



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

**DIPLOMA IN TEACHER EDUCATION  
PRE-PRIMARY AND PRIMARY**

**CHRISTIAN RELIGIOUS EDUCATION  
CURRICULUM DESIGN**

2024

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## **INTRODUCTION**

The development of the curriculum for Diploma in Teacher Education for the Pre-Primary and Primary level (**DTE-PP&P**) is a critical milestone in the implementation of Competency Based Curriculum (CBC) in Kenya. The curriculum designs herein have been developed to prepare the teacher trainee to be able to effectively guide the learners at the Pre-Primary and Primary School level; that is from Pre-Primary One (PP1) to Grade Six (G6) in Basic Education.

It is envisaged that the teacher educator will guide the teacher trainees appropriately to embrace the shift from the Objective-Based to the Competency Based Curriculum which is hinged on use of learner-centred pedagogy for realisation of the stated expected learning outcomes. In addition, the emphasis on formative assessment to facilitate learning should be underscored as the basis for determining learner aptitude and performance. Other key aspects that have been introduced include structured micro-teaching, a longer period for the practicum and the introduction of specific Professional Courses that ensure congruence with the CBC vision, mission, pillars and guiding principles as enshrined in the *Basic Education Curriculum Framework* (KICD, 2017).

The DTE-PP&P curriculum seeks to develop the teacher to act as a facilitator in the learning process taking into consideration the different abilities and learning styles of individual target learners. The curriculum has been designed with emphasis on experiential and reflective learning to develop appropriate Pedagogical Content Knowledge (PCK); hence, the emphasis on integrated content and pedagogy for the student teachers while at college. This is to ensure that the student teacher is given adequate time to practice how to facilitate learning of the different strands prescribed in the curriculum designs.

The Curriculum designs for the DTE-PP&P are packaged according to courses of training as follows:

**Professional Learning areas**

1. Child Development and Psychology
2. Curriculum Studies
3. Educational Resources
4. ICT Integration in Education
5. Educational Assessment
6. Research Skills
7. Inclusive Education
8. Educational Leadership and Management
9. Sociological and Philosophical Foundations of Education
10. Historical and Comparative Foundations of Education
11. Micro Teaching
12. Practicum

**Integrated Content and Pedagogy Learning areas**

1. English
2. Kiswahili
3. Mathematics
4. Science and Technology
5. Agriculture
6. Home Science
7. Religious Education: CRE/IRE/HRE
8. Social Studies
9. Physical and Health Education

10. Art and Craft
11. Music
12. Indigenous Language
13. Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL

DRAFT

## **REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION -PRE-PRIMARY AND PRIMARY (DTE-PP&P)**

### **Entry Requirements**

The entry requirements for the Diploma in Teacher Education – Pre-Primary and Primary shall be **C Plain** Mean Grade in the Kenya Certificate of Secondary Education examination (KCSE) or its equivalent (as equated by the Kenya National Examinations Council (KNEC). The Special Needs Candidates (SNE) could be admitted with **C Minus (-)** Grade in KCSE or equivalent

### **Duration of Training**

The duration for the Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

### **Subjects Offered**

The trainee undertaking the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) shall take **ALL** courses specified in the DTE- PP&P curriculum; which includes Professional Courses and learning areas (subjects) related to the content in the Pre-Primary and Primary School Curriculum.

### **Micro-Teaching and Practicum**

Micro Teaching shall be undertaken as a course and shall be a pre-requisite for the Practicum; hence a course design has been developed for it. There shall be two (2) school term practicum sessions for which guidelines shall be developed.

### **Award of the Diploma**

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:

- i) Complete the required hours for coursework and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).
- ii) Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

**Note:** If the student teacher fails to meet the requirements for award of the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) he/she will be allowed to repeat the specific component or learning area failed.

**Grading**

The Diploma in Teacher Education – Pre-Primary and Primary (DTE PP&P) shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

DRAFT



**TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS**

	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR PROGRAMME
<b>PROFESSIONAL LEARNING AREAS</b>												<b>PROFESSIONAL LEARNING AREAS (420 Hours)</b>
1.	Child Development and Psychology	10	10	10	10	10	10	60				
2.	Curriculum Studies	30	20	20	20			90				
3.	Educational Resources	10	10	10				30				
4.	ICT Integration in Education	10	10	10				30				
5.	Educational Assessment	10	10	10				30				
6.	Research Skills	10	10	4				30				
7.	Inclusive Education	10	10	10				30				
8.	Educational Leadership and Management				10	10	10	30				
9.	Sociological and Philosophical Foundations of Education				10	10	10	30				
10.	Historical and Comparative Foundations of Education				10	10	10	30				
11.	Micro Teaching	30						30				
<b>SUB TOTAL</b>		<b>120Hrs</b>	<b>80Hrs</b>	<b>80Hrs</b>	<b>60Hrs</b>	<b>40Hrs</b>	<b>40Hrs</b>	<b>420Hrs</b>				

**TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)**

<b>CONTENT + PEDAGOGY (SUBJECTS)</b>												
	<b>SUBJECT</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>	<b>TERM 5</b>	<b>TERM 6</b>	<b>SUB TOTAL</b>	<b>TERM 7 Micro Teaching - Subject Practicals</b>	<b>TERM 8</b>	<b>TERM 9</b>	<b>TOTAL FOR COURSE</b>
<b>1</b>	<b>English</b>	24	34	34	35	29	30	186	30	Practicum  300 Hours	Practicum  300 Hours	<b>CONTENT &amp; PEDAGOGY (SUBJECTS) (1680 Hrs)  + PRACTICUM (600Hrs)</b>
<b>2</b>	<b>Kiswahili</b>	20	20	20	20	20	20	120	20			
<b>3</b>	<b>Mathematics</b>	30	30	30	30	30	30	180	30			
<b>4</b>	<b>Science and Technology</b>	20	20	20	20	20	20	120	30			
<b>5</b>	<b>Agriculture</b>	20	20	20	20	20	20	120	20			
<b>6</b>	<b>Home science</b>	20	20	20	20	20	20	120	20			
<b>7</b>	<b>Religious Education:- (CRE, IRE, HRE)</b>	20	20	20	20	20	20	120	20			
<b>8</b>	<b>Social Studies</b>	20	20	20	20	20	20	120	20			
<b>9.</b>	<b>Physical and Health Education</b>	10	10	10	30	30	30	120	30			
<b>10.</b>	<b>Art and craft</b>	10	30	30	10	20	20	120	20			
<b>11.</b>	<b>Music</b>	10	20	20	20	20	30	120	20			
<b>12.</b>	<b>Indigenous Languages</b>	10	20	20	20	30	20	120	20			
<b>13</b>	<b>Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL</b>	10	10	10	30	30	30	120	20			
<b>SUB TOTAL</b>		230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
<b>TOTAL</b>		<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>2100</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>3000 HRS</b>

### **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 in the wake of rapid modernization. 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 recognizes 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.

**LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY**

## **(DTE–PP&P)**

By the end of the course the teacher trainee should be able to:

1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
5. Employ ICT skills in the learning process to enhance digital literacy
6. Employ appropriate assessment approaches to promote effective learning
7. Identify and nurture learner’s potential and talents for appropriate placement and transition into Junior School.
8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
9. Create innovative and effective solutions to challenges in the learning process.
10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

## **ESSENCE STATEMENT**

The aim of Christian Religious Education curriculum is to prepare a teacher who is competent in knowledge, values and pedagogical skills. The Christian Religious Education teacher should lead by example and portray values, good morals and positive attitudes as he or she interacts with learners and other members of the society. This is in line with National Goal of education No 4, which states that education should promote sound moral and religious values.

The use of both human and biblical experience in the training of the teacher is recommended. The design is structured in a

way that, it enables the teacher trainee to use the Life Approach which emphasizes use of day-to-day experiences as the basis of relating Christian Religious Education to real life. This approach is in line with the Constructivist theory. The learning area will therefore adopt learner centred, inquiry based and transformative pedagogies to facilitate the development of required competencies.

### **SUBJECT LEARNING OUTCOMES**

By the end of the course, the teacher trainee should be able to.

1. Explore the meaning of religion and relate it with their day- to- day life.
2. Evaluate the historical development of Christian Religious Education from pre-independence to date.
3. Utilize appropriate skills and techniques to facilitate the learning of Christian Religious Education.
4. Develop learning resources relevant to Christian Religious Education using readily available materials and ICT.
5. Design assessment tools that align with Competency based Curriculum.
6. Acquire competencies to effectively address pertinent and contemporary issues at local, national, regional and global levels.

## 1.0: OVERVIEW OF RELIGION

STRAND	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0: Overview of Religion</b>	1.1 Introduction to religion (4 hours)	By the end of the sub- strand, the teacher trainee should be able to: a) elaborate the meaning of religion according to various scholars, b) analyse theories on origin of religion for reflective learning, c) discuss the functions of religion in the society today, d) appreciate the role of religion in today's society.	The teacher trainee to <ul style="list-style-type: none"> <li>• in groups, brainstorm on the meaning of the term, '<i>Religion</i>',</li> <li>• conduct a library or internet search and review the meaning of religion from different scholars and make presentations in class,</li> <li>• debate on the different theories of origin of religion,</li> <li>• prepare and facilitate a lesson on theories of origin of religion,</li> <li>• peer review the lesson and point out areas of improvement,</li> <li>• in groups, visit various places of worship, and conduct an interview on the functions of religion, write a report and</li> </ul>	Why is Religious Education an important area of study?

			present it in a show-case portfolio.	
<p><b>Core Competences to be Developed:</b>  <b>Critical thinking and problem solving</b> is enhanced as they research on theories of origin of religion.</p>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  <b>Effective Communication:</b> Trainees share experiences, brainstorm and make presentations in class.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Unity</b> is achieved as trainees work in groups and respect each other's opinions.</li> <li>• <b>Responsibility</b> is showed as they complete assigned tasks on time.</li> </ul>				



<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to elaborate the meaning of religion according to various scholars	Elaborates the meaning of religion according to various scholars and gives relevant examples	Elaborates the meaning of religion according to various scholars	Elaborates the meaning of religion according to various scholars but leaves out some information	Elaborates the meaning of religion according to various scholars but leaves out a lot of information
Ability to analyse theories on origin of religion for reflective learning	Analyse theories on origin of religion for reflective learning in details	Analyses theories on origin of religion for reflective learning	Analyses theories on origin of religion but leaves out minor details	Analyses theories on origin of religion but leaves out major details
Ability to discuss five functions of religion in the society today	Discusses five functions of religion in the society today using illustrations	Discusses five functions of religion in the society today	Discusses four to three functions of religion in the society today	Discusses two to one function of religion in the society today

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>1.0: Overview of Religion</b>	<b>1.2 Dimensions of Religion</b>  <b>4 hours</b>	By the end of the sub-strand, the teacher trainee should be able to: a) analyse the dimensions of religion for reflective learning, b) apply the dimensions of religion in facilitating the learning of CRE, c) evaluate the relationship between religion, science and technology d) appreciate the role of religion in the society.	The teacher trainee to <ul style="list-style-type: none"> <li>• research on the dimensions of religion (<i>experiential, doctrinal, social, mythological, ethical, ritual and material</i>),</li> <li>• make a class presentation on dimensions of religion,</li> <li>• develop a checklist to assess the presentation,</li> <li>• brainstorm on how to apply dimensions of religion in the learning of CRE,</li> <li>• research and report findings on the relationship between religion, science and technology.</li> </ul>	Why is it necessary to study the dimensions of Religion?
<p><b>Core competences to be developed:</b></p> <p><b>Assessment Competency:</b> Trainees design assessment for learning as they develop a checklist to assess presentations.</p> <p><b>Digital Literacy:</b> Trainees access the internet, find, and manage digital information as they make PowerPoint presentations.</p>				

