

WK	LSN	STRAND	SUB-STRAND	LESSON LEARNING OUTCOME	LEARNING EXPERIENCES	KEY INQUIRY QUESTION	LEARNING RESOURCES	ASSESSMENT	REFL
1	1	Creation.	Work:God Worked.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Define the term work. b) State reasons why people work in the community. c) Discuss the reasons why people work in the environment. d) Appreciate the need of working in the environment. 	<p>In groups,learners are guided to:</p> <p>brainstorm on the meaning of work and present.</p> <p>identify reasons why people work hard at home, school and the community.</p> <p>discuss why it is important to work hard at home, school and the environment.</p> <p>share experiences on the chores they perform at home, school and community.</p>	<p>What is work?</p> <p>Why do people work in the society?</p>	<p>Lesson notes.</p> <p>CRE Learner's Book.</p>	<p>Written questions.</p> <p>Oral questions.</p> <p>Checklists.</p> <p>Assessment rubrics.</p>	
	2	Creation	Work:God Worked.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Outline the biblical teachings on work to foster responsibility. b) Discuss the biblical teachings on 	<p>In groups,learners are guided to:</p> <p>read 2nd Thessalonians 3:10-12, Proverbs 6:6-11, Proverbs 10:4, Exodus 20:11 and Genesis 2:1-3 in turns.</p>	<p>What are the biblical teachings on work?</p>	<p>Good News Bible.</p> <p>Revised Standard Bible.</p> <p>Lesson notes.</p> <p>CRE Learner's Book.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral questions.</p> <p>Reading test.</p> <p>Written questions.</p>	

				<p>work to foster responsibility.</p> <p>c) Prepare charts or PowerPoint presentation on the biblical teachings on work.</p> <p>d) Appreciate the biblical teachings on work.</p>	<p>outline the biblical teachings from the biblical texts and note them down.</p> <p>discuss the biblical teachings on work and summarize them on charts.</p> <p>prepare PowerPoint presentation on the biblical teachings on work and present in class.</p>		Digital devices		
	3	Creation	Work:God Worked.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the virtues related to christian work ethics.</p> <p>b) Discuss the virtues related to christian work ethics.</p> <p>c) Prepare flashcards showing the virtues related to christian work ethics.</p> <p>d) Acknowledge the virtues</p>	<p>In groups,learners are guided to:</p> <p>brainstorm the meaning of virtue and present.</p> <p>conduct an online research on virtues related to work.</p> <p>prepare flashcards on the virtues related to work.</p> <p>explain how the virtues are related to work.</p>	What are the virtues related to work?	<p>Lesson notes.</p> <p>Digital devices.</p> <p>Flashcards.</p> <p>CRE Learner's Book.</p>	<p>Checklists.</p> <p>Assessment rubric.</p> <p>Written questions.</p> <p>Oral questions.</p>	

				related to christian work ethics.					
	4	Creation	Work:God Worked.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the different career paths based on his or her gifts, talents and abilities. b) Choose career paths based on his/her talents,gifts and abilities. c) Search the internet for different careers of his or her interest. d) Desire to choose a career based on his or her talent,gifts and abilities. 	<p>In pairs or individually,learners are guided to:</p> <p>write their career aspirations on flashcards and share with class.</p> <p>use digital devices to search for information on the different careers of their choice.</p> <p>give reasons for the selection of their careers and present in class.</p>	What career do you wish pursue in the future?	<p>Digital devices.</p> <p>Flashcards.</p> <p>CRE Learner's book.</p>	<p>Oral questions.</p> <p>Oral presentation.</p> <p>Peer Assessment.</p>	
2	1	Creation.	Work: God Worked.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Outline the requirements for 	<p>In groups, individually,learners are guided to;</p> <p>brainstorm on the requirements for the</p>	What will you do the achieve your career goal?	<p>Resource person.</p> <p>Digital devices.</p> <p>Internet.</p>	<p>Oral questions.</p> <p>Assessment rubrics.</p> <p>Observation schedule.</p>	

				<p>different careers .</p> <p>b) Seek information from internet or resource person on different careers and learning areas to undertake to qualify.</p> <p>c) Desire to work hard to achieve his or her goals and aspirations.</p>	<p>different careers of their choice.</p> <p>search the internet or interview a resource person on the different learning areas that one should undertake to qualify for different careers.</p> <p>note the key points from the interview or research and share with peers.</p> <p>write and keep a journal on careers they aspire to undertake and how to work towards them.</p>		CRE Learner's book.	Journals.	
	2	Creation.	Work: God Worked.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) State the need for having a positive attitude towards work in daily activities.</p> <p>b) Discuss the need for having a positive attitude towards work.</p> <p>c) Demonstrate a positive attitude</p>	<p>In groups, learners are guided to;</p> <p>brainstorm and present on the need for having a positive attitude towards work in our daily activities.</p> <p>use print or digital resources to search for information on the need for having</p>	Why is it important to have a positive attitude towards work?	<p>Lesson notes.</p> <p>Digital devices.</p> <p>CRE Learner's Book.</p>	<p>Checklists.</p> <p>Assessment rubrics.</p> <p>Oral Questions.</p> <p>Written tests.</p>	

