style="list-style-type: none"> • Written Assignments • Journals • Portfolio • Rating Scale 	
--	---	----------	--	--	---	--	---	--	--

5	1	CREATION	SHARING LOVE	<p>the end of the sub - strand, the learner should be able to :</p> <p>a) describe how God demonstrated His love for humankind after the fall of man</p> <p>b) examine how God's plan of salvation is fulfilled through Jesus Christ</p> <p>c) explain the importance of redemption after the fall of man</p> <p>d) take part in sharing the love of God with others</p> <p>e) appreciate God's saving grace in their day</p> <p>- to - day life</p> <p>f)</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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	<p>Good News Bible</p> <ul style="list-style-type: none"> • Digital Course Books - www.kec. • Course book for Grade 8 • Pictures and photographs • Flashcards • Charts <p><i>OUP; CRE Learner's Book Grade 8 pg.16-17</i></p>	<p>Oral/Aural Question(s)</p> <ul style="list-style-type: none"> • Written Assignments • Journals • Portfolio • Rating Scales 	
6	2	THE BIBLE	THE BIBLE	<p>By the end of the sub - strand , the learner should be able to:</p> <p>a) describe the background to the call of Abraham</p> <p>b) examine ways Abraham demonstrated faith in</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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 	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	<p>CRE Course Books</p> <ul style="list-style-type: none"> • Good News Bible • Charts • Digital Course Books - www.kec.ac.ke • Video clips 	<p>Observation Schedule</p> <ul style="list-style-type: none"> • Oral/Aural Question(s) • Rubrics • Anecdotal Records • Rating Scales • Portfolio 	

				<p>God</p> <p>c) apply faith in different situations as exemplified by Abraham</p> <p>d) analyse the promises made by God to Abraham and their importance to Christians today</p> <p>e) apply God's promises in their day - to - day life</p> <p>a)</p>	<ul style="list-style-type: none"> •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 	<p>pply God's promises in your day - to - day lif</p>	<ul style="list-style-type: none"> • Audio - visual resource <i>OUP;CRE Learner's Book Grade 8 pg.18-19</i> 		
7	3	THE BIBLE	CALL OF ABRAHAM	<p>By the end of the sub - strand , the learner should be able to:</p> <p>a) describe the background to the call of Abraham</p> <p>b) examine ways Abraham demonstrated faith in God</p> <p>c) apply faith in different situations as exemplified by</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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- 	<p>Why is Abraham referred to as the father of faith?</p> <p>2. How are God's promises to Abraham important to Christians today?</p> <p>3. How do you apply God's promises in your day - to -</p>	<p>CRE Course Books</p> <ul style="list-style-type: none"> • Good News Bible • Charts • Digital Course Books - www.ke.ac.ke • Video clips • Audio - visual resource <i>OUP;CRE Learner's Book</i> 	<p>Observation Schedule</p> <ul style="list-style-type: none"> • Oral/Aural Question(s) • Rubrics • Anecdotal Records • Rating Scales • Portfolio 	

				<p>Abraham</p> <p>d) analyse the promises made by God to Abraham and their importance to Christians today</p> <p>e) apply God's promises in their day - to - day life</p> <p>b)</p>	<p>14</p> <ul style="list-style-type: none"> •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	<i>Grade 8 pg.20</i>		
8	1	THE BIBLE	ABRAHAM'S FAITH	<p>By the end of the sub - strand , the learner should be able to:</p> <p>a) describe the background to the call of Abraham</p> <p>b) examine ways Abraham demonstrated faith in God</p> <p>c) apply faith in different situations as exemplified by Abraham</p> <p>d) analyse the promises made by God to Abraham and their</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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 	<p>Why is Abraham referred to as the father of faith?</p> <p>2. How are God's promises to Abraham important to Christians today?</p> <p>3. How do you apply God's promises in your day - to - day lif</p>	<p>CRE Course Books</p> <ul style="list-style-type: none"> • Good News Bible • Charts • Digital Course Books - www.kec.ac.ke • Video clips • Audio - visual resource <p><i>OUP; CRE Learner's Book Grade 8 pg.21-22</i></p>	<p>Observation Schedule</p> <ul style="list-style-type: none"> • Oral/Aural Question(s) • Rubrics • Anecdotal Records • Rating Scales • Portfolio 	