**Values:****Peace** - trainees appreciate contributions of different dimensions of religion towards social cohesion**Unity**- trainees work in groups to brainstorm on how to apply dimensions of religion in the learning of CRE

<b>Suggested Formative Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to analyse the dimensions of religion for reflective learning	Analyses the dimensions of religion for reflective learning in details	Analyses the dimensions of religion for reflective learning	Analyse the dimensions of religion for reflective learning but omits minor details	Analyses the dimensions of religion for reflective learning but omits major details
Ability to apply the dimensions of religion in facilitating the learning of CRE	Constantly applies the dimensions of religion in facilitating the learning of CRE	Applies the dimensions of religion in facilitating the learning of CRE	Sometimes applies the dimensions of religion in facilitating the learning of CRE	Applies the dimensions of religion in facilitating the learning of CRE when prompted
Ability to evaluate the relationship between religion, science and technology	Evaluates the relationship between religion, science and technology and cites relevant examples	Evaluates the relationship between religion, science and technology	Evaluates the relationship between religion, science and technology but leaves out some details	Evaluates the relationship between religion, science and technology but leaves out many details

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<p><b>1.3 Selected World Religions</b></p> <p><b>6 hours</b></p>	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <p>a) elaborate the origin of selected world religions,</p> <p>b) examine beliefs and practices of selected world religions,</p> <p>c) propose ways religious tolerance can be achieved in Kenya today.</p>	<p>The teacher trainee to</p> <ul style="list-style-type: none"> <li>• research on the origin of selected world religions (<i>African Religion, Judaism and Islam</i>),</li> <li>• research on the basic beliefs and practices of selected world religions (<i>African Religion, Judaism and Islam</i>),</li> <li>• use digital devices to make a class presentations on beliefs and practices of selected world religions,</li> <li>• discuss values and life skills needed to avoid joining religious extremism/radicalized groups,</li> <li>• in groups interview resource persons on how religious tolerance can be achieved in Kenya today,</li> <li>• perform a skit on how religions tolerance can be</li> </ul>	<p>How can religious tolerance be achieved in Kenya today?</p>

			achieved in Kenya today.	
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**Core competences to be developed:**

- **Communication and Collaboration:** Trainees enhance their skills in communication and team building by sharing their experiences about world religions.
- **Digital Literacy:** Trainees access the internet, find, manage and edit information using a digital device and make PowerPoint slides on the beliefs and practices of the various world religions.

**Values:**

- **Peace:** trainees perform a skit on social skills needed to promote peaceful co-existence.
- **Respect:** trainees respect each other's opinions as they work in groups.

<b>Suggested Formative Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to elaborate the origin of selected world religions	Elaborates the origin of selected world religions using appropriate examples	Elaborates the origin of selected world religions	Elaborates the origin of selected world religions but leaves out some details	Elaborates the origin of selected world religions but leaves out many details
Ability to analyse basic beliefs and practices of world religions	Analyses basic beliefs and practices of world religions in details	Analyses basic beliefs and practices of world religions	Analyses basic beliefs and practices of world religions but leaves out minor details	Analyses basic beliefs and practice of world religions but leaves out major details
Ability to propose six ways religious tolerance can be achieved in Kenya today	Proposes six ways religious tolerance can be achieved in Kenya today and cites relevant examples	Proposes six ways that religious tolerance can be achieved in Kenya today	Proposes five to three ways in which religious tolerance can be achieved in Kenya today	Proposes two to one way in which religious tolerance can be achieved in Kenya today.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Overview of Religion</b>	<b>1.4 Christianity in Kenya</b>  <b>4 hours</b>	By the end of the sub strand, the teacher trainee should be able to: a) elaborate reasons for the coming of Christian missionaries in Kenya, b) appraise the contributions of Christian missionaries in Kenya, c) examine reasons for the introduction of independent churches in Kenya, d) value the work of the Christian missionaries in Kenya.	The teacher trainee to: <ul style="list-style-type: none"> <li>• discuss reasons for the coming of Christian missionaries in Kenya,</li> <li>• write an essay on reasons which led to the coming of Christian missionaries in Kenya,</li> <li>• research on contributions of Christian missionaries in Kenya and present findings in class,</li> <li>• use charts or PowerPoint slides to make a presentation on the contribution of Christian missionaries to Education in Kenya,</li> <li>• visit mission founded schools in their locality,</li> <li>• interview stakeholders on how the mission schools were established and how the</li> </ul>	How did Christian missionaries contribute to the development of education in Kenya?

			community has benefited, <ul style="list-style-type: none"> <li>• watch video clips on the contribution of Christian missionaries in Kenya,</li> <li>• research on the introduction of independent churches in Kenya and share findings in class,</li> <li>• make notes on the reasons for the rise of independent Churches in Kenya.</li> </ul>	
<b>Core Competencies to be developed</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> teacher trainees present findings in class and peer critique the presentations.</li> <li>• <b>Digital literacy skills:</b> teacher trainees research and use digital devices to make presentations.</li> </ul>				
<b>Values</b> <ul style="list-style-type: none"> <li>• <b>Responsibility:</b> teacher trainees complete all their assignments on time.</li> <li>• <b>Unity</b> is exhibited as teacher trainees visit a missionary founded school in the locality and interview stakeholders about its establishment</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Indicator \ Level</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to elaborate six reasons for the coming of Christian missionaries in Kenya.	Elaborates six reasons for the coming of Christian missionaries in Kenya using illustrations	Elaborates six reasons for the coming of Christian missionaries in Kenya	Elaborates five to three reasons for the coming of Christian missionaries in Kenya	Elaborates two to one reason for the coming of Christian missionaries in Kenya



Ability to appraise the contribution of Christian missionaries in Kenya.	Appraises the contributions of Christian missionaries in Kenya and cites relevant examples	Appraises the contributions of Christian missionaries in Kenya	Appraises the contributions of Christian missionaries in Kenya but omits minor details	Appraises the contributions of Christian missionaries in Kenya but omits major details
Ability to examine three reasons for the introduction of independent churches in Kenya	Examines three reasons for the introduction of independent churches in Kenya and cites relevant examples	Examines three reasons for the introduction of independent churches in Kenya.	Examines two reasons for the introduction of independent churches in Kenya	Examines one reason for the introduction of independent churches in Kenya

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<p><b>1.5 Importance of CRE in the curriculum</b></p> <p><b>4 hours</b></p>	<p>By the end of the sub- strand, the teacher-trainee should be able to:</p> <p>a) analyse the importance of teaching Christian Religious Education,</p> <p>b) outline the key aspects in CRE essence statements,</p> <p>c) examine the role and qualities of a CRE teacher,</p> <p>d) model good moral values and attitudes in their teaching career.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> <li>• brainstorm on the meaning of Christian Religious Education,</li> <li>• in groups, discuss the importance of teaching CRE and make notes,</li> <li>• summarize the key aspects captured in the CRE essence statements for ‘EYE’ and Upper Primary and make PowerPoint presentations,</li> <li>• in groups discuss the roles and qualities of a CRE teacher and make presentations,</li> <li>• debate on how a CRE teacher should model good moral values and attitudes,</li> <li>• make PowerPoint slides on moral values and attitudes that a CRE teacher should portray.</li> </ul>	<p>Why is the study of Christian Religious Education important in the school curriculum?</p>
<p><b>Core competences to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration:</b> Trainees collaboratively enhance their skills in communication and teamwork through group discussion and brainstorming on the importance of teaching CRE.</li> </ul>				

- **Digital Literacy:** Trainees access the internet to search, manage and find information on the meaning of CRE and make PowerPoint presentations.

**Values:**

- **Unity:** trainees brainstorm and discuss in groups.
- **Responsibility:** trainees complete assigned tasks and make presentations on time.

**Suggested Formative Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyse the importance of teaching Christian Religious Education	Analyses and gives relevant examples on the importance of teaching Christian Religious Education	Analyses the importance of teaching Christian Religious Education	Analyses some aspects on the importance of teaching Christian Religious Education	Analyses a few aspects on the importance of teaching Christian Religious Education
Ability to outline three key aspects in the CRE essence statements for EYE and Upper Primary designs	Outlines three key aspects in the CRE essence statements for EYE and Upper Primary designs using illustrations	Outlines three key aspects in the CRE essence statements for EYE and Upper Primary designs	Outlines two key aspects in the CRE essence statements for EYE and Upper Primary designs	Outlines one aspect in the CRE essence statements for EYE and Upper Primary designs
Ability to examine the role and qualities of a CRE teacher	Examines the role and qualities of a CRE teacher in details	Examines the role and qualities of a CRE teacher	Examines the role and qualities of a CRE teacher but leaves out some details	Examines the role and qualities of a CRE teacher but leaves out many details

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0: Overview of Religion</b>	<b>1.6 Programme of Pastoral Instruction (PPI)</b>  <b>3 hours</b>	By the end of the sub-strand, the teacher trainee should be able to: <ol style="list-style-type: none"> <li>a) elaborate the development of Programme of Pastoral Instruction in Kenya,</li> <li>b) analyze the importance of facilitating Programme of Pastoral instruction in schools,</li> <li>c) discuss challenges facing the facilitation of the Programmes of Pastoral Instruction in schools,</li> <li>d) propose possible solutions to challenges facing the implementation of</li> </ol>	The teacher trainee to <ul style="list-style-type: none"> <li>• research on the development of Programme of Pastoral Instruction in schools,</li> <li>• brainstorm on the importance of the Programme of Pastoral Instruction in schools,</li> <li>• write an essay on the importance of the Programme of Pastoral Instruction and make a presentation in class,</li> <li>• visit schools in the neighbourhood and conduct an interview on challenges experienced in implementing PPI,</li> <li>• propose solutions to the challenges experienced in implementing the PPI,</li> </ul>	How relevant is the Programme of Pastoral Instruction (PPI) in schools?

		PPI, e) appreciate the importance of Programmes of Pastoral Instruction in schools.	<ul style="list-style-type: none"> <li>• model a lesson on PPI, peers to rate the lesson and give feedback on areas of improvement.</li> </ul>	
<p><b>Core competences to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Pedagogical content knowledge:</b> trainees rate a PPI lesson and give feedback on areas of improvement.</li> <li>• <b>Critical thinking and problem solving</b> is portrayed as trainees propose solutions to the challenges experienced in implementing PPI.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Responsibility:</b> trainees conduct an interview on challenges experienced in implementing PPI.</li> <li>• <b>Respect:</b> trainees carefully listen to each other and use polite words to defend their opinions during debates.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to elaborate the development of PPI from 1964 to date	Elaborates and cites examples on the development of PPI from 1964 to date	Elaborates the development of PPI from 1964 to date	Elaborates the development of PPI from 1964 to date but misses out minor steps	Elaborates the development of PPI from 1964 to date with omits major steps
Ability to analyze the importance of PPI in schools	Analyzes with examples the importance of PPI in schools	Analyzes the importance of PPI in schools	Analyzes the importance of PPI in schools but omits major details	Analyzes the importance of PPI in schools but omits minor details
Proposing possible solutions to challenges facing the implementation of PPI	Proposes possible solutions to challenges facing the implementation of PPI and cites relevant examples	Proposes possible solutions to challenges facing the implementation of PPI	Proposes possible solutions to challenges facing the implementation of PPI but omits minor details	Proposes possible solutions to challenges facing the implementation of PPI but omits major details

## 2.0: THE BIBLE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.1 The Word of God  4 hours	<p>By the end of the sub-strand, the teacher- trainee should be able to:</p> <ol style="list-style-type: none"> <li>elaborate how human authors were inspired to write the Bible,</li> <li>examine ways the Bible is used in facilitating a lesson,</li> <li>apply biblical teachings in daily life,</li> <li>value the Bible as the inspired word of God.</li> </ol>	<p>The teacher trainee to</p> <ul style="list-style-type: none"> <li>read John 1:1; 2 Timothy 3:15-17; 2 Peter 1:20-21; Psalm 119:105 and explain why the Bible is referred to as the inspired word of God,</li> <li>conduct group discussions on ways the Bible is used in lesson facilitation,</li> <li>in groups design a lesson plan and infuse the Biblical experience,</li> <li>rate the lesson using a check list,</li> <li>use the feedback to improve the lesson,</li> <li>share experiences of how they apply the teachings of the Bible in daily life,</li> <li>use locally available materials to make a book mark, write Bible verses on the book mark</li> </ul>	<p>Why is the Bible referred to as the, '<i>Inspired word of God.</i>'?</p>

			and place it in the Bible, • write different Bible verses on flash cards and meditate on them to grow spiritually.	
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**Core competences to be Developed:**

- **Pedagogical content knowledge:** trainees use the learning experiences from CRE curriculum designs to micro tech a lesson.
- **Communication and collaboration:** trainees enhance their skills in communication and team building as they conduct group discussions.