				towards work in daily activities.	a positive attitude towards work. discuss the importance of having a positive attitude towards work.				
	3	The Bible.	Christian Moral Values: Sexual Purity.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Identify the christian moral values that a young person should uphold to overcome sexual sins. b) Discuss the christian moral values that a young person should uphold to overcome sexual sins. c) Prepare flashcards showing moral values a young person should uphold to 	In groups or pairs, learners are guided to; <p>read 1st Corinthians 15:33, 1st Thessalonians 4:3, 1st Corinthians 6:13, 18-20 and Leviticus 11:44 in turns.</p> <p>identify the christian moral values that a young person should uphold to overcome sexual sins from the biblical texts.</p> <p>discuss the moral values that youths should uphold to overcome sexual sins.</p>	How can you live a morally upright life?	Lesson notes. Good News Bible. Revised Standard Bible. CRE Learner's Book.	Checklists. Bible reading. Oral questions. Assessment rubrics. Written questions.	

				<p>overcome sexual sins.</p> <p>d) Utilise christian moral values to foster sexual purity.</p>	<p>prepare flashcards showing the christian moral values that youths should uphold to overcome sexual sins.</p>				
	4	The Bible	Christian Moral Values: Sexual Purity.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Identify the forbidden sexual practices outlined in the Bible.</p> <p>b) Discuss the outlined forbidden sexual practices from the biblical texts.</p> <p>c) Prepare PowerPoint slides or posters showing the forbidden sexual practices.</p> <p>d) Acknowledge the forbidden sexual practices from the Bible.</p>	<p>In groups,learners are guided to;</p> <p>read Galatians 5:19 and Leviticus 18:5-18,20-23 in turns.</p> <p>identify the forbidden sexual practices from the biblical texts.</p> <p>discuss the identified forbidden sexual practices.</p> <p>use digital devices to prepare PowerPoint slides on the identified forbidden sexual practices or posters and display in class.</p>	<p>What are the forbidden sexual practices according to the Bible?</p>	<p>Good News Bible.</p> <p>Revised Standard Bible.</p> <p>Digital devices.</p> <p>Posters.</p> <p>Lesson notes.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Written questions.</p> <p>Oral questions.</p>	

3	1	The Bible.	Christian Moral Values: Sexual Purity.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify ways of avoiding getting lured into forbidden sexual practices. b) Discuss ways of avoiding getting lured into forbidden sexual practices. c) Prepare posters showing the ways of avoiding getting lured into forbidden sexual practices. d) Desire to live a morally upright life as guided by the Bible. 	<p>In groups or pairs, learners are guided to:</p> <p>use digital or print resources to search for information on ways to avoid getting lured into forbidden sexual practices.</p> <p>identify ways of avoiding getting lured into forbidden sexual practices.</p> <p>discuss how to avoid getting lured into forbidden sexual practices.</p> <p>prepare posters showing the ways of avoiding getting lured into forbidden sexual practices.</p>	How can one avoid getting lured into forbidden sexual practices?	<p>Digital devices.</p> <p>Lesson notes.</p> <p>CRE Learner's Book.</p> <p>Posters.</p> <p>Marker pens.</p>	<p>Checklists.</p> <p>Oral questions.</p> <p>Written questions.</p> <p>Assessment rubrics.</p>	
	2	The Bible.	Christian Moral Values: Sexual Purity.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Perform a skit on how to overcome or avoid being lured into sexual perversity. 	<p>In groups, learners are guided to:</p> <p>collaborate in performing a skit on how to avoid being lured into sexual perversity.</p>	How can you make the performance interesting?	<p>Digital devices.</p> <p>Acting props.</p> <p>Open space.</p>	<p>Checklists.</p> <p>Oral presentation.</p> <p>Observation schedule.</p> <p>Peer Assessment.</p>	

				b) Enjoy performing the skit.	peers to give feedback on the performed skit.				
	3	The Bible.	Christian Moral Values: Sexual Purity.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the moral values and life skills one should utilise to overcome sexual perversity. b) Discuss how the values and life skills can be utilized to overcome sexual perversity. c) Desire to live a morally upright life as guided by the Bible. 	<p>In groups, learners are guided to:</p> <p>brainstorm on the moral values and life skills one should utilise to overcome sexual perversity.</p> <p>share experiences on values and life skills they utilise to overcome sexual perversity.</p> <p>discuss how one should utilise the moral values and life skills to overcome sexual perversity.</p>	What moral values and life skills should you utilise to avoid sexual perversity?	<p>Digital devices.</p> <p>Lesson notes.</p> <p>CRE Learner's Book.</p> <p>Flashcards.</p>	<p>oral questions.</p> <p>Written questions.</p> <p>Checklists.</p> <p>Assessment rubrics.</p>	

