



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

CHRISTIAN RELIGIOUS EDUCATION

GRADE 5

First Published 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN: 978-9914-724-52-3

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



HON. EZEKIEL Ombaki MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



DR. BELIO R. KIPSANG, CBS
PRINCIPAL SECRETARY STATE DEPARTMENT FOR
EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



PROF. CHARLES O. ONG'ONDO, PhD., MBS.
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

TABLE OF CONTENTS

| | |
|--|-----|
| FOREWORD | iii |
| PREFACE..... | iv |
| ACKNOWLEDGEMENT | v |
| LESSON ALLOCATION AT UPPER PRIMARY | ix |
| LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION | ix |
| ESSENCE STATEMENT | x |
| SUBJECT GENERAL LEARNING OUTCOMES | x |
| SUMMARY OF STRANDS AND SUB STRANDS | xi |
| 1.0 CREATION..... | 1 |
| 2.0 THE BIBLE | 9 |
| 3.0 THE LIFE OF JESUS CHRIST | 27 |
| 4.0 THE CHURCH | 46 |
| 5.0 CHRISTIAN LIVING..... | 54 |
| 5.1 FRIENDSHIP FORMATION | 54 |
| COMMUNITY SERVICE LEARNING AT UPPER PRIMARY (GRADE 4-6)..... | 66 |
| APPENDIX 1: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES | 69 |

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION AT UPPER PRIMARY

| S/No | Learning Area | Number of Lessons |
|--------------|-----------------------------------|-------------------|
| 1. | English | 5 |
| 2. | Kiswahili / Kenya Sign Language | 4 |
| 3. | Mathematics | 5 |
| 4. | Christian Religious Education | 3 |
| 5. | Science & Technology | 4 |
| 6. | Agriculture | 4 |
| 7. | Social Studies | 3 |
| 8. | Creative Arts | 6 |
| | Programme of Pastoral Instruction | 1 |
| Total | | 35 |

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Christian Religious Education (CRE) is the study of God's Self-revelation to human beings through the Scriptures, the Person of Jesus Christ and the Holy Spirit. This learning area builds on the competencies introduced in Early Years of Education. Christian Religious Education enhances the learner's understanding and belief in God Almighty as the creator of the universe. The learner is firmly grounded in the Christian faith by reading the Holy Bible and practising its teachings through the guidance of the Holy Spirit. The life approach method will be used to enable the learner to apply knowledge, skills, attitudes and values in real life situations.

This is in line with constructivist theory which gives prominence to making links between the learner's own experiences, needs, interests, questions and beliefs. CRE provides interactive, collaborative and problem-solving learning experiences. This learning area therefore, endeavours to develop a God fearing, responsible, assertive, honest and obedient learner able to cope with the challenges of life.

Subject General Learning Outcomes

By the end of Primary Education, the learner should be able to:

- a) demonstrate an awareness of God as the sole Creator and Heavenly Father.
- b) apply the teachings of Jesus Christ in his/her interaction with others to form harmonious relationships.
- c) acquire Christian moral values and principles to be able to make informed decisions in day-to-day life.
- d) recognize the Church as the people of God and effectively serve as a responsible member.
- e) utilize Christian values and morals in the use of digital devices and social media platforms.
- f) appreciate the Bible as the Word of God and apply its teachings in day-to-day life.

SUMMARY OF STRANDS AND SUB STRANDS

| Strand | Sub Strand | Suggested Number of Lessons |
|------------------------------|---|-----------------------------|
| 1.0 Creation | 1.1 My Purpose (<i>Talents and Abilities</i>) | 3 |
| | 1.2 Work | 3 |
| | 1.3 The Fall of Man | 3 |
| | 1.4 Family Unity | 3 |
| 2.0 The Bible | 2.1 The Bible as a Guide | 3 |
| | 2.2 Bible Stories Peter and John in the Temple | 3 |
| | 2.3 King Solomon the Wise Ruler | 3 |
| | 2.4 Noah and his sons | 3 |
| | 2.5 A hand writes on the Wall | 3 |
| | 2.6 Mount Carmel Contest | 3 |
| | 2.7 God's Protection | 3 |
| | 2.8 The call of Moses | 3 |
| 3.0 The Life of Jesus Christ | 3.1 John the Baptist | 3 |
| | 3.2 The Baptism of Jesus Christ | 3 |
| | 3.3 Calming the Storm | 3 |
| | 3.4 Feeding the Four Thousand | 3 |
| | 3.5 Healing the Paralysed Man | 3 |
| | 3.6 Parable of the Lost Sheep | 3 |
| | 3.7 Sermon on the Mount | 3 |
| | 3.8 The Rich Young Ruler | 3 |
| | 3.9 A Friend at Midnight | 3 |

| | | |
|-------------------------|--|----|
| 4.0 The Church | 4.1 The Early Church | 3 |
| | 4.2 The Lords Supper | 3 |
| | 4.3 The Holy Spirit | 3 |
| | 4.4 Peter Miraculous Rescue | 3 |
| 5.0 Christian Living | 5.1 Friendship Formation | 3 |
| | 5.2 Human Sexuality | 3 |
| | 5.3 Sanctity of Life | 3 |
| | 5.4 Alcohol, drugs and Substance Abuse | 3 |
| | 5.5 Social Media | 3 |
| Total Number of Lessons | | 90 |

