



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

**JUNIOR SCHOOL CURRICULUM DESIGN**

**CHRISTIAN RELIGIOUS EDUCATION**

**GRADE 9**



First Published in 2024

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## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

**i) Foster nationalism and patriotism and promote national unity**

The people of Kenya belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect, to live together in harmony and foster patriotism, and to make a positive contribution to the life of the nation.

**ii) Promote the social, economic, technological, and industrial needs for national development**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

**a) Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships, which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

**b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise, and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy that requires an adequate and relevant domestic workforce.

**c) Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

**iii) Promote individual development and self-fulfillment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.



**iv) Promote sound moral and religious values**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

**v) Promote social equality and responsibility**

Education should promote social equality and foster a sense of social responsibility within an education system that provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

**vi) Promote respect for and development of Kenya's rich and varied cultures**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development to build a stable and modern society.

**vii) Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

**viii. Promote positive attitudes towards good health and environmental protection**

Education should inculcate in young people the value of good health for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



## TIME ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	5
5.	Pre-Technical Studies	4
6.	Social Studies	4
7.	Religious Education (CRE, HRE, IRE)	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
10.	Pastoral Programme of Instruction	1
	Total	40 + 1



## **LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL**

By the end of Middle School, the learner should be able to:

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage, and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious coexistence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

## **ESSENCE STATEMENT**

Christians Religious Education is the study of God's self-revelation to man through creation, the Bible, the life and Ministry of Jesus Christ and the Holy Spirit. The curriculum is spiral hence, concepts at this grade build on concepts and skills learnt in Grade 7 and 8. Christian Religious Education facilitates the learner to acquire basic principles of Christian living, which enable them to develop spiritually, morally, emotionally, and intellectually. The learner is therefore, exposed to a broad range of biblical experiences for character formation and upright living. The five strands are deliberate in developing the intellectual skills necessary for moral living including reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience.

The method of teaching and learning CRE is Life Approach. This is in line with the constructivist theory and socio-cultural theory that aims at enabling the learner to construct knowledge through varied experiences. The learner will therefore, use Christian insights to critically analyse, evaluate and judge the issues he/she is facing in life. The competencies acquired at this level equips the learner with knowledge, skills, values and attitudes required as they transition to senior School.



## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of Junior School, the learner should be able to:

1. Demonstrate an awareness of the love of God as the Sole Creator and Heavenly Father by being good stewards of His creation.
2. Analyse teachings in the Holy Bible for moral, spiritual and character development, and growth.
3. Apply the teachings of Jesus Christ in their day-to-day lives to promote social equality and responsibility.
4. Appreciate the role of the church in promoting spiritual transformation and good citizenship.
5. Evaluate contemporary, social and moral issues, which affect the society and equip him/her with knowledge and skills to make informed decisions.
6. Utilise knowledge and skills of Information Communication and Technology in the learning of Christian Religious Education





## STRAND 1.0: CREATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Creation	1.1 Work: God Worked  (6 lessons)	By the end of the sub-strand, the learner should be able to: a) interpret the scriptures on work to foster responsibility, b) discuss virtues related to Christian work ethics, c) choose career paths based on his/her gifts talents and abilities, d) demonstrate a positive attitude towards work in daily activities, e) desire to work hard to achieve	The learner is guided to: <ul style="list-style-type: none"><li>● in groups discuss why it is important to work hard at home, school and the community</li><li>● in pairs share experiences on the chores/roles they perform at home, school, church and the community</li><li>● conduct a buzz session on; <i>a lazy person should not eat</i>; 2 Thessalonians 3:10-12</li><li>● in groups, read Proverbs 6:6-11, Proverbs 10:4 Exodus 20:11, Genesis 2:1-3; outline the teachings, and write them on charts or PowerPoint slides for presentation in class</li><li>● conduct a library or online research on virtues related to work and share the findings with the class</li><li>● compose a poem on, ' <i>God worked, we should also work.</i> '</li><li>● write their career aspirations (<i>what they want to become in the future</i>) on flashcards and share with the class</li><li>● in groups brainstorm on requirements for the different careers and how to work towards attaining them</li></ul>	How can you develop a positive attitude towards work?



		his/her goals and aspirations.	<ul style="list-style-type: none"><li>● interview a resource person and ask question(s) on different careers and the subjects/learning areas that one should undertake to qualify (note key points)</li><li>● in groups discuss the statement, '<i>Having a positive attitude towards work.</i>'; write key points in their notebooks for presentation in class</li><li>● write and keep a journal on careers they aspire to undertake and how to work towards them and share them with peers/guardians/parents/teachers.</li></ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"><li>● Digital literacy: the skill of interacting with technology is enhanced as learners use digital devices to search online for virtues related to work.</li><li>● Communication and Collaboration: the skill of listening and speaking is portrayed as learners discuss, '<i>Having a positive attitude towards work.</i>'</li></ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"><li>● Assertiveness: learners develop a positive attitude towards work and work hard towards the attainment of their goals.</li><li>● Career guidance: learners make subject choices depending on career pathways/post-school options they want to pursue depending on their talents, gifts and abilities.</li><li>● Parental Empowerment and Engagement: Parents support learners to nurture talents. They also guide them on career choices and are role models of good values and effective discipline.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>● Respect: is nurtured as learners listen and respect the opinion of others.</li><li>● Unity: is promoted as learners discuss and work together in groups.</li></ul>				



- Responsibility: is enhanced as learners appreciate and apply the biblical teachings on work in daily activities.

**Link to other subjects:**

- English: learners discuss, debate, conduct library research, and buzz confidently and effectively.
- Pre-technical Studies: learners conduct an internet search and make presentations using digital devices.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to interpret the scriptures on work to foster responsibility.	Interprets the scriptures on work to foster responsibility and cites relevant examples.	Interprets the scriptures on work to foster responsibility.	Partially interprets the scriptures on work to foster responsibility.	Attempts to interpret the scriptures on work to foster responsibility.
Ability to discuss virtues related to Christian work ethics.	Discusses virtues related to Christian work ethics and cites relevant examples.	Discusses virtues related to Christian work ethics.	Partly discusses virtues related to Christian work ethics.	With assistance discusses virtues related to Christian work ethics.
Ability to choose career paths based on their gifts talents and abilities.	Distinctively choose career paths based on their gifts talents and abilities.	Choose career paths based on their gifts talents and abilities.	Attempts to choose career paths based on their gifts talents and abilities.	With guidance, choose career paths based on their gifts talents and abilities.
Ability to demonstrate a positive attitude towards work in daily activities.	Always demonstrates a positive attitude towards work in daily activities.	Often demonstrates a positive attitude towards work in daily activities.	Sometimes demonstrates a positive attitude towards work in daily activities.	Rarely demonstrates a positive attitude towards work in daily activities.



