



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**STAGE BASED PATHWAY  
CHRISTIAN RELIGIOUS EDUCATION CURRICULUM DESIGN**

**FOR LEARNERS WITH SPECIAL NEEDS**

**PREVOCATIONAL LEVEL**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

First Published 2022

Revised 2024

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## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Foundation, Intermediate and Prevocational levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The Prevocational Level curriculum designs have been reviewed to enable implementation of the Competency Based Curriculum for learners with special needs who follow the Stage Based education pathway. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, suggested learning resources and assessment checklist and rubric for rating the learner's performance.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

**HON. EZEKIEL OMBAKI MACHOGU, CBS**

**CABINET SECRETARY,**

**MINISTRY OF EDUCATION**

## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Prevocational is the third level of the Stage Based education pathway for learners with special needs in the reformed education structure. Vocational Level marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Prevocational Level curriculum furthers implementation of the CBC from Intermediate Level. The curriculum provides a variety of opportunities for identification and nurturing of learner's potentials and talents in preparation for life and the world of work. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on nurturing every learner's potential.

Therefore, the Prevocational Level curriculum designs are intended to enhance the learner's development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources, an assessment checklist and a rating guide for the learner's performance. It is expected that the designs will guide teachers to effectively facilitate the learner to attain the expected learning outcomes for the Prevocational Level and prepare them for smooth transition to the Vocational Level. Furthermore, it is my hope that teachers will use the curriculum designs to make learning interesting, exciting and enjoyable.

**DR. BELIO KIPSANG', CBS**

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR BASIC EDUCATION**

**MINISTRY OF EDUCATION**

## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop, adapt and review curricula and curriculum support materials for basic and tertiary education and training for learners with special needs. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (KICD, 2017), that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Intermediate Level curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. The Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education.

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Prevocational Level curriculum designs. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Prevocational Level and preparation of learners for transition to Vocational Level.

**PROF. CHARLES O. ONG'ONDO, PhD, MBS**  
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## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

**1. Foster nationalism and patriotism and promote national unity.**

Kenya's people 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 which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

**2. 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 which is in need of 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.

**3. Promote individual development and self-fulfilment**

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.

- 4. 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.
- 5. Promote social equity and responsibility.**  
Education should promote social equality and foster a sense of social responsibility within an education system which 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.
- 6. 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 in order to build a stable and modern society.
- 7. 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.
- 8. Promote positive attitudes towards good health and environmental protection.**  
Education should inculcate in young people the value of good health in order 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.



## INTRODUCTION

The Stage Based pathway for learners with Special Needs is organised in four levels namely; Foundation, Intermediate, Prevocational and Vocational levels as outlined in the Basic Education Curriculum Framework (KICD, 2017). The Prevocational Level curriculum designs have been developed for the following categories of learners with special needs; learners with Intellectual Disability, Deaf blindness, Severe Autism, Severe Cerebral Palsy and Multiple Disabilities.

The Prevocational Level curriculum covers the following learning areas:

1. Prevocational Skills
2. Communication and Functional Literacy Skills
3. Daily Living Skills and Nutrition
4. Physical Education
5. Music and Movement
6. Social Studies
7. Religious Education (CRE, HRE & IRE)

Learners at Prevocational Level will also undertake an integrated Community Service Learning (CSL) activity whose goal is to provide linkage between concepts or skills learnt in the various Learning Areas. CSL is hosted in the Prevocational Skills learning area. The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents or caregivers or guardians, school administration, teachers).

Learners will stay for period of at least 4 years at Prevocational Level to enable them acquire competencies for progression to the Vocational Level. Progression to the Vocational Level will be informed by feedback from classroom assessment, school-based assessment and the summative assessment reports. Assessment at Prevocational level will be differentiated to identify the learner's ability and interest in a specific skill area to facilitate placement at Vocational Level. A learner at Prevocational Level MUST have at least TWO School Based Assessment (SBA) scores uploaded to the KNEC CBA portal to be registered to undertake Kenya Prevocational Level Education Assessment (KPLEA).

## LESSON ALLOCATION AT PREVOCATIONAL LEVEL

Learning for learners with special needs is individualised and therefore time allocation is dependent on completion and mastery of specific tasks. The suggested time of 35 minutes per lesson is a guide.

	<b>Learning Area</b>	<b>Number of Lessons Per Week</b>
1.	Prevocational Skills	18
2.	Communication and Functional Literacy Skills	4
3.	Daily Living Skills and Nutrition	4
4.	Physical Education	5
5.	Religious Education (CRE/IRE/HRE)	2
6.	Music and Movement	2
7.	Social Studies	4
	Pastoral Programme Instruction	1
	<b>Total</b>	<b>40</b>

## LEVEL LEARNING OUTCOMES

By the end of the Prevocational Level, the learner should be able to ;

- a) utilize basic creative art skills in production of functional and aesthetic items,
- b) transform raw materials into functional and aesthetic form for income generation,
- c) develop suitable work related skills and values necessary for the job market and service industry,
- d) use varied media of communication to express needs, wants and emotions,
- e) utilize environmental resources efficiently for sustainability and problem solving,
- f) apply health practices for personal wellness and healthy living,
- g) use relevant technology to enhance learning and develop creativity,
- h) perform activities that promote physical fitness and rehabilitation for healthy living,
- i) participate in various socio-economic activities for individual and community development,
- j) utilize safely varied materials, tools and equipment in production of articles of aesthetic and functional value,
- k) appreciate the use of raw materials in production of functional items for economic development.