**Values:**

- **Responsibility** is portrayed as trainees peer critique the micro lesson and give feedback on areas of improvement.
- **Integrity** is exhibited as trainees provide honest feedback using polite language.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to elaborate how human authors were inspired to write the Bible	Elaborates how human authors were inspired to write the Bible in details	Elaborates how human authors were inspired to write the Bible	Elaborates how human authors were inspired to write the Bible but omits minor details	Elaborates how human authors were inspired to write the Bible but omits major details



Ability to examine ways the Bible is used in lesson facilitation	Examines ways the Bible is used in lesson facilitation and cites relevant examples	Examines ways the Bible is used in lesson facilitation	Examines ways the Bible is used in lesson facilitation but omits some details	Examines ways the Bible is used in lesson facilitation but omits major details
Ability to apply biblical teachings in daily life	Constantly applies biblical teachings in daily life	Applies biblical teachings in daily life	Sometimes applies biblical teachings in daily life	Seldom applies biblical teachings in daily life

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.2 Writing of the Bible  6 hours	By the end of the sub-strand, the teacher trainee should be able to: a) elaborate the process used in writing the Bible, b) establish literary styles used in writing the Bible, c) utilize narrative style to peer teach a Bible story, d) compose a poem from the Song of Songs, e) make use of wisdom literature to study Proverbs 31, f) appreciate the Bible as the inspired Word of God.	The teacher trainee to <ul style="list-style-type: none"> <li>• research on the process used in writing the Bible and summarise key findings for presentation in class,</li> <li>• in groups, discuss literary styles used in writing the Bible and write them on a chart,</li> <li>• list Bible books under each literary style and make a presentation in class,</li> <li>• use narrative style to peer teach a Bible story,</li> <li>• use the poetic style to compose and sing a song from the book of Psalms,</li> <li>• compose a poem from the book of Songs of Songs and recite it to peers,</li> <li>• use wisdom literature to study Proverbs 31 woman,</li> <li>• deduce lessons learnt from Proverbs 31 and make a presentation in class.</li> </ul>	Why were different styles used in writing the Bible?
<p><b>Core competences to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Critical thinking and problem solving:</b> trainees use wisdom literature to study Proverbs 31 woman.</li> <li>• <b>Creativity and innovation:</b> trainees compose and sing songs based on the word of God.</li> </ul>				

**Values:**

- **Unity is enhanced** as trainees conduct group discussions.
- **Respect** is portrayed as trainees critique each other's work and use polite language to provide feedback.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyse the process used in writing the Bible	Analyses the process used in writing the Bible and cites relevant examples	Analyses the process used in writing the Bible	Analyses the process used in writing the Bible but omits minor details	Analyses the process used in writing the Bible but omits major details
Ability to establish literary styles used in writing the Bible	Establishes ten literary styles used in writing the Bible and cites relevant examples	Establishes ten literary styles used in writing the Bible	Establishes nine to five literary styles used in writing the Bible	Establishes four to one literary style used in writing the Bible
Ability to utilize narrative style to peer teach a Bible story	Utilizes narrative style to peer teach a Bible story using illustrations	Utilizes narrative style to peer teach a Bible story	Utilizes narrative style to peer teach a Bible story but leaves out some steps	Utilizes narrative style to peer teach a Bible story but leaves out major steps

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.3 Books of the Bible  3 hours	By the end of the sub-strand, the teacher trainee should be able to: a) classify books of the Bible according to distinct categories, b) elaborate the translation of the Holy Bible from the original Hebrew language, c) appraise the effects of translating the Bible to African languages, d) desire to read the Holy Bible always.	The teacher trainee to <ul style="list-style-type: none"> <li>• identify human authours who wrote the Holy Bible,</li> <li>• use digital devices to search for human authours who wrote the Bible,</li> <li>• draw a chart showing major divisions of the Bible,</li> <li>• place books of the Bible under there distinct categories or main teachings for example Poetic Books; <i>Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon</i></li> <li>• compose songs from the Bible and present it to peers,</li> <li>• design bookmarks on the books of the Bible and share with peers.</li> </ul>	Why is the Bible referred to as a library of books?
<p><b>Core competences to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity and innovation:</b> trainees design book marks on books of the Bible.</li> <li>• <b>Digital literacy skills:</b> trainees use digital devices to search for human authours who wrote the Bible.</li> </ul>				

**Values:**

- **Responsibility:** trainees compose songs from the Bible.
- **Integrity:** trainees perform and complete assigned tasks on time without supervision.

<b>Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to classify books of the Bible according to distinct categories	Classifies books of the Bible according to distinct categories using relevant examples	Classifies books of the Bible according to distinct categories	Classifies books of the Bible according to distinct categories but omits minor details	Classifies books of the Bible according to distinct categories but omits major details
Ability to elaborate the translation of the Holy Bible from the original Hebrew language	Elaborates the translation of the Holy Bible from the original Hebrew language using illustrations	Elaborates the translation of the Holy Bible from the original Hebrew language	Elaborates the translation of the Holy Bible from the original Hebrew language but leaves out some steps	Elaborates the translation of the Holy Bible from the original Hebrew language but leaves out many steps

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	2.4 Bible Versions 2 hours	By the end of the sub-strand, the teacher-trainee should be able to: a) explore the rationale for having different versions of the Bible, b) examine the advantages of having different versions of the Bible, c) utilise different versions of the Bible in the learning of CRE.	The teacher trainee to <ul style="list-style-type: none"> <li>• explain the rationale for having different versions of the Bible,</li> <li>• brainstorm on the advantages of having different versions of the Bible,</li> <li>• use digital devices to access different Bible versions,</li> <li>• download different Bible applications on their devices,</li> <li>• debate how different versions of the Bible contribute to understanding the word of God.</li> </ul>	How do the different Bible versions enhance a deeper understanding of the word of God?
<p><b>Core competences to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Digital literacy skills</b> as trainees download different Bible Apps from the internet and share via Bluetooth, Xender, WhatsApp, email or Facebook.</li> <li>• <b>Learning to learn and reflective practice</b> as trainees critique charts with peer learners.</li> </ul>				

**Values:**

- **Unity:** trainees work together in groups as they debate and brainstorm on various tasks.
- **Love:** trainees share downloaded Bible Apps via Bluetooth, Xender, email, Facebook or WhatsApp.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to Explore the rationale for having different versions of the Bible	Explores the rationale for having different versions of the Bible using examples	Explores the rationale for having different versions of the Bible	Explores the rationale for having different versions of the Bible but omits some details	Explores the rationale for having different versions of the Bible but omits major details
Ability to examine the advantages of having different versions of the Bible for posterity	Examines the advantages of having different versions of the Bible and cites relevant examples	Examines the advantages of having different versions of the Bible	Examines the advantages of having different versions of the Bible but omits minor details	Examines the advantages of having different versions of the Bible but omits major details

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	<b>2.5 Creation Accounts</b>  <b>3 hours</b>	By the end of the sub- strand, the teacher- trainee should be able to: a) elaborate the two creation Accounts b) relate the similarities and differences between the two creation accounts, c) elaborate the biblical teachings on the origin and consequences of sin, d) identify the attributes of God from the creation accounts, e) value God’s creation by taking care of the environment.	The teacher trainee to: <ul style="list-style-type: none"> <li>• read about creation accounts in Genesis 1 and 2,</li> <li>• discuss the differences and similarities between the two creation accounts,</li> <li>• make a power-point presentation on the order of creation,</li> <li>• read Genesis 3:1-24 on the origin of sin and summarise main points,</li> <li>• research on the consequences of disobedience and discuss findings with peers,</li> <li>• perform a skit on the story of the origin of sin,</li> <li>• use multi-media devices to create learning experiences</li> </ul>	How has modernity destroyed the beauty of God’s creation?



			<p>on creation,</p> <ul style="list-style-type: none"> <li>• compose a poem on the origin and consequences of sin,</li> <li>• read Genesis 1-3 and make notes on the attributes of God,</li> <li>• write the attributes of God on charts and display it in class.</li> </ul>	
<p><b>Core competences to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity and innovation:</b> trainees organise skits and compose poems.</li> <li>• <b>Digital literacy:</b> trainees use multi-media devices to create learning experiences.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Integrity:</b> trainees make a decision to do what is right as guided by the scriptures.</li> <li>• <b>Social justice:</b> trainees debate and discuss the consequences of sin and the need to obey rules to have a cohesive society.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to elaborate biblical teachings on the origin and consequences of sin	Elaborates biblical teachings on the origin and consequences of sin in details	Elaborates biblical teachings on the origin and consequences of sin	Elaborates biblical teachings on the origin and consequences of sin but omits minor details	Elaborates biblical teachings on the origin and consequences of sin but omits major details
Ability to identify six the attributes of God from the creation accounts	Identifies more than six attributes of God from the creation accounts	Identifies six attributes of God from the creation accounts	Identifies five to three attributes of God from the creation accounts	Identifies two to one attribute of God from the creation accounts

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	<p><b>2.6 Covenants</b></p> <p><b>5 hours</b></p>	<p>By the end of this sub-strand, the trainee should be able to:</p> <ol style="list-style-type: none"> <li>a) evaluate the characteristics of a covenant for reflective practice,</li> <li>b) discuss modern covenants and their importance,</li> <li>c) compare and contrast Abrahamic, Sinaitic, Davidic and the new covenant foretold by Jeremiah,</li> <li>d) appreciate the importance of covenants in promoting social justice.</li> </ol>	<p>The teacher trainee to</p> <ul style="list-style-type: none"> <li>• define the term, ‘Covenant,’</li> <li>• list the characteristics of a covenant.</li> <li>• make a presentation on the meaning and characteristics of a covenant,</li> <li>• brainstorm on modern covenants and list them on charts,</li> <li>• buzz on the importance of modern covenants and make a presentation using digital devices,</li> <li>• read the Bible texts on Abrahamic covenant (Genesis 12:1-9, 15:1-16, 17:1-16), Sinai Covenant (Exodus 19:3-25, 20:1-17, 24:1-8), God’s</li> </ul>	<p>How do modern covenants promote Global Citizenship?</p>