## STRAND 2.0: THE BIBLE

Strand	Sub-Strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Question(s)
<b>2.0 The Bible:</b> <i>Selected Teachings</i>	<b>2.1 Christian Moral Values:</b> <i>Sexual Purity</i> <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) elaborate Christian moral values that a young person should uphold in day-to-day life, b) describe forbidden sexual practices outlined in the Bible, c) utilise Christian moral values and life skills that foster sexual purity, d) desire to live a morally upright life as guided by the Bible.	The learner is guided: <ul style="list-style-type: none"><li>● brainstorm on moral values that youths should uphold to overcome sexual sins</li><li>● in groups brainstorm on 1 Corinthians 15:33, 1 Thessalonians 4:3, 1 Corinthians 6:13, 1 Corinthians 6:18-20, Leviticus 11:44, and discuss the moral values outlined</li><li>● brainstorm on sexual perversions today and how youths are lured</li><li>● in groups read Galatians 5:19 and Leviticus 18:5-18, 20-23, and use PowerPoint slides or charts to list forbidden sexual practices</li><li>● in pairs discuss how to avoid getting lured into forbidden sexual practises</li><li>● read Romans 1:26-27 and brainstorm on how one can avoid being lured to same-sex relationships</li><li>● in groups perform a skit on how to overcome or avoid being lured into sexual perversity</li></ul>	<ol style="list-style-type: none"><li>1. How can you live a morally upright life?</li><li>2. Why should you maintain sexual purity as a Christian youth?</li></ol>



			<ul style="list-style-type: none"> <li>● talk to parents/guardians or counsellors when confronted with moral decisions</li> <li>● share experiences on values and life skills they utilise to overcome sexual perversity such as (<i>self-control, integrity, respect for self, self-awareness, self-esteem assertiveness, and decision-making</i>)</li> <li>● pray to God always to overcome temptations (<i>as guided by the Lord's prayer Matthew 6:13</i>)</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● <b>Learning to learn:</b> the skill of sharing learnt knowledge is exhibited as learners brainstorm on moral values that youth should uphold to avoid sexual perversion.</li> <li>● <b>Critical thinking and problem-solving:</b> the skill of evaluation and decision-making is demonstrated as learners perform a skit on how to overcome sexual perversion.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>● <b>Human Sexuality: Sexual morality-Abstinence:</b> learners outline moral values that Christian youths should uphold to avoid sexual perversity.</li> <li>● <b>Assertiveness:</b> learners utilize moral values and life skills that enable them to overcome growth and developmental challenges.</li> <li>● <b>Counselling Services:</b> learners are guided on self-awareness, decision-making and positive behaviour change.</li> <li>● <b>Parental Empowerment and Engagement:</b> parents/guardians model good behaviour and guide learners through their developmental stages to ensure effective discipline.</li> <li>● <b>Peer Education and Mentorship:</b> learners are mentored on overcoming life and academic challenges.</li> </ul>				



<b>Values:</b> <ul style="list-style-type: none"><li>• Respect: learners respect themselves and others by avoiding vices that can defile them.</li><li>• Integrity: learners decide to do the right thing by avoiding sexual perversity.</li></ul>				
<b>Link to other subjects:</b> <ul style="list-style-type: none"><li>• Social Studies: learners exhibit various skills such as self-management and social awareness skills as they choose to live morally upright lives.</li><li>• Creative Arts and Sports: learners perform a skit on how to overcome/avoid being lured into sexual perversions.</li></ul>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>2.0 The Bible:</b> <i>Selected Teachings</i>	<b>2.2 Woman Judge: Deborah</b> <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"><li>a) analyse qualities portrayed by Deborah as a judge in Israel,</li><li>b) deduct lessons learnt from the leadership of Judge Deborah,</li><li>c) appreciate those in leadership by praying for them always.</li></ul>	The learner is guided: <ul style="list-style-type: none"><li>• in groups, list women leaders (<i>at school, church or in government positions</i>); identify and list good leadership qualities you can emulate from them</li><li>• outline leadership qualities portrayed by Deborah as a woman Judge in Israel</li><li>• in groups read the story in Judges 4:1-24 and make notes</li><li>• watch a movie on, '<i>Judge Deborah.</i>'</li><li>• brainstorm on lessons learnt from the leadership of Judge Deborah and make short notes.</li></ul>	How did Deborah portray wisdom as a woman Judge?
<b>Core Competencies to be developed:</b>				



- **Learning to learn:** the skill of sharing learnt knowledge is exhibited as learners brainstorm on lessons learnt from the leadership of Judge Deborah.
- **Critical Thinking and problem-solving:** the skill of evaluation and decision-making is demonstrated as learners discuss qualities they can emulate from women leaders in the society

**Pertinent and Contemporary Issues (PCIs):**

- **Good governance:** learners discuss qualities of a good leader derived from Deborah as a Judge in Israel.
- **Civic responsibility:** Judge Deborah gave advice and accompanied Barak in the war against the Canaanites.
- **Information technology (IT):** learners use digital devices to watch a movie on Judge Deborah.

**Values:**

- **Respect:** learners accommodate each other's views as they discuss and brainstorm in groups
- **Patriotism:** learners list women leaders in the church, school and the government, and qualities they can emulate from them, thus the learner is conscious of his/her moral and social duties.
- **Peace:** Judge Deborah brought peace and tranquility in Israel as a woman Judge; learners should live peacefully and avoid hurting others/solve disputes amicably.

**Link to other subjects:**

- **Social Studies:** learners exhibit various skills such as self-management and social awareness skills as they undertake different roles/duties.
- **Pre-technical Studies:** learners manipulate and use a digital device to watch a movie on Judge Deborah.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 The Bible;</b> <i>Selected Teachings</i>	<b>2.3 Kings David and Solomon</b>	By the end of the sub-strand, the learner should be able to:	The learner is guided to: <ul style="list-style-type: none"><li>● in pairs to list names of members in their family tree</li></ul>	1. Why did King Solomon fail as a



	(8 lessons)	<p>a) analyse the importance of David as a king and ancestor of Jesus Christ,</p> <p>b) outline qualities of a good leader from King David's leadership,</p> <p>c) assess the achievements and failures of King Solomon,</p> <p>d) examine how Solomon portrayed wisdom in his leadership,</p> <p>e) choose leaders of integrity at school, church and in the community.</p>	<ul style="list-style-type: none"> <li>● brainstorm on the meaning of the word 'ancestor.'</li> <li>● conduct a buzz session on how King David is an ancestor of Jesus Christ</li> <li>● in groups read and discuss 2 Samuel 7:12-16, Matthew 1:1-2, Luke 1: 32-33; make PowerPoint slides or use charts for presentation in class</li> <li>● in turns read 1 Samuel 16:1-23, 2 Samuel 6:1-15 and write key points on the importance of David as King in Israel</li> <li>● discuss and make notes on the characteristics of a good leader</li> <li>● use print material or search the internet for good leadership qualities derived from King David</li> <li>● search online/ use print sources on the achievements and failures of King Solomon and make notes</li> <li>● role-play how King Solomon demonstrated wisdom to Judge between the two disputing women in 1 Kings 3:16-28</li> <li>● brainstorm on qualities to consider in choosing leaders at school, church and the</li> </ul>	<p>leader in Israel?</p> <p>2. How did King David please God?</p>
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			community and make a presentation using a chart or a digital device.	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Learning to learn:</b> the skill of sharing learnt knowledge is exhibited as learners conduct a discussion and make notes on characteristics of a good leader.</li> <li>• <b>Critical thinking and problem-solving:</b> the skill of evaluation and decision-making is demonstrated as learners role-play how Solomon demonstrated wisdom.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• <b>Good governance:</b> learners discuss qualities of a good leader derived from King David and apply it in their lives.</li> <li>• <b>Information technology:</b> learners use digital devices to search for information and make presentations on the various assignments and tasks.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Respect:</b> learners accommodate each other's views as they discuss and brainstorm in groups.</li> <li>• <b>Patriotism:</b> learners conduct a buzz session on characteristics of a good leader and execute the task by following laid down rules and regulations.</li> </ul>				
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>• <b>Social Studies:</b> learners exhibit various skills such as self-management and social awareness skills as they undertake different roles/duties.</li> <li>• <b>Creative Arts and Sports:</b> learners role-play King Solomon judging between the two disputing women.</li> </ul>				