## **ESSENCE STATEMENT**

Christian Religious Education is the study of God's self-revelation to human beings through His word, Jesus Christ and the Holy Spirit. This learning area builds on the competencies introduced at Intermediate level. The learning experiences at Prevocational level are aimed at helping the learner acquire Christian knowledge, nurture values, develop life skills and form positive attitudes that will help him or her form and maintain healthy relationships. Christian Religious Education will help the learner believe that he or she is created in the image and likeness of God. The teaching of Christian Religious Education will help the learners to identify their God given talents, gifts and abilities that make them unique. This is in tandem with CBC's mission of nurturing every learner's potential. The greatest commandment of love will foster tolerance by accepting other people despite their religion, gender, special needs or social class. Further, the learning area will address spiritual, moral and social challenges facing young people today. The method of facilitation will be a life approach.

## **GENERAL LEARNING OUTCOMES**

By the end of the Prevocational Level, the learner should be able to:

1. demonstrate an awareness of God as his/her creator and heavenly loving father,
2. develop and exemplify good Christian morals that inform the decisions they make in their day to day lives,
3. apply Christian values in their interaction with people from diverse backgrounds for peaceful co-existence,
4. participate in acts of worship at home, school and church for personal and corporate spiritual growth,
5. safely utilize digital devices with assistive technology for learning and enjoyment.

## SUMMARY OF STRANDS AND SUB STRANDS

<b>S/No.</b>	<b>STRAND</b>	<b>SUB STRAND</b>
<b>1.0</b>	<b>Creation</b>	1.1 Creation of Human Beings
		1.2 Creation of Plants and Animals
<b>2.0</b>	<b>Religious and Morals Values</b>	2.1 Obedience
		2.2 Love
		2.3 Trust
<b>3.0</b>	<b>Worship</b>	3.1 Prayer (The Lord's prayer)
		3.2 Religious festivals

## 1.0: CREATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Creation</b></p>	<p><b>1.1 Creation of Human Beings</b></p> <p><i>Genesis 2:7,21-22</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify the first human beings created by God for awareness,</p> <p>b) narrate how God created Adam and Eve for learning,</p> <p>c) appreciate human beings as God’s creation.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• observe or listen to verbal or tactual description of pictures or audio visual clips or animations of the first human beings created by God to identify them by name, sex, physical appearance and unique features (hair, identifier, sign name) using appropriate mode of communication.</li> <li>• observe or listen to or tactually follow a knowledgeable person in Christian Religious Education narrating how God Created Adam and Eve in His own image.</li> <li>• narrate how God created Adam and Eve as follows; <i>i) God formed Adam from dust, ii) God breathed into Adam’s nose – the breath of Life, iii) God made Adam to sleep, iv) God took one of Adam’s ribs, v) God closed the place with flesh, vi) God made Eve from the rib He had taken out of Adam.</i></li> <li>• practise narrating the creation story of Adam and Eve. <i>Learners with severe speech difficulties could use Augmentative and Alternative Communication to narrate how God created Adam and Eve.</i></li> <li>• draw and colour or model images of Adam and Eve and display for feedback. <i>Learners with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to draw, colour or model images of Adam and Eve. Provide tactile modelling and physical guidance to learners</i></li> </ul>	<p>How did God create Adam and Eve?</p>

			<i>with Deafblindness. Safety precautions should be observed for all learners.</i>	
<b>Core Competencies to be developed:</b> Self-efficacy: as the learner successfully identifies the first human beings created by God.				
<b>Values:</b> Love: is nurtured as the learner takes turn to narrate the creation story of Adam and Eve.				
<b>Pertinent and Contemporary Issues:</b> Self-esteem: as the learner narrates the creation story of Adam and Eve.				
<b>Link to other Learning Areas:</b> The learner is able to relate the skills used in narrating how God created Adam and Eve to telling stories in Communication and Functional Literacy Skills.				
<b>Suggested Learning Resources:</b> The Good News Bible, The Children’s Bible, Bible story books, pictures, videos clips, charts, hymn books, crayons, plasticine, pencils, models, clay, digital devices with assistive technology, Learner Support Assistant.				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Check-list

Learner’s name: \_\_\_\_\_

S/N	Indicator	Skill Assessed	Tick as appropriate		Teacher’s Comments
			Demonstrated	Not Demonstrated	
1	Ability to identify the first human beings	i. Identifies first man as Adam.			
		ii. Identifies first woman as Eve.			

	created by God ( <i>by name, sex, physical appearance, unique features</i> )	iii. Identifies Adam as male.			
		iv. Identifies Eve as female.			
2	Ability to narrate how God created Adam and Eve	i. God forming Adam from dust.			
		ii. God breathing into Adam's nose – the breath of Life.			
		iii. God making Adam to sleep.			
		iv. God taking one of Adam's ribs.			
		v. God closed the place with flesh.			
		vi. God made Eve from the rib He had taken out of Adam.			