				<p>importance to Christians today</p> <p>e) apply God's promises in their day</p> <p>- to</p> <p>- day life</p> <p>c)</p>	<p>faith in God</p> <ul style="list-style-type: none"> •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	<p>By the end of the sub</p> <p>- strand, the learner should be able to:</p> <p>a) describe the background to the call of Abraham</p> <p>b) examine ways Abraham demonstrated faith in God</p> <p>c) apply faith in different situations as exemplified by Abraham</p> <p>d) analyse the promises made by God to Abraham and their importance to Christians today</p> <p>e) apply God's promises in</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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 	<p>Why is Abraham referred to as the father of faith?</p> <p>2. How are God's promises to Abraham important to Christians today?</p> <p>3. How do you apply God's promises in your day</p> <p>- to</p> <p>- day</p> <p>lif</p>	<p>CRE Course Books</p> <ul style="list-style-type: none"> • Good News Bible • Charts • Digital Course Books - www.kec.ac.ke • Video clips • Audio - visual resource <p><i>OUP; CRE Learner's Book Grade 8 pg.23-24</i></p>	<p>Observation Schedule</p> <ul style="list-style-type: none"> • Oral/Aural Question(s) • Rubrics • Anecdotal Records • Rating Scales • Portfolio 	

				<p>their day</p> <ul style="list-style-type: none"> - to - day life <p>d)</p>	<ul style="list-style-type: none"> •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 				
	3	THE BIBLE	PROMISES OF GOD TO ABRAHAM	<p>By the end of the sub</p> <ul style="list-style-type: none"> - strand <p>, the learner should be able to:</p> <p>a) describe the background to the call of Abraham</p> <p>b) examine ways Abraham demonstrated faith in God</p> <p>c) apply faith in different situations as exemplified by Abraham</p> <p>d) analyse the promises made by God to Abraham and their importance to Christians today</p> <p>e) apply God's promises in their day</p> <ul style="list-style-type: none"> - to - day life 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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 	<p>Why is Abraham referred to as the father of faith?</p> <p>2. How are God's promises to Abraham important to Christians today?</p> <p>3. How do you apply God's promises in your day</p> <p>to</p> <p>- day</p> <p>lif</p>	<p>CRE Course Books</p> <ul style="list-style-type: none"> • Good News Bible • Charts • Digi tal Course Books - www.kec.ac.ke • Video clips • Audio - visual resource <p><i>OUP: CRE Learner's Book Grade 8 pg.25-26</i></p>	<p>Observation Schedule</p> <ul style="list-style-type: none"> • Oral/Aural Question(s) • Rubrics • Anecdotal Records • Rating Scales • Portfolio 	

				e)	God's promises to Christians today •brainstorm on how to apply God's promises in their daily lives				
9	1	THE BIBLE	IMPORTANCE OF FAITH	By the end of the sub - strand , the learner should be able to: a) describe the background to the call of Abraham b) examine ways Abraham 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 in 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 apply God's promises in your day - to - day lif	CRE Course Books • Good News Bible • Charts • Digital Course Books - www.ke.ac.ke • Video clips • Audio - visual resource <i>OUP;CRE Learner's Book Grade 8 pg.27-28</i>	Observation Schedule • Oral/Aural Question(s) • Rubrics • Anecdotal Records • Rating Scales • Portfolio	

2	THE BIBLE	MEANING OF COVENANT	<p>By the end of the sub - strand , the learner should be able to:</p> <p>a) elaborate the meaning of the term 'covenant'</p> <p>b) identify covenants in modern life and their importance</p> <p>c) evaluate the characteristics of ungodly covenants today</p> <p>d) discuss the importance of God's covenant with Abraham</p> <p>e) analyse the importance of circumcision to Abraham and his descendants</p> <p>a)</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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 ungodly 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 7:15-20 and discuss how to resist/discern ungodly covenants •discuss the importance of God's covenant with Abraham •in turns read Genesis 17:1-14 and make 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 	<p>How was the covenant between God and Abraham made ?</p> <p>2. Why is the covenant between God and Abraham important to Christians today?</p>	<p>Pictures and photographs</p> <ul style="list-style-type: none"> • CRE Course Books • Digital Course Books, www.ke.ac.ke • Flashcards • Charts • Video clips • TV/radio lesson <i>OUP; CRE Learner's Book Grade 8 pg.29-30</i> 	<p>Observation Schedule</p> <ul style="list-style-type: none"> • Written Assignments • Oral/Aural Question(s) • Rubrics • Anecdotal Records 	
3	THE BIBLE	COVENANTS TODAY	<p>By the end of the sub - strand , the learner should be able to:</p> <p>a) elaborate the meaning of the term 'covenant'</p> <p>b) identify covenants in modern life and their importance</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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 	<p>How was the covenant between God and Abraham made ?</p> <p>2. Why is the covenant between God and Abraham important to Christians</p>	<p>Pictures and photographs</p> <ul style="list-style-type: none"> • CRE Course Books • Digital Course Books, www.ke.ac.ke • Flashcards • Charts 	<p>Observation Schedule</p> <ul style="list-style-type: none"> • Written Assignments • Oral/Aural Question(s) • Rubrics • Anecdotal 	