<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe forbidden sexual	Exhaustively describes forbidden sexual	Describes forbidden sexual practices	Partly describes forbidden sexual	Attempts to describe forbidden sexual



practices condemned in the Bible.	practices condemned in the Bible.	condemned in the Bible.	practices condemned in the Bible.	practices condemned in the Bible.
Ability to utilise Christian moral values that foster moral uprightness.	Utilise Christian moral values that foster moral uprightness and encourages peers to do so.	Utilises Christian moral values that foster moral uprightness.	Makes effort to utilise Christian moral values that foster moral uprightness.	Utilises Christian moral values that foster moral uprightness with guidance.
Ability to analyse qualities portrayed by Deborah as a judge in Israel.	Analyses qualities portrayed by Deborah as a judge in Israel with illustrations.	Analyses qualities portrayed by Deborah as a judge in Israel.	Partly analyses qualities portrayed by Deborah as a judge in Israel.	Analyses qualities portrayed by Deborah as a judge in Israel with assistance.
Ability to analyse the importance of David as king and ancestor of Jesus Christ.	Adequately analyses the importance of David as king and ancestor of Jesus Christ.	Analyses the importance of David as king and ancestor of Jesus Christ.	Partially analyses the importance of David as king and ancestor of Jesus Christ.	With guidance analyses the importance of David as king and ancestor of Jesus Christ.
Ability to assess the achievements and failures of King Solomon.	Assesses the achievements and failures of King Solomon and cites relevant examples.	Assesses the achievements and failures of King Solomon.	Partially assesses the achievements and failures of King Solomon.	With support assesses the achievements and failures of King Solomon.
Ability to examine how Solomon portrayed wisdom in his leadership.	Examines how Solomon portrayed wisdom in his leadership in details.	Examines how Solomon portrayed wisdom in his leadership.	Examines how Solomon portrayed wisdom in his	Examines how Solomon portrayed wisdom in his



			leadership but omits some details.	leadership with prompts.
Ability to choose leaders of integrity at school, church and in the community.	Chooses leaders of integrity at school, church and in the community and encourages peers to do so.	Chooses leaders of integrity at school, church and in the community.	Makes effort to choose leaders of integrity at school, church and in the community.	Chooses leaders of integrity at school, church and in the community with guidance.



### STRAND 3.0: THE LIFE AND MINISTRY OF JESUS CHRIST

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.0 The Life and Ministry of Jesus Christ</b>	<b>3.1 Raising the Widow's Son</b> <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) elaborate the miracle of raising the Widow's son at Nain, b) interpret lessons learnt from the miracle for application in day-to-day life, c) model the value of compassion as portrayed by Jesus Christ, d) appreciate God's power over life and death and the hope of resurrection.	The learner is guided: <ul style="list-style-type: none"> <li>in pairs share experiences of challenges they have faced as a family (e.g. <i>losing loved ones/close relatives</i>),</li> <li>discuss how they coped/cope with grief or loss</li> <li>read Luke 7:11-16 and make notes on the raising of the widow's son</li> <li>use a digital device or write on charts how they show compassion to the needy or the suffering</li> <li>visit and pray for the sick at home and school</li> <li>write John 11:25 on flashcards and meditate on it</li> <li>compose a poem on God's power over sickness and death</li> </ul>	<ol style="list-style-type: none"> <li>Why should you trust in God when faced with challenges?</li> <li>Why is it important to believe in the resurrection as Christians?</li> </ol>
<b>Core Competences to be developed:</b>				



- Communication and Collaboration: the skill of collegially working as a team is demonstrated as learners clearly express and respect each other's opinions, and defend their arguments/views confidently.
- Digital Literacy: the skill of managing online activities for the benefit of self and others is portrayed as learners use digital devices effectively.
- Critical thinking and problem-solving: the skill of interpretation and inference is exhibited as learners discuss how Jesus helped the widow solve her depressing and desperate situation.
- Learning to learn: the skill of working collaboratively is enhanced as learners share experiences on challenges they have faced, and how to cope with difficult emotions.

**Pertinent and Contemporary Issues (PCIs):**

- Coping with emotions: learners' share experiences of challenges experienced e.g. loss of loved ones and how they coped.
- Social awareness skills- empathy: learners discuss and share how they show compassion to others.
- Gender issues - empowerment: Jesus, in a male-dominated society of His days, emancipated the widow out of her desperation of loneliness, frustration and discriminating - a situation that would befall her, had her only son not been raised back to life.

**Values:**

- Social justice: Jesus' resurrecting act empowered the widow to find face again in the society where childless widows were not treated well.
- Love: is promoted as learners visit and show love to those who are sick at school and home.

**Link to other subjects:**

- English: learners learn new vocabulary.
- Creative Arts and Sports: learners compose a poem on God's power over life and death.
- Social Studies: learners discuss how they coped/cope with grief or loss.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 The Life of Jesus Christ</b>	<b>3.2 Healing the 10 Lepers</b> <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) describe the healing of the ten lepers, b) devise ways of showing gratitude to God in day-to-day life, c) demonstrate faith by praying to God when faced with challenges, d) apply lessons learnt by showing kindness to others.	The learner is guided: <ul style="list-style-type: none"><li>● in turns read Luke 17:11-19 and make a presentation in class using a chart or a digital device</li><li>● in groups role-play the healing of the ten lepers</li><li>● in pairs discuss lessons learnt from this miracle and share with the class</li><li>● share experiences of how they express gratitude to God and those who show them kindness</li><li>● compose a poem to thank God, parents/guardians or a friend and recite it</li><li>● in groups compose a song of thanksgiving and sing it in class, the school assembly or during the programme of Pastoral Instruction.</li></ul>	How did the 10 lepers show gratitude to God?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"><li>● Learning to learn: the skill of sharing learnt knowledge is portrayed as learners share experiences on how they express gratitude to God/others.</li><li>● Communication and Collaboration: the skill of teamwork is portrayed as learners discuss, role-play and recognise the value of each other.</li></ul>				



- Imagination and Creativity: the skill of networking is enhanced as learners undertake group activities that inspire creative thinking such as role-play/ composing a song.
- Digital Literacy: the skill of using digital platforms is portrayed as learners make a presentation using a digital device.

**Pertinent and Contemporary Issues (PCIs):**

- Health promotion issues - Communicable diseases: learners learn about leprosy, which is a communicable disease.
- Social Awareness skills: learners learn empathy and problem-solving as exemplified by Jesus, who not only showed empathy but He also healed the 10 lepers.
- Citizenship: by Jesus healing the frustrated and separated lepers, He enabled them to rejoin other members of the society as normal citizens.

**Values:**

- Social justice: learners appreciate the emancipation act of Jesus for the separated and marginalised lepers.
- Love: is portrayed as learners express gratitude to God /parents/guardians or friends.
- Patriotism: the 10 lepers were integrated back to the society after they were healed; according to the Law of Moses, a priest had to examine that they had been made whole.

**Link to other subjects:**

- Agriculture and Nutrition: they learn about communicable diseases.
- English: learners read the Bible then learn new vocabulary.
- Creative Arts and Sports: learners role-play and compose a song of thanksgiving and sing it in class/ school assembly/during Programme of Pastoral Instruction.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.0 The Life and Ministry of Jesus Christ</b>	<b>3.3 Parable on prayer</b> <i>A Friend at Midnight</i>  (6 lessons)	By the end of the sub-strand, the learner should be able to: a) elaborate the parable of a friend at midnight, b) interpret lessons learnt from the parable of a friend at midnight for application in day-to-day life, c) Appreciate the parable by praying to God always.	The learner is guided: <ul style="list-style-type: none"><li>● in pairs brainstorm the meaning of the word parable, write it on flashcards and share with the class</li><li>● in pairs share experiences of how they prayed persistently for an issue/challenge</li><li>● read Luke 11:5-13 and discuss in groups the parable of a friend at midnight</li><li>● role-play the parable of a friend at midnight</li><li>● prepare PowerPoint slides or charts on lessons learnt from the parable of a friend at midnight and make a presentation in class</li><li>● write a reflection journal on how they pray daily.</li></ul>	1. Why should Christians pray at all times? 2. How do you exercise faith in prayer?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"><li>● Communication and collaboration: the skill of collegially working as a team and expressing opinions, argument and listening to others is exhibited as learners share experiences of how they prayed persistently for an issue/challenge.</li><li>● Learning to learn: the skill of sharing learnt knowledge is enhanced as learners brainstorm the meaning of the word parable, write it on flashcards and share with the class.</li></ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"><li>● Self-awareness skill: the learner identify a need/challenge and pray for it in faith/persistently.</li><li>● Spiritual Development: learners write a reflection journal on how they pray daily.</li></ul>				