***Teacher's general comment on the learner's performance:***

\_\_\_\_\_

***Teacher's Name*** \_\_\_\_\_

***Signature*** \_\_\_\_\_

***Date of assessment*** \_\_\_\_\_



## 2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify the first human beings created by God	The learner identifies the first human being created by God by 4 attributes	The learner identifies the first human being created by God by 3 attributes	The learner identifies the first human being created by God by 2 attributes	The learner identifies the first human being created by God by 1 or none of the attributes
Ability to narrate how God created Adam and Eve	The learner narrates 6 steps of how God created Adam and Eve	The learner narrates 4 to 5 steps of how God created Adam and Eve	The learner narrates 2 to 3 steps of how God created Adam and Eve	The learner narrates 1 or none of the steps of how God created Adam and Eve

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	<p data-bbox="434 411 734 485"><b>1.2 Creation of Plants and Animals</b></p> <p data-bbox="434 560 651 592">Genesis 1:11, 24</p>	<p data-bbox="799 384 1227 448">By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li data-bbox="799 456 1294 520">a) identify plants and animals created by God for learning,</li> <li data-bbox="799 528 1301 592">b) narrate how God created plants and animals for awareness,</li> <li data-bbox="799 600 1308 711">c) carry out activities of caring for plants and animals in the immediate environment,</li> <li data-bbox="799 719 1294 783">d) enjoy caring for plants and animals in the immediate environment.</li> </ul>	<p data-bbox="1339 384 1653 416">The learner is guided to:</p> <ul style="list-style-type: none"> <li data-bbox="1339 424 1843 855">• observe or listen to verbal or tactual description of pictures or audio visual clips or animations on creation to identify the plants and animals using appropriate mode of communication (<i>Adjust light intensity for learners with light sensitivity. Learners with severe speech difficulties could use Augmentative and Alternative Communication to identify the plants and animals</i>),</li> <li data-bbox="1339 863 1843 1270">• take a nature walk in the school and neighbourhood to explore and identify plants and animals and take photographs to put in their portfolio (<i>Learners with manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Safety precautions should be observed for all learners</i>),</li> <li data-bbox="1339 1278 1794 1382">• tell stories on creation of plants and animals from the pictures provided (<i>Learners with severe</i></li> </ul>	<p data-bbox="1865 411 2085 523">How were Plants and Animals Created?</p>

			<p><i>speech difficulties could use Augmentative and alternative Communication to identify the plants and animals),</i></p> <ul style="list-style-type: none"> <li>• participate in a demonstration on caring for plants and animals as follows: <b>For plants;</b> potting, sowing, watering, weeding, pruning, harvesting. <b>For animals;</b> feeding, watering, cleaning the animal house, cleaning the animals.</li> <li>• practise caring for plants and animals (<i>Learners with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners</i>),</li> <li>• draw or model plants and animals in the school or at home. <i>Learners with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher or be given an alternative corresponding activity as per their functional ability.</i></li> <li>• colour pictures of plants and animals or embossed outlines of</li> </ul>	
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			<p>plants and animals (<i>Learners with motor or manipulation or mobility difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistant or teacher or be given an alternative corresponding activity as per their functional ability</i>).</p>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Citizenship: as the learner plants trees and flowers in the school compound and takes care of them.</li> <li>• Creativity and Imagination: as the learner draws and colours animals or models images of animals found in the school compound or at home.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: is promoted as the learner works with others in groups to take care of plants and animals.</li> <li>• Responsibility: is nurtured as the learner takes care of plants and animals.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Environmental issues in education: as the learner takes care of plants and animals at school and at home.</li> <li>• Self-esteem as the learner successfully takes care of plants and animals in the immediate environment</li> </ul>				
<p><b>Links to other Learning Areas:</b> The learner is able to relate the skills used in taking care of plants and animals to Crop and Poultry Farming in Prevocational Skills</p>				
<p><b>Suggested Learning Resources:</b> The Good News Bible, the Children’s Bible, Bible story books, pictures, videos clips, hymn books, crayons, plasticine, clay, pencils, embossed diagrams, digital devices with assistive technology, Learner Support Assistant.</p>				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Check-list

Learner's name: \_\_\_\_\_

S/N	Indicator	Skill Assessed	Tick as appropriate		Teacher's Comments
			Demonstrated	Not Demonstrated	
1	Ability to take care of plants	i. Potting plants			
		ii. Sowing seeds or planting seedling			
		iii. Watering plants			
		iv. Weeding plants			
		v. Pruning plants			
		vi. Harvesting plants			
2	Ability to take care of animals	i. Feeding animals.			
		ii. Watering animals			
		iii. Cleaning animals			
		iv. Cleaning the animal's house			

Teacher's general comment on the learner's performance:

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_

## 2. Rating Guide for the Learners Performance

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to take care of plants	The learner performs 6 activities to care for the plants	The learner performs 4 to 5 activities to care for the plants	The learner performs 2 to 3 activities to care for the plants	The learner performs 1 activity or none to care for the plants
Ability to take care of animals	The learner performs 4 activities of caring for animals	The learner performs 3 activities of caring for animals	The learner performs 2 activities of caring for animals	The learner performs 1 or none of the activities of caring for animals