Note: The suggested number of lessons per sub strand may be less or more depending on the context.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------|--|--|--|---|
| 1.0 Creation | 1.1 My purpose Talents and abilities 3 lessons | By the end of the sub-strand, the learner should be able to: a) identify God’s purpose for his or her life to live meaningfully, b) narrate the parable of the talents, c) apply lessons learnt from the parable in their day-to-day life, d) participate in different activities to nurture their talents, gifts and abilities. | The learner is guided to: <ul style="list-style-type: none"> • brainstorm. in small groups, the meaning of talents, gifts and abilities, • write on flash cards activities they like doing at home, school and in church, • in groups, discuss how the activities they have listed aid in nurturing their talents, gifts and abilities, • discuss God’s purpose for his or her life; Jeremiah 29:11, • in pairs, list what they want to become in future, • discuss why it is important to live a purposeful life, • in turns, read Matthew 25:14-30 on the parable of the talents and narrate how different talents were used, • watch a video clip on the parable of the talents and list lessons learnt, • read James 1:17A and say what they have learnt, | <ol style="list-style-type: none"> 1. Why is it important to know your talents, gifts and abilities? 2. How do you nurture your talents, gifts and abilities? |

| | | | | |
|---|--|--|---|--|
| | | | <ul style="list-style-type: none"> • write 1Peter 4:10 on flash cards and recite it, • compose songs or poems on how they nurture their talents, gifts and abilities. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of knowing ‘who I am, is nurtured as learners share about their God-given gifts, talents and abilities. • Digital literacy: the skill of connecting with digital devices is enhanced as learners watch a video clip on the parable of talents. | | | | |
| <p>Pertinent and Contemporary Issues: Human rights and responsibilities: learners brainstorm on God’s purpose for their lives and why it is important to live a purposeful life.</p> | | | | |
| <p>Link to Values: Responsibility: learners share how they nurture their talents.</p> | | | | |
| <p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> • Social Studies: social interactions skills are applied as they learn about their God-given talents and abilities. • English: reading skills are applied as they read Bible texts. • Creative Arts: the skill of performing is enhanced as they compose and sing songs. | | | | |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------|---------------------------------|--|--|--|
| 1.0 Creation | 1.2 Work <i>3 lessons</i> | By the end of the sub-strand, the learner should be able to: a) identify three responsibilities given to human beings by God, b) demonstrate good stewardship by taking care of God's creation, c) outline their roles at home, school and church, d) explain the causes of child labour today, e) explain the effects of child labour for protection of self and others, f) desire to engage in age-appropriate tasks/chores. | The learner is guided to: <ul style="list-style-type: none"> • read Genesis 1:26 and Genesis 2:15 and list responsibilities given to human beings by God, • list chores they do at home, school and in the community, • buzz on how they take care of the environment at home and at school, • come up with different projects at school or home e.g. <i>plant trees/ vegetables, rear chicken and nurture the projects until they get results/harvest,</i> • brainstorm on the meaning of 'child labour', • outline the causes of child labour today, • list the negative effects of child labour, • mention whom to report to if forced into child labour, • list age-appropriate tasks or chores they should engage in. | <ol style="list-style-type: none"> 1. Why should you work? 2. Why is child labour an abuse of the rights of a child? |

Core Competencies to be developed:

- Citizenship: family life skills are demonstrated as learners identify their roles at home, school and church.
- Critical thinking and problem solving: the skill of interpretation and inference is exhibited as learners identify causes of child labour and ways of eliminating the vice.

Pertinent and Contemporary Issues:

Children Rights: learners know their rights and where to report if forced into child labour.

Values:

Social justice: learners identify forms of child labour and how to report the vice.

Links to other Learning Areas:

Agriculture: the skill of farming is nurtured as learners start different projects at school or home e.g. plant trees/ vegetables and nurture the projects until they get results/harvest.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|--|--|--|-----------------------------------|
| 1.0 Creation | 1.3 The Fall of Man <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: a) describe the fall of man according to Genesis 3:1-11, b) outline five lessons learnt from the fall of man, c) desire to be obedient in day-to- day life. | The learner is guided to: <ul style="list-style-type: none"> • in groups, brainstorm on the importance of obedience, • share experiences on how they obey their parents and teachers, • read Genesis 3:1-11 in turns and explain the fall of man, • brainstorm on why they should obey rules and regulations, • discuss lessons learnt from the fall of man (Adam and Eve), • discuss the benefits of being an obedient person. | Why is it important to obey God? |
| <p>Core competencies to be developed: Learning to learn: the skill of self-discipline is exhibited as learners obey parents and teachers.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Human rights and responsibilities: learners brainstorm on the benefits of being an obedient person.</p> | | | | |
| <p>Values: Responsibility: learners obey rules and regulation at home and school.</p> | | | | |
| <p>Links to other Learning Areas: Social Studies: interpersonal skills are nurtured as learners brainstorm on factors that brought the fall of the first human beings and the benefits of obedience.</p> | | | | |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------|---|---|--|---|
| 1.0 Creation | 1.4 Family Unity <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: a) describe the importance of family unity, b) identify challenges faced by families today, c) outline ways he/she can contribute to a happy family, d) take part in doing simple chores at home. | The learner is guided to: <ul style="list-style-type: none"> • list factors that promote family unity and share with the class, • explain the importance of family unity, • read Colossians 3:13-14 and share lessons learnt, • list the challenges they face as a family, • in pairs, discuss ways in which they overcome challenges faced in their families, • say how they can make their family happy as young people, • sing a song about family unity. | <ol style="list-style-type: none"> 1. Why is family unity important? 2. How can family unity be maintained? |

Core Competencies to be developed:

- Critical thinking and problem solving: the skill of evaluation and decision making is applied as learners identify challenges faced by families and how to overcome them.
- Citizenship: the skill of information and communication is enhanced as learners list ways of making the family happy.

Pertinent and Contemporary Issues:

- Social cohesion: learners discuss ways of contributing to a happy family.