			<p>David (2 Samuel 7:1- 16) and the new covenant foretold by Jeremiah (Jeremiah 31:27-34),</p> <ul style="list-style-type: none"> <li>• research on the similarities between the Abrahamic, Sinaitic, Davidic and the new covenant foretold by Jeremiah and present findings in class,</li> <li>• discuss the differences between Abrahamic, Sinaitic, Davidic and the new covenant foretold by Jeremiah and make notes,</li> <li>• watch and analyse video clips on the Abrahamic, Sinaitic, Davidic and New covenant.</li> </ul>	
<p><b>Core competences to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration</b> is enhanced as trainees conduct investigations and make class presentations.</li> <li>• <b>Digital literacy competency</b> is exhibited as trainees use digital devices to research and make PowerPoint slides.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Social justice:</b> trainees discuss the importance of covenants in promoting social justice.</li> <li>• <b>Unity:</b> trainees work together to make class presentations.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to evaluate seven characteristics of a covenant for reflective practice	Evaluates seven characteristics of a covenant for reflective practice using illustrations	Evaluates seven characteristics of a covenant for reflective practice	Evaluates six to three characteristics of a covenant for reflective practice	Evaluates two to one characteristic of a covenant for reflective practice
Ability to compare and contrast the Abrahamic, Sinaitic, Davidic and the new covenant foretold by Jeremiah	Compares and contrasts the Abrahamic, Sinaitic, Davidic and the new covenant foretold by Jeremiah in details	Compares and contrasts the Abrahamic, Sinaitic, Davidic and the new covenant foretold by Jeremiah	Compares and contrasts the Abrahamic, Sinaitic, Davidic and the new covenant foretold by Jeremiah but omits minor details	Compares and contrasts the Abrahamic, Sinaitic, Davidic and the new covenant foretold by Jeremiah but omits major details

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	<p data-bbox="421 307 627 371"><b>2.7 Kingship in Israel</b></p> <p data-bbox="421 415 529 444"><b>5 hours</b></p>	<p data-bbox="678 307 1012 408">By the end of the sub-strand, the teacher trainee should be able to:</p> <p data-bbox="678 415 1012 517">a) explore reasons for and against kingship in Israel,</p> <p data-bbox="678 524 1012 701">b) appraise the achievements and failures of Kings Saul, David and Solomon,</p> <p data-bbox="678 707 1012 884">c) develop assessment tools on the achievements of Kings Saul, David and Solomon,</p> <p data-bbox="678 891 1012 993">d) desire to portray integrity in their daily lives.</p>	<p data-bbox="1051 307 1335 336">The teacher trainee to</p> <ul data-bbox="1051 343 1524 1173" style="list-style-type: none"> <li data-bbox="1051 343 1524 444">• read 1 Samuel 8, and make notes on reasons for and against kingship in Israel,</li> <li data-bbox="1051 451 1524 701">• research on the characters of King Saul (1 Samuel 13:1-15, 15), King David (1 Samuel 16-17, 24, 2 Samuel 6, 8, 11-12,) and King Solomon (1 Kings 3, 6, 8, 11:1-13),</li> <li data-bbox="1051 707 1524 884">• brainstorm on the achievements and failures of Kings Saul, David and Solomon and the lessons learnt from their leadership,</li> <li data-bbox="1051 891 1524 1027">• develop suitable assessment tools on achievements of Kings Saul, David and Solomon,</li> <li data-bbox="1051 1034 1524 1101">• brainstorm on how to choose leaders of integrity,</li> <li data-bbox="1051 1108 1524 1173">• buzz on qualities to consider when choosing leaders in</li> </ul>	<p data-bbox="1535 307 1819 412">How can you choose leaders of integrity in the society today?</p>

			college, church and in the community, <ul style="list-style-type: none"> <li>• use a chart and list qualities of a good leader and pin them on the college notice board,</li> <li>• give examples of leaders who can be emulated in the society,</li> <li>• itemise qualities which make them good leaders and make a presentation in class.</li> </ul>	
<b>Core competences to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Citizenship and leadership is</b> shown as trainees give examples of leaders who can be emulated in the society.</li> <li>• <b>Assessment competency</b> is exhibited as trainees develop suitable assessment tools on achievements of Kings Saul, David and Solomon.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Patriotism:</b> trainees list qualities to consider when choosing leaders in college, church and in the society.</li> <li>• <b>Integrity:</b> trainees identify qualities they can emulate from credible leaders in today's society.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explore the reasons for and against kingship in Israel	Explores the reasons for and against kingship in Israel and gives relevant examples	Explores reasons for and against kingship in Israel	Explores reasons for and against kingship in Israel but omits minor details	Explores reasons for and against kingship in Israel but omits major details
Ability to appraise the achievements and failures of Kings Saul, David and Solomon	Appraises the achievements and failures of Kings Saul, David and Solomon and gives relevant examples	Appraises the achievements and failures of Kings Saul, David and Solomon	Appraises some of the achievements and failures of Kings Saul, David and Solomon	Appraises a few achievements and failures of Kings Saul, David and Solomon



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<p><b>2.8 Prophecy in Israel</b></p> <p><b>4 hours</b></p>	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <p>a) evaluate characteristics of true prophets in the Bible,</p> <p>b) examine the teaching of prophets for responsible citizenship,</p> <p>c) assess the relevance of prophets in modern society,</p> <p>d) identify values and life skills needed to discern false teachings,</p> <p>e) desire to avoid social injustice in their daily endeavours.</p>	<p>The teacher trainee to</p> <ul style="list-style-type: none"> <li>• brainstorm on the characteristics of true prophets and share findings in class,</li> <li>• list the characteristics of false prophets,</li> <li>• share with peers how to discern false prophets,</li> <li>• read 1 Kings 17, 18:17-46; 1 Kings 21, 1 Kings 19:19-21, 2 Kings 2:19-25, 2 Kings 4, 2 Kings 5, 2 Kings 6:1-7, 2 King 8:1-15), Daniel 1-12) and Jonah 1-4 and outline lessons learnt,</li> <li>• make presentations on the teachings of prophets Elijah, Elisha, Daniel and Jonah,</li> <li>• outline the main teachings of prophets Elijah, Elisha, Daniel and Jonah; use charts or PowerPoint slides to make presentations,</li> <li>• debate on the relevance of prophets</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is prophecy still relevant today?</li> <li>2. How can you distinguish true prophets from false prophets?</li> </ol>

			<p>in the modern society,</p> <ul style="list-style-type: none"> <li>• buzz on values and life skills needed to discern false prophets in the society today,</li> <li>• discuss social evils prevalent in the society today,</li> <li>• brainstorm on how social evils can be averted or eliminated and report the findings in class,</li> <li>• come up with a radio lesson for learners to educate them on the dangers of joining cults, occults, religious extremism, devil worship and illuminati,</li> <li>• write short messages on posters or charts on values and life skills needed to overcome false teachings.</li> </ul>	
<p><b>Core competences to be Developed</b></p> <ul style="list-style-type: none"> <li>• <b>Pedagogical content knowledge</b> is shown as trainees interpret CRE curriculum designs and model a radio lesson.</li> <li>• <b>Self-efficacy</b> is exhibited as trainees make class presentations confidently.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Social justice:</b> trainees relate the prophetic messages to modern challenges.</li> <li>• <b>Integrity:</b> trainees draw lessons from the prophetic teachings on doing the right thing at all times.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to evaluate eight characteristics of a true prophet	Evaluates eight characteristics of true prophets in the Bible and gives examples	Evaluates eight characteristics of true prophets in the Bible	Evaluates seven to four characteristics of true prophets in the Bible	Evaluates three to one characteristics of true prophets in the Bible
Ability to examine the teaching of prophets for responsible citizenship	Examines the teaching of prophets for responsible citizenship in details	Examines the teaching of prophets for responsible citizenship	Examines the teaching of prophets for responsible citizenship but omits minor details	Examines the teaching of prophets for responsible citizenship but omits major details
Ability to identify eight values and life skills needed to discern false teachings	Identifies eight values and life skills needed to discern false teachings with examples	Identifies eight values and life skills needed to discern false teachings	Identifies seven to four values and life skills needed to discern false teachings	Identifies three to one values and life skills needed to discern false teachings

### 3.0: THE PERSON OF JESUS CHRIST

Strand	Sub-strand	Specific Learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The Person of Jesus Christ	3.1 Infancy Narratives  3 hours	By the end of the sub- strand, the teacher trainee should be able to: a) analyse the infancy narratives about the birth of Jesus Christ, b) deduce lessons learnt from the infancy narratives, c) compile values integrated in the primary CRE curriculum designs, d) appreciate the importance of infancy narratives for personal reflection.	The teacher trainee to <ul style="list-style-type: none"> <li>• read scriptures on the infancy narratives (Matthew 2:1-15; Luke 1:5-80, 2),</li> <li>• narrate the infancy narratives about the birth of Jesus from the Gospel books,</li> <li>• brainstorm on lessons learnt from the infancy narratives,</li> <li>• use the primary CRE grade 3 designs identify the values integrated in sub strand; the birth of Jesus Christ,</li> <li>• summarise the values on a chart and display in class,</li> <li>• develop a micro lesson on infancy narratives and integrate values.</li> </ul>	How does the birth of Jesus Christ fulfil the Old Testament prophecies?
<b>Core competences to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Pedagogy content knowledge</b> is demonstrated as trainees interpret the primary CRE curriculum designs.</li> <li>• <b>Communication and collaboration:</b> is portrayed as trainees express themselves confidently.</li> </ul>				
<b>Value:</b> <ul style="list-style-type: none"> <li>• <b>Love</b> is portrayed as trainees draw lessons on the infancy narratives about God's love for mankind.</li> </ul>				

- **Peace** is exhibited as trainees draw lessons on infancy stories and expound on importance of living harmoniously with others.

<b>Suggested Formative Assessment Rubric</b>					
<b>Indicator</b>	<b>Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyse infancy narratives about the birth of Jesus Christ		Analyses infancy narratives about the birth of Jesus Christ and cites relevant examples	Analyses the infancy narratives about the birth of Jesus Christ	Analyses infancy narratives about the birth of Jesus but omits minor details	Analyses infancy narratives about the birth of Jesus Christ but omits major details
Ability to deduce lessons learnt from the infancy narratives		Deduces lessons learnt from the infancy narratives in details	Deduces lessons learnt from the infancy narratives	Deduces some lessons learnt from the infancy narratives	Deduces a few lessons learnt from the infancy narratives

Strand	Sub-strand	Specific Learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>3.0 The Person of Jesus Christ</b>	<b>3.2 The Baptism and temptation of Jesus Christ</b>  <b>3 hours</b>	By the end of the sub- strand, the teacher trainee should be able to: a) elaborate the importance of the baptism of Jesus Christ, b) explain the importance of baptism to Christians today, c) describe the temptations and triumph of Jesus Christ over evil, d) create learning experiences based on the baptism and temptations of Jesus Christ, e) appreciate the importance of baptism in the life of a Christian.	The teacher trainee to <ul style="list-style-type: none"> <li>• read scriptures on the Baptism and temptation of Jesus Christ (Matthew 3:13-17; Matthew 4:1-11),</li> <li>• watch video clips about the baptism of Jesus Christ,</li> <li>• brainstorm on the importance of the baptism of Jesus Christ,</li> <li>• state the importance of baptism to Christians today,</li> <li>• perform a role play on the temptations and triumph of Jesus Christ over evil,</li> <li>• use the primary CRE curriculum designs come up with learning experiences on the baptism and temptations of Jesus Christ,</li> <li>• compose a song related to the temptations of Jesus</li> </ul>	<ol style="list-style-type: none"> <li>1. How are the temptations of Jesus Christ related to Christian suffering today?</li> <li>2. Why is it important to be baptized as a Christian believer?</li> </ol>

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**Core competences to be Developed:**

- **Creativity and innovation** is portrayed as trainees come up with a roleplay and also compose a song on the temptations of Jesus Christ.
- **Self-efficacy** is shown as trainees present their findings and presentations confidently.