**2.0: CHRISTIAN MORALS AND VALUES**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.0 Christian Morals and Values</b></p>	<p><b>2.1 Obedience</b></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify ways of showing obedience to self and others for social cohesion,</li> <li>b) narrate ways of showing obedience to God for spiritual growth,</li> <li>c) desire to show obedience to others for peaceful coexistence.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• observe or listen to verbal or tactual description of pictures or audio visual clips or animations on obedience to teachers, peers, support staff, parents or guardians, siblings, elders and those in leadership positions and identify various ways to showing obedience (<i>Adjust light intensity for learners with light sensitivity. Learners with severe speech difficulties could use Augmentative and alternative Communication</i>),</li> <li>• observe or listen to or tactually follow a resource person narrating Eph 6: 1-2 “<i>Children, obey your parents in the Lord; for this is right. Honour your father and mother: which is the first commandment with promise</i>”,</li> <li>• talk about ways showing obedience to teachers, peers, support staff, parents or guardians, siblings, elders and those in leadership positions such as: i) following school rules, ii) following instructions, iii) doing duties assigned, iv) obeying the laws of land,</li> <li>• role play ways of showing obedience (<i>Learners with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners</i>).</li> <li>• use digital devices with assistive technology to take photographs or record video clips during the role play and put in their portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>1. How do we obey other people?</li> <li>2. How do we show obedience to God?</li> </ul>

			<ul style="list-style-type: none"> <li>• participate in a guided discussion on ways of showing obedience to God such as: i) obeying God's commandments, ii) praying iii) going to church, iv) doing what is right</li> <li>• recite a poem on obedience using appropriate modes of communication.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Learning to learn: as the learner obeys teachers, peers, support staff, parents, siblings, elders and those in authority.</li> <li>• Citizenship: as the learner identifies different ways of showing obedience to others and obeying the law of the land.</li> </ul>				
<b>Values:</b>				
Responsibility: is inculcated at the learner obeys teachers, peers, support staff, parents, siblings, elders and those in authority.				
<b>Pertinent and Contemporary Issues:</b>				
<ul style="list-style-type: none"> <li>• Positive discipline as the learner demonstrates obedience to people in authority, elders, siblings and others</li> <li>• Peace Education: as the learner contributes to peace at home by obeying their parents.</li> </ul>				
<b>Link to other Learning Areas:</b>				
The learner relates the ways of showing obedience to people in the work place in Communication and Functional Literacy Skills				
<b>Suggested Learning Resources:</b>				
The Good News Bible, The Children's Bible, Bible story books, flash cards, pictures, videos, charts, posters, pictures, audio player, picture cards, prayer books, Learner Support Assistant, digital devices with assistive technologies.				



## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Check-list

Learners Name: \_\_\_\_\_

S/N	Indicator	Skill Assessed	Tick as appropriate		Teacher's Comments
			Demonstrated	Not Demonstrated	
1	Ability to identify ways of showing obedience to others	i. Following school rules.			
		ii. Following instructions.			
		iii. Doing duties assigned.			
		iv. Obeying the laws of land.			
2	Ability to identify ways of showing obedience to God	i. Obeying God's commandments			
		ii. Praying			
		iii. Going to church,			
		iv. Doing what is right			

*Teacher's general comment on the learner's performance:*

\_\_\_\_\_  
*Teacher's Name* \_\_\_\_\_

\_\_\_\_\_  
*Signature* \_\_\_\_\_

\_\_\_\_\_  
*Date of assessment* \_\_\_\_\_

## 2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify ways of showing obedience to others	The learner identifies 4 ways of showing obedience to others	The learner identifies 3 ways of showing obedience to others	The learner identifies 2 ways of showing obedience to others	The learner identifies 1 or none of the ways of showing obedience to others
Ability to identify ways of showing obedience to God	The learner identifies 4 ways of showing obedience to God	The learner identifies 3 ways of showing obedience to God	The learner identifies 2 ways of showing obedience to God	The learner identifies 1 or none of the ways of showing obedience to God

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2. 0 Christian morals and values</b>	<b>2.2 Love</b>	By the end of the Sub Strand, the learner should be able to: a) identify ways of showing love to self and others for awareness, b) carry out activities that foster love for learning, c) desire to love self and others for peaceful coexistence.	The learner is guided to: <ul style="list-style-type: none"> <li>observe or listen to verbal or tactual description of pictures or audio visual clips or animations on learners carrying out activities that show love to others and identify various ways of showing love to others using appropriate modes of communication (<i>Adjust light intensity for learners with light sensitivity. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners</i>),</li> <li>observe or listen to or tactually follow a resource person narrating John 13:34-35 "<i>And now I give you a new commandment: Love one another. Just</i></li> </ul>	<ol style="list-style-type: none"> <li>How do you show love to yourself?</li> <li>How do you show love to others?</li> </ol>