Values:

Unity: learners list factors that promote family unity.

Links to other Learning Areas:

- Social Studies: interpersonal skills are enhanced as they learn about family relationships.
- English: reading, writing and listening skills are nurtured as learners discuss ways of promoting a happy family.

Assessment Rubric

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|---|--|---|--|
| Ability to use God-given talents and abilities responsibly | Uses God-given talents and abilities responsibly and encourages others to do the same | Uses God-given talents and abilities responsibly | Uses God-given talents and abilities responsibly with prompting | Has difficulty using God-given talents and abilities responsibly even with prompting |
| Ability to identify three responsibilities given to human beings by God | Identifies three responsibilities given to human beings by God and cites relevant Bible texts | Identifies three responsibilities given to human beings by God | Identifies two responsibilities given to human beings by God | Identifies one responsibility given to human beings by God |
| Ability to explain five lessons learnt from the fall of man | Explains five lessons learnt from the fall of man and cites relevant Bible texts | Explains five lessons learnt from the fall of man | Explains three to four lessons learnt from the fall of man | Explains one to two lessons learnt from the fall of man |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------|--|---|--|--|
| 2.0 The Bible | 2.1 The Bible as a Guide <i>2 lessons</i> | By the end of the sub-strand, the learner should be able to: a) outline different uses of the Bible in society today, b) identify the benefits of reading the Bible, c) read the Bible always to grow spiritually. | The learner is guided to: <ul style="list-style-type: none"> • list different uses of the Bible in society today, • brainstorm on the benefits of reading the Bible, • write summary points on how the word of God guides him or her in daily life, • write Joshua 1:8, and Psalms 1:1-3 on flash cards and state the benefits of reading the Bible, • find out from parents or guardians the importance of reading the Bible and make notes, • share how the Bible helps them to relate well with others at school, home, church and in the community, • sing relevant songs about the word of God. | Why should the Bible guide us in daily life? |

Core Competencies to be developed:

- Communication: writing skills are enhanced as learners write messages from the Bible on flash cards.
- Learning to learn: the skill of reflection on own learning is enhanced as learners find out from their parents or guardians the importance of reading the Bible.

Pertinent and Contemporary Issues:

Unity is nurtured as learners share how the Bible guides them to relate with others in class, school, home and in the community.

Values:

Love: learners respect each other during group discussions.

Links to other Learning Areas:

- Creative Arts: creative skills are applied as they sing.
- English: the skill of reading is applied as they read the Bible.
- Social Studies: interpersonal skills are enhanced as learners live in harmony with others.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key inquiry Question(s) |
|--------------------------------|--|--|--|--|
| 2.0 The Bible | 2.2 Bible Stories: <i>Peter and John in the Temple</i> <i>3 lessons</i> | By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate the story of Peter and John in the Temple, b) outline lessons learnt from the story of Peter and John, c) discuss why Christians should stand firm in their faith d) desire to stand firm in their Christian faith. | The learner is guided to: <ul style="list-style-type: none"> • in groups, brainstorm on occasions they demonstrated faith in God, • in turns, read Acts 4:1-5, 7-13 and outline lessons learnt from the story of Peter and John, • read Acts 4:12 and state how they respond to salvation call, • watch a video clip on the story of Peter and John, • brainstorm on how and why Christians should stand firm in their faith, • compose a poem on faith, • sing a relevant song on having faith in God. | How did Peter and John demonstrate faith in God? |

Core Competencies to be developed:

- Digital literacy: the skill of using and interacting with technology is enhanced as learners watch a video clip on the story of Peter and John.
- Communication: the skills of listening and speaking are enhanced as learners brainstorm on occasions when they demonstrated faith in God.

Pertinent and Contemporary Issues:

Leadership: learners outline and emulate good qualities learnt from the story of Peter and John in the Temple.

Values:

Unity: learners take turns to read scriptures and respect each other's opinion during group discussions.

Links to other Learning Areas:

- Social Studies: learners defend what is right and just.
- English: learners develop language skills as they compose a poem.
- Creative arts: learners nurture performing skills as they compose and sing a song.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|--|---|--|--|
| 2.0 The Bible | 2.3 King Solomon the wise ruler <i>3 lessons</i> | By the end of the sub-strand, the learner should be able to: a) narrate the story of King Solomon, b) outline lessons learnt from the story of King Solomon, c) apply lessons learnt from the story of King Solomon in daily life d) make wise decisions in daily life. | The learner is guided to: <ul style="list-style-type: none"> • discuss how they solve disputes in class, • in turns, read 1Kings 3:16-28 and retell the story of King Solomon, • watch a video clip on Solomon and the two women in dispute, • narrate situations/scenarios when they used wisdom to solve a problem, • list lessons learnt from the story of King Solomon, • read Proverbs 9:10 and share with classmates what they have learnt, • write Proverbs 9:10 on a flash card and recite it. | How did Solomon demonstrate wisdom in his judgement? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skills of listening, speaking and teamwork are enhanced as learners discuss how they solve disputes in class. • Self-efficacy: the skill of saying their needs is nurtured as learners narrate situations/scenarios when they used wisdom to solve a problem. | | | | |

Pertinent and Contemporary Issues:

Leadership and good governance: learners discuss how they solve disputes and narrate situations/scenarios where they used wisdom to solve a problem.

Values:

- Peace: learners narrate situations/scenarios when they used wisdom to solve a problem.
- Social justice is inculcated as learners learn about fairness from the story of King Solomon.