**Values:**

- **Respect:** trainees respect each other's opinion and accommodate diverse opinions.
- **Unity:** trainees work together in groups to tackle and complete various assignments.

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to elaborate the importance of the baptism of Jesus Christ	Ability to elaborate the importance of the baptism of Jesus Christ in details	Elaborates the importance of the baptism of Jesus Christ	Elaborates the importance of the baptism of Jesus Christ but omits minor details	Elaborates the importance of the baptism of Jesus Christ but omits major details
Ability to describe the three temptations of Jesus Christ	Describes three temptations and triumph of Jesus Christ and cites relevant examples	Describes the three temptations of Jesus Christ	Describes two temptations of Jesus Christ	Describes one temptation Jesus Christ

Ability to create learning experiences on the baptism and temptation of Jesus	Creates learning experiences on the baptism and temptation of Jesus and includes all the steps	Creates learning experiences on the baptism and temptation of Jesus	Creates learning experiences on the baptism and temptation of Jesus but omits minor steps	Creates learning experience on the baptism and temptation of Jesus but omits major steps
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Strand	Sub- strand	Learning Outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The Person of Jesus Christ	3.3 The Teaching of Jesus Christ 6 hours	<p>By the end of the sub- strand, the teacher- trainee should be able to:</p> <p>a) articulate the teachings of Jesus Christ for application in daily life,</p> <p>b) elaborate the relevance of the teachings of Jesus Christ in the society today,</p> <p>c) design micro lessons based on the teachings of Jesus Christ,</p> <p>d) apply the teaching of Jesus Christ in day-to – day life,</p> <p>e) emulate Christ by living according to His teachings.</p>	<p>The teacher trainee to</p> <ul style="list-style-type: none"> <li>• read (Matthew 5:1-12), Luke 3:21-22, 24:49; John 14: 16-17, 25-26, (Matthew 5:43-46, Matthew 22:36-40; Luke 11:9-14; John 8:3-11) (Matthew 6:14- 15; Luke 15:11-32; 18:9-14; John 8:3-11) (John 3:16-17; Luke 19:1-10; John 8: 1-11): write notes on the teachings of Jesus Christ and lessons learnt,</li> <li>• use digital devices to make presentations on the teaching of Jesus Christ,</li> <li>• brainstorm on the relevance of the teaching of Jesus Christ in the society today,</li> <li>• use preprimary and primary CRE curriculum</li> </ul>	<p>How do you apply the teachings of Jesus Christ in daily life?</p>

			designs to peer teach lessons based on the teachings of Jesus Christ, <ul style="list-style-type: none"> <li>• role play some of the teachings of Jesus Christ,</li> <li>• document in their journals each time they practise the teachings of Jesus Christ</li> </ul>	
<b>Core competences to be Developed:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> trainees participate in group discussions and make class presentations.</li> <li>• <b>Citizenship and leadership:</b> trainee's journal practical ways of applying the teaching of Jesus Christ in their lives.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Responsibility:</b> trainees discuss, make class presentations and complete assignments on time.</li> <li>• <b>Social justice:</b> trainees apply the teaching of Jesus Christ in their lives and ensure peaceful coexistence with other members of the society</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to articulate the teachings of Jesus Christ to enhance a deeper understanding	Articulates the teaching of Jesus Christ and cites relevant Bible verses	Articulates the teaching of Jesus Christ to enhance a deeper understanding	Articulates the teaching of Jesus Christ but omits minor teachings	Articulates the teaching of Jesus Christ but omits major teachings
Ability to elaborate the relevance of the teachings of Jesus Christ in the society today	Elaborates the relevance of the teachings of Jesus Christ in the society today using real life examples	Elaborates the relevance of the teachings of Jesus Christ in the society today	Elaborates the relevance of the teachings of Jesus Christ in the society today but omits minor details	Elaborates the relevance of the teachings of Jesus Christ in the society today but omits major details
Ability to formulate suggested key inquiry question based on the teachings of Jesus Christ	Formulates suggested key inquiry questions and cites relevant examples	Formulates Suggested key inquiry questions on the teachings of Jesus Christ	Formulates some suggested key inquiry questions based on the teachings of Jesus Christ	Formulates few Suggested key inquiry questions based on the teachings of Jesus Christ

Strand	Sub-strand	Learning Outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>3.0 The Person of Jesus Christ</b>	<b>3.4 Miracles of Jesus Christ</b>  <b>3 hours</b>	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>describe the miracles performed by Jesus Christ</li> <li>deduce lessons learnt, from the miracles of Jesus Christ,</li> <li>dramatize miracles performed by Jesus Christ,</li> <li>utilize the life approach method to design virtual lessons,</li> <li>believe in the power of God to perform miracles.</li> </ol>	<p>The teacher trainee to</p> <ul style="list-style-type: none"> <li>in groups read the scriptures in: Matthew 14:13-21, Mark 2:3-5, Luke 10:17-20, Luke 8:43-48 &amp; John 2:1-12 and narrate the miracles performed by Jesus Christ,</li> <li>use digital devices to watch videos on the miracles performed by Jesus Christ,</li> <li>brainstorm on lessons learnt from the miracles performed by Jesus Christ,</li> <li>dramatize some of the miracles performed by Jesus Christ,</li> <li>create virtual/TV lessons on miracles of Jesus and share via social media platform.</li> </ul>	<ol style="list-style-type: none"> <li>How are the miracles of Jesus Christ relevant to Christians today?</li> <li>How do you apply lessons learnt from the miracles in your life?</li> </ol>

**Core competences to be Developed:**

- **Pedagogical content knowledge** is enhanced as trainees discuss different types of miracles.
- **Communication and collaboration** is portrayed as trainees read the Bible in groups and share lessons learnt from the miracles performed by Jesus Christ.

**Values:**

- **Responsibility:** trainees learn the importance of living exemplary life as portrayed by Jesus Christ.
- **Peace:** trainees learn concern for others and the essence of a peace in the society from the miracles of Jesus Christ

**Suggested Formative Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the miracles performed by Jesus Christ	Describes the miracles performed by Jesus Christ in details	Describes the miracles performed by Jesus Christ	Describes the miracles performed by Jesus Christ but omits minor details	Describes the miracles performed by Jesus Christ but omits major details
Ability to deduce ten lessons learnt from the miracles of Jesus Christ	Deduces ten lessons learnt from the miracles of Jesus Christ and cites relevant examples	Deduces ten lessons learnt from the miracles of Jesus Christ	Deduces nine to four lessons learnt from the miracles of Jesus Christ	Deduces three to one lesson learnt from the miracles of Jesus Christ

Ability to dramatizing miracles performed by Jesus Christ	Dramatizes the miracles performed by Jesus Christ creatively and exhaustively	Dramatizes the miracles performed by Jesus Christ	Dramatizes the miracles performed by Jesus Christ but leaves out some scenarios	Dramatizes the miracles performed by Jesus Christ but leaves out major scenarios
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Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>3.0 The Person of Jesus Christ</b>	<b>3.5 The passion, death and resurrection of Jesus Christ</b>  <b>4 hours</b>	By the end of the sub-strand, the teacher trainee should be able to: a) describe the passion and death of Jesus Christ to appreciate the work of the cross, b) elaborate the importance of the death and resurrection of Jesus Christ to humankind, c) relate the events that took place on the day of resurrection, d) describe the ascension of Jesus Christ and His second coming, apply lessons learnt from the passion, death and resurrection of Jesus Christ in daily life,	The teacher trainee to: <ul style="list-style-type: none"> <li>• read scriptures and outline events that took place during the passion, death and resurrection of Jesus,</li> <li>• watch and analyse virtual clips on the passion and death of Jesus Christ,</li> <li>• brainstorm on the importance of the death of Jesus Christ to humankind,</li> <li>• research on the events of the resurrection of Jesus Christ,</li> <li>• carry out group discussions on the importance of resurrection of Jesus Christ to Christians and write summaries on charts,</li> <li>• describe the ascension of Jesus Christ and His second coming,</li> <li>• brainstorm on how Christians can apply lessons learnt form</li> </ul>	How is the passion, death and resurrection of Jesus Christ important in saving mankind from sin?

		e) appreciate the suffering of Jesus on the cross by responding to the call of salvation.	the passion ,death and resurrection of Jesus Christ.	
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**Core competences to be Developed:**

- **Learning to learn and reflective practice:** trainees research on the events that took place during the resurrection of Jesus Christ.
- **Digital Literacy:** trainees watch and analyse virtual clips on the passion, death and resurrection of Jesus Christ.

**Values:**

- **Integrity:** trainees apply ethical rules and values in the use of digital devices.
- **Responsibility:** trainees undertake and complete assigned work on time.

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the passion and death of Jesus Christ to appreciate the work of the cross	Describes the passion and death of Jesus Christ to appreciate the work of the cross in details	Describes the passion and death of Jesus Christ to appreciate the work of the cross	Describes the passion and death of Jesus Christ to appreciate the work of the cross but omits minor details	Describes the passion and death of Jesus Christ to appreciate the work of the cross but omits major details



Ability to elaborate the importance of the death and resurrection of Jesus Christ to humankind	Elaborates the importance of the death and resurrection of Jesus Christ to humankind and cites relevant bible texts	Elaborates the importance of the death and resurrection of Jesus Christ to humankind	Elaborates the importance of the death and resurrection of Jesus Christ to humankind but leaves out some information	Elaborates the importance of the death and resurrection of Jesus Christ to humankind but leaves out a lot of information
Ability to relate the events that took place on the day of resurrection	Relates the events that took place on the day of resurrection exhaustively	Relates the events that took place on the day of resurrection	Relates the events that took place on the day of resurrection but omits a few events	Relates the events that took place on the day of resurrection but omits many events

#### 4.0: THE CHURCH

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Church	4.1 The Holy Spirit  3 hours	By the end of the sub-strand, the trainee should be able to: a) describe the coming of the Holy Spirit according to the scriptures, b) elaborate the events that took place on the day of Pentecost, c) identify the contribution of the Holy Spirit to church growth and ecumenism, d) Value the role of the Holy Spirit in their lives.	The teacher trainee to <ul style="list-style-type: none"> <li>• share personal experiences on promises made to them and if they were fulfilled,</li> <li>• read Joel 2:28-32; John 16:5-15 on the promise of the Holy Spirit,</li> <li>• read Acts 2:1-21 on the coming of the Holy Spirit and make summary notes,</li> <li>• watch a video clip on the coming of the Holy Spirit,</li> <li>• explain the contribution the Holy Spirit to church growth and ecumenism,</li> <li>• select a curriculum design for upper primary CRE and develop suggested key inquiry questions on the strand, '<i>The Holy Spirit.</i>'</li> </ul>	Why is the Holy Spirit important in the life of a Christian?
<p><b>Core competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Digital literacy</b> skills are enhanced as trainees manipulate and use digital devices to watch a video clip on the coming of the Holy Spirit.</li> <li>• <b>Pedagogical content knowledge</b> is developed as trainees formulate Suggested Key Inquiry Question(s).</li> </ul>				