			<p><i>as I have loved you, you must also love one another. By this, all people will know that you are my disciples if you have love for one another. ”</i></p> <ul style="list-style-type: none"> <li>• participate in a guided discussion on ways of showing love for self and others such as: i) accepting self and others, ii) doing good to self and others, iii) helping self and others, iv) comforting self and others, v) sharing what one has with those in need, vi) gifting self and others,</li> <li>• take turns in role playing various ways that show love for self and others (<i>Learners with severe speech difficulties could use AAC. Learners with motor or manipulation or mobility difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners</i>),</li> <li>• participate in carrying out activities that promote love towards self and others,</li> <li>• recite a poem on love self and others using appropriate modes of communication.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn: as the learner practices various ways of showing love for others</li> <li>• Communication and collaboration: as the learner engages in role playing various ways that show love for self and others.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Peace: is inculcated as the learner practices ways of showing love to self and others for peaceful coexistence.</li> <li>• Respect: is nurtured as the learner accommodates others’ opinions as they role play activities that show love.</li> </ul>				

**Pertinent and Contemporary Issues:**

Social cohesion: as learners take turns in role playing various ways that show love for self and others

**Link to other Learning Areas:**

The learner relates ways of showing love to self and others to greetings and courtesy words in in Communication and Functional Literacy Skills

**Suggested Learning Resources:**

The Good News Bible, The Children’s Bible, Bible story books, flash cards, pictures, videos, charts, posters, photographs, hymn books, audio player, picture cards, pencil, prayer books, drawings, Learner Support Assistant, digital devices with assistive technologies.

**SUGGESTED ASSESSMENT GUIDES****1. Assessment Checklist**

Learners Name: \_\_\_\_\_

S/N	Indicator	Skill Assessed	Tick as appropriate		Teacher’s Comments
			Demonstrated	Not Demonstrated	
1	Ability to identify ways of showing love to self and others.	i. Accepting self and others.			
		ii. Doing good to self and others.			
		iii. Helping self and others.			
		iv. Comforting self and others.			
		v. Sharing what one has with those in need.			
		vi. Gifting self and others.			

Teacher's general comment on the learner's performance:

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_

## 2. Rating Guide for the Learners Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify ways of showing love to self and others	The learner identifies 6 ways of showing love to self and others	The learner identifies 4 to 5 ways of showing love to self and others	The learner identifies 2 to 3 ways of showing love to self and others	The learner identifies 1 or none of the ways of showing love to self and others

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2. 0 Christian morals and values</b>	<b>2.3 Trust</b>	By the end of the Sub Strand, the learner should be able to: a) identify people he or she can trust for own safety, b) mention qualities of a trustworthy person for learning, c) appreciate living with trustworthy persons for harmonious coexistence.	The learner is guided to: <ul style="list-style-type: none"> <li>observe or listen to verbal or tactual description of pictures or audio visual clips or animations of people he or she can trust and identify them using appropriate mode of communication (<i>Adjust light intensity for learners with light sensitivity. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners</i>),</li> <li>identify people at school, home and in the community that he or she can trust such as: teacher,</li> </ul>	<ol style="list-style-type: none"> <li>Who are the people you can trust at school?</li> <li>Who are the people you can trust at home?</li> <li>Who are the people you can</li> </ol>

			<p>support staff, parent or guardian, neighbour, religious leaders, chief, police (<i>Learners with severe speech difficulties could use Augmentative and alternative Communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to learners with Deafblindness</i>),</p> <ul style="list-style-type: none"> <li>• observe or listen to or tactually follow a resource person narrating Proverbs 3:5-6 “<i>Trust in the Lord with all your Heart and lean not on your own understanding; in all your way submit to Him, and he will make your paths straight: putting your trust in God is the way forward</i>”,</li> <li>• participate in a guided discussion on qualities of a trustworthy person such as: i) one who is honest – tells the truth, ii) one who keeps promises, iii) one who is responsible, iv) one who is reliable,</li> <li>• take turns in role playing qualities of a trustworthy person (<i>Learners with severe speech difficulties could use AAC. Learners with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners</i>).</li> </ul>	<p>trust in the community?</p>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: as the learner successfully identifies people he or she can trust at home, school and the community.</li> <li>• Creativity and Imagination: as learners come up with unique and new ideas during role play saying.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Peace: is inculcated as the learner identifies trustworthy persons at home, school and the community.</li> <li>• Unity: is promoted as learners work together during the role play.</li> </ul>				

**Pertinent and Contemporary Issues:**

Positive discipline: as the learner demonstrates trust to correct and worthy persons for safety.

**Link to other Learning Areas:**

The learner relates the people that he or she can trust to people in the work place in Communication and Functional Literacy Skills

**Suggested Learning Resources**

The Good News Bible, The Children's Bible, Bible story books, flash cards, pictures, videos, charts, posters, photographs, hymn books, audio player, picture cards, pencils, prayer books, drawings, Learner Support Assistant, digital devices with assistive technologies.

