

CRE SCHEME OF WORK GRADE 5 TERM 3

| Wk | Ls n | Strand/ Theme | Sub strand | Specific learning outcomes | Key inquiry Questions | Learning experiences | Learning Resources | Assessment methods | Ref |
|----|---------|----------------------------------|---|---|---|---|--|--|-----|
| 1 | 1 | THE EARLY LIFE OF JESUS | Empowering the Needy – ways in which Christians apply the teachings in the story of the rich young man | By the end of the sub-strand the learner should be able to: a. outline the relevance of the teachings of Jesus in the story of the rich young man and the society b. explain how Christians apply the teachings in the story to empower others in the community c. appreciate the importance respecting spiritual and material resources | 1. Why did Jesus teach in the story? 2. Why did the rich young man find it difficult to share with others? 3. Which projects are carried out in the community to support the needy? | <ul style="list-style-type: none"> • Learners in pairs discuss why people in their community work together in supporting the needy • Learners explain activities carried out by their leaders to empower the poor. • Learners in pairs read Matthew 19:16-22 and explain lessons learnt • learners in groups to identify temptations that can keep them away from God | Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 69-70</i> <i>Longhorn CRE act. TG. Pg. 84-85</i> | <ul style="list-style-type: none"> • Oral Questions, • Portfolio • Observation schedules • Written Quizzes | |
| | 2 | | Persistence in prayer – the story of a friend at midnight | By the end of the Sub strand, the learner should be able to: a. Narrate the story of a friend at midnight to understand the importance of persistence b. State the qualities of a good friend c. Appreciate the importance of prayer for good personal relationship with God | 1. Why did the friend visit at midnight? 2. What are the qualities of a good friend? | <ul style="list-style-type: none"> • Learners brainstorm why it good to choose friends wisely • Learners discuss what is the meaning of a mid-night friend • Learners to watch a video clip the story on a friend at midnight • Learners to read in turns Luke 11:5-13 | Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 71</i> <i>Longhorn CRE act. TG. Pg. 85-86</i> | <ul style="list-style-type: none"> • Oral Questions, • Portfolio • Observation schedules • Written Quizzes | |
| | 3 | | Persistence in prayer - the story of a friend at midnight | By the end of the Sub strand, the learner should be able to: a. Narrate the story of a friend at midnight to understand the importance of persistence b. State the qualities of a good friend | 1. Why did the friend visit at midnight? 2. What are the qualities of a good friend? | <ul style="list-style-type: none"> • Learners brainstorm why it good to choose friends wisely • Learners discuss what is the meaning of a mid-night friend • Learners to watch a video clip the story on a friend at midnight • Learners to read in turns Luke | Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 71</i> | <ul style="list-style-type: none"> • Oral Questions, • Portfolio • Observation schedules • Written Quizzes | |

| | | | | | | | | | |
|---|---|-------------------|---|---|--|---|---|--|--|
| | | | | c. Appreciate the importance of prayer for good personal relationship with God | | 11:5-13 | <i>Longhorn CRE act. TG. Pg. 85-86</i> | | |
| 2 | 1 | | Persistence in prayer – the value of friendship | By the end of the Sub strand, the learner should be able to: a. State the importance of prayer b. explain the value of friendship using lessons from the story of a friend at midnight c. Appreciate the importance of prayer for good personal relationship with God | 1. Why did the friend visit at midnight? 2. What are the qualities of a good friend? | <ul style="list-style-type: none"> • Learners to outline lessons learnt from the story and dramatize the story of a friend at midnight. • Learners to role play the story of a friend at midnight • Learners to discuss in groups the importance of prayer • Learners to sing a relevant song, on the story | Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 71-73</i> <i>Longhorn CRE act. TG. Pg. 87-88</i> | <ul style="list-style-type: none"> • Oral Questions, • Portfolio • Observation schedules • Written Quizzes | |