	4	The Bible.	Christian Moral Values: Sexual Purity	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> a) State reasons why a Christian youth should maintain sexual purity. b) Discuss reasons why christian youth should maintain sexual purity. c) Search the internet for information on reasons why christians should maintain sexual purity. 	<p>In groups or pairs,learners are guided to;</p> <p>brainstorm and present reasons why christian youth should maintain sexual purity.</p> <p>use digital or print resources to search for information on why christian youth should maintain sexual purity.</p> <p>discuss reasons why christian youth should maintain sexual purity</p>	Why should you maintain sexual purity as a Christian youth?	<p>Digital devices.</p> <p>Lesson notes</p> <p>CRE Learner's Book.</p>	<p>Written questions.</p> <p>Assessment rubrics.</p> <p>Oral questions.</p> <p>Checklists.</p>	
4	1	The Bible.	Woman Judge: Deborah.	<p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> a) Identify the women leaders at school,church or in government positions. b) Discuss the good leadership qualities that one can emulate from them. 	<p>In groups, learners are guided to:</p> <p>list women leaders at school, church or in government positions.</p> <p>use digital devices to search images of women leaders in government positions.</p> <p>identify the leadership qualities</p>	Which women leaders do you know in the society?	<p>Digital devices.</p> <p>Internet.</p> <p>Photos of women leaders in government.</p> <p>Lesson notes.</p> <p>Flashcards.</p>	<p>Oral questions.</p> <p>Checklists.</p> <p>Written questions.</p> <p>Assessment rubrics.</p>	

				<p>c) Prepare flashcards showing the leadership qualities from the women leaders.</p> <p>d) Appreciate the leadership qualities to emulate from the women leaders in the society.</p>	<p>one can emulate from the women leaders.</p> <p>discuss the leadership qualities displayed by the women leaders in the society.</p> <p>prepare flashcards showing the leadership qualities displayed by the women leaders in society.</p>				
	2	The Bible.	Woman Judge: Deborah.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Read the story of Judge Deborah in Judges 4:1-24.</p> <p>b) Summarize the key points from the biblical text.</p> <p>c) Use digital devices to search and watch a short video on Judge Deborah.</p> <p>d) Enjoy reading the story of judge</p>	<p>In groups,learners are guided to:</p> <p>read Judges 4:1-24 in turns.</p> <p>retell the story of Deborah from the bible text read.</p> <p>individually,learner to summarize and make notes on the story of Deborah.</p> <p>use digital devices to search and watch short videos on Judge Deborah.</p>	What does the story of Deborah entails in Judges 4:1-24?	<p>Digital devices.</p> <p>Video clips.</p> <p>Good News Bible.</p> <p>Revised Standard Bible.</p>	<p>Checklists.</p> <p>Oral questions.</p> <p>Written questions.</p> <p>Oral presentation.</p> <p>Reading.</p> <p>Assessment rubric.</p>	

	3	The Bible.	Woman Judge: Deborah.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the leadership qualities portrayed by Deborah as a woman judge in Israel. b) Discuss the leadership qualities portrayed by Deborah as a woman judge in Israel. c) Prepare flashcards showing the leadership qualities portrayed by Deborah as a woman judge in Israel. d) Appreciate the leadership qualities portrayed by Deborah as a woman judge. 	<p>In groups, learners are guided to:</p> <ul style="list-style-type: none"> outline the leadership qualities portrayed by Deborah as a woman judge in Israel. discuss the leadership qualities portrayed by Deborah as a woman judge in Israel. collaborate in preparing flashcards showing the leadership qualities portrayed by Deborah as a woman judge. 	<p>How did Deborah portray wisdom as a judge in Israel?</p> <p>What leadership qualities can we emulate from judge Deborah?</p>	<p>Bibles.</p> <p>Digital devices.</p> <p>CRE Learner's Book.</p> <p>Lesson notes.</p> <p>Flashcards.</p>	<p>Checklists.</p> <p>Oral questions.</p> <p>Written questions.</p> <p>Assessment rubrics.</p>	
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	4	The Bible.	Woman Judge: Deborah.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Outline the lessons learnt from the leadership of judge Deborah. b) Discuss the lessons learnt from the leadership of judge Deborah. c) Prepare posters showing lessons learnt from the leadership of judge Deborah. d) Appreciate those in leadership by respecting them. 	<p>In groups or pairs, learners are guided to:</p> <p>brainstorm on lessons learnt from the leadership of judge Deborah.</p> <p>discuss the lessons learnt from the leadership of judge Deborah and make short notes.</p> <p>prepare posters showing the lessons learnt from the leadership of judge Deborah.</p>	What lessons do we learn from the leadership of judge Deborah?	<p>Bible.</p> <p>Lesson notes.</p> <p>CRE Learner's Book.</p> <p>Posters.</p> <p>Marker pens.</p>	<p>Checklists.</p> <p>Assessment rubrics.</p> <p>Written questions.</p> <p>Oral questions.</p>	
5	1	The Bible.	Kings David and Solomon.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Define the term ancestor. b) Discuss the importance of David as an ancestor of Jesus Christ. c) Search the internet or print resources for 	<p>In groups or pairs, learners are guided to:</p> <p>jointly list names of members in their family tree.</p> <p>brainstorm on the meaning of the word ancestor.</p> <p>read 2nd Samuel 7:12-16, Matthew</p>	<p>Who is an ancestor?</p> <p>What was the importance of David as an ancestor of Jesus Christ?</p>	<p>CRE Learner's Book.</p> <p>Lesson notes</p> <p>Digital devices.</p> <p>Good News Bible.</p> <p>Revised Standard Bible.</p>	<p>Written questions.</p> <p>Bible reading.</p> <p>Checklists.</p> <p>Assessment rubrics.</p> <p>Oral questions.</p>	