**Values:**

- **Responsibility** is shown as trainees perform and complete assigned tasks on time.
- **Respect** is portrayed as trainees share experiences and respect each other's opinions.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to Describe the coming of the Holy Spirit	Describes the coming of the Holy Spirit in details	Describes the coming of the Holy Spirit	Describes the coming of the Holy Spirit but omits minor details	Describes the coming of the Holy Spirit but omits major details
Ability to Elaborate the events on the day of Pentecost	Elaborates the events that took place on the day of Pentecost sequentially	Elaborates the events that took place on the day of Pentecost	Elaborates the events that took place on the day of Pentecost but omits minor steps	Elaborates the events that took place on the day of Pentecost but omits major steps
Ability to identify the contribution of the Holy Spirit to church growth and ecumenism	Identifies the contribution of the Holy Spirit to church growth and ecumenism and cites relevant examples	Identifies the contribution of the Holy Spirit to church growth and ecumenism	Identifies the contribution of the Holy Spirit to church growth and ecumenism but leaves out some information	Identifies the contribution of the Holy Spirit to church growth and ecumenism but leaves out a lot of information

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Church	<b>4.2 Gifts of the Holy Spirit</b>  <b>4 hours</b>	By the end of the sub- strand, the teacher trainee should be able to: <ol style="list-style-type: none"> <li>a) classify the nine gifts of the Holy Spirit according their distinct categories,</li> <li>b) establish how the gifts of the Holy Spirit are manifested in church today,</li> <li>c) devise learning experiences on the gifts of the Holy Spirit,</li> <li>d) model a lesson on the gifts of the Holy Spirit,</li> <li>e) desire to seek the guidance of the Holy Spirit in daily life.</li> </ol>	The teacher trainee to <ul style="list-style-type: none"> <li>• read 1Corinthians 12:8-11 and identify the nine gifts of the Holy Spirit,</li> <li>• make flash cards on the gifts of the Holy Spirit,</li> <li>• buzz on the manifestation of the gifts of the Holy Spirit today and make summary notes,</li> <li>• visit churches in the neighbourhood and write a report on how the gifts of the Holy Spirit are manifested,</li> <li>• use the primary CRE curriculum designs to develop learning experiences on the sub-strand “<i>Gifts of the Holy Spirit</i>”</li> <li>• model a lesson based on the gifts of the Holy Spirit,</li> <li>• peers to critique the lesson and give honest</li> </ul>	How are the gifts of the Holy Spirit manifested in the Church today?

			feedback on areas of improvement, • journal daily experiences on, how they are guided by the Holy Spirit in daily life.	
<b>Core competences to be Developed:</b> <ul style="list-style-type: none"> <li>• <b>Pedagogical content knowledge</b> is demonstrated as trainees devise more experiences and teach a micro lesson on the same.</li> <li>• <b>Learning to learn and reflective practice</b> is shown as trainees’ debate and critique each other’s presentation to improve their practise.</li> </ul>				
<b>Value</b> <ul style="list-style-type: none"> <li>• <b>Responsibility</b> is portrayed as trainees participate different tasks or assignments.</li> <li>• <b>Unity</b> is enhanced as trainees work together to perform different assignments as teams.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to classify the gifts of the Holy Spirit according their distinct categories	Classifies the nine gifts of the Holy Spirit according their distinct categories and cites relevant scriptures	Classify the nine gifts of the Holy Spirit according their distinct categories	Classifies eight to five gifts of the Holy Spirit according their distinct categories	Classifies four to one gift of the Holy Spirit according distinct categories
Ability to establish ways the gifts of the Holy Spirit are manifested in church today	Establishes ways the gifts of the Holy Spirit are manifested in church today giving details	Establishes ways the gifts of the Holy Spirit are manifested in church today	Establishes ways the gifts of the Holy Spirit are manifested in church today but omits minor details	Establishes ways the gifts of the Holy Spirit are manifested in church today but omits major details
Ability to Devise learning experiences on the gifts of the Holy Spirit	Devises learning experiences on the gifts of the Holy Spirit with ease	Devises learning experiences on the gifts of the Holy Spirit	Devises some learning experiences on the gifts of the Holy Spirit	Has challenges in devising learning experiences on the gifts of the Holy Spirit

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 The Church</b>	<b>4.3 The Fruit of the Holy Spirit</b>  <b>3 hours</b>	By the end of the sub-strand, the trainee should be able to: <ol style="list-style-type: none"> <li>a) describe the fruit of the Holy Spirit,</li> <li>b) elaborate ways the fruit of the spirit promotes peaceful coexistence,</li> <li>c) formulate learning outcomes on the fruit of the Holy Spirit,</li> <li>d) appreciate the work of the Holy Spirit in his/her life.</li> </ol>	The teacher trainee to <ul style="list-style-type: none"> <li>• read Galatians 5:22-23 and describe the fruit of the Holy Spirit,</li> <li>• compose and sing songs on the fruit of the Holy Spirit,</li> <li>• explain how the fruit of the spirit promotes peaceful coexistence among people and make a PowerPoint presentation,</li> <li>• design learning outcomes on the sub strand: <i>“The Fruit of the Holy Spirit.”</i></li> <li>• come up with learning experiences based on the learning outcomes and also develop key inquiry questions,</li> <li>• outline the learning resources that can be used to facilitate the sub- ,strand,</li> <li>• write an anecdotal record on how they exercise the fruit of</li> </ul>	Why is the fruit of the Holy Spirit important in the life of a Christian?

			the Holy Spirit.	
<b>Core competences to be Developed:</b> <ul style="list-style-type: none"> <li>• <b>Pedagogical content knowledge</b> is portrayed as trainees develop specific learning outcomes and learning experiences.</li> <li>• <b>Creativity and innovation</b> is shown as trainees compose and sing songs on the fruit of the Holy Spirit.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Unity is enhanced</b> as trainees work together to compose, brainstorm and sing songs.</li> <li>• <b>Peace:</b> trainees discuss how the fruit of the Holy Spirit promotes peaceful coexistence among people.</li> <li>• <b>Respect:</b> trainees use polite language to peer critique each other's work they also respect each other's views.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the fruit of the Holy Spirit	Describes the fruit of the Holy Spirit in details	Describes the fruit of the Holy Spirit	Describes the fruit of the Holy Spirit but omits some information	Describes the fruit of the Holy Spirit but omits a lot of information
Ability to elaborate ways the fruit of the Holy Spirit promotes peaceful coexistence	Elaborates ways the fruit of the Holy Spirit promotes peaceful coexistence and cites relevant examples	Elaborates ways the fruit of the Holy Spirit promotes peaceful coexistence	Elaborates ways the fruit of the Holy Spirit promotes peaceful coexistence but omits minor details	Elaborates ways the fruit of the Holy Spirit promotes peaceful coexistence but omits major details



Ability to formulate specific learning outcomes on the fruit of the Holy Spirit	Formulates specific learning outcomes on the fruit of the Holy Spirit in details	formulates specific learning outcomes on the fruit of the Holy Spirit	Formulates specific learning outcomes on the fruit of the Holy Spirit but omits minor details	Formulates specific learning outcomes on the fruit of the Holy Spirit but omits major details
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 The Church</b>	<b>4.4 The Early Church 4 hours</b>	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> <li>a) identify practices of believers in the early church,</li> <li>b) deduce lessons learnt from believers of the Early Church,</li> <li>c) establish how the problem of food distribution was resolved,</li> <li>d) elaborate the story of Ananias and Sapphira,</li> <li>e) compile lessons learnt from the story of Ananias and Sapphira,</li> <li>f) articulate values shown by believers of the Early Church,</li> <li>g) apply the values learnt in daily life.</li> </ul>	<p>The teacher trainee to</p> <ul style="list-style-type: none"> <li>• brainstorm on how the early church began and share findings with the class,</li> <li>• read Acts 2:42-47, 4:32-37, and explain how believers in the Early Church lived,</li> <li>• watch a video clip about the Early Church,</li> <li>• outline lessons learnt from believers of the Early Church and make notes,</li> <li>• read Acts 6:1-7 and explain how the problem of food distribution was resolved,</li> <li>• read Acts 5:1-11, relate the events that took place and lessons learnt,</li> <li>• identify values learnt from believers of the early Church,</li> <li>• use the internet or print resources to search for values learnt from believers of the Early Church,</li> <li>• buzz on how to apply the values in</li> </ul>	How did the Early Church begin?

			<p>daily life,</p> <ul style="list-style-type: none"> <li>• journal how they practise sharing in daily life,</li> <li>• participate in a community service activity, for example; visiting a needy person in the community</li> <li>• plan the CSL in advance as follows; identify a needy person, make contributions as a class, decide on the day of visit and write a report after the visit.</li> </ul>	
<p><b>Core competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Digital literacy skills</b> are demonstrated as trainees manage, use and manipulate digital devices.</li> <li>• <b>Citizenship</b> is shown as trainees organize a Community Service Learning activity and share with the needy.</li> <li>• <b>Learning to learn and reflective practice</b> is exhibited as apply values learnt in daily life.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Social justice:</b> trainees organize a community service activity and share with a needy person.</li> <li>• <b>Responsibility:</b> trainees follow laid down administration of their intended visit.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<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 practices of believers in the early church	Identifies practices of believers in the Early Church and cites relevant examples	Identifies practices of believers in the Early Church	Identifies practices of believers in the Early Church but leaves out some information	Identifies practices of believers in the Early Church but leaves out major information
Ability to deduce lessons learnt from believers of the Early Church	Deduces five lessons learnt from believers of the Early Church and cites relevant scriptures	Deduces five lessons learnt from believers of the Early Church	Deduces four to three lessons learnt from believers of the Early Church	Deduces two to one lesson learnt from believers of the Early Church
Ability to elaborate the story of Ananias and Sapphira	Elaborates the story of Ananias and Sapphira in details	Elaborates the story of Ananias and Sapphira	Elaborates the story of Ananias and Sapphira but omits minor details	Elaborates the story of Ananias and Sapphira but omits major details
Ability to articulate values shown by believers of the Early Church	Articulates five values shown by believers of the Early Church and gives relevant examples	Articulates five values shown by believers of the Early Church	Articulates four to three values shown by believers of the Early Church	Articulates two to one value shown by believers of the Early Church
Ability to apply values learnt in daily life	Constantly applies the values learnt in daily life	Applies the values learnt in daily life	Sometimes applies the values learnt in daily life	Apply the values learnt in daily life when prompted

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 The Church</b>	<b>4.5 Christian Worship</b>  <b>4 hours</b>	By the end of the sub-strand, the teacher trainee should be able to: a) establish common worship practices performed in the church today, b) explain the importance of worship in the life of a Christian, c) identify characteristics of religious extremism, cults and false doctrines in today's society, d) determine ways of detecting cults, religious extremism and false doctrines, e) utilize the word of God to discern false doctrines, cults and extremism,	The teacher trainee to <ul style="list-style-type: none"> <li>• brainstorm on common worship practices in the church today, such as (<i>thanksgiving, praise, prayer, fasting, giving offerings, tithing, and reading the word of God</i>),</li> <li>• explain the importance of worshipping God as a Christian believer,</li> <li>• research on characteristics of religious extremism, cult and false doctrines prevalent in today's society,</li> <li>• use charts or a digital device to make a presentation on characteristics of religious extremism, cults and false doctrines,</li> <li>• brainstorm on ways of detecting religious extremism,</li> <li>• read Matthew 7:15-20, Matthew 24:24-27, 1Timothy 4:1-3, Acts 20:28-30, 1 John</li> </ul>	<ol style="list-style-type: none"> <li>1. How is Christian worship conducted in the church today?</li> <li>2. How can you discern false doctrines?</li> </ol>