| | 2 | THE CHURCH | The early Church – definitions of unity of believers in the early church | By the end of the sub-strand the learner should be able to; a. Identify different ways of definitions for unity of believers in the early church b. Explain the importance of unity among christians c. appreciate the importance of unity of believers in our society today | 1. What brought unity among the early believers? 2. What is the importance of unity among Christians? 3. How is the church involved in charity work today? | <ul style="list-style-type: none"> • Learners in groups discuss why unity is important at school, at home and in church • Learners, in pairs, describe various definitions of the term ‘Church’. • Learners in pairs read Acts 2: 42-47 and list activities that brought unity in the early church • Learners in pairs, outline acts of charity/mercy and solidarity done by churches today | Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 74-75</i> <i>Longhorn CRE act. TG. Pg. 89-90</i> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |
| | 3 | | The early Church – activities which promoted unity in the early church | By the end of the sub-strand the learner should be able to; a. Discuss the activities that brought unity of believers in the early church b. outline activities which promoted unity among early believers in the early church c. appreciate the importance of unity of believers in our society today | 1. What brought unity among the early believers? 2. What is the importance of unity among Christians? 3. How is the church involved in charity work today? | <ul style="list-style-type: none"> • Learners in groups discuss why unity is important at school, at home and in church • Learners, in pairs, describe various definitions of the term ‘Church’. • Learners in pairs read Acts 2: 42-47 and list activities that brought unity in the early church • Learners in pairs, outline acts of charity/mercy and solidarity done by churches today | Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 75</i> <i>Longhorn CRE act. TG. Pg. 90-91</i> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |
| 3 | 1 | | The early Church – strategies used by Christians to promote unity | By the end of the sub-strand the learner should be able to; | 1. What brought unity among the early believers? 2. What is the | <ul style="list-style-type: none"> • Learners in groups discuss why unity is important at school, at home and in church | Good News Bible, Flash cards, Pictures, Songs, | <ul style="list-style-type: none"> • Journals • Authentic tasks | |

| | | | | | | | | | |
|---|---|--|---|---|---|--|---|--|--|
| | | | | a. outline activities which promoted unity among early believers in the early church b. Explain strategies used by Christians to promote unity among Christians for responsible living c. appreciate the importance of unity of believers in our society today | importance of unity among Christians? 3. How is the church involved in charity work today? | <ul style="list-style-type: none"> • Learners, in pairs, describe various definitions of the term 'Church'. • Learners in pairs read Acts 2: 42-47 and list activities that brought unity in the early church • Learners in pairs, outline acts of charity/mercy and solidarity done by churches today | Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 76</i> <i>Longhorn CRE act. TG. Pg. 91-91</i> | <ul style="list-style-type: none"> • Written questions | |
| | 2 | | The Lords Supper – <i>Events that took place during the Lord's supper</i> | By the end of the sub-strand the learner should be able to; a. Describe the events that took place during the Lord's Supper to develop spiritually b. State the reason why Jesus organized the Lord's supper c. appreciate the importance of remembrance of the Lords' supper | 1. Why did Jesus organize the lords' supper 2. What instructions did Jesus give for celebration of the Lord's Supper? 3. Why do we take the Lords Table/ Eucharist today? | <ul style="list-style-type: none"> • Learners discuss how the Lords' supper is organized in their churches • Learners sing a relevant song and explain the meaning • Learners, in turns, read Luke 22:14-20 and describe the events mentioned in the text • Learners to watch a video on the Lord's Supper • Learners, in groups, discuss the significance of the Lord's Supper | Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 77-78</i> <i>Longhorn CRE act. TG. Pg. 93-94</i> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |
| | 3 | | The Lords Supper – <i>significance of the Lord's supper to Christians today</i> | By the end of the sub-strand the learner should be able to; a. Identify the instructions Jesus gave for the celebration of the Lord's supper b. explain the significance of the Lord's Supper to Christians today c. appreciate the importance of remembrance of the Lords' supper | 1. Why did Jesus organize the lords' supper 2. What instructions did Jesus give for celebration of the Lord's Supper? 3. Why do we take the Lords Table/ Eucharist today? | <ul style="list-style-type: none"> • Learners discuss how the Lords' supper is organized in their churches • Learners sing a relevant song and explain the meaning • Learners, in turns, read Luke 22:14-20 and describe the events mentioned in the text • Learners to watch a video on the Lord's Supper • Learners, in groups, discuss the significance of the Lord's Supper | Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 78-79</i> <i>Longhorn CRE act. TG. Pg. 94-95</i> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |
| 4 | 1 | | The Lords Supper- <i>Values acquired during the celebration of the Eucharist</i> | By the end of the sub-strand the learner should be able to; a. explain the significance of the Lord's Supper to Christians today b. identity the values required during the celebration of | 1. Why did Jesus organize the lords' supper 2. What instructions did Jesus give for celebration of the Lord's Supper? | <ul style="list-style-type: none"> • Learners say the importance of the Lord's Table/Eucharist to a Christian • Learners to list attitudes/values required when partaking the Eucharist/Lord's Table | Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |

| | | | | | | | | | |
|--|---|--|---|--|---|---|--|--|--|
| | | | | <p>Lord's Table/Eucharist for application by Christians</p> <p>c. appreciate the importance of remembrance of the Lords' supper</p> | <p>3. Why do we take the Lords Table/Eucharist today?</p> | <ul style="list-style-type: none"> • Learners discuss with their parents/guardians or resource person importance of celebrating the Lord's supper and report to the class | <p><i>Longhorn CRE act. Learners Bk. Pg. 79-80</i></p> <p><i>Longhorn CRE act. TG. Pg. 95-96</i></p> | | |
| | 2 | | <p>The Role of the Holy Spirit - the gift of the Holy Spirit</p> | <p>By the end of the sub-strand the learner should be able to;</p> <p>a. Identify the gifts of the Holy Spirit to promote spiritual maturity</p> <p>b. identify how the fruits of the Holy Spirit have helped in promoting God's work</p> <p>c. appreciate the role of the gifts of Holy Spirit in his/her</p> | <p>1. What is the meaning of gifts of the Holy Spirit</p> <p>2. What is the meaning of fruits of the Holy Spirit?</p> <p>3. How does the holy spirit inspire people to offer service to God and others?</p> | <ul style="list-style-type: none"> • Learners in pairs discuss the roles played by religious leaders and their parents for service to God • Learners in turns read 1 Corinthians 12:1-11 and identify gifts mentioned • Learners in groups discuss why the gifts of the Holy Spirit are important to Christians • Learners read Galatians 5:22-23 and explain how these fruits promote good relationships among Christians • Learners sing a song relevant to gifts of the Holy Spirit and Fruits of the Holy Spirit | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems</p> <p><i>Longhorn CRE act. Learners Bk. Pg. 81-82</i></p> <p><i>Longhorn CRE act. TG. Pg. 96-97</i></p> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |
| | 3 | | <p>The Role of the Holy Spirit – the gift of the Holy Spirit</p> | <p>By the end of the sub-strand the learner should be able to;</p> <p>a. Identify the gifts of the Holy Spirit to promote spiritual maturity</p> <p>b. Differentiate between the gifts and fruits of the Holy spirit</p> <p>c. appreciate the role of the gifts of Holy Spirit in his/her</p> | <p>1. What is the meaning of gifts of the Holy Spirit</p> <p>2. What is the meaning of fruits of the Holy Spirit?</p> <p>3. How does the holy spirit inspire people to offer service to God and others?</p> | <ul style="list-style-type: none"> • Learners in pairs discuss the roles played by religious leaders and their parents for service to God • Learners in turns read 1 Corinthians 12:1-11 and identify gifts mentioned • Learners in groups discuss why the gifts of the Holy Spirit are important to Christians • Learners read Galatians 5:22-23 and explain how these fruits promote good relationships among Christians • Learners sing a song relevant to gifts of the Holy Spirit and Fruits of the Holy Spirit | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems</p> <p><i>Longhorn CRE act. Learners Bk. Pg. 81-82</i></p> <p><i>Longhorn CRE act. TG. Pg. 96-97</i></p> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |

| | | | | | | | | | |