				<p>information on importance of David as an ancestor of Jesus Christ.</p> <p>d) Appreciate the importance of David as an ancestor of Jesus Christ.</p>	<p>1:1-2 and Luke 1:32-33 in turns.</p> <p>identify and discuss the importance of David an ancestor of David.</p> <p>use charts or PowerPoint presentation to make presentations on their findings.</p>				
	2	The Bible.	Kings David and Solomon.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Outline the importance of David as king in Israel.</p> <p>b) Discuss the importance of David as a king in Israel.</p> <p>c) Prepare posters showing the importance of David as a king of Israel.</p> <p>d) Acknowledge the importance of David as a king of Israel.</p>	<p>In groups,learners are guided to:</p> <p>take turns in reading 1st Samuel 16:1-23,2nd Samuel 6:1-15.</p> <p>identify and write the key points on the importance of David as king in Israel.</p> <p>discuss the importance of David as a king in Israel.</p> <p>prepare posters showing the importance of David as king of Israel and present in class.</p>	What was the importance of David as king of Israel?	<p>CRE Learner's Book.</p> <p>Lesson notes.</p> <p>Good News Bible.</p> <p>Revised Standard Bible.</p> <p>posters.</p>	<p>Checklists.</p> <p>Written questions.</p> <p>Oral questions.</p> <p>Assessment rubrics.</p>	

	3	The Bible.	Kings David and Solomon.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the characteristics of a good leader in the society. b) Discuss the characteristics of a good leader in the society. c) Prepare flashcards showing the characteristics of a good leader. d) Acknowledge the characteristics of a good leader in the society. 	<p>In groups or pairs,learners are guided to:</p> <p>brainstorm and list the characteristics of a good leader in the society.</p> <p>discuss and make notes on the characteristics of a good leader in the society.</p> <p>prepare flashcards showing the characteristics of a good leader in the society and display in class.</p>	What are the characteristics of a good leader in the society?	<p>Flashcards.</p> <p>Manilla papers.</p> <p>Lesson notes</p> <p>Digital devices.</p> <p>Marker pens</p> <p>CRE Learner's Textbook.</p>	<p>Oral Questions.</p> <p>Peer Assessment.</p> <p>Written questions.</p> <p>Assessment rubrics.</p> <p>Checklists.</p>	
	4	The Bible.	Kings David and Solomon.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> a) Outline qualities of a good leader from king David's leadership. b) Discuss the qualities of a good leader from king 	<p>In groups,learners are guided to:</p> <p>use print material or search the internet for good leadership qualities derived from king David.</p> <p>identify and discuss the qualities of a good leader from king David leadership.</p>	What leadership qualities can we get from king David's leadership?	<p>CRE Learner's Book.</p> <p>Digital devices.</p> <p>Lesson notes.</p> <p>Flashcards.</p> <p>Posters.</p> <p>Bibles.</p>	<p>Oral questions.</p> <p>Checklists.</p> <p>Written questions.</p> <p>Assessment rubrics.</p>	