				<p>c) evaluate the characteristics of ungodly covenants today</p> <p>d) discuss the importance of God's covenant with Abraham</p> <p>e) analyse the importance of circumcision to Abraham and his descendants</p> <p>b)</p>	<ul style="list-style-type: none"> •watch a video clip on God's covenant with Abraham •brainstorm on characteristics of ungodly 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 7:15-20 and discuss how to resist/discern ungodly covenants •discuss the importance of God's covenant with Abraham •in turns read Genesis 17:1-14 and make 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?	<ul style="list-style-type: none"> • Video clips • TV/radio lesson <i>OUP; CRE Learner's Book Grade 8 pg.31</i> 	Records	
10	1	THE BIBLE	CHARACTERISTICS OF GODLY COVENANTS	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) elaborate the meaning of the term 'covenant'</p> <p>b) identify covenants in modern life and their importance</p> <p>c) evaluate the characteristics of ungodly covenants today</p> <p>d) discuss the importance of God's covenant with Abraham</p> <p>e) analyse the importance</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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 ungodly 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 7:15-20 and discuss how to resist/discern ungodly 	<p>How was the covenant between God and Abraham made?</p> <p>2. Why is the covenant between God and Abraham important to Christians today?</p>	<p>Pictures and photographs</p> <ul style="list-style-type: none"> • CRE Course Books • Digital Course Books, www.ke.ac.ke • Flashcards • Charts • Video clips • TV/radio lesson <i>OUP; CRE Learner's Book Grade 8 pg.32</i> 	<p>Observation Schedule</p> <ul style="list-style-type: none"> • Written Assignments • Oral/Aural Question(s) • Rubrics • Anecdotal Records 	

				<p>of circumcision to Abraham and his descendants</p> <p>c)</p>	<p>covenants</p> <ul style="list-style-type: none"> •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 				
	2	THE BIBLE	CHARACTERISTICS OF UNGODLY COVENANTS	<p>By the end of the sub</p> <p>- strand , the learner should be able to:</p> <p>a) elaborate the meaning of the term 'covenant'</p> <p>b) identify covenants in modern life and their importance</p> <p>c) evaluate the characteristics of ungodly covenants today</p> <p>d) discuss the importance of God's covenant with Abraham</p> <p>e) analyse the importance of circumcision to Abraham and his descendants</p> <p>d)</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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 ungodly 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 	<p>How was the covenant between God and Abraham made ?</p> <p>2. Why is the covenant between God and Abraham important to Christians today?</p>	<p>Pictures and photographs</p> <ul style="list-style-type: none"> • CRE Course Books • Digital Course Books, www.ke.ac.ke • Flashcards • Charts • Video clips • TV/radio lesson <p><i>OUP;CRE Learner's Book Grade 8 pg.33</i></p>	<p>Observation Schedule</p> <ul style="list-style-type: none"> • Written Assignments • Oral/Aural Question(s) • Rubrics • Anecdotal Records 	

	3	THE BIBLE	IMPORTANCE OF GODS COVENANT WITH ABRAHAM	<p>By the end of the sub - strand , the learner should be able to:</p> <p>a) elaborate the meaning of the term 'covenant'</p> <p>b) identify covenants in modern life and their importance</p> <p>c) evaluate the characteristics of ungodly covenants today</p> <p>d) discuss the importance of God's covenant with Abraham</p> <p>e) analyse the importance of circumcision to Abraham and his descendants</p> <p>e)</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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 ungodly 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 and make 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 	<p>How was the covenant between God and Abraham made ?</p> <p>2. Why is the covenant between God and Abraham important to Christians today?</p>	<p>Pictures and photographs</p> <ul style="list-style-type: none"> • CRE Course Books • Digital Course Books, www.kec.ac.ke • Flashcards • Charts • Video clips • TV/radio lesson <i>OUP; CRE Learner's Book Grade 8 pg.33</i> 	<p>Observation Schedule</p> <ul style="list-style-type: none"> • Written Assignments • Oral/Aural Question(s) • Rubrics • Anecdotal Records 	
11	1	THE BIBLE	CIRCUMCISION OF ABRAHAM	<p>By the end of the sub - strand , the learner should be able to:</p> <p>a) elaborate the meaning of the term 'covenant'</p> <p>b) identify covenants in modern life and their importance</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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 	<p>How was the covenant between God and Abraham made ?</p> <p>2. Why is the covenant between God and Abraham important to Christians</p>	<p>Pictures and photographs</p> <ul style="list-style-type: none"> • CRE Course Books • Digital Course Books, www.kec.ac.ke • Flashcards • Charts 	<p>Observation Schedule</p> <ul style="list-style-type: none"> • Written Assignments • Oral/Aural Question(s) • Rubrics • Anecdotal 	

				c) evaluate the characteristics of ungodly covenants today d) discuss 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 ungodly 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 7:15-20 and discuss how to resist/discern ungodly covenants •discuss the importance of God's covenant with Abraham •in turns read Genesis 17:1-14 and make 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 <i>OUP; CRE Learner's Book Grade 8 pg.34</i>	Records	
	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 learnt 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 <i>OUP; CRE Learner's Book Grade 8 pg.35</i>	Written Assignments • Oral/Aural Question(s) • Rating Scales • Peer Assessment • Journals	

				and the community · a)					
	3	THE BIBLE	REASONS AGAINST 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: •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 <i>OUP;CRE Learner's Book Grade 8 pg.36</i>	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: •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	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	