|---|---|--|---|---|--|---|--|--|--|
| 5 | 1 | | The Role of the Holy Spirit – <i>How the fruits of the Holy spirit helps in promoting God’s work</i> | By the end of the sub-strand the learner should be able to; a. identify how the fruits of the Holy Spirit have helped in promoting God’s work b. discuss the fruits of the Holy spirit c. appreciate the role of the gifts of Holy Spirit in his/her | 1. What is the meaning of gifts of the Holy Spirit 2. What is the meaning of fruits of the Holy Spirit? 3. How does the holy spirit inspire people to offer service to God and others? | <ul style="list-style-type: none"> • Learners in pairs discuss the roles played by religious leaders and their parents for service to God • Learners in turns read 1 Corinthians 12:1-11 and identify gifts mentioned • Learners in groups discuss why the gifts of the Holy Spirit are important to Christians • Learners read Galatians 5:22-23 and explain how these fruits promote good relationships among Christians • Learners sing a song relevant to gifts of the Holy Spirit and Fruits of the Holy Spirit | Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 83</i> <i>Longhorn CRE act. TG. Pg. 98</i> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |
| | 2 | | The Role of the Holy Spirit – <i>values that influence the life of Christians from gifts and fruits of the Holy spirit</i> | By the end of the sub-strand the learner should be able to; a. identify how the fruits of the Holy Spirit have helped in promoting God’s work b. list values which should influence the life Christians from the gifts and fruits of the Holy Spirit c. appreciate the role of the gifts of Holy Spirit in his/her | 1. What is the meaning of gifts of the Holy Spirit 2. What is the meaning of fruits of the Holy Spirit? 3. How does the holy spirit inspire people to offer service to God and others? | <ul style="list-style-type: none"> • Learners in pairs discuss the roles played by religious leaders and their parents for service to God • Learners in turns read 1 Corinthians 12:1-11 and identify gifts mentioned • Learners in groups discuss why the gifts of the Holy Spirit are important to Christians • Learners read Galatians 5:22-23 and explain how these fruits promote good relationships among Christians • Learners sing a song relevant to gifts of the Holy Spirit and Fruits of the Holy Spirit | Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 84-85</i> <i>Longhorn CRE act. TG. Pg. 98-99</i> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |
| | 3 | | Power of Intercessory prayer – <i>the story of Peter’s miraculous rescue</i> | By the end of the sub-strand the learner should be able to; a. Narrate the story of Peter’s miraculous rescue to understand the power of intercessory prayers b. explain various ways Christians demonstrate their faith in God | 1. Who was Peter? 2. How did Peter portray faith in Christ? 3. How should you demonstrate faith in Christ? 4. What is the meaning of intercessory Prayer? | <ul style="list-style-type: none"> • Learners in pairs discuss the importance of prayers in their life • Learners in turns ,read Acts 12:3-17 about the story of Peter’s rescue from prison and narrate what happened • Learners watch a video on Peter’s miraculous rescue | Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 85-86</i> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |

| | | | | | | | | | |
|---|---|-------------------------|---|--|---|---|--|--|--|
| | | | | c. appreciate lessons learnt from the story of Peter's rescue by doing what is right | | <ul style="list-style-type: none"> • Learners, in pairs, list lessons learnt from this story • Learners discuss what they have learnt from this story about Peter | <i>Longhorn CRE act. TG. Pg. 99-100</i> | | |
| 6 | 1 | | Power of Intercessory prayer - the story of Peter's miraculous rescue | <p>By the end of the sub-strand the learner should be able to;</p> <p>a. Narrate the story of Peter's miraculous rescue to understand the power of intercessory prayers</p> <p>b. explain various ways Christians demonstrate their faith in God</p> <p>c. appreciate lessons learnt from the story of Peter's rescue by doing what is right</p> | <p>1. Who was Peter?</p> <p>2. How did Peter portray faith in Christ?</p> <p>3. How should you demonstrate faith in Christ?</p> <p>4. What is the meaning of intercessory Prayer?</p> | <ul style="list-style-type: none"> • Learners in pairs discuss the importance of prayers in their life • Learners in turns ,read Acts 12:3-17 about the story of Peter's rescue from prison and narrate what happened • Learners watch a video on Peter's miraculous rescue • Learners, in pairs, list lessons learnt from this story • Learners discuss what they have learnt from this story about Peter | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems</p> <p><i>Longhorn CRE act. Learners Bk. Pg. 85-86</i></p> <p><i>Longhorn CRE act. TG. Pg. 99-100</i></p> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |
| | 2 | | Power of Intercessory prayer – ways in which Christians demonstrate faith in God | <p>By the end of the sub-strand the learner should be able to;</p> <p>a. Narrate the story of Peter's miraculous rescue to understand the power of intercessory prayers</p> <p>b. explain various ways Christians demonstrate their faith in God</p> <p>c. appreciate lessons learnt from the story of Peter's rescue by doing what is right</p> | <p>1. Who was Peter?</p> <p>2. How did Peter portray faith in Christ?</p> <p>3. How should you demonstrate faith in Christ?</p> <p>4. What is the meaning of intercessory Prayer?</p> | <ul style="list-style-type: none"> • Learners research on different types of prayer from parents/guardians/Sunday /Sabbath teachers and report • Learners to discuss what inspires them about Peter's rescue by God • Learners engage in activities that strengthen their faith in Christ • Sing a song related to standing firm in the faith • Learners brainstorm activities carried out by Christians to demonstrate their faith in God | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems</p> <p><i>Longhorn CRE act. Learners Bk. Pg. 87-89</i></p> <p><i>Longhorn CRE act. TG. Pg. 101-102</i></p> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |
| | 3 | CHRISTIAN LIVING | Friendship formation: peer influence – the qualities of a good friend | <p>By the end of the sub-strand the learner should be able to;</p> <p>a. Identify desirable qualities of a good friend for personal development</p> <p>b. explain values useful in maintaining good friends to avoid negative influence</p> | <p>1. How can you avoid negative peer pressure?</p> | <ul style="list-style-type: none"> • Learners in pairs, make a list of qualities of a good friend • Learners in groups read 1 Thessalonians 5:11 and Galatians 6:2; • Learners to share whether their friends possess the | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems</p> <p><i>Longhorn CRE act. Learners Bk. Pg. 90-92</i></p> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |

| | | | | | | | | | |
|---|---|--|--|--|--|---|--|--|--|
| | | | | c. appreciate the importance of desirable friendship that please God | | <p>qualities mentioned</p> <ul style="list-style-type: none"> • learners to list what they consider as negative influence from friends and peers | <i>Longhorn CRE act. TG. Pg. 103-106</i> | | |
| 7 | 1 | | Friendship formation: peer influence – Causes of poor choice of friends at home and school | <p>By the end of the sub-strand the learner should be able to;</p> <ol style="list-style-type: none"> explain values useful in maintaining good friends to avoid negative influence identify causes of poor choice of friends at home and school to make right choices appreciate the importance of desirable friendship that please God | 1. How can you avoid negative peer pressure? | <ul style="list-style-type: none"> • Learners, in groups, discuss how to deal with bullying from unfriendly peers • Learners discuss ways of maintaining good friends to avoid negative influence • Learners, in pairs, discuss causes of poor choice of friends at home and school • Learners to brainstorm on the e importance of desirable friendship that pleases God | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems</p> <p><i>Longhorn CRE act. Learners Bk. Pg. 93-94</i></p> <p><i>Longhorn CRE act. TG. Pg. 106-107</i></p> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |
| | 2 | | Human sexuality – changes associated with adolescence in boys and girls and how to cope with them | <p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> identify changes associated with adolescence in both boys and girls for greater self-awareness outline how they cope with changes in their bodies to build self-confidence appreciate positively physical and physiological changes as a Christians | <ol style="list-style-type: none"> 1. Which issues are faced by adolescents? 2. How does one get information on physical and emotional changes? 3. Who should advice on bodily changes? | <ul style="list-style-type: none"> • Learners brainstorm on where get information for bodily changes • Learners debate why some sources of information on bodily changes are considered unhealthy | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems</p> <p><i>Longhorn CRE act. Learners Bk. Pg. 95-98</i></p> <p><i>Longhorn CRE act. TG. Pg. 108-110</i></p> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |
| | 3 | | Human sexuality – Healthy and effects of unhealthy boy-girl relationship | <p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> identify changes associated with adolescence in both boys and girls for greater self-awareness explain the effects of unhealthy boy-girl relationships appreciate positively physical and physiological changes as a Christians | <ol style="list-style-type: none"> 1. Which issues are faced by adolescents? 2. How does one get information on physical and emotional changes? 3. Who should advice on bodily changes? | <ul style="list-style-type: none"> • Learners in pairs identify why they should get the right information about themselves as they grow up • Learners, in pairs read 1Corinthians 6: 18-19 and explain lessons from the Bible text • Learners discuss Christian teachings on how to cope with challenges associated with adolescence stage | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems</p> <p><i>Longhorn CRE act. Learners Bk. Pg. 98-99</i></p> <p><i>Longhorn CRE act. TG. Pg. 110-112</i></p> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |

| | | | | | | | | | |
|---|---|--|---|--|--|--|--|--|--|
| 8 | 1 | | Human sexuality – Overcoming unhealthy boy – girl relationship | <p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> explain the effects of unhealthy boy-girl relationships discuss how to overcome unhealthy boy-girl relationship appreciate positively physical and physiological changes as a Christians | <ol style="list-style-type: none"> Which issues are faced by adolescents? How does one get information on physical and emotional changes? Who should advice on bodily changes? | <ul style="list-style-type: none"> Learners in groups to discuss the meaning of healthy boy-girl relationship Learners to discuss the meaning of unhealthy boy-girl relationship and their negative effects Learners in pairs to discuss how to overcome unhealthy boy-girl relationship Learners compose a poem importance of health boy-girl relationship In pairs, learners to discuss why they should take positively developmental changes in their bodies | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 100-101</i></p> <p><i>Longhorn CRE act. TG. Pg. 112-113</i></p> | <ul style="list-style-type: none"> Journals Authentic tasks Written questions | |
| | 2 | | God the source of life – Christian teachings on God as the only source of life | <p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> discuss Christian teaching on God as the only source of life Identify areas of abuse of the right to life appreciate the importance of life as a gift from God by observing safety | <ol style="list-style-type: none"> Why is human life sacred? What does the Bible teach about sacredness of life? How will you encourage your classmates to respect their own life as well as lives of others? | <ul style="list-style-type: none"> Learners brainstorm on the importance of safety and security to human life Learners, in small groups, learners read Genesis 1: 27; 9:6 Psalms 49:7-8 and Exodus 20:13 and identify Christian teaching on sacredness of life Learners share examples of violation of human life in life today Learners to brainstorm on the meaning of right to life and why it should be upheld by all not be violated | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 101-102</i></p> <p><i>Longhorn CRE act. TG. Pg. 113-114</i></p> | <ul style="list-style-type: none"> Journals Authentic tasks Written questions | |
| | 3 | | God the source of life – Causes of violation of human life | <p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> discuss Christian teaching on God as the only source of life identify causes of violation of the right to life for awareness appreciate the importance of life as a gift from God by observing safety | <ol style="list-style-type: none"> Why is human life sacred? What does the Bible teach about sacredness of life? How will you encourage your classmates to respect their own life as well as lives of others? | <ul style="list-style-type: none"> Learners brainstorm on the importance of safety and security to human life Learners, in small groups, learners read Genesis 1: 27; 9:6 Psalms 49:7-8 and Exodus 20:13 and identify Christian teaching on sacredness of life Learners share examples of | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems <i>Longhorn CRE act. Learners Bk. Pg. 103</i></p> | <ul style="list-style-type: none"> Journals Authentic tasks Written questions | |