		<p>f) value true worship guided by the word of God.</p> <p>g) Christian worship and practices.</p>	<p>4:1-6, and make notes on how to know false teachings/false prophets using the word of God,</p> <ul style="list-style-type: none"> <li>• debate on the consequences of engaging in cults, religious extremism and false doctrines,</li> <li>• write sensitisation messages on characteristics of false teachings and pin them on the school noticeboard,</li> <li>• embrace the Holy Spirit to discern false teachings, cults and religious extremism.</li> </ul>	
<p><b>Core competences to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Digital literacy competency</b> is exhibited as trainees use, manage and utilize digital devices.</li> <li>• <b>Critical thinking and problem solving</b> is shown as trainees debate on the consequences of extremist worship and practices.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Integrity:</b> trainees discuss the consequences of extremist worship and practices.</li> <li>• <b>Patriotism:</b> trainees participate in true worship and avoid cults /extremism which is detrimental to the society.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to establish common worship practices performed in the church today	Establishes more than seven worship practices performed in the church today	Establishes seven worship practices performed in the church today	Establishes six to three worship practices performed in the church today	Establishes two to one worship practice performed in the church today
Ability to identify characteristics of religious extremism, cults and false doctrines in today's society	Identifies more than eight characteristics of religious extremism, cults and false doctrines in today's society	Identifies eight characteristics of religious extremism, cults and false doctrines in today's society	Identifies seven to four characteristics of religious extremism, cults and false doctrines in today's society	Identifies three to one characteristic of religious extremism, cults and false doctrines in today's society
Ability to utilize the word of God to discern false doctrines, cults and extremism	Constantly utilizes the word of God to discern false doctrines, cults and extremism	Utilizes the word of God to discern false doctrines, cults and extremism	Sometimes utilizes the word of God to discern false doctrines, cults and extremism	Hardly utilizes the word of God to discern false doctrines, cults and extremism

## 5.0:CHRISTIAN VALUES

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 Christian Values</b>	<b>5.1 Christian Values</b>  <b>3 hours</b>	<b>By the end of the sub-strand the teacher trainee should be able to:</b> a) establish Christian values from the scriptures provided, b) articulate the dangers of having a society without values, c) express the importance of practicing Christian values in daily life, d) utilize the life approach method to model a lesson on Christian values, e) apply Christian values in their day to	<b>The teacher trainee to</b> <ul style="list-style-type: none"> <li>• brainstorm on the meaning of Christian values,</li> <li>• compile a list of Christian values and write them on a chart or use a digital device,</li> <li>• read; Matthew 6:2-24- ,James 1:22-27, Luke 6:32-42,Galatians 6:7-8, Proverbs 1:8, Acts 10:2, draw out the Christian values and write them on a chart or use PowerPoint slides.</li> </ul> discuss the dangers of having a society without values and note down key points, <ul style="list-style-type: none"> <li>• discuss the importance of Christian values in addressing moral issues in the society,</li> <li>• model a lesson on Christian values ( use the EYE or Upper</li> </ul>	<ol style="list-style-type: none"> <li>1. How do Christian values promote social cohesion?</li> <li>2. Why should a teacher of CRE model Christian values?</li> <li>3. How do you apply Christian values in daily life?</li> </ol>



		f) day life, desire to practise Christian values in daily life.	Primary designs), <ul style="list-style-type: none"> <li>utilize the life approach methodology in facilitating the lesson,</li> <li>write a reflection journal on how they apply Christian values in daily life.</li> </ul>	
<b>Core competences to be Developed:</b> <ul style="list-style-type: none"> <li><b>Pedagogical content knowledge:</b> trainees utilize the life approach methodology in facilitating a lesson on values.</li> <li><b>Digital literacy:</b> trainees browse, access, find and use information from the internet.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li><b>Integrity:</b> trainees research and apply Christian values in their interaction with others.</li> <li><b>Love:</b> trainees apply values in daily life this brings social cohesion since love is a key value in Christian living.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to establish Christian values from the scriptures provided	Establishes Christian values from the scriptures provided and cites relevant examples	Establishes Christian values from the scriptures provided	Establishes Christian values from the scriptures provided but omits minor details	Establishes Christian values from the scriptures provided but omits major details
Ability to articulate the dangers of having a society without values	Articulates eight dangers of having a society without values and cites relevant examples	Articulates eight dangers of having a society without values	Articulate seven to four dangers of having a society without values	Articulates three to one danger of having a society without values
Ability to apply Christian values in their day- to- day life	Consistently applies Christian values in their day- to- day life	Applies Christian values in their day- to- day life	Sometimes applies Christian values in their day- to- day life	Applies Christian values in their day- to- day life when prompted

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 Christian Values</b>	<b>5.2 Human Sexuality</b>  <b>4 hours</b>	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>analyse Christian teachings on human sexuality,</li> <li>discuss the causes and consequences of engaging in irresponsible sexual behaviour,</li> <li>model a lesson on responsible sexual behaviour,</li> <li>utilize Christian values and life skills to overcome irresponsible sexual behaviour,</li> <li>desire to live a morally upright life.</li> </ol>	<p>The teacher trainee to</p> <ul style="list-style-type: none"> <li>read Genesis 1:27-28; 2:18-24, Mathew 19:4-5; 5:31-32; 1 Corinthians 6:12-20; 7, Ephesians 5:22), , 1 Peter 3:1-7, and summarise key points on human sexuality,</li> <li>make presentations on Christian teachings on human sexuality,</li> <li>research on forms, causes and consequences of irresponsible sexual behaviour and report findings to the class,</li> <li>model a lesson on responsible sexual behaviour and use the life approach method,</li> <li>develop a role play depicting values and skills necessary to prevent and avoid irresponsible sexual behaviour,</li> <li>list values and life skills needed to prevent irresponsible sexual behaviour,</li> </ul>	<p>How would you deal with cases of child sexual abuse?</p>

			<ul style="list-style-type: none"> <li>• write a reflection journal on how to apply the values and life skills listed to avoid irresponsible sexual behaviour.</li> </ul>	
<b>Core competences to be Developed:</b> <ul style="list-style-type: none"> <li>• <b>Pedagogical content knowledge:</b> trainees use the life approach to model a lesson on responsible sexual behaviour.</li> <li>• <b>Digital literacy:</b> trainees use a digital devices to research on forms, causes and consequences of irresponsible sexual behaviour.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Respect:</b> trainees make a class presentation and peer teach a lesson on responsible sexual behaviour.</li> <li>• <b>Responsibility:</b> trainees manipulate digital devices to find, manage and use information from the internet.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyse Christian teachings on human sexuality	Analyses Christian teachings on human sexuality in details	Analyses Christian teachings on human sexuality	Analyses Christian teachings on human sexuality but omits minor details	Analyses with Christian teachings on human sexuality but omits major details
Ability to model a lesson on responsible sexual behaviour	Models a lesson on responsible sexual behaviour and follows all the steps sequentially	Models a lesson on responsible sexual behaviour	Models a lesson on responsible sexual behaviour but omits a few steps	Models a lesson on responsible sexual behaviour but omits many steps

Ability to utilize Christian values and life skills to overcome irresponsible sexual behaviour	Consistently utilizes Christian values and life skills to overcome irresponsible sexual behaviour	Utilizes Christian values and life skills to overcome irresponsible sexual behaviour	Sometimes utilizes Christian values and life skills to overcome irresponsible sexual behaviour	Utilizes Christian values and life skills to overcome irresponsible sexual behaviour with guidance
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 Christian Values</b>	<b>5.3 Christian teaching on marriage and family</b>  <b>4 hours</b>	<p>By the end of the sub- strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>elaborate the meaning of marriage and family life,</li> <li>interpret Christian teachings on responsible parenthood,</li> <li>model a lesson on challenges facing families today,</li> <li>desire to have healthy family relationships.</li> </ol>	<p>The teacher trainee to</p> <ul style="list-style-type: none"> <li>read Genesis 1:27-28; 2:18-24, Exodus 20:12, Mathew 19:4-5; 5:31-32; 1 Corinthians 6:12-20; 7, Ephesians 5:22-6:4), Colossians 2:18-21, 1 Peter 3:1-7) to understand Christian teachings on marriage and family,</li> <li>make notes on Christian teachings on marriage and family as guided by the scriptures,</li> <li>search online for Bible verses on the roles and responsibilities of different family members,</li> <li>debate on the roles of parents and the duties of</li> </ul>	<p>Why is marriage and family life important?</p>

			children in a Christian family, <ul style="list-style-type: none"> <li>• model a lesson on how to address challenges facing families today.</li> </ul>	
<b>Core competences to be Developed:</b> <ul style="list-style-type: none"> <li>• <b>Pedagogical content knowledge:</b> trainees model a lesson on challenges facing families today.</li> <li>• <b>Citizenship and leadership:</b> trainees brainstorm on the roles and responsibilities of family members in promoting peaceful co-existence.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Love:</b> trainees share digital devices and other materials as they perform assigned tasks.</li> <li>• <b>Respect:</b> trainees give each other time to air views they also appreciate each other's opinions.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to elaborate the meaning of marriage and family life	Elaborates the meaning of marriage and family life and cites relevant scriptures	Elaborates the meaning of marriage and family life	Elaborates the meaning of marriage and family life but leaves out a few scriptures	Elaborates the meaning of marriage and family life but leaves out most scriptures

Ability to interpret Christian teachings on responsible parenthood	Interprets Christian teachings on responsible parenthood in details	Interprets Christian teachings on responsible parenthood	Interprets Christian teachings on responsible parenthood but leaves out minor details	Interprets Christian teachings on responsible parenthood but leaves out major details
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>5.0 Christian Values</b>	<b>5.4 Work and Leisure</b>  <b>5 hours</b>	By the end of the sub- strand, the teacher trainee should be able to: a) elaborate biblical teachings on leisure and work, b) discuss the relevance of leisure and work to Christians today, c) determine values and life-skills required for prudent use of leisure time, d) facilitate balance between work and leisure, e) desire to use leisure time responsibly.	The teacher trainee to <ul style="list-style-type: none"> <li>• read Proverbs 12:11, Acts 18:3; Colossians 3:23-24, 2 Thessalonians 3:7-12 and explain Biblical teachings on work,</li> <li>• read Genesis 2:1-3; 1 Samuel 16:23; Ecclesiastes 3:12-13; Luke 1:39-45 and explain Christian teaching on leisure,</li> <li>• read Genesis 9:20- 25; Proverbs 23:29-35 and Proverbs 20:1, 13 and draw out lessons learnt for presentation in class,</li> <li>• discuss the relevance of the biblical teachings on leisure and work to Christians today,</li> <li>• design and perform a skit on values and life-skills required for prudent use of leisure time,</li> <li>• participate in various leisure activities to nurture talents and for relaxation purposes,</li> <li>• compose and recite poems on the importance of work in nation building.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to work hard as a Christian?</li> <li>2. How can young people avoid misuse of leisure time?</li> </ol>

**Core competences to be Developed:**

- **Creativity and innovation:** trainees compose and recite poems.
- **Learning to learn and reflective practice:** trainees analyse misuse of leisure and report to class.