Links to other Learning areas:

- English: reading skills are enhanced as learners read and discuss in groups.
- Science and Technology: the skill of interacting and using technology is nurtured as learners use a digital device to watch a video clip.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|--|--|---|---|
| 2.0 The Bible | 2.4 Noah and his sons <i>3 lessons</i> | By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate the story of Noah and his sons, b) explain five ways of showing respect to the elderly, c) respect the elderly at home, church and in the community. | The learner is guided to: <ul style="list-style-type: none"> • in turns, read Genesis 9:18-23 about Noah and his sons, • in groups, discuss lessons learnt from the story of Noah, • write the names of Noah’s sons on a paper or use a digital device, • list the benefits of respecting the elderly, • role-play how to show respect to the elderly at home and in public places, • explain the importance of respecting the elderly in today’s society • compose a poem titled, ‘<i>respect the elderly.</i>’ | Why is the story of Noah still relevant in today’s society? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Imagination and Creativity: the skill of originality is nurtured as learners role-play how to show respect to the elderly. • Critical thinking and problem solving: active listening and communication skills are nurtured as learners list the benefits of respecting the elderly. | | | | |

Pertinent and Contemporary Issues:

- Social cohesion: learners role-play how to show respect to the elderly in public places.

Links to Values:

- **Respect:** learners treat the elderly with respect.

Links to other Learning Areas:

- English: the skill of writing is nurtured as learners compose a poem.
- Science and Technology: the skill of using and interacting with technology is enhanced as learners use a digital device to write the names of Noah's sons.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(S) |
|--------------------------------|--|---|---|--------------------------------------|
| 2.0 The Bible | 2.5 A hand writes on the wall <i>3 lessons</i> | By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the story of a hand writing on the wall, b) outline lessons learnt from the story, c) list five benefits of humility as guided by the story, d) emulate Daniel's example by being faithful to God. | The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of the word, 'humility', • list sacred vessels used in their churches, • in turns, read Daniel 5:1-13; 25-28 and narrate the story, • list the holy vessels mentioned in the story, • watch a video clip on the story and outline lessons learnt, • outline qualities portrayed by Daniel from the story, • debate on the advantages of humility, • list ways in which they can show excellence in whatever they do at home, school and in church. | Why did the hand appear on the wall? |

Core Competencies to be developed:

- Learning to learn: the skill of learning independently is nurtured as learners list vessels used in their churches.
- Critical thinking and problem solving: the skill of interpretation and inference is nurtured as learners outline qualities portrayed by Daniel in the story.

Pertinent and Contemporary Issues:

Leadership and good governance: learners outline and emulate leadership qualities portrayed by Daniel in the story.

Values:

Unity: learners work in pairs and groups and take turns to air their views.

Links to other Learning areas:

- English: the skills of reading and speaking are applied as they read the Bible.
- Science and Technology: the skill of using and interacting with technology is nurtured as they watch a video clip.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------------------|---|---|---|---|
| 2.0 The Bible | 2.6 Mount Carmel Contest <i>3 lessons</i> | By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate the story of Mount Carmel contest, b) distinguish between true and false gods, c) outline lessons learnt from Mount Carmel contest, d) emulate prophet Elijah by worshipping the true God. | The learner is guided to: <ul style="list-style-type: none"> • brainstorm on reasons that lead to the worship of idol gods today, • state why idol worship is against the Ten Commandments and avoid being lured into it, • in turns, read 1Kings 18:22-39 and narrate the story of Mount Carmel contest, • watch a video clip on Mount Carmel contest, • list the differences between the true and false gods from the contest, • describe lessons learnt from Mount Carmel Contest, • discuss why Elijah defended the worship of the true God, • explain why it is good to worship the true God alone, • list false religions, cults, idol worship, devil worship, radicalised groups in today's society and how | How was God's power demonstrated in this story? |

| | | | | |
|--|--|--|--|--|
| | | | <p>to avoid joining such groups,</p> <ul style="list-style-type: none"> • pray to God for guidance to overcome and avoid ungodly groups/idol worship. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of learning independently is enhanced as learners list false religions, cults, devil worship and radicalised groups in today’s society and how to avoid joining such groups. • Critical thinking and problem solving: the skill of evaluation and decision making is enhanced as learners avoid idol worship/devil worship/radicalised groups/cults/illuminati. | | | | |
| <p>Pertinent and Contemporary Issues: Leadership and good governance: learners discuss why Elijah defended the worship of the true God.</p> | | | | |
| <p>Values: Love is nurtured as learners discuss why Elijah defended the worship of the true God.</p> | | | | |
| <p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> • Science and Technology: the skill of using technology is nurtured as learners use digital devices. • Social Studies: they learn about natural features, that is, Mount Carmel. | | | | |

| Strand | Sub-Stand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|-----------------------------------|
| 2.0 The Bible | 2.7 The Birth of Moses <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) narrate the story of Moses according to the scriptures, b) outline lessons learnt from the story of Moses, c) desire to depend on God’s guidance and protection. | The learner is guided to: <ul style="list-style-type: none"> • share experiences of when and how God protected them from danger, • read Exodus 2:1-10 in turns and narrate the story, • watch a video clip about Moses, • discuss lessons learnt from the story and write summary points, • state values learnt from the story of Moses, • sing a song related to the birth of Moses. | How was Moses protected by God? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: the skill of using and interacting with technology is enhanced as learners watch a video clip about Moses. • Citizenship: the skill of active community service is enhanced as they learn how Pharaoh’s daughter though an Egyptian rescued an Israelite (Moses). | | | | |

Pertinent and Contemporary Issues:

- Child care and protection and children rights are exhibited as learners discuss values learnt from the story.

Values:

- Love is nurtured as they brainstorm on caring for others.
- Social justice is portrayed as they state values they have learnt from the story.