**SUGGESTED ASSESSMENT GUIDES****1. Assessment Checklist**

Learners Name: \_\_\_\_\_

S/N	Indicator	Skill Assessed	Tick as appropriate		Teacher's Comments
			Demonstrated	Not Demonstrated	
1	Ability to identify people he or she can trust	i. Identifying a teacher			
		ii. Identifying a parent or guardian			
		iii. Identifying church leaders			
		iv. Identifying a chief			
		v. Identifying a police officer			
2	Ability to identify qualities of a trustworthy person	i. Being honest			
		ii. Keeping promises			
		iii. Being responsible			
		iv. Being respectful			
		v. Being reliable			

Teacher's general comment on the learner's performance:

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_

## 2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify people he or she can trust	The learner identifies 5 people he or she can trust	The learner identifies 3 to 4 people he or she can trust	The learner identifies 2 people he or she can trust	The learner identifies 1 or none of the people he or she can trust
Ability to identify qualities of a trustworthy person	The learner identifies 5 or more qualities of a trustworthy person	The learner identifies 3 to 4 qualities of a trustworthy person	The learner identifies 2 qualities of a trustworthy person	The learner identifies 1 or none of the qualities of a trustworthy person



### 3.0 WORSHIP

Strand	Sub Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Worship	<b>3.1 Prayer</b> <ul style="list-style-type: none"> <li>• The Lord's Prayer</li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the words in the Lord's prayer for awareness,</li> <li>b) recite the Lord's prayer for learning,</li> <li>c) desire to pray to the Lord's prayer for spiritual nourishment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe or listen to verbal or tactual description of pictures or audio visual clips or animations of people reciting the Lord's Prayer (<i>Adjust light intensity for learners with light sensitivity. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners</i>),</li> <li>• observe or listen to or tactually follow a resource person reciting the Lord's Prayer "Mathew 6:9-13"</li> <li>• identify occasions when the Lord's Prayer is recited such as: i) during morning assembly at school, ii) in the church, iii) during family prayers at home, iv) during special prayers (such as praying for the sick, bereaved), v) during prayer at social functions or activities (<i>Learner to use appropriate modes of communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to learners with Deafblindness</i>),</li> <li>• participate in a demonstration of reciting the Lord's Prayer as follows: <i>Our father in heaven, Hallowed be your name. Your kingdom come. Your will be done, on earth as in heaven.</i></li> </ul>	<ol style="list-style-type: none"> <li>1. How do you pray?</li> <li>2. Why do you pray?</li> </ol>

			<p><i>Give us today our daily bread. Forgive us our sins, as we forgive those who sin against us. Lead us not into temptation, but deliver us from evil.</i></p> <ul style="list-style-type: none"> <li>practise reciting the Lord's Prayer using appropriate modes of communication.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Learning to learn: as the learner reciting the Lord's prayer.</li> <li>Self-efficacy: as the learner successfully identifies occasions when the lord's prayer is recited.</li> </ul>				
<p><b>Values:</b> Unity: is nurtured as the learner joins peers in reciting the Lord's prayer together.</p>				
<p><b>Pertinent and Contemporary Issues:</b> <b>Social cohesion</b> as the learner collaborates with others in saying the Lord's Prayer.</p>				
<p><b>Link to other Learning Areas:</b> The learner relates the skills used in reciting the Lord's Prayer to in Communication and Functional Literacy Skills</p>				
<p><b>Suggested Learning Resources</b> The Good News Bible, The Children's Bible, Bible Storybooks, flash cards, pictures, charts, posters, pictures, hymn books, audio player, picture cards, pencils, prayer book, Learner Support Assistant, digital devices with assistive technologies.</p>				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name: \_\_\_\_\_

S/N	Indicator	Skill Assessed	Tick as appropriate		Teacher's Comments
			Demonstrated	Not Demonstrated	
1	Ability to identify occasions when the Lord's prayer is recited	i. During morning assembly at school			
		ii. During family prayers at home			
		iii. In the church			
		iv. During special prayers			
		v. During prayer at social functions or activities			

*Teacher's general comment on the learner's performance:*

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*Teacher's Name* \_\_\_\_\_

*Signature* \_\_\_\_\_

*Date of assessment* \_\_\_\_\_

## 2. Rating Guide for the Learners Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify occasions when the Lord's prayer is recited	The learner identify 5 occasions when the Lord's prayer is recited	The learner identify 3 to 4 occasions when the Lord's prayer is recited	The learner identifies 2 occasions when the Lord's prayer is recited.	The learner identifies 1 or none of the occasions when the Lord's prayer is recited

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Worship</b>	<b>3.2 Religious festivals</b>  3.2.1 The Birth of Jesus Christ	By the end of the Sub Strand, the learner should be able to: a) identify activities that took place during the birth of Jesus Christ for awareness, b) tell the story of birth of Jesus Christ for learning, c) appreciate the birth of Jesus Christ for spiritual growth.	The learner is guided to: <ul style="list-style-type: none"> <li>observe or listen to verbal or tactual description of pictures or audio visual clips or animations of the birth of Jesus Christ (<i>Adjust light intensity for learners with light sensitivity. Provide tactile modelling and physical guidance to learners with Deafblindness</i>),</li> <li>observe or listen to a resource person narrating the story of birth of Jesus Christ.</li> <li>identify the parents of Jesus from the pictures or models provided (<i>Learners with severe speech difficulties could use AAC. Learners with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and</i></li> </ul>	What activities took place during the birth of Jesus Christ?