				<p>from the failures of King Saul</p> <p>e) desire to be a God</p> <p>- fearing leader at home, school and the community</p> <p>.</p> <p>c)</p>	<p>exercise leadership at home, school and in the community.</p>				
	2	THE BIBLE	GOOD LEADERSHIP	<p>By the end of the sub - strand, the learner should be able to:</p> <p>a) discuss reasons for kingship in Israel</p> <p>b) examine reasons against kingship in Israel according to Prophet Samuel</p> <p>c) evaluate King Saul's failures and the consequences</p> <p>d) deduce lessons learnt from the failures of King Saul</p> <p>e) desire to be a God</p> <p>- fearing leader at home, school and the community</p> <p>.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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. 	<p>Why did the Israelites demand for a King?</p> <p>2. Why was Samuel opposed to kingship in Israel?</p> <p>3. What lessons do you learn from the failures of King Saul?</p>	<p>Good News Bible</p> <ul style="list-style-type: none"> • Workbooks • Charts/posters • Pictures and photographs • Audio visual resources <p><i>OUP;CRE Learner's Book Grade 8 pg.36</i></p>	<p>Written Assignments</p> <ul style="list-style-type: none"> • Oral/Aural Question(s) • Rating Scales • Peer Assessment • Journals 	
	3	THE BIBLE	Leadership ii school and home	<p>By the end of the sub - strand, the learner should be able to:</p> <p>a) discuss reasons for kingship in Israel</p> <p>b) examine reasons against kingship in Israel according to Prophet Samuel</p> <p>c)</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> •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 	<p>Why did the Israelites demand for a King?</p> <p>2. Why was Samuel opposed to kingship in Israel?</p> <p>3. What lessons do you learn from the</p>	<p>Good News Bible</p> <ul style="list-style-type: none"> • Workbooks • Charts/posters • Pictures and photographs • Audio visual resources <p><i>OUP;CRE Learner's Book</i></p>	<p>Written Assignments</p> <ul style="list-style-type: none"> • Oral/Aural Question(s) • Rating Scales • Peer Assessment • Journals 	

				<p>evaluate King Saul's failures and the consequences</p> <p>d) deduce lessons learnt from the failures of King Saul</p> <p>e) desire to be a God - fearing leader at home, school and the community</p> <p>. d)</p>	<p>•read and discuss king Saul's failures in 1 Samuel 13:8-14, 15:7-25</p> <p>•in groups discuss lessons learnt from the failures of King Saul</p> <p>•write a journal on how you exercise leadership at home, school and in the community.</p>	failures of King Saul?	<i>Grade 8 pg.37</i>		
	1	THE BIBLE	Leadership in the community	<p>By the end of the sub - strand, the learner should be able to:</p> <p>a) discuss reasons for kingship in Israel</p> <p>b) examine reasons against kingship in Israel according to Prophet Samuel</p> <p>c) evaluate King Saul's failures and the consequences</p> <p>d) deduce lessons learnt from the failures of King Saul</p> <p>e) desire to be a God - fearing leader at home, school and the community</p> <p>. e)</p>	<p>The learner is guided to:</p> <p>•brainstorm in small groups reasons why the Israelites demanded for a king</p> <p>•in turns read 1 Samuel 8: 1-9 and make short notes</p> <p>•conduct an internet or library search on reasons against kingship in Israel</p> <p>•read 1 Samuel 8:10-20 and outline reasons against kingship in Israel</p> <p>•read and discuss king Saul's failures in 1 Samuel 13:8-14, 15:7-25</p> <p>•in groups discuss lessons learnt from the failures of King Saul</p> <p>•write a journal on how you exercise leadership at home, school and in the community.</p>	<p>Why did the Israelites demand for a King?</p> <p>2. Why was Samuel opposed to kingship in Israel?</p> <p>3. What lessons do you learn from the failures of King Saul?</p>	<p>Good News Bible</p> <ul style="list-style-type: none"> • Workbooks • Charts/posters • Pictures and photographs • Audio visual resources <p><i>OUP;CRE Learner's Book Grade 8 pg.38</i></p>	<p>Written Assignments</p> <ul style="list-style-type: none"> • Oral/Aural Question(s) • Rating Scales • Peer Assessment • Journals 	
13-14				END OF TERM ONE EXAMINATION AND CLOSING					