Links to other learning activity areas:

- Creative Arts: the skill of pitch and rhythm is enhanced as learners sing a relevant song.
- Social Studies: the skill of care and protection is enhanced as learners learn about children rights.
- Agriculture: the skill of homemaking and family life is nurtured as they learn that Pharaoh's daughter hired a care taker for Moses.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--------------------------|--|---|--|--|
| 2.0 The Bible | 2.8 The call of Moses <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: a) narrate the call of Moses in Exodus 3:1-10, b) outline lessons learnt from the call of Moses, c) explain ways Christian leaders obey God's instructions today, d) desire to obey God in day-to-day life. | The learner is guided to: <ul style="list-style-type: none"> • brainstorm on why they should participate in church activities, • in groups, read Exodus 3:1-10 and narrate the call of Moses, • watch a video clip on the call of Moses, • role-play the call of Moses, • discuss lessons learnt from the call of Moses, • discuss with parents or guardians how Christian leaders obey God's instructions today, • list values learnt from Moses and write them on a chart. | <ol style="list-style-type: none"> 1. Why did God call Moses? 2. How did Moses portray obedience to God? |

Core competencies to be developed:

- Learning to learn: the skill of learning independently is nurtured as learners discuss with parents/guardians how Christian leaders obey God's instructions in the society today.
- Imagination and creativity: the skills of originality and experimentation are enhanced as learners role-play the call of Moses.

Pertinent and Contemporary Issues:

- Nationalism: learners discuss with parents/guardians how Christian leaders obey God's instructions in society today.

Values:

Responsibility: learners list values demonstrated by Moses and summarise them on a chart.

Links to other Learning Areas:

Agriculture: the skill of animal husbandry is nurtured as learners learn how Moses took care of his father-in-law's flock.

Suggested Assessment Rubrics

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|---|---|--|--|
| Ability to identify the benefits of using the Bible as a daily guide | Outlines the benefits of using the Bible as a daily guide and gives relevant examples | Outlines the benefits of using the Bible as a daily guide | Outlines some benefits of using the Bible as a daily guide when prompted | Has challenges outlining the benefits of using the Bible as a daily guide even when prompted |
| Ability to discuss why Christians should stand firm in their faith | Discusses why Christians should stand firm in their faith in details | Discusses why Christians should stand firm in their faith | Discusses why Christians should stand firm in their faith with guidance | Has challenges discussing why Christians should stand firm in their faith even with guidance |
| Ability to narrate the story of King Solomon | Narrates the story of King Solomon in details | Narrates the story of King Solomon | Narrates the story of King Solomon with guidance | Has challenges narrating the story of King Solomon even with guidance |
| Ability to explain five ways of showing respect to the elderly | Explains five ways of showing respect to the elderly and cites relevant examples | Explains five ways of showing respect to the elderly | Explains three to four ways of showing respect to the elderly | Explains one to two ways of showing respect to the elderly |

| | | | | |
|---|---|---|---|--|
| Ability to list five benefits of humility as guided by the story | Lists five benefits of humility as guided by the story citing relevant Bible texts | Lists five benefits of humility as guided by the story | Lists three to four benefits of humility as guided by the story | Lists one to two benefits of humility as guided by the story |
| Ability to distinguish between true and false gods | Distinguishes between true and false gods and cites relevant Bible texts in details | Distinguishes between true and false gods | Distinguishes between true and false gods with guidance | Has challenges distinguishing between true and false gods even with guidance |
| Ability to narrate the story of Moses according to the scriptures | Narrates the story of Moses according to the scriptures in details | Narrates the story of Moses according to the scriptures | Narrates the story of Moses according to the scriptures with guidance | Has challenges narrating the story of Moses according to the scriptures even with guidance |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|--|
| 3.0 The Life of Jesus Christ | 3.1 John the Baptist <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) explain the teachings of John the Baptist, b) outline four lessons learnt from the teachings of John the Baptist, c) practise the values learnt from the teachings of John the Baptist, d) desire to be a God-fearing Christian as exemplified by John the Baptist. | The learner is guided to: <ul style="list-style-type: none"> • list the causes of social injustices in the society today, • brainstorm on the meaning of repentance, • read and respond to the repentance call in Luke 3:3, • read Luke 3:9-14 and make notes on the teachings of John the Baptist, • state lessons learnt from the teachings of John the Baptist • list values learnt from the teachings of John the Baptist, • say how they practise the values mentioned in the Bible text. | Why is the message of John the Baptist still relevant today? |

Core competencies to be developed:

- Critical thinking and problem solving: the skill of explanation and reflection is enhanced as learners brainstorm on the meaning and causes of social injustices in society today.
- Self-efficacy: the skill of saying ‘my needs’ is enhanced as learners say how they practise the values mentioned in the Bible texts.

Pertinent and Contemporary Issues:

- Social cohesion is nurtured as they learn the need to practise justice in their daily interactions.

Values:

- Respect is portrayed as they learn the importance of having positive regard towards self and others without prejudice.
- Social justice is portrayed as they learn how to promote fairness and justice among members of the community.