				<p>David's leadership.</p> <p>c) Search the internet or textbook to search for information on good leadership qualities derived from King David.</p> <p>d) Appreciate the good leadership qualities derived from king David.</p>	prepare flashcards or posters showing the qualities of a good leader from king David leadership.				
6	1	The Bible.	King David and Solomon.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Identify king Solomon's achievements from the Bible.</p> <p>b) Discuss the achievements of king Solomon as identified from the Bible.</p> <p>c) Prepare posters or PowerPoint presentation showing king Solomon's achievements.</p>	<p>In groups,learners are guided to;</p> <p>read 1st Kings 3 in turns and identify the achievements of king Solomon.</p> <p>use digital or print resources to search for information on achievements of king Solomon.</p> <p>discuss the achievements of king Solomon.</p> <p>prepare posters or PowerPoint presentation</p>	What were the achievements of King Solomon during his leadership?	<p>CRE Learner's Textbook.</p> <p>Lesson notes</p> <p>Posters.</p> <p>Bibles.</p> <p>Posters</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral questions.</p> <p>Written questions.</p>	

				d) Appreciate the achievements of king Solomon during his reign.	showing the achievements of king Solomon.				
	2	The Bible.	King David and Solomon.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the failures of King Solomon from the Bible. b) Discuss the failures of king Solomon during his reign. c) Prepare posters showing the failures of king Solomon during his reign. d) Acknowledge the failures of King Solomon during his leadership. 	<p>In groups,learners are guided to:</p> <p>read the 1st King 9,10 and 11 in turns.</p> <p>identify the failures of king Solomon from the biblical texts.</p> <p>use print resources to compare their findings on failures of king Solomon.</p> <p>discuss the failures of king Solomon during his leadership.</p> <p>prepare posters showing the failures of king Solomon during his leadership.</p>	What were the failures of King Solomon during his reign?	<p>Good News Bible.</p> <p>Revised Standard Bible.</p> <p>Lesson notes.</p> <p>Posters.</p>	<p>Checklists.</p> <p>Written questions.</p> <p>Oral questions.</p> <p>Assessment rubrics.</p> <p>Bible reading.</p>	
	3	The Bible.	King David and Solomon.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> a) Examine how Solomon portrayed 	<p>In groups,learners are guided to:</p> <p>read 1st Kings 3:16-28 in turns.</p>	How did King Solomon portray wisdom during his reign?	<p>Good News Bible.</p> <p>Dramatization props</p>	<p>Role play.</p> <p>Peer Assessment.</p> <p>Observation schedule.</p>	

				<p>wisdom in his leadership.</p> <p>b) Role play how Solomon demonstrated wisdom to judge between the two disputing women.</p> <p>c) Enjoy role playing the act of wisdom demonstrated by King Solomon.</p>	<p>share roles and collaborate in dramatizing how King Solomon demonstrated wisdom to judge between the two disputing women in the biblical text.</p> <p>peers to observe the dramatization and give feedback.</p>			Checklists.	
	4	The Bible.	King David and Solomon.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline qualities to consider in choosing leaders at school, church and community.</p> <p>b) Make a presentation using a chart or a digital device on qualities to consider in choosing leaders at school, church and community</p> <p>c) Choose leaders of integrity at</p>	<p>In groups, learners are guided to:</p> <p>brainstorm on qualities to consider in choosing leaders at school, church and the community.</p> <p>discuss the qualities to consider in choosing leaders at school, church and the community.</p> <p>prepare charts or PowerPoint presentations on qualities to consider in choosing leaders at school, church</p>	What qualities should you consider in choosing leaders at school, community and church?	<p>Digital devices.</p> <p>CRE Learner's Textbook.</p> <p>Charts.</p>	<p>Checklists.</p> <p>Assessment rubrics.</p> <p>Written presentation.</p> <p>Peer Assessment.</p> <p>Oral questions.</p>	

				school, church and in the community.	and community and present in class.				
7	1	The Life and Ministry of Jesus Christ.	Raising the Widow's Son.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify challenges faced by families in the society. b) Discuss ways of coping with grief or loss in the family or society. c) Acknowledge the different ways of coping with grief or challenges in the family. 	<p>In groups, learners are guided to:</p> <p>share experiences of challenges they have faced as a family.</p> <p>discuss ways they used to cope with grief, loss of family member or other challenges.</p> <p>present their points in class and peers to give feedback.</p>	How do you cope with grief or loss in your family?	<p>Digital devices.</p> <p>CRE Learner's Book.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral presentations.</p> <p>Oral questions.</p> <p>Peer Assessment.</p>	
	2	The Life and Ministry of Jesus Christ.	Raising the Widow's Son .	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Outline the events in the raising of the Widow's son according to Luke 7:11-16. b) Describe the miracle of raising the 	<p>In groups, learners are guided to:</p> <p>read Luke 7:11-16 in turns.</p> <p>outline the events in the miracle of raising of the widow's son at Nain.</p> <p>use digital devices to search and watch a clip on the miracle</p>	What happened in the miracle of raising of the widow's son at Nain?	<p>Good News Bible.</p> <p>Revised Standard Bible.</p> <p>Lesson notes</p> <p>Digital devices.</p> <p>Video clips.</p>	<p>Written questions.</p> <p>Oral questions.</p> <p>Role Play.</p> <p>Assessment rubric.</p> <p>Checklists.</p>	