<ul style="list-style-type: none"> <li>Roles sharing: learners take on different characters as they role-play the parable of a friend at midnight.</li> </ul>
<b>Values:</b> <ul style="list-style-type: none"> <li>Social Cohesion: learners pray for self and others who are facing different challenges in the society.</li> <li>Unity: learners communicate and collaborate in doing various activities.</li> </ul>
<b>Links to other subjects:</b> <ul style="list-style-type: none"> <li>Social Studies: learners pray for themselves and those facing challenges in the society.</li> <li>Pre-technical Studies: learners prepare PowerPoint slides on lessons learnt from the parable of a friend at midnight and make a presentation in class.</li> </ul>

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 The Life and Ministry of Jesus Christ</b>	<b>3.4 Nicodemus' Encounter with Jesus Christ</b>  <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>explain Nicodemus' encounter with Jesus Christ,</li> <li>relate the significance of the bronze serpent to the mission of Jesus Christ,</li> <li>deduce lessons learnt from John 3:5-7 and its relevance to the life of a Christian,</li> </ol>	The learner is guided: <ul style="list-style-type: none"> <li>read John 3:1-16 and make summary notes on Nicodemus' encounter with Jesus Christ</li> <li>role-play the story of Nicodemus</li> <li>watch a video on Nicodemus' conversion</li> <li>sing a song on Nicodemus' conversion</li> <li>read Numbers 21:4-8 and John 3:14-15 and brainstorm on how the bronze serpent is related to Jesus Christ and His mission on earth (<i>Luke 4:18-21, Acts 10:38</i>)</li> </ul>	How did Nicodemus' encounter with Christ change his life?



		d) desire to apply lessons learnt in day-to-day life.	<ul style="list-style-type: none"><li>● in groups discuss John 3:5-7 and write lessons learnt on charts/PowerPoint slides for presentation in class</li><li>● read John 3:16 and write a reflection journal on how they apply it in their lives.</li></ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"><li>● Communication and Collaboration: the skill of teamwork is enhanced as learners contribute in group discussions by sharing knowledge, resources and outlining the course of action in performing tasks.</li><li>● Imagination and Creativity: the skill of making connections is demonstrated as learners take on different roles to complete tasks.</li><li>● Learning to learn: the skill of reflection on own work is demonstrated as learners write a reflection journal on how they apply concepts/ideas in their lives.</li><li>● Self-efficacy: the skill of self-awareness and planning to accomplish tasks is exhibited as learners read John 3:16 and write a reflection journal on how they apply it in their lives.</li></ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"><li>● Self-awareness: is exhibited as learners communicate their ideas and make decisions on how to manage their lives as guided by the Bible.</li><li>● Problem-solving: is portrayed as learners reflect on their own learning and come up with solutions to the challenges they face.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>● Unity: learners take turns in conversations and activities and respect the opinions of others.</li><li>● Responsibility: learners engage in assigned roles, tasks and duties and complete them on time.</li></ul>				
<b>Links to other Subjects:</b> <ul style="list-style-type: none"><li>● English: learners read, write notes, discuss and make presentations in class.</li></ul>				



- Creative Arts and Sports: learners sing a song on Nicodemus' conversion/role-play the story of Nicodemus.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 The Life and Ministry of Jesus Christ</b>	<b>3.5 Jesus' Ministry in Jerusalem</b>  (8 lessons)	By the end of the sub-strand, the learner should be able to: a) elaborate Jesus Christ's triumphant entry into Jerusalem, b) illustrate Jesus Christ's cleansing of the temple, c) analyse Jesus Christ's conflict with the Jewish leaders, d) desire to avoid conflicts at home, school and the community.	The learner is guided: <ul style="list-style-type: none"><li>• share experiences on what happens on <i>Palm Sunday</i>, as practiced by some churches</li><li>• watch a video clip on Jesus Christ's triumphant entry into Jerusalem</li><li>• read Luke 19:38, compose and sing a song related to the scripture in class or during the Programme of Pastoral Instruction</li><li>• read in turns Luke 19:28-40 and note key points on a chart or use a digital device for presentation in class</li><li>• in groups brainstorm on ways the Church premise is misused today</li><li>• read Luke 19:45-48 on Jesus Christ's cleansing of the temple</li><li>• discuss lessons learnt from the cleansing of the Temple and make notes</li><li>• share experiences on how they resolve conflicts at home, school and the community</li></ul>	<ol style="list-style-type: none"><li>1. Why was Jesus' triumphant entry into Jerusalem important?</li><li>2. Why was Jesus opposed by the Jewish leaders?</li></ol>



			<ul style="list-style-type: none"> <li>● read Luke 20:1-8,20-39 and discuss conflicts between Jesus Christ and the Jewish leaders</li> <li>● outline lessons learnt from this conflict and make a PowerPoint presentation or use charts for display in class</li> <li>● debate on a motion titled, '<i>Christians have a moral obligation to pay taxes to the government and tithes &amp; offerings to God.</i>'</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Self-efficacy: learners reflect confidence in the ability to control their behaviour by avoiding conflicts.</li> <li>● Digital Literacy Skills: learners use ICT tools interactively as they watch a video clip and make PowerPoint slides for presentation in class.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>● Problem-solving Skills: learners share experiences on how they resolve conflicts at home, school and the community.</li> <li>● Analytical Skills: learners discuss conflicts between Jesus Christ and the Jewish leaders and draw out lessons learnt for application in their lives.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Patriotism: is portrayed as learners suggest ways they resolve conflicts at home, school and the community.</li> <li>● Peace: is exhibited as learners resolve disputes amicably and avoid hurting others.</li> </ul>				
<b>Link to other Subjects:</b> <ul style="list-style-type: none"> <li>● Social Studies: learners share experiences on how they resolve conflicts at home, school and the community.</li> <li>● Creative Arts and Sports: learners compose and sing a song related Jesus triumphant entry into Jerusalem.</li> </ul>				



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 The Life and Ministry of Jesus Christ</b>	<b>3.6 Jesus' Passion, Death and Resurrection</b>  <i>(8 lessons)</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) describe the events that took place at Mount Olives, c) summarise the events that took place between the arrest and the burial of Jesus Christ, d) discuss the importance of Christ's resurrection to the Christian faith, e) appreciate Christ's resurrection as a sign of eternal life.	The learner is guided: <ul style="list-style-type: none"><li>● in groups conduct a buzz session on the meaning of the Lord's Supper</li><li>● share experiences of how they celebrate the Lord's Supper/Lord's Table/Holy Communion/Eucharist/Sacrament in their churches</li><li>● in turns read Luke 22:7-20 and make notes on the Last Supper</li><li>● download and watch a video on the events that took place at Mount Olives (Luke 22:39-53) and make notes</li><li>● in pairs share experiences on when they were betrayed by close friends or relatives</li><li>● discuss lessons they learnt from the betrayal</li><li>● take turns to read Luke 22:54-62 on Peter's betrayal of Jesus Christ</li><li>● in groups dramatise Peter's denial of Jesus Christ</li></ul>	How is the resurrection of Jesus Christ important to Christians today?