| | | | | | | | | | |
|---|---|--|--|--|---|---|--|--|--|
| | | | | | | <p>violation of human life in life today</p> <ul style="list-style-type: none"> • Learners to brainstorm on the meaning of right to life and why it should be upheld by all not be violated | <i>Longhorn CRE act. TG. Pg. 114-115</i> | | |
| 9 | 1 | | <p>God the source of life – How to cope with emotions and stress</p> | <p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> identify the reason why human life is sacred explain how to cope with emotions and stress to reduce abuse of the right to life appreciate the importance of life as a gift from God by observing safety | <ol style="list-style-type: none"> 1. Why is human life sacred? 2. What does the Bible teach about sacredness of life? 3. How will you encourage your classmates to respect their own life as well as lives of others? | <ul style="list-style-type: none"> • Learner debate the causes of violation of the right to life • Learners discuss emotions that can lead to violation of one's life • In pairs learners to discuss how to cope with negative emotions • Learners to discuss consequences of violating life • Learners to compose a poem on sacredness/sanctity of life using a digital device | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems</p> <p><i>Longhorn CRE act. Learners Bk. Pg. 104-105</i></p> <p><i>Longhorn CRE act. TG. Pg. 115-116</i></p> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |
| | 2 | | <p>Good Health Practices – Alcohol and substance use and reasons why young people engage in alcohol and substance use</p> | <p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> Explain the meaning of alcohol and substance use for raised awareness list examples of drugs that are abused today explain reasons why young people engage in alcohol and substance abuse Appreciate the importance of the body as the temple of God by avoiding misuse of alcohol and drugs | <ol style="list-style-type: none"> 1. Which drugs are commonly abused today? 2. What can lead one to alcohol and substance use? 3. What are the effects of alcohol and substance use? 4. How can you avoid alcohol and substance use? 5. How can you help your peers to avoid alcohol and substance abuse? | <ul style="list-style-type: none"> • Learners discuss the meaning of alcohol and substance abuse • learners in pairs to give examples of commonly abused drugs • Learners read and discuss the following; Proverbs 20:1; Proverbs 31:6 Ephesians 5:18; • Learners to brainstorm lessons learnt from the Bible texts • Learners to brainstorm on reasons that lead to alcohol and substance use by young people and ways of addressing them | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems</p> <p><i>Longhorn CRE act. Learners Bk. Pg. 105-107</i></p> <p><i>Longhorn CRE act. TG. Pg. 117-118</i></p> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |
| | 3 | | <p>Good Health Practices – effects of alcohol and substance use to the body and relationships</p> | <p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> outline the effects of alcohol and substance use to the body and relationships | <ol style="list-style-type: none"> 1. Which drugs are commonly abused today? 2. What can lead one to alcohol and substance use? 3. What are the | <ul style="list-style-type: none"> • Learners discuss the meaning of alcohol and substance abuse • learners in pairs to give examples of commonly abused drugs | <p>Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems</p> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | |

| | | | | | | | | |
|--|--|--|--|---|--|--|--|--|
| | | | <p>for avoidance</p> <p>b. list examples of drugs that are abused today</p> <p>c. Appreciate the importance of the body as the temple of God by avoiding misuse of alcohol and drugs</p> | <p>effects of alcohol and substance use?</p> <p>4. How can you avoid alcohol and substance use?</p> <p>5. How can you help your peers to avoid alcohol and substance abuse?</p> | <ul style="list-style-type: none"> • Learners read and discuss the following; Proverbs 20:1,; Proverbs 31:6 Ephesians 5:18; • Learners to brainstorm lessons learnt from the Bible texts • Learners to brainstorm on reasons that lead to alcohol and substance use by young people and ways of addressing them | <p><i>Longhorn CRE act. Learners Bk. Pg. 108</i></p> <p><i>Longhorn CRE act. TG. Pg. 118-119</i></p> | | |
|--|--|--|--|---|--|--|--|--|