Link to other Learning areas:

- Social Studies: the skill of justice and mercy is nurtured as they brainstorm on the importance of a just society where people repent their sins.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|--|---|--|---|
| 3.0 The Life of Jesus Christ | 3.2 The Baptism of Jesus Christ <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) outline the events that took place during the baptism of Jesus Christ, b) state the importance of baptism in the life of a Christian, c) emulate Jesus Christ by exercising humility in day-to-day life. | The learner is guided to: <ul style="list-style-type: none"> • explain the meaning of baptism, • in pairs, read Luke 3:21-22, • in groups, identify the key events that took place during the baptism of Jesus Christ, • draw pictures on the events that took place during the baptism of Jesus Christ, • in groups, discuss the importance of baptism in the life of a Christian. | <ol style="list-style-type: none"> 1. Why was Jesus Christ baptised? 2. What is the importance of baptism in the life of a Christian? |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skills of reading, speaking and listening are enhanced as learners conduct group discussions. • Imagination and creativity: the skill of originality and exploration is enhanced as learners draw pictures on the events that took place during the baptism of Jesus Christ. • Critical thinking and problem solving: the skills of communication and active listening are enhanced as learners discuss the importance of baptism in the life of a Christian. | | | | |

Pertinent and Contemporary Issues:

Social Cohesion: learners work in pairs and groups hence appreciate and embrace their diversity.

Values:

Respect: learners respect each other's views during group discussions and as they take turns to air their views.

Links to other Learning Areas:

- Social Studies: the skill of equity is nurtured as learners reflect on the value of sharing.
- English: the skill of reading and speaking is enhanced as learners read the Bible.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|--|--|--|--|
| 3.0 The Life of Jesus Christ | 3.3 Calming the Storm <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) narrate the miracle of calming the storm, b) discuss lessons learnt from the miracle of calming the storm, c) explain challenges faced by Christians today, d) desire to depend on God to overcome daily challenges. | The learner is guided to: <ul style="list-style-type: none"> • in pairs, brainstorm on challenges they face in day-to-day life, • read and narrate the miracle according to Mark 4:35-39, • watch a video clip on Jesus calming the storm, • discuss how Jesus Christ showed power over nature, • list lessons learnt from the miracle of calming the storm, • sing a song about Jesus calming the storm, • discuss challenges facing Christians today, • say how they depend on God to overcome challenges, • write a poem on God's power over nature. | How is God's power over nature portrayed in calming the storm? |

Core Competencies to be developed:

- Self-efficacy: the skill of 'knowing who I am' is enhanced as learners say how they depend on God's power to overcome challenges.
- Critical thinking and problem solving: the skill of evaluation and decision making is enhanced as learners discuss how Jesus demonstrated His power over nature.

Pertinent and Contemporary Issues:

- Safety and security: learners brainstorm on life-threatening situations people face in life as they watch a video clip on Jesus calming the storm.

Values,

- Peace is inculcated as learners discuss lessons learnt from the miracle of Jesus calming the storm.

Links to other Learning Areas:

- Creative Arts: the skills of dancing and movement are nurtured as learners sing songs and compose poems.
- Social Studies: the skill of interpreting maps and locations are exhibited as they identify the sea of Galilee on a map.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|--|--|---|--|
| 3.0 The Life of Jesus | 3.4 Feeding the four thousand <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) list four ways of helping the needy in today's society, b) describe the miracle of feeding the four thousand, c) outline lessons learnt from the feeding of the four thousand, d) practise the value of love by helping the needy. | The learner is guided to: <ul style="list-style-type: none"> • share experiences of how he or she helped a person or persons in need, • in groups, list ways of helping the needy in society, • in pairs, read Matthew 15:32-38 and retell the story of feeding the four thousand men, • draw pictures about the miracle of feeding the four thousand men, • watch a video clip on the feeding of the four thousand men, • in groups, discuss and summarise lessons learnt from miracle of feeding the four thousand men, • write a reflection journal on how to help those in need. | <ol style="list-style-type: none"> 1. How did Jesus Christ show compassion? 2. Why should Christians help the needy? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: the skills of communication and self-expression are enhanced as learners role-play the feeding of the four thousand. • Critical thinking and problem solving: the skill of reflection is enhanced as learners discuss ways of showing kindness to those in need. | | | | |

Pertinent and Contemporary Issues:

Social awareness skills: empathy is exhibited as learners write a reflection journal on how to help those in need.

Values:

Love: learners discuss why showing kindness to others is important as demonstrated by Jesus Christ when He fed the four thousand men.

Links to other Learning Areas:

- Agriculture: Jesus was concerned that those listening to Him were hungry hence provided them with food.
- English: the skills of reading, speaking and listening are exhibited as learners engage in activities and learn new words.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|--|---|---|--|
| 3.0 The Life of Jesus | 3.5 Healing the Paralysed Man <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) describe the healing of the paralysed man, b) outline lessons learnt from the healing of the paralysed man, c) desire to pray to God when faced with challenges in life. | The learner is guided to: <ul style="list-style-type: none"> • share experiences of challenges they face in life, • brainstorm on the importance of depending on God when faced with challenges such as <i>sickness or disease</i>, • in pairs, read and retell the miracle in Mark 2:1-5, • watch a video clip on Jesus healing the paralysed man, • in groups, discuss lessons learnt from the healing of the paralysed man, • compose and sing a song on the healing power of God. | Why is the healing of the paralysed man significant to Christians today? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of learning independently is enhanced as learners appreciate the miracle of healing the paralytic. • Digital literacy: the skill of using and interacting with technology is enhanced as learners watch a video clip on the healing of the paralytic. | | | | |

Pertinent and Contemporary Issues:

- Non-communicable diseases: learners become aware of the causes and effects of paralysis.
- Human rights and responsibilities: learners discuss different ways people solve their problems.

Values:

- Love: compassion is nurtured as learners show concern for the needy in their communities.
- Social justice: learners show empathy as they identify and attend to those who are suffering in their families, school and church.