			<p><i>physical guidance to learners with Deafblindness),</i></p> <ul style="list-style-type: none"> <li>• talk about the activities that took place during the birth of Jesus Christ using appropriate modes of communication as follows: i) the mother of baby Jesus wrapping him in swaddling clothes, ii) Laying him in a manger, iii) An angel appearing to shepherds who were watching their flocks, iv) A multitude of the heavenly hosts praising God, v) The shepherds visiting baby Jesus, vi) A star appeared in the sky that the led the wise men and rested over where Jesus was born, vii) The wise men worshipping the Savior and giving him gifts,</li> <li>• narrate the story of the birth of Jesus Christ from the pictures or models provided using appropriate modes of communication,</li> <li>• role play activities that took place during the birth of Jesus (<i>Learners with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to learners with Deafblindness),</i></li> <li>• sing or sign sing or tactual sign sing songs on birth of Jesus Christ. (<i>Learners with severe speech difficulties could use AAC. Learners with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or</i></li> </ul>	
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			<i>teacher. Provide tactile modelling and physical guidance to learners with Deafblindness).</i>	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Self-efficacy: as the learner successfully identifies the parents of Jesus Christ.</li> <li>• Learning to learn: as the identifies the activities that took place during the birth of Jesus Christ.</li> <li>• Communication and Collaboration: as learners narrate the story of the birth of Jesus Christ.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Respect: is nurtured as the learner accommodates the peers' views when narrating activities that took place during the birth of Jesus Christ.</li> <li>• Responsibility: is nurtured as learner take different roles in role playing the activities that took place during the birth of Jesus Christ.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
Social cohesion is enhanced as the learner interacts with other learners in role playing activities that took place during the birth of Jesus Christ.				
<b>Link to other Learning Areas:</b>				
The learner relates the birth of Jesus to social amenities in Communication and Functional Literacy Skills				
<b>Suggested Learning Resources</b>				
The Good News Bible, The Children's Bible, Bible Storybooks, flash cards, pictures, videos, charts, posters, hymn books, audio player, picture cards, pencils, prayer book, Learner Support Assistant, digital devices with assistive technologies.				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify the activities that took	i. Wrapping baby Jesus in swaddling clothes by his mother.			
		ii. Laying of bay Jesus in a manger.			

place during the birth of Jesus Christ	iii. Appearing of an angel to shepherds who were watching their flocks.			
	iv. Appearing of a multitude of the heavenly hosts praising God.			
	v. Visiting of baby Jesus by the shepherds.			
	vi. Visiting of baby Jesus by the three wise men.			
	vii. Giving gifts to baby Jesus by the wise men.			

Teacher's general comment on the learner's performance:

Teacher's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of assessment \_\_\_\_\_

## 2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the activities that took place during birth of Jesus:	The learner identifies 7 activities that took place during birth of Jesus	The learner identifies 4 to 6 activities that took place during birth of Jesus	The learner identifies 2 to 3 activities that took place during birth of Jesus	The learner identifies 1 or none of the activities that took place during birth of Jesus

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Worship	3.2.2 Easter Celebrations	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify activities that take place during Easter celebrations for awareness,</li> <li>b) tell the story of the suffering and resurrection of Jesus for learning,</li> <li>c) appreciate Easter celebrations for spiritual growth.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• observe or listen to verbal or tactual description of pictures or audio visual clips or animations of Easter celebrations (<i>Adjust light intensity for learners with light sensitivity. Provide tactile modelling and physical guidance to learners with Deafblindness</i>),</li> <li>• mention the activities that take place during Easter Celebrations from the pictures or models such as: i) going to church, ii) Praying, iii) visiting family and friends, iv) sharing meals, v) giving alms (<i>Learner to use appropriate modes of communication or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to learners with Deafblindness</i>),</li> <li>• role play activities that take place during Easter celebrations (<i>Learners with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to learners with Deafblindness</i>),</li> <li>• sing or sign sing or tactual observe or listen to a resource person narrating the story of the suffering and resurrection of Jesus Christ,</li> <li>• narrate the story of the suffering and resurrection of Jesus Christ from the pictures or models provided as follows: i) arresting of Jesus Christ, ii) sentencing of Jesus Christ, iii) carrying of the cross, iv) crucifying of Jesus, v) dying of Jesus on the cross, vi) burying of Jesus in the tomb, vii) resurrecting of Jesus Christ (<i>Learner to use appropriate modes of communication</i></li> </ul>	<ul style="list-style-type: none"> <li>1. What are the activities that take place during Easter celebrations?</li> <li>2. How did Jesus die?</li> </ul>



			<p><i>or be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to learners with Deafblindness),</i></p> <ul style="list-style-type: none"> <li>• <i>sing or sign sing or tactual sign sing songs on the suffering and resurrection of Jesus Christ. (Learners with severe speech difficulties could use AAC. Learners with motor or manipulation or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher. Provide tactile modelling and physical guidance to learners with Deafblindness).</i></li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn: as the learner identifies activities that take place during Easter celebrations.</li> <li>• Communication and Collaboration: as learners narrate the story of the suffering and resurrection of Jesus Christ.</li> </ul>				
<p><b>Values:</b></p> <p>Unity: is nurtured as the learner joins others in singing or sign singing or tactual sign singing songs on the suffering and resurrection of Jesus Christ.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Social cohesion: is enhanced as learners role play activities that take place during Easter celebrations.</p>				
<p><b>Link to other Learning Areas:</b></p> <p>Singing songs on the suffering and resurrection of Jesus Christ Jesus is linked to performing songs in Music and Movement.</p>				
<p><b>Suggested Learning Resources</b></p> <p>The Good News Bible, The Children’s Bible, Bible Storybooks, flash cards, pictures, models, portraits, audio visual clips, the cross, charts, posters, hymn books, audio player, picture cards, pencils, prayer book, Learner Support Assistant, digital devices with assistive technologies.</p>				