			<ul style="list-style-type: none"><li>● brainstorm on reasons that may have caused Peter to deny Jesus Christ</li><li>● watch a video on the events that took place between the arrest and the burial of Jesus Christ and make summary notes (<i>Luke 22:63-71, 23:1-56</i>)</li><li>● read Luke 24:1-7 and make notes on Christ's resurrection</li><li>● in groups brainstorm on the importance of Christ's resurrection to Christians today</li></ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"><li>● Digital Literacy Skills: learners access, find and manage online information on the arrest and burial of Jesus Christ.</li><li>● Communication and Collaboration: learners enhance their skills in communication and team building as they discuss in groups the significance of Christ's passion death and resurrection.</li></ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"><li>● Coping with Emotions: learners discuss the arrest, betrayal and passion of Jesus Christ, and how it applies to their lives.</li><li>● Spiritual Development: learners discuss the significance of Christ's resurrection to Christians today.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>● Respect: learners discuss and accommodate diverse opinions.</li><li>● Responsibility: learners engage in assigned roles and tasks such as role-play/dramatization.</li></ul>				
<b>Link to other Subjects:</b> <ul style="list-style-type: none"><li>● Social Studies: learners exhibit self-management skills as they share experiences on coping with emotions and stress such as betrayal by close family members/friends.</li><li>● Pre-technical Studies: learners download and watch video clips on the events that occurred at Mount Olives.</li></ul>				



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explain the significance of the Lord's supper.	Explains the significance of the Lord's supper to Christians today and gives relevant examples.	Explains the significance of the Lord's supper to Christians today.	Partly explains the significance of the Lord's supper to Christians today.	Explains the significance of the Lord's supper to Christians today with assistance.
Ability to summarise the events that took place between the arrest and the burial of Jesus.	Summarises the events that took place between the arrest and the burial of Jesus Christ and cites relevant examples.	Summarises the events that took place between the arrest and the burial of Jesus Christ.	Makes effort to Summarises the events that took place between the arrest and the burial of Jesus Christ.	Attempts to summarise the events that took place between the arrest and the burial of Jesus Christ.
Ability to discuss the importance of Christ's resurrection to Christians today.	Discusses the importance of Christ's resurrection to Christians today and cites relevant examples.	Discusses the importance of Christ's resurrection to Christians today	Partly discusses the importance of Christ's resurrection to Christians today.	With prompts discusses the importance of Christ's resurrection to Christians today.
Ability to elaborate the miracles of Jesus Christ	Elaborates the miracles of Jesus Christ in details	Elaborates the miracles of Jesus Christ	Elaborates the miracles of Jesus Christ but omits some details	Elaborates the miracles of Jesus Christ with guidance.



Ability to interpret lessons learnt from the miracles for application in day-to-day life.	With illustrations interprets lessons learnt from the miracles for application in day-to-day.	Interprets lessons learnt from the miracles for application in day-to-day life.	Partly interprets lessons learnt from the miracles for application in day-to-day life.	Interprets lessons learnt from the miracles with guidance.
Ability to model the value of compassion as portrayed by Jesus Christ.	Constantly models the value of compassion as portrayed by Jesus Christ.	Usually models the value of compassion as portrayed by Jesus Christ.	Sometimes models the value of compassion as portrayed by Jesus Christ.	Hardly models the value of compassion as portrayed by Jesus Christ.
Ability to explain Nicodemus' encounter with Jesus Christ.	Explains Nicodemus' encounter with Jesus Christ and cites relevant examples.	Explains Nicodemus' encounter with Jesus Christ.	Partly explains Nicodemus' encounter with Jesus Christ.	With prompts explains Nicodemus' encounter with Jesus Christ.
Ability to apply lessons learnt from the story of Nicodemus in their lives.	Applies lessons learnt from the story of Nicodemus in their lives with ease.	Applies lessons learnt from the story of Nicodemus in their lives.	Makes effort to apply lessons learnt from the story of Nicodemus in their lives.	Applies lessons learnt from the story of Nicodemus in their lives when prompted.





## STRAND 4.0: THE CHURCH

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>4.0 The Church</b>	<b>4.1 The Early Church</b>  (8 lessons)	By the end of the sub-strand, the learner should be able to: a) discuss the characteristics of the Early Church, b) describe the miracles performed in the Early Church, c) analyse the story of Paul and Silas and its relevance to Christians today, d) desire to grow spiritually by attending church.	The learner is guided: <ul style="list-style-type: none"> <li>in pairs read and discuss characteristics of the early church, that is, <i>devotion to scriptures, fellowship, prayer, worship, and giving</i>, Acts 2:41-47</li> <li>in groups visit different churches and interview the priest/pastor/church leaders on how the church today exhibits characteristics of the Early Church, write a report and present it to the class</li> <li>read Acts 2:43, 5:12, 3:1-16, 5:12-16 on the miracles performed in the Early Church and outline lessons learnt</li> <li>read Acts 16:16-34, outline lessons learnt and make short notes</li> <li>choose and sing a worship song familiar to the class</li> <li>write and keep a journal on church attendance and activities done (<i>a church leader to sign the journal</i>).</li> </ul>	How can you apply lessons learnt from the Early Church in your life?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>Critical thinking and problem-solving: the skill of research is portrayed as learners complete tasks by researching and presenting findings in class.</li> </ul>				



- Communication and collaboration: the skill of listening is exhibited as learners listen critically, compare perspectives, appreciate information and respect the opinions of others.
- Learning to learn: the skill of organising own learning is enhanced as learners use and keep a journal on church attendance and activities they do in church.

#### **Pertinent and Contemporary Issues (PCIs):**

- Effective Communication: learners interview a resource person on characteristics of the Early Church and how it relates to the church today.
- Spiritual development: learners write and keep a journal on church attendance and activities they do in church.

#### **Values:**

- Responsibility: learners carry out different tasks/ assignments and complete them on time.
- Unity: learners work in groups and respect each other's opinion.

#### **Link to other subjects:**

- English : learners read, discuss and communicate effectively by sharing opinions, and make presentations
- Pre-technical Studies: learners watch a video clip on the miracles performed in the Early Church

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Questions</b>
<b>4.0 The Church</b>	<b>4.2 The Gifts of the Holy Spirit</b>  (8 lessons)	By the end of the sub-strand, the learner should be able to: a) discuss the teachings of Jesus Christ on the role of the Holy Spirit, b) identify the nine gifts of the Holy Spirit,	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on the role of the Holy Spirit in the life of a Christian</li> <li>● read John 14:15-26, 16:5-15, Acts 1:7-8 on the role of the Holy Spirit; make notes for presentation in class</li> <li>● in groups search for the meaning of; <i>Gifts of the Holy Spirit</i> share and findings in class</li> <li>● Read 1Corinthians 12:8-11 and list the nine gifts of the Holy Spirit</li> </ul>	How do you utilize the gifts of the Holy Spirit?



		c) classify the gifts of the Holy Spirit according to their categories, d) utilise discerning gifts to avoid joining ungodly cults/idol worship/religious extremism, e) desire to be guided by the Holy Spirit in day-to-day life.	<ul style="list-style-type: none"> <li>● in groups classify the gifts according to their three categories (<i>Gifts of Knowledge, Power and Divine Utterance</i>);</li> <li>● brainstorm on the importance of the gifts of the Holy Spirit in Church today</li> <li>● discuss characteristics of cults/idol worship/religious extremism/devil worship</li> <li>● use the word of God to discern and identify cults/religious extremism/devil worship (1 Timothy 4:1; Matthew 7:15-20, 2 Peter 2:1, Galatians 5:19-23, 1 Corinthians 12:2-3, 10)</li> <li>● pray to God always for guidance and discernment so as not to be misled by false teachings/doctrines/cults.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem-solving: the skill of research is portrayed as learners complete tasks by researching and presenting findings in class.</li> <li>● Communication and collaboration: the skill of listening is exhibited as learners listen critically, compare perspectives, appreciate information and respect the opinions of others.</li> <li>● Learning to learn: the skill of organising own learning is enhanced as learners search online or use the Bible and outline the nine gifts of the Holy Spirit (1 Corinthians 12:1-11).</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Extremism-detection, response; learners avoid religious extremism/cults/idol worship/devil worship and use the word of God to discern false teachings/false religion/allow the Holy Spirit to guide them in day-to-day life.</li> <li>● Analytical and creative thinking: learners brainstorm on the importance of the gifts of the Holy Spirit in the church today.</li> </ul>				