Links to other learning areas:

- Agriculture: the skill of health and hygiene is enhanced as learners learn about paralysis.
- English: the skill of reading is nurtured as learners learn new vocabulary and as they read the Holy Bible.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|--|---|---|---|
| 3.0 The Life and Ministry of Jesus Christ | 3.6 Parable of the Lost Sheep <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: a) narrate the parable of the lost sheep, b) outline five lessons learnt from the parable of the lost sheep, c) reach out to the lost as taught by Jesus Christ. | The learner is guided to: <ul style="list-style-type: none"> • brainstorm on ways they evangelise to the lost/sinners, • in pairs, read Luke 15:1-7 and narrate the parable of the lost sheep, • role-play the parable of the lost sheep, • in groups, list lessons learnt from the parable of the lost sheep, • read Luke 15:7 and say how they respond to repentance, • compose a poem on God’s love for the lost. | Why is the parable of the lost sheep significant to Christians today? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Imagination and creativity: the skills of originality and exploration are enhanced as learners role-play the parable of the lost sheep. • Learning to learn: the skill of learning independently is enhanced as learners list lessons learnt from the parable. | | | | |
| <p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Leadership and good governance are enhanced as different learners take on different roles to perform tasks. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Responsibility: learners reach out to the lost through evangelisation. | | | | |
| <p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> • English: the skills of reading and speaking are nurtured as learners read and recite Bible verses. • Creative Arts: the skill of composing is enhanced as learners compose a poem on God’s love for the lost. | | | | |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|--|--|--|--|
| 3.0 Life of Jesus | 3.7 Sermon on the Mount <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) list virtues outlined in the Sermon on the Mountain, b) apply the virtues in their interaction with others, c) desire to live harmoniously with others. | The learner is guided to: <ul style="list-style-type: none"> • discuss how they should relate with their peers during interclass competitions, • list the values that can enhance good relations during inter-class competitions, • use flash cards to list and display the values • discuss how they apply the virtues in Matthew 5:7-9 in their daily lives, • in pairs, brainstorm how they demonstrate mercy and peace while dealing with others, • reflect on the meaning of a '<i>pure heart,</i>' and write their reflections in a journal. | How does the Sermon on the Mount foster harmonious co-existence? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of 'knowing who I am' is enhanced as learners share incidences when they demonstrated different virtues (mercy, purity of heart, peace). • Citizenship: active community life skills are enhanced as learners list the values that can enhance good interpersonal relationships during inter-class competitions. | | | | |

Pertinent and Contemporary Issues:

Social cohesion: human rights and responsibilities are exhibited as they treat each other well without prejudice.

Values:

- Peace: learners live harmoniously with each other.
- Social justice: learners promote peace by treating each other with dignity.

Links to other Learning Areas:

- Social Studies: the skill of social cohesion is enhanced as they learn how to live peacefully with each other.
- English: the skill of reading and speaking is nurtured as learners read and discuss various assignments.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|--|--|
| 30 Life of Jesus | 3.8 The Rich Young Man <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: a) retell the story of the rich young man, b) outline lessons learnt from the story of the rich young man, c) apply lessons learnt from the story in their day-to-day lives, d) share resources with others as guided in the story. | The learner is guided to: <ul style="list-style-type: none"> • brainstorm on why it is important to share items/resources with others, • discuss, in pairs, how they share what they have with the less fortunate • in pairs, read Matthew 19:16-22 and retell the story, • role-play the story of the rich young man, • list lessons learnt from the story of the rich young man, • brainstorm on the meaning of, ‘eternal life’ and share findings in class, • read Matthew 19:16-21 and list what one should do to inherit eternal life, • compose a poem on how to inherit eternal life. | Why was the rich young man unable to share his wealth? |

Core Competencies to be developed:

Imagination and creativity: learners role-play the story of the rich young man.

Pertinent and Contemporary Issues:

Citizenship: social cohesion is exhibited as learners carry out activities together as a team.

Values:

Social justice: learners have equal opportunities when role-playing the story of the rich young man.

Links to other Learning Areas:

- English: the skills of reading and speaking are nurtured as learners read Bible texts.
- Creative Arts: the skill of creativity is nurtured as learners compose a poem.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|---|---|--|--|
| 3.0 The Life of Jesus | 3.9 A friend at Midnight <i>5 Lessons</i> | By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate the story of a friend at midnight, b) outline lessons learnt from the story of a friend at midnight, c) apply lessons learnt from the parable in day-to-day life, d) desire to be persistent in prayers. | The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of the word, '<i>parable</i>', • in turns, read Luke 11:5-10 and narrate the parable, • watch a video clip on the parable of a friend at midnight, • dramatise the story of a friend at midnight, • outline lessons learnt from the parable, • in groups, discuss the importance of praying persistently, • sing a relevant song about a friend at midnight. | How does the parable of a friend at midnight relate to Christians today? |
| <p>Core Competencies to be developed: Communication and collaboration: learners will develop the skills of listening, speaking and teamwork as they role-play the story of a friend at midnight.</p> | | | | |

Pertinent and Contemporary Issues:

Citizenship: nationalism is enhanced as learners desire to treat their neighbours well.

Values:

Respect: learners work in groups and respect each other's opinions.

Link to other Learning Areas:

- English: the skills of reading, listening and speaking are exhibited as learners read the scriptures.
- Science and Technology: the skill of using and interacting with technology is exhibited as learners utilise technology to watch a video clip on the parable of a friend at midnight.