## SUGGESTED ASSESSMENT GUIDES

### 1. Assessment Checklist

Learner's Name \_\_\_\_\_

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify activities that take place during Easter celebrations	i. Going to church.			
		ii. Praying.			
		iii. Visiting family and friends.			
		iv. Sharing meals.			
		v. Giving alms.			
2	Ability to narrate activities that took place during the suffering and resurrection of Jesus Christ	i. Arresting of Jesus Christ.			
		ii. Sentencing of Jesus Christ.			
		iii. Carrying of the cross.			
		iv. Crucifying of Jesus on the cross.			
		v. Dying of Jesus on the cross.			
		vi. Burying of Jesus in the tomb.			
		vii. Resurrecting of Jesus Christ			

*Teacher's general comment on the learner's performance:*

*Teacher's Name* \_\_\_\_\_

*Signature* \_\_\_\_\_

*Date of assessment* \_\_\_\_\_

## 2. Rating Guide for the Learners Performance

The learner's competencies will be rated using the scoring guide as indicated below.

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify activities that take place during Easter celebrations.	The learner identifies 5 activities that take place during Easter celebrations	The learner identifies 3 to 4 activities that take place during Easter celebrations	The learner identifies 2 activities that take place during Easter celebrations	The learner identifies 1 or none of the activities that take place during Easter celebrations
Ability to narrate activities that took place during the suffering and resurrection of Jesus Christ.	The learner narrates 7 activities that took place during the suffering and resurrection of Jesus Christ.	The learner narrates 4 to 6 activities that took place during the suffering and resurrection of Jesus Christ.	The learner narrates 2 to 3 activities that took place during the suffering and resurrection of Jesus Christ.	The learner narrates 1 or none of the activities that took place during the suffering and resurrection of Jesus Christ.

## APPENDIX I: COMMUNITY SERVICE LEARNING GUIDELINES FOR PREVOCATIONAL LEVEL

The goal of the Community Service Learning (CSL) activity at this level is to provide linkage between concepts or skills learnt in the various Learning Areas. Learners begin to make connections between what they learn and its relevance to their daily life. CSL is hosted in the Prevocational Skills learning area. Implementation of the CSL activity is a collaborative effort where the teacher coordinates and works with other teachers for the other Learning Areas to design and implement the CSL activity. Though they are teacher-guided, the learners should progressively be given more opportunities to participate in doing the project in school. Safety of the learners should also be taken into account during the CSL activity. The following steps for the CSL activity should be spread out across the school terms:

<b>Steps in carrying out the CSL activity: Tree Nursery</b>
<p><b>1. Preparation</b></p> <ul style="list-style-type: none"><li>● Map out the skill to be integrated in CSL from the other learning areas and share with the respective teachers.</li><li>● Map out the targeted core competencies, values and PCIs for the CSL activity.</li><li>● Identify resources required for the activity (locally available materials).</li><li>● Spread out the activities across the term (Set dates and time for the activities).</li><li>● Communicate to learners, parents or caregivers or guardians, school administration, teachers and other relevant stakeholders in the school community.</li><li>● Identify and develop assessment tools.</li></ul>
<p><b>2. Implementation of the CSL Activity</b></p> <ul style="list-style-type: none"><li>● Assign roles to learners.</li><li>● Ensure every learner actively participates in the activity.</li><li>● Observe learners as they carry out the CSL activity and record feedback.</li><li>● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product).</li><li>● Assess the targeted core competencies, values, PCIs and skills.</li></ul>
<p><b>3. Reflection on the CSL Activity</b></p> <p>Conduct a self-evaluation session with learners on the CSL activity undertaken by focusing on the following:</p> <ul style="list-style-type: none"><li>● What was done well.</li><li>● What needs to be improved. (what did not go well and why)</li><li>● Intervention measures to be put in place.</li></ul>

There will be one integrated CSL activity that will be conducted annually for the four years at the Prevocational level. The thematic areas for the integrated CSL activity will be derived from concepts from the various Learning Areas and the broader categories of the PCIs. Teachers are expected to vary the themes yearly or seasonally to allow learners to practise different skills and PCIs within their contexts. Different seedlings should be planted at different times. There should be a linkage between the skills from the Learning Areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents or caregivers or guardians, school administration, teachers). Parents or caregivers or guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, the learner will be expected to participate actively in the whole process. Learners are expected to engage in differentiated activities according to their abilities.

The CSL activity provides an opportunity for development of core competencies and nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

### **Assessment of the CSL Activity**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners individually using various tools such as an observation schedule, checklist or rating scale or portfolio or any other appropriate tool. The teacher will differentiate assessment items according to learner's ability.