<b>Values:</b> <ul style="list-style-type: none"> <li>● Responsibility: learners carry out different tasks/ assignments and complete them on time.</li> <li>● Unity: learners work in groups and respect each other's opinion.</li> </ul>				
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>● English: learners read, discuss and communicate effectively by sharing opinions/make presentations.</li> <li>● Pre-technical Studies: learners search online using digital devices on the meaning of the <i>Gifts of the Holy Spirit</i>.</li> </ul>				
<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
Ability to discuss the characteristics of the Early Church.	Discusses the characteristics of the Early Church citing relevant examples.	Discusses the characteristics of the Early Church.	Partially Discusses the characteristics of the Early Church.	With assistance discusses the characteristics of the Early Church.
Ability to describe the miracles performed in the Early Church.	With illustrations describes the miracles performed in the Early Church.	Describes the miracles performed in the Early Church.	Partly describes the miracles performed in the Early Church.	Scantly describes the miracles performed in the Early Church.
Ability to discuss the teachings of Jesus Christ on the role of the Holy Spirit.	Discusses the teachings of Jesus Christ on the role of the Holy Spirit citing relevant examples.	Discusses the teachings of Jesus Christ on the role of the Holy Spirit.	Partially discusses the teachings of Jesus Christ on the role of the Holy Spirit.	With assistance discusses the teachings of Jesus Christ on the role of the Holy Spirit.
Ability to identify the nine gifts of the Holy Spirit.	Identifies the nine gifts of the Holy Spirit and cites relevant examples.	Identifies the nine gifts of the Holy Spirit.	Attempts to identify the nine gifts of the Holy Spirit.	Makes an effort to identify the nine gifts of the Holy Spirit.



Ability to utilise discerning gifts to avoid joining ungodly cults/idol worship/religious extremism.	Utilises discerning gifts to avoid joining ungodly cults/idol worship/religious extremism and cites relevant examples.	Utilises discerning gifts to avoid joining ungodly cults/idol worship/religious extremism.	Attempts to utilise discerning gifts to avoid joining ungodly cults/idol worship/religious extremism.	Utilises discerning gifts to avoid joining ungodly cults/idol worship/religious extremism with consistent guidance.
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## STRAND 5.0: CHRISTIAN LIVING TODAY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>5.0 Christian Living Today</b>	<b>5.1 Courtship and Marriage</b>  (2 lessons)	By the end of the sub-strand, the learner should be able to: a) elaborate the causes and consequences of early marriage today, b) discuss moral values and life skills needed to avoid early marriage, c) analyse Christian approaches to courtship and marriage,	The learner is guided: <ul style="list-style-type: none"> <li>● conduct a buzz session on the causes of early marriage today</li> <li>● discuss the consequences of early marriage</li> <li>● brainstorm on moral values and life skills needed to avoid early marriage</li> <li>● read, write on flashcards and reflect on 1 Timothy 4:12</li> <li>● in groups debate the meaning of the word, <i>courtship</i> and share findings with the class</li> <li>● in pairs discuss qualities to consider when choosing a marriage partner</li> </ul>	Why is courtship important before marriage?



		d) appreciate marriage as a sacred institution ordained by God.	<ul style="list-style-type: none"><li>● outline virtues that both marriage partners should uphold before marriage</li><li>● in pairs read 2Corinthians 6:14-15 and write what they have learnt from the text</li><li>● interview a resource person on courtship and its importance before marriage and present findings in class using a poster or PowerPoint slides</li><li>● discuss the role of the church in pre-marital counselling</li><li>● read Hebrews 13:4, Mathew 19:4-6 write the verses on flashcards</li><li>● debate on the motion, “<i>Courtship is important before marriage.</i>”</li></ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"><li>● Critical thinking and problem-solving; the skill of creativity is enhanced as learners explore complex problems by analysing the causes and effects of early marriage.</li><li>● Self-Efficacy: the skills of self-esteem and self-awareness are portrayed as learners brainstorm on how to avoid/overcome early marriage.</li></ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"><li>● Decision-making: learners know their self-worth and decide to avoid/overcome early marriage.</li><li>● Social cohesion: learners are conscious of their social and moral duties.</li><li>● Human Sexuality - sexual morality- Abstinence: learners avoid early marriage by not engaging in irresponsible sexual behavior.</li></ul>				

**Values:**

- Integrity: learners portray self-discipline by doing the right thing even if they have an opportunity to do the wrong thing.
- Responsibility: the learner is accountable for own actions and does not blame others.
- Respect: learners have positive regard for themselves and others without prejudice.

**Link to other Subjects:**

- Social Studies: learners outline virtues that both marriage partners should uphold before marriage.
- English: learners debate on the motion, '*Courtship is important before marriage.*'

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>5.0 Christian Living Today</b>	<b>5.2 Responsible parenthood</b> <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) describe biblical teachings on responsible parenthood, b) discuss causes of irresponsible parenting today, c) appraise the role of parents/guardians in shaping the character of their children, d) appreciate good parenting as guided	The learner is guided: <ul style="list-style-type: none"> <li>● use relevant textbooks or internet sources to search for the meaning of responsible parenthood and share findings with the class</li> <li>● in groups read, Exodus 20:12, Deuteronomy 11:18-21, Psalms 103:13, Proverbs 15:20, Proverbs 22:6, and Colossians 3:21, discuss and write lessons learnt on a chart or use PowerPoint slides for presentation in class</li> <li>● discuss the causes of irresponsible parenting</li> <li>● brainstorm on ways of avoiding unplanned families</li> </ul>	How is responsible parenting achieved?



		by the Bible.	<ul style="list-style-type: none"><li>• conduct a buzz session on moral values needed to avoid unplanned families</li><li>• come up with a play/drama on good parenting</li><li>• in groups debate on the role of parents/guardians in instilling good moral values in children and note key points.</li></ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"><li>• Communication and Collaboration: the skill of teamwork is enhanced as learners collegially work in group discussions/ brainstorm/buzz and express /defend their views confidently.</li><li>• Digital Literacy: the skill of identifying and using digital platforms for learning is portrayed as learners search the internet to get information on different assignments.</li><li>• Creativity and imagination: the skill of creativity is exhibited as learners come up with scenarios on good parenting through dramatization and role-play.</li></ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"><li>• Learner support programmes-Decision-making-for transition in life: Guidance and counselling in the school will support learners at different levels of growth and development.</li><li>• Human sexuality: learners will acquire life skills that enable them to overcome growth and developmental changes.</li><li>• Assertiveness: learners exhibit self-esteem by making the right decisions and avoid negative peer influence by not engaging in vices/situations that can lead to unplanned families.</li><li>• Information Technology: learners will use digital devices and applications ethically/exercise self-discipline as they search and download information from the internet.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>• Integrity is portrayed as learners follow laid down procedures when executing tasks/have self-discipline.</li><li>• Responsibility is exhibited as learners engage in assigned roles and duties/ they are also accountable for their own actions.</li></ul>				





- Social Justice is enhanced as learners identify values/virtues needed for responsible parenting and harmonious family relationships.