**Values:**

- **Unity:** trainees analyse scriptures in groups.
- **Patriotism:** trainees compose and recite poems on the importance of work in nation building.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to elaborate the biblical teachings on leisure and work	Elaborates the biblical teachings on leisure and work using illustrations	Elaborates the biblical teachings on leisure and work	Elaborates the biblical teachings on leisure and work but omits a few Bible verses	Elaborates the biblical teachings on leisure and work but omits many Bible verses
Ability to discuss the relevance of work and leisure to Christians today	Discusses the relevance of work and leisure to Christians today in details	Discusses the relevance of work and leisure to Christians today	Discusses the relevance of work and leisure to Christians today but omits minor details	Discusses the relevance of work and leisure to Christians today but omits major details

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
<b>5.0 Christian Values</b>	<b>5.5 Child safety and protection</b>  <b>4 hours</b>	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>a) examine the socio-cultural and economic practises that undermine child protection and safety,</li> <li>b) elaborate ways of promoting children rights,</li> <li>c) apply Biblical principles to protect children from all forms of abuse,</li> <li>d) explore strategies of ensuring child safety and security,</li> <li>e) desire to protect all children under their care.</li> </ol>	<p>The teacher-trainee is guided to:</p> <ul style="list-style-type: none"> <li>• describe the socio- cultural and economic practises that undermine child protection and safety,</li> <li>• brainstorm on the rights of children and protection measures to put in place to ensure their safety and wellbeing,</li> <li>• carry out research on forms of child abuse that interfere with child safety and protection such as (FGM, Early marriages),</li> <li>• discuss ways of protecting children rights in and out of school,</li> <li>• role play ways of enhancing safety of children in and out of school,</li> <li>• read bible texts on child protection(Psalms 82:3, Hebrew 11:23, Psalm 5:11-12, Matthew 18:10, Deuteronomy 6:7, Genesis 18:19,4:9),</li> <li>• visit children protection centres to learn about categories of children in</li> </ul>	<ol style="list-style-type: none"> <li>1. How is child safety in schools achieved?</li> <li>2. Why should rights of Children be protected?</li> </ol>

			<p>need of care and protection and strategies of achieving the same,</p> <ul style="list-style-type: none"> <li>• watch a video clip on the challenges facing vulnerable children in the society today,</li> <li>• suggest possible solutions to challenges facing children from vulnerable homes,</li> <li>• participate in charitable work to support vulnerable children in the neighbourhood.</li> </ul>	
<p><b>Core Competences to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Citizenship and leadership:</b> trainees visit child protection centres to identify vulnerable children.</li> <li>• <b>Creativity and innovation:</b> trainees write articles on Child Protection and safety.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Responsibility:</b> trainees discuss and demonstrate ways of protecting children's rights in and out of school.</li> <li>• <b>Social justice:</b> trainees suggest solutions to challenges faced by the vulnerable children in society.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to examine the socio-cultural and economic practises that undermine child protection and safety	Examines the socio-cultural and economic practises that undermine child protection and safety in details	Examines the socio-cultural and economic practises that undermine child protection and safety	Examines the socio-cultural and economic practises that undermine child protection and safety but omits minor details	Examines the socio-cultural and economic practises that undermine child protection and safety but omits major details
Ability to elaborate ways of promoting children rights	Elaborates ways of promoting children rights and cites relevant examples	Elaborates ways of promoting children rights	Elaborates ways of promoting children rights but leaves out some information	Elaborates ways of promoting children rights but leaves out major information
Ability to apply Biblical principles to protect children from all forms of abuse	Constantly applies Biblical principles to protect children from all forms of abuse	Applies Biblical principles to protect children from all forms of abuse	Sometimes applies Biblical principles to protect children from all forms of abuse	Applies Biblical principles to protect children from all forms of abuse with prompts.

## 6.0: CHRISTIAN LIVING TODAY

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.1 Friendship Formation</b>  <b>5 hours</b>	By the end of the sub-strand, the teacher-trainee should be able to: <ol style="list-style-type: none"> <li>analyse biblical teachings on friendship formation,</li> <li>discuss ways of promoting ethical teacher-learner interaction,</li> <li>determine ways of identifying a bully and mitigation measures,</li> <li>propose solutions on preventing bullying in schools,</li> <li>design learning experiences on appropriate friendship formation,</li> <li>value sustainable</li> </ol>	The teacher trainee to <ul style="list-style-type: none"> <li>search for relevant Bible texts on, '<i>good friends</i>' and discuss findings in class,</li> <li>brainstorm on ethical ways of having a healthy teacher-learner interaction,</li> <li>debate on how to avoid unethical teacher –learner interaction,</li> <li>role play differences between unhealthy and healthy teacher – learner interactions,</li> <li>brainstorm on how to identify a bully among learners,</li> <li>propose practical solutions to preventing bullying in schools,</li> <li>design learning experiences on friendship formation,</li> <li>use grade 4 or 5 CRE designs to model a lesson on friendship formation,</li> </ul>	Why is friendship an important aspect of human development?

		friendship for a cohesive society.	• use ICT devices to facilitate the lesson.	
<b>Core Competences to be Developed:</b> <ul style="list-style-type: none"> <li>• <b>Creativity and innovation:</b> trainees role play healthy and unhealthy teacher – learner relationships.</li> <li>• <b>Citizenship and leadership:</b> trainees research on ethical ways of having healthy teacher-learner relationships.</li> <li>• <b>Digital literacy:</b> trainees use varied digital devices to model a lesson.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Unity:</b> trainees debate on factors that can influence positive teacher-learner relationship.</li> <li>• <b>Responsibility:</b> trainees manipulate and manage digital devices appropriately. They also deliver expected outputs on time.</li> <li>• <b>Integrity:</b> trainees research on ethical ways of promoting healthy relationships between teachers and learners</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyse biblical teachings on friendship formation	Analyses biblical teachings on friendship formation and cites relevant bible texts	Analyse biblical teachings on friendship formation	Analyses biblical teachings on friendship formation but omits minor details	Analyses biblical teachings on friendship formation but omits major details
Ability to discuss ways of promoting ethical teacher-learner interaction	Discusses ways of promoting ethical teacher-learner interaction in details	Discusses ways of promoting ethical teacher-learner interaction	Discusses ways of promoting ethical teacher-learner interaction but leaves	Discusses ways of promoting ethical teacher-learner interaction but leaves

			out some information	out a lot of information
Ability to design learning experiences on appropriate friendship formation	positive teacher- learner relationship	Designs learning experiences on appropriate friendship formation teacher-learner relationship	Designs some learning experiences on appropriate friendship formation	Designs a few learning experiences on appropriate friendship formation teacher-learner relationship

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Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>0 Christian Living Today</b>	<b>6.2 Alcohol, Drug and Substance Abuse</b>  <b>5 hours</b>	By the end of the sub-strand, the teacher-trainee should be able to: a) elaborate biblical teachings on the effects of alcohol, drug and substance abuse, b) establish ways to detect alcohol, drug and substance use in a minor, c) identify values and life skills needed to prevent alcohol, drug and substances abuse, d) value mental health by preventing alcohol, drug and substance abuse among learners.	The teacher trainee to <ul style="list-style-type: none"> <li>• research on biblical texts which stipulate the effects of alcohol, drugs and substance abuse,</li> <li>• model a lesson on strategies of detecting alcohol, drug and substance abuse in minors,</li> <li>• brainstorm on ways and measures to help minors who are involved in alcohol ,drugs and substance abuse,</li> <li>• outline values and life skills from the Bible that can empower learners to avoid alcohol, drug and substance abuse,</li> <li>• come up with a role play on how to empower learners to shun alcohol,</li> </ul>	How can you prevent alcohol, drug and substance abuse in schools?

			drug and substance abuse.	
<p><b>Core competences to be Developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> trainees work together to research on the biblical teachings on the effects alcohol, drugs and substance abuse.</li> <li>• <b>Critical thinking and problem solving:</b> trainees model a lesson on strategies of detecting alcohol, drug and substance abuse in minors.</li> <li>• <b>Learning to Learn and reflective practice:</b> trainees use appropriate media to research on the biblical teaching on the use of drugs and substances.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Integrity:</b> trainees discuss role of values in helping learners to overcome alcohol, drug and substance abuse.</li> <li>• <b>Responsibility:</b> trainees role play integration of values in helping learners to overcome drug and substances abuse in schools.</li> </ul>				

<b>Suggested Formative Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to elaborate biblical teachings on the effects of alcohol, drug and substance abuse	Elaborates biblical teachings on the effects of alcohol, drug and substance abuse and cites relevant scriptures	Elaborates biblical teachings on the effects of alcohol, drug and substance abuse	Elaborates biblical teachings on the effects of alcohol, drug and substance abuse but omits a few scriptures	Elaborates biblical teachings on the effects of alcohol, drug and substance abuse but omits many scriptures
Ability to establish ways to detect alcohol, drug and substances use in a minor	Establishes ways to detect alcohol, drug and substances use in a minor in details	Establishes ways to detect alcohol, drug and substances use in a minor	Establishes ways to detect alcohol, drug and substances use in a minor but omits minor details	Establishes ways to detect alcohol, drug and substances use in a minor but omits major details
Ability to identify values and life skills needed to prevent alcohol, drug and substances abuse	Identifies all the values and life skills needed to prevent alcohol, drug and substances abuse	Identifies values and life skills needed to prevent alcohol, drug and substances abuse	Identifies some of the values and life skills needed to prevent alcohol, drug and substances abuse	Identifies a few values and life skills needed to prevent alcohol, drug and substances abuse

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>0 Christian Living Today</b>	<b>6.3 ICT Resources</b>  <b>4 hours</b>	By the end of the sub-strand the teacher-trainee should be able to: a) distinguish appropriate and inappropriate use of social media platforms, b) identify ethical issues to consider when using ICT resources, c) utilize ICT resources to facilitate a lesson of choice, d) apply ethical values when using ICT resources.	The teacher trainee to <ul style="list-style-type: none"> <li>• brainstorm on appropriate use of social media platforms,</li> <li>• discuss how social media is used inappropriately by young people and values needed to ensure proper use,</li> <li>• debate and identify age appropriate social media platforms to be used by pupils in the EYE and upper primary,</li> <li>• buzz on measures to take to ensure safety and security of learners (in EYE and upper primary) as they use and manipulate ICT resources in a classroom situation,</li> <li>• model a lesson and use ICT resources to facilitate it,</li> <li>• peer review the lesson by giving feedback on what went well and what requires improvement.</li> </ul>	<ol style="list-style-type: none"> <li>1. How are ICT resources used in learning?</li> <li>2. Why should you apply ethical rules in the use of ICT resources?</li> </ol>

**Core competences to be Developed:**

- **Digital literacy skills:** trainees use ICT resources to facilitate a lesson.
- **Communication and collaboration:** trainees brainstorm and debate on age appropriate social media platforms to be used in facilitating learning.

**Values:**

- **Integrity:** trainees select age appropriate social media platforms to be used by learners.
- **Responsibility:** trainees manipulate and manage social media platforms appropriately.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to distinguish appropriate and inappropriate use of social media platforms	Distinguishes appropriate and inappropriate use of social media platforms in details	Distinguishes appropriate and inappropriate use of social media platforms	Distinguishes appropriate and inappropriate use of social media platforms but omits minor details	Distinguishes appropriate and inappropriate use of social media platforms but omits major details
Ability to identify ethical issues to consider when using ICT resources	Identifies seven ethical issues to consider when using ICT resources illustratively	Identifies seven ethical issues to consider when using ICT resources	Identifies six to three ethical issues to consider when using ICT resources	Identifies two to one ethical issue to consider when using ICT resources
Ability to apply ethical values when using ICT resources	Constantly applies ethical values when using ICT resources	Applies ethical values when using ICT resources	Sometimes applies ethical values when using ICT resources	Seldom applies ethical values when using ICT resources

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