Suggested Assessment Rubrics

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|--|--|--|---|
| Ability to outline four lessons learnt from the teachings of John the Baptist | Outlines four lessons learnt from the teachings of John the Baptist citing relevant examples | Outlines four lessons learnt from the teachings of John the Baptist | Outlines two to three lessons learnt from the teachings of John the Baptist | Outlines one lesson learnt from the teachings of John the Baptist |
| Ability to outline the events that took place during the baptism of Jesus Christ | Outlines the events that took place during the baptism of Jesus Christ sequentially | Outlines the events that took place during the baptism of Jesus Christ | Outlines the events that took place during the baptism of Jesus Christ when prompted | Struggles to outline the events that took place during the baptism of Jesus Christ even when prompted |
| Ability to relate the miracle of calming the storm to God's power over nature | Relates the miracle of calming the storm to God's power over nature and cites relevant Bible texts | Relates the miracle of calming the storm to God's power over nature | Relates the miracle of calming the storm to God's power over nature when prompted | Struggles to relate the miracle of calming the storm to God's power over nature even when prompted |
| Ability to list four ways of helping the needy in society | Lists four ways of helping the needy in society citing relevant examples | Lists four ways of helping the needy in the society | Lists two to three ways of helping the needy in the society | List one way of helping the needy in the society |

| | | | | |
|--|---|--|--|--|
| Ability to discuss lessons learnt from the healing of the paralysed man | Discusses lessons learnt from the healing of the paralysed man in details | Discusses lessons learnt from the healing of the paralysed man | Discusses some lessons learnt from the healing of the paralysed | Struggles to discuss lessons learnt from the healing of the paralysed man |
| Ability to explain five lessons learnt from the parable of the lost sheep | Explains five lessons learnt from the parable of the lost sheep and cites relevant Bible texts | Explains five lessons learnt from the parable of the lost sheep | Explains three to four lessons learnt from the parable of the lost sheep | Explains one to two lessons learnt from the parable of the lost sheep |
| Ability to explain the relevance of the teachings of Jesus Christ in the story of the rich young man | Explains the relevance of the teachings of Jesus Christ in the story of the rich young man in details | Explains the relevance of the teachings of Jesus Christ in the story of the rich young man | Explains the relevance of some of the teachings of Jesus Christ in the story of the rich young man | Struggles to explain the relevance of the teachings of Jesus Christ in the story of the rich young man |
| Ability to explain the importance of persistence in prayer | Explains the importance of persistence in prayer citing relevant Bible texts | Explains the importance of persistence in prayer | Explains the importance of persistence in prayer when prompted | Struggles to explain the importance of persistence in prayer even when prompted |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|--|---|-----------------------------------|
| 4.0 The Church | 4.1 The Early Church <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: a) outline the importance of Church unity today, b) list activities which promoted unity in the early Church, c) identify five values needed by Christians to promote Church unity, d) appreciate unity in Church today. | The learner is guided to: • discuss, in groups the importance of Church unity today, • in pairs, read Acts 2:42-47 and list activities which promoted unity in the early Church, • brainstorm on values needed to promote Church unity today, • compose a song on Church unity. | Why is church unity important? |
| <p>Core competencies to be developed: Communication and collaboration: the skills of listening, speaking and teamwork are enhanced as learners discuss the importance of Church unity today.</p> | | | | |
| <p>Pertinent and Contemporary Issues: Citizenship: leadership and good governance are reinforced as learners brainstorm on values needed to promote Church unity today.</p> | | | | |
| <p>Values: • Social justice: learners brainstorm on values needed to promote Church unity today.</p> | | | | |
| <p>Links to other Learning Areas: • English: the skills of reading and speaking are enhanced as learners read the Holy Bible.</p> | | | | |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------------|--|---|--|--|
| 4.0 The Church | 4.2 The Lord's Supper <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) describe the events that took place during the Lord's Supper, b) explain the significance of the Lord's Supper to Christians today, c) identify the values required during the celebration of Lord's Table/Eucharist today, d) desire to participate in the Lords' Supper/Lord's Table. | The learner is guided to: <ul style="list-style-type: none"> • share how the Lord's Table/Eucharist/Sacrament / Holy Communion is organised in their churches, • sing a relevant song about the Lord's Table, • read Luke 22:14-20, in turns, and describe the events that took place, • watch a video clip on the Lord's Supper, • say the importance of the Lord's Table/Eucharist to Christians today, • discuss with their parents/guardians the importance of celebrating the Lord's Supper and report to the class. • list values required when partaking the Eucharist/Lord's Table/Sacrament /Holy Communion. | Why do Christians celebrate the Lord's Table/Eucharist/Sacrament/Holy Communion today? |

Core Competencies to be developed:

- Creativity and imagination: learners will develop the skill of making connections and explore attitudes/values required when partaking of the Eucharist/Lord's Table,
- Digital literacy: the skill of interacting with technology as well as digital citizenship is developed as learners watch a video clip on the Lord's Supper.

Pertinent and Contemporary Issues:

- Citizenship: social cohesion is enhanced as learners explain the significance of the Lord's Supper to Christians today.

Values:

Unity is enhanced as learners work in groups to perform different activities.

Link to other Learning Areas:

- Agriculture: the skill of hygiene is exhibited as learners discuss how the Lord's Supper is organised in their churches.
- English: the skills of reading and speaking are exhibited as learners read the Bible.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|--|--|---|--|
| | 4.3 The Holy Spirit <i>4 lessons</i> | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) list the nine gifts of the Holy Spirit b) outline the fruit of the Holy Spirit from the scriptures provided, c) explain how the fruit of the Holy Spirit promotes harmony among Christians d) appreciate the role of the Holy Spirit in his or her life. | The learner is guided to: <ul style="list-style-type: none"> • read 1 Corinthians 12:1-11 in turns and list the nine gifts of the Holy Spirit, • list the fruit of the Holy Spirit outlined in Galatians 5:22-23 • read Galatians 5:22-23 and explain how the fruit of the Holy Spirit promotes good relationships among Christians today, • in pairs, share