**Link to other subjects:**

- Pre-technical Studies: learners use digital devices to search the internet for information they need to complete assigned tasks.
- Creative Arts and Sports: learners come up with a play/drama on good parenting.
- English: learners read and discuss in groups the Bible texts provided they also present findings confidently in class.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>5.0 Christian Living</b>	<b>5.3 Leisure</b> (6 lessons)	By the end of the sub-strand, the learner should be able to: a) identify different forms of leisure today, b) analyse how youths misuse leisure today, c) identify Christian moral values needed to avoid alcohol, drug and substance use, d) evaluate the effects of alcohol, drug and substance use on an individual, e) utilise Christian moral	The learner is guided to: <ul style="list-style-type: none"><li>• in pairs brainstorm on the different forms of leisure</li><li>• share experiences on how they spend their free time</li><li>• in groups discuss why and how youth misuse leisure today</li><li>• discuss the effects of alcohol, drug and substance use on an individual and make notes /PowerPoint slides for class presentation</li><li>• in pairs write and recite poems on, '<i>Alcohol drug, and substance use is detrimental to health</i>'.</li></ul>	<ol style="list-style-type: none"><li>1. Why do youths misuse leisure today?</li><li>2. How can you avoid idleness?</li></ol>



		values to avoid alcohol, drug and substance use.	<ul style="list-style-type: none"> <li>• read and write (I Timothy 5:13, Ecclesiastes 10:18, Proverbs 19:15) on flashcards and outline lessons learnt</li> <li>• identify values and life skills needed to avoid alcohol, drug and substance use</li> <li>• debate on the motion, '<i>An idle mind is the devil's workshop</i>'</li> <li>• write and keep a reflection journal on how they spend their free time.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Self-Efficacy: the skill of self-awareness and planning is portrayed as learners set goals on how to use leisure time appropriately.</li> <li>• Critical thinking and problem-solving: research skills, interpretation and inference are exhibited as learners explore effects of alcohol, drug and substance use on an individual.</li> <li>• Citizenship: social and civic skills are demonstrated as the learner is aware of own responsibilities in the society, thus obeys laws and regulations by not engaging in alcohol, drug and substance use.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Decision-making: learners commit themselves to using leisure time well.</li> <li>• Assertiveness: learners make a decision to use leisure time responsibly and avoid idleness.</li> <li>• Health Promotion Issues-Drug and substance use: learners write a poem on the effects of alcohol, drug and substance use on an individual.</li> <li>• Counseling services-Positive behaviour change: learners are guided on proper use of leisure and those who are affected by drug and substance use are given support by the school/parents/guardians to positively change their behavior.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect: is exhibited as learners desire to respect self by not engaging in alcohol, drug and substance use.</li> </ul>				



- Responsibility: the learners set goals on how to use leisure time responsibly.
- Patriotism: the learner is conscious of their own social and moral duties thus use leisure time responsibly.

**Link to other Subjects:**

- English: learners in pairs brainstorm on the different forms of leisure and make a presentation using PowerPoint slides/charts.
- Social Studies: learners examine the causes and effects of misuse of leisure and life skills and values needed for proper use of leisure time.
- Pre-technical Studies: learners use digital devices to search for information online and make presentations to the class.
- Creative Arts and Sports: learners write and recite poems on alcohol, drug and substance use/conduct a debate in class.
- Integrated Science: learners discuss the effects of alcohol, drug and substance use on an individual and the values/life skills needed to avoid the vice.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>5.0 Christian Living Today</b>	<b>5.4 Wealth, Money and Poverty</b>  (8 lessons)	By the end of the sub-strand, the learner should be able to: a) discuss Christian teachings on wealth, money and poverty, b) appraise how the love of money can hinder	The learner is guided to: <ul style="list-style-type: none"> <li>• in groups read; Deuteronomy 8:18, Ecclesiastes 5:10-19, Proverbs 15:27, Matthew 6:24-27, discuss and make notes</li> <li>• in groups read; Proverbs 14:23, 31:8-9, Luke 3:11, Luke 4:18 on Christian views of poverty and make a presentation using charts or digital devices</li> </ul>	<ol style="list-style-type: none"> <li>1. Which vices are associated with love for money?</li> <li>2. Why is integrity important in terms of</li> </ol>



		<p>one from inheriting the Kingdom of God,</p> <p>c) assess the causes and remedies of poverty in the society today,</p> <p>d) devise ethical ways of acquiring wealth as a youth,</p> <p>e) desire to acquire wealth through credible ways.</p>	<ul style="list-style-type: none"> <li>• read, Matthew 6:19-21, Luke 9:25 &amp; Luke 12:13-21; outline lessons learnt and make notes</li> <li>• use the internet or the library to search for information on causes of poverty and remedies; and make a presentation using a chart or a digital device</li> <li>• interview a resource person on how to make money using credible ways as a youth and note key points</li> <li>• in groups brainstorm and come up with business ideas to share with the teacher/parent/guardian; start the business venture, write a report on its progress</li> <li>• write and keep a journal on the progress of the business and share with the teacher/parent/ guardian to improve the business based on the feedback provided.</li> </ul>	money and wealth?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Imagination and Creativity: the skill of reflection is demonstrated as learners implement a business idea, assess its success and improve it based on the feedback provided.</li> <li>• Critical thinking and problem-solving skills: the skill of research to find extra information is portrayed as learners use the internet/library to search for information on causes of poverty and the remedies.</li> </ul>				



- Digital Literacy: the skill of appropriately selecting digital technology relevant to different tasks is exhibited as learners undertake different tasks and make presentations.

**Pertinent and Contemporary Issues (PCIs):**

- Self-awareness: learners utilise their talents and abilities as they come up with business ideas and implement the same.
- Parental Empowerment and Engagement-Resource mobilization and utilization: learners come up with a business idea and share with the teacher/parent/guardian.
- Group Dynamics: learners work in groups as they debate, brainstorm and discuss various tasks and strategize on how to execute them.
- Financial Literacy: learners initiate a business enterprise, keep a journal on its progress and improve it based on feedback provided.

**Values:**

- Respect: learners understand and appreciate others; they also take turns to air their views and accommodate diverse opinions.
- Responsibility: learners are answerable as they engage in assigned roles and duties and complete the tasks on time.
- Unity: learners collaborate with others and share resources amicably.
- Integrity: learners display fairness, transparency and accountability and apply laid-down procedures in performing various tasks.

**Link to other Subjects:**

- English: learners communicate effectively as they make presentations and defend their views confidently.
- Social Studies: learners demonstrate skills such as self-awareness, research skills, good communication and presentation skills, as they perform different tasks/assignments.
- Pre-technical Studies: learners use digital devices to search for information from the internet and present the findings in class.