				<p>widow's son at Nain.</p> <p>c) Role play the miracle of raising the widow's son at Nain.</p> <p>d) Acknowledge Jesus' power of raising the dead.</p>	<p>of raising the widow's son at Nain.</p> <p>role play the miracle of raising the widow's son at Nain.</p>		CRE Learner's Textbook.		
	3	The Life and Ministry of Jesus Christ.	Raising the Widow's Son.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline lessons learnt from the miracle of raising the widow's son for application in day to day life</p> <p>b) Discuss the lessons learnt from the miracle of raising the widow's son at Nain.</p> <p>c) Prepare posters showing the lessons learnt from the miracle of raising the widow's son.</p> <p>d) Appreciate God's power over life and</p>	<p>In. groups, learners are guided to:</p> <p>collaborate in identifying the lessons learnt from the miracle of raising the widow's son for application in day to day life.</p> <p>discuss the lessons learnt from the miracle of raising the widow's son at Nain.</p> <p>prepare posters or flashcards showing the lessons learnt from the miracle of raising the widow's son at Nain.</p>	What lessons do you learn from the miracle of raising the widow's son at Nain?	<p>Lesson notes.</p> <p>Posters.</p> <p>CRE Learner's Textbook.</p>	<p>Checklists.</p> <p>Written questions.</p> <p>Oral questions.</p> <p>Assessment rubrics.</p>	

				death and hope for resurrection.					
	4	The Life and Ministry of Jesus Christ.	Raising the Widow's Son	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> a) State ways in which christians show compassion to the needy or the suffering in the society. b) Make charts or PowerPoint presentation showing the acts of compassion to the needy or the suffering in the society. c) Model the value of compassion as portrayed by Jesus Christ. 	<p>In groups,learners are guided to;</p> <p>identify ways in which they show compassion to the needy or the suffering in the society.</p> <p>use digital device or write on charts how they show compassion to the needy or the suffering.</p>	How do you show compassion to the needy and the suffering in the society?	<p>Digital devices.</p> <p>Charts.</p> <p>Manillas and Marker pens.</p> <p>Lesson notes</p> <p>CRE Learner's Textbook.</p>	<p>Written questions.</p> <p>Peer Assessment.</p> <p>Oral presentation.</p> <p>Portfolios.</p>	
8	MID-TERM								
9	1	The Life and Ministry of Jesus Christ.	Raising the Widow's Son.	<p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> a) State the reasons why it is important for Christians to 	<p>In groups,learners are guided to:</p> <p>read John 11:25 and meditate on it.</p> <p>brainstorm and present reasons why it is important for</p>	Why is it important to believe in the resurrection as christians?	<p>Good News Bible.</p> <p>Revised Standard Bible.</p> <p>Lesson notes.</p>	<p>Oral questions</p> <p>Written questions.</p> <p>Checklists.</p> <p>Assessment rubrics.</p>	

				<p>believe in resurrection.</p> <p>b) Search the internet for information on importance of believing in resurrection as christians.</p> <p>c) Appreciate God's power over life and death and the hope of resurrection.</p>	<p>christians to believe in resurrection.</p> <p>use digital or print resources to search for information on the importance of believing in resurrection as christians.</p> <p>discuss the reasons why christians should believe in the resurrection and present in class.</p>		<p>Digital devices.</p> <p>CRE Learner's Textbook.</p>		
	2	The Life of Jesus Christ.	Healing the 10 Lepers.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Outline the events in the healing of the ten lepers.</p> <p>b) Describe the healing of the ten lepers.</p> <p>c) Prepare charts or PowerPoint presentation on the healing of the ten lepers.</p> <p>d) Enjoy retelling the story of healing of the ten lepers.</p>	<p>In groups,learners are guided to:</p> <p>read Luke 17:11-19 in turns.</p> <p>retell the story of the healing of the ten lepers.</p> <p>outline the events in the healing of the ten lepers.</p> <p>make presentation in class using charts or digital devices on the healing of the ten lepers.</p>	How were the ten lepers healed?	<p>Good News Bible.</p> <p>Lesson notes.</p> <p>Digital devices.</p> <p>Charts.</p> <p>CRE Learner's Textbook.</p> <p>Revised Standard Bible.</p>	<p>Written tests.</p> <p>Oral questions.</p> <p>Checklists.</p> <p>Assessment rubrics.</p>	

	3	The Life of Jesus Christ.	Healing the 10 Lepers.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> a) Role play the the healing of the ten lepers as outlined in the bible. b) Enjoy role playing the healing of the ten lepers. 	<p>In groups,learners are guided to:</p> <p>share the roles on the healing of the ten lepers appropriately.</p> <p>collaborate in role playing the healing of the ten lepers.</p> <p>use digital devices to record themselves.</p>	How can you make the role play interesting?	<p>Good News Bible.</p> <p>Open area.</p> <p>Digital devices.</p>	<p>Role plays.</p> <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Observation schedule.</p>	
	4	The Life of Jesus Christ.	Healing the Ten Lepers.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> a) Outline the lessons learnt from the healing of the ten lepers. b) Discuss the lessons learnt from the healing of the ten lepers. c) Make posters or flashcards showing the lessons learnt from the healing of the ten lepers. d) Apply the lessons learnt by showing 	<p>In groups, learners are guided to;</p> <p>identify the lessons learnt from the healing of the ten lepers.</p> <p>discuss the lessons learnt from the healing of the ten lepers.</p> <p>prepare posters or flashcards on the lessons learnt from the healing of the ten lepers and display in class</p>	What lessons do we learn from the healing of the ten lepers?	<p>Lesson notes.</p> <p>Posters.</p> <p>Flashcards.</p> <p>CRE Learner's Book.</p>	<p>Assessment rubrics.</p> <p>checklists.</p> <p>Oral questions.</p> <p>Written questions</p>	

				kindness to others.					
10	1	The Life of Jesus Christ.	Healing the ten Lepers.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify ways of showing gratitude to God in day to day life. b) Discuss ways of showing gratitude to God in day to day life. c) Compose a song of thanksgiving and sing it. d) Acknowledge the different ways of expressing gratitude to God. 	<p>In groups,learners are guided to:</p> <p>brainstorm on the meaning of term Gratitude.</p> <p>share experiences of how they express gratitude to God and those who show them kindness.</p> <p>discuss the ways of showing gratitude to God in our daily life.</p> <p>creatively compose a song of thanksgiving and sing it in class, the school assembly or during PPI.</p>	<p>How did the ten lepers show gratitude to God?</p> <p>How do you show gratitude to God in your daily life?</p>	<p>Lesson notes.</p> <p>Digital devices.</p> <p>CRE Learner's Book.</p>	<p>Checklists.</p> <p>Assessment rubrics.</p> <p>Written questions.</p> <p>Oral questions.</p>	
	2	The Life of Jesus Christ.	The Healing of the Ten Lepers.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify ways in which christians demonstrate faith when faced with challenges. 	<p>In groups, learners are guided to;</p> <p>brainstorm on the ways in which we can demonstrate faith in God when faced with challenges.</p>	<p>How do we demonstrate faith in God when faced with challenges?</p>	<p>Posters.</p> <p>Flashcards.</p> <p>CRE Learner's Book.</p> <p>Lesson notes</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Written questions.</p> <p>Oral questions.</p>	

				<ul style="list-style-type: none"> b) Discuss the different ways in which christians demonstrate faith when faced with challenges. c) Prepare posters or flashcards showing ways of demonstrating faith when faced with challenges. d) Demonstrate faith by praying by praying to God when faced with challenges. 	<p>discuss the different ways in which we can demonstrate faith in God when faced with challenges.</p> <p>collaborate in preparing posters or flashcards showing the ways of demonstrating faith in God when faced with challenges.</p>				
	3	The Life and Ministry of Jesus Christ.	Parable on Prayer:A Friend at Midnight.	<p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> a) Define the term parable. b) Describe the parable of a friend at midnight according to Luke 11:5-13. c) Prepare charts or PowerPoint presentation showing the summary of the parable of a 	<p>In groups, learners are guided to;</p> <p>brainstorm on the meaning of the word parable, write it on flashcards and share in class.</p> <p>read Luke 11:5-13 in turns.</p> <p>discuss the parable of a friend at midnight as read in the biblical text</p> <p>prepare charts or PowerPoint presentation on the</p>	<p>What is a parable?</p> <p>How do you exercise faith in God?</p>	<p>Lesson notes.</p> <p>Digital devices.</p> <p>Good News Bible.</p> <p>Revised Standard Bible.</p> <p>Charts.</p>	<p>Assessment rubrics.</p> <p>Oral presentation.</p> <p>Checklists.</p> <p>Peer Assessment.</p> <p>Written questions.</p>	

				<p>friend at midnight.</p> <p>d) Appreciate the parable of the friend at midnight by praying to God always.</p>	summary of the parable of a friend at midnight and present in class.				
	4	The Life and Ministry of Jesus Christ.	Parable on Prayer: A Friend at Midnight.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Role play the parable of a friend at midnight.</p> <p>b) Enjoy role-playing the parable of a friend at midnight.</p>	<p>In groups, learners are guided to:</p> <p>re-read the parable of a friend at midnight.</p> <p>share the roles to play fairly.</p> <p>collaborate in role-playing the parable of a friend at midnight.</p> <p>use digital devices to record themselves.</p>	How do you exercise faith in God?	<p>Digital devices.</p> <p>Bible.</p> <p>Open space for role playing.</p>	<p>Checklists.</p> <p>Observation schedule.</p> <p>Peer Assessment.</p>	
11	1	The Life and Ministry of Jesus Christ.	Parable on Prayer : A Friend at Midnight.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline the lessons learnt from the parable of a friend at midnight for application in day to day life.</p>	<p>In groups, learners are guided to:</p> <p>identify the lessons learnt from the parable of a friend at midnight.</p> <p>discuss the lessons learnt from the</p>	What lessons do we learn from the parable of a Friend at midnight?	<p>CRE Learner's Textbook.</p> <p>Bible.</p> <p>Lesson notes.</p> <p>Digital devices.</p> <p>Charts.</p>	<p>Assessment rubric.</p> <p>Checklists.</p> <p>Written questions.</p> <p>Oral questions.</p>	

				<ul style="list-style-type: none"> b) Discuss the lessons learnt from the parable of a friend at midnight for application in day to day life. c) Prepare PowerPoint slides or charts on lessons learnt from the parable of a friend at midnight. d) Acknowledge the lessons learnt from the parable of a Friend at midnight. 	<p>parable of a friend at midnight.</p> <p>collaborate in preparing PowerPoint slides or charts on lessons learnt from the parable of a friend at midnight and make a presentation in class.</p>				
	2	The Life and Ministry of Jesus Christ.	Parable on a Prayer: A Friend at midnight.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) State reasons why Christians should pray to God at all times. b) Discuss the reasons why Christians should pray to God at all times. c) Write a reflection 	<p>In group, learners are guided to: brainstorm on the reasons why Christians should pray to God at all times.</p> <p>discuss the reasons why Christians should pray to God at all times and present in class.</p> <p>individually, learners to write a reflection</p>	Why should Christians pray at all times?	<p>Digital devices.</p> <p>Lesson notes.</p> <p>CRE Learner's Textbook</p>	<p>Oral questions.</p> <p>Written questions.</p> <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Personal journals.</p>	

				<p>journal on how they pray daily.</p> <p>d) Acknowledge the need for praying to God at all times.</p>	<p>journal on how they pray daily.</p>				
	3	The Life and Ministry of Jesus Christ.	Nicodemus' Encounter with Jesus Christ.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Read John 3:1-16 from the Bible.</p> <p>b) Describe Nicodemus encounter with Jesus Christ as guided by the scripture.</p> <p>c) Role play the story of Nicodemus encounter with Jesus Christ.</p> <p>d) Enjoy role playing the story of Nicodemus encounter with Jesus Christ.</p>	<p>In groups,learners are guided to:</p> <p>read John 3:1-16 in turns.</p> <p>summarize the key notes on Nicodemus encounter with Jesus Christ.</p> <p>discuss Nicodemus encounter with Jesus Christ.</p> <p>collaborate in role playing the story of Nicodemus encounter with Jesus Christ.</p> <p>watch a video on Nicodemus conversion.</p>	How did Nicodemus encounter with christ change his life?	<p>Good News Bible.</p> <p>Revised Standard Bible.</p> <p>CRE Learner's textbook.</p>	<p>Checklists.</p> <p>Observation schedule.</p> <p>Oral questions.</p> <p>Written questions.</p>	
	4	The Life and Ministry of Jesus Christ.	Nicodemus' Encounter with Jesus Christ.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Outline the significance of</p>	<p>In groups,learners are guided to:</p> <p>read Numbers 21:4-8, John 3:14-15,</p>	What is the relationship between the bronze serpent and	<p>Good News Bible.</p> <p>Revised standard Bible.</p>	<p>Checklists..</p> <p>Assessment rubrics</p> <p>Written questions</p> <p>.</p>	

				<p>the bronze serpent to the mission of Jesus Christ.</p> <p>b) Relate the significance of the bronze serpent to the mission of Jesus Christ.</p> <p>c) Prepare PowerPoint slides to show the relationship between the bronze serpent and Jesus Christ mission on earth.</p> <p>d) Acknowledge the significance of the bronze serpent to the mission of Jesus Christ.</p>	<p>Luke 4:18-21 & Acts 10:38 in turns.</p> <p>brainstorm on how the bronze serpent is related to Jesus Christ and His mission on earth.</p> <p>discuss the relationship between the bronze serpent and Jesus Christ mission on earth.</p> <p>prepare PowerPoint slide to show the relationship between the bronze serpent and Jesus Christ's mission on earth and present in class.</p>	Jesus Christ's mission on earth?	<p>Lesson notes.</p> <p>Digital devices..</p> <p>CRE Lesson notes.</p>	Assessment rubrics.	
12	END OF TERM ASSESSMENT								
13	CLOSURE OF SCHOOL								