**Assessment Rubric**



<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches expectation</b>	<b>Below expectation</b>
Ability to elaborate the causes and consequences of early marriages.	Exhaustively elaborates the causes and consequences of early marriages.	Elaborates the causes and consequences of early marriages.	Attempts to elaborate the causes and consequences of early marriages.	With guidance elaborates the causes and consequences of early marriages.
Ability to discuss moral values and life skills needed to avoid early marriages.	With examples discusses moral values and life skills needed to avoid early marriage.	Discusses moral values and life skills needed to avoid early marriage.	Partly discusses moral values and life skills needed to avoid early marriage.	With prompts discusses moral values and life skills needed to avoid early marriage.
Ability to describe biblical teachings on responsible parenthood.	Describes biblical teachings on responsible parenthood with illustrations.	Describes biblical teachings on responsible parenthood.	Makes effort to describe biblical teachings on responsible parenthood.	Describes biblical teachings on responsible parenthood with assistance.
Ability to discuss the causes of irresponsible parenting.	Discusses the causes of irresponsible parenting in details.	Discusses the causes of irresponsible parenting.	Discusses the causes of irresponsible parenting but omits some details.	With prompts discusses the causes of irresponsible parenting.
Ability to identify different forms of leisure today.	Identifies different forms of leisure today with illustrations.	Identifies different forms of leisure today.	Partially identifies different forms of leisure today.	Attempts to identify different forms of leisure today.
Ability to evaluate the effects of alcohol, drug	Logically evaluates the effects of alcohol, drug	Evaluates the effects of alcohol, drug and substance use on an	Partly evaluates the effects of alcohol, drug and substance use on	With assistance evaluates the effects of alcohol, drug and



and substance use on an individual.	and substance use on an individual.	individual.	an individual.	substance use on an individual.
Ability to utilise Christian moral values and life skills to avoid alcohol, drug and substance use.	Utilises Christian moral values and life skills to avoid alcohol, drug and substance use and encourages peers to do so.	Utilises Christian moral values and life skills to avoid alcohol, drug and substance use.	Utilises Christian moral values and life skills to avoid alcohol, drug and substance use with prompts.	Utilises Christian moral values and life skills to avoid alcohol, drug and substance use with guidance.
Ability to discuss Christian teachings on wealth, money and poverty.	Discusses Christian teachings on wealth, money and poverty and gives relevant examples.	Discusses Christian teachings on wealth, money and poverty.	Partially discusses Christian teachings on wealth, money and poverty.	With assistance discusses Christian teachings on wealth, money and poverty.
Ability to assess the causes and remedies of poverty in the society today.	Assesses the causes and remedies of poverty in the society today and cites relevant examples.	Assesses the causes and remedies of poverty in the society today.	Makes effort to assess the causes and remedies of poverty in the society today.	With prompts assesses the causes and remedies of poverty in the society today.
Ability to devise ethical ways of acquiring wealth.	Devises ethical ways of acquiring wealth as a youth and cites relevant examples.	Devises ethical ways of acquiring wealth as a youth.	Devises ethical ways of acquiring wealth as a youth with prompts.	Devises ethical ways of acquiring wealth as a youth with guidance.



## COMMUNITY SERVICE LEARNING PROJECT

### Introduction

In Grade 9, learners will undertake a CSL activity on thematic areas provided to them. They will be required to identify a community problem through research, design a solution and come up with a plan to solve the problem. The preparations will be carried out in convenient groups. Learners will build on CSL knowledge, skills and attitudes acquired during Social Studies as well as other learning areas.

### CSL Skills to be covered:

- i) **Leadership:** Learners develop leadership skills as they undertake various roles during preparation.
- ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills in wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovative ways. Moreover, they could identify business ideas and opportunities, as well as resources to meet the needs of the community.
- iii) **Research:** Learners will exploit research skills as they identify a problem or a pertinent issue in the community, design a solution and plan how the problem will be solved. They will then prepare a report of the project accomplished.
- iv) **Communication and collaboration:** Learners will develop these skills as they interrogate the problem in the society, research and brainstorm on a solution and collaborate with members of the community in the implementation process.
- v) **Citizenship:** Learners will engage in the CSL activities, in appreciation of their responsibilities, rights and privileges as citizens, giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more cohesive, peaceful and inclusive society.
- vi) **Life Skills:** Learners will develop life skills in the areas of decision-making, assertiveness, effective communication, problem-solving, and stress management.
- vii) **Community Development:** Learners will be sensitized with the needs or gaps in the community, and empowered to take responsibility within their means for stronger and more resilient communities.





Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<ul style="list-style-type: none"> <li>Environmental degradation</li> <li>Lifestyle diseases</li> <li>Communicable and non-communicable diseases</li> <li>Poverty</li> <li>Violence in community</li> <li>Food security issues</li> <li>Conflicts in the community</li> </ul> <p><b>Note:</b> The suggested PCIs are only examples. Teachers should allow learners to identify PCIs as per their context and reality.</p>	<p>By the end of the CSL project, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify a problem in the community through research</li> <li>design solutions to the identified problem,</li> <li>plan to solve the identified problem in the community,</li> <li>implement the plan to solve the problem,</li> <li>report and reflect on the concluded project</li> <li>appreciate the need to belong to a community.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>brainstorm on pertinent and contemporary issues in their community that need attention in groups</li> <li>choose a PCI that needs immediate attention and explain why in groups</li> <li>carry out research using digital devices print media/interactions with members of the community/resource persons in identifying a community problem to address in groups</li> <li>discuss possible solutions to the identified issue in groups</li> <li>propose the most appropriate solution to the problem in groups</li> <li>discuss ways and instruments they can use to collect data on the problem (questionnaires, interviews, observation schedule, etc)</li> <li>develop instruments for data collection</li> <li>identify resources needed for the CSL project (human, technical, financial)</li> <li>discuss when the project will begin and end</li> </ul>	<ol style="list-style-type: none"> <li>How does one determine a community need?</li> <li>Why is it necessary to make adequate preparations before embarking on a project?</li> </ol>



		<ul style="list-style-type: none"> <li>• prepare a programme/timetable for the entire project execution</li> <li>• Assign roles to be carried by all group members</li> <li>• reflect on how the project preparation enhanced learning.</li> </ul>	
<b>Key Component of CSL developed:</b> <ol style="list-style-type: none"> <li>a) identification of a problem in the community through research,</li> <li>b) designing solution(s) to the identified problem,</li> <li>c) planning to implement the solution,</li> <li>d) implementing the plan to solve the problem,</li> <li>e) conclude, reflect and report on the project.</li> </ol>			
<b>Core Competencies to be Developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: Learners will make the preparations in groups and conduct discussions on the best ways of carrying out the project.</li> <li>• Self-efficacy: Learners develop the skills of self-awareness and leadership as they undertake the CSL project.</li> <li>• Creativity and Imagination: Learners will come up with creative ways of solving the identified community problem.</li> <li>• Critical Thinking and Problem-solving: Learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem.</li> <li>• Digital Literacy: Learners use technology as they research on a community problem.</li> <li>• Learning to Learn: Learners gain new knowledge and skills as they identify a community problem to be addressed and make preparations to carry out the project.</li> <li>• Citizenship: This is enhanced as learners choose a PCI that needs immediate attention in the community.</li> </ul>			
<b>Pertinent and Contemporary Issues</b> <ul style="list-style-type: none"> <li>• Social cohesion is shown as learners work harmoniously with members of the community.</li> <li>• Problem-solving is demonstrated as learners discuss possible solutions to the identified issue.</li> </ul>			



<b>Values</b> <ul style="list-style-type: none"><li>• Integrity learners utilise available resources sparingly and exercise self-discipline as they carry out different activities.</li><li>• Respect: learners have positive regard towards themselves and others without prejudice.</li></ul>				
<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify a problem in the community.	Identifies a problem in the community and cites examples.	Identifies a problem in the community.	Partially identifies a problem in the community.	With prompts identifies a problem in the community.
Ability to design solutions to the identified problem.	Elaborately designs solutions to the identified problem.	Designs solutions to the identified problem.	Attempts to design solutions to the identified problem.	With assistance designs solutions to the identified problem.
Ability to plan to solve the identified problem.	Plans to solve the identified problem in details.	Plans to solve the identified problem.	Plans to solve the identified problem but omits some details.	With assistance plans to solve the identified problem.
Ability to implement the plan to solve the problem.	Systematically implements the plan to solve the problem .	Implements the plan to solve the problem.	Makes effort to implements the plan to solve the problem.	With assistance implements the plan to solve the problem.
Ability to report on the concluded project.	Reports on the concluded project in details.	Reports on the concluded project.	Partially reports on the concluded project.	With assistance reports on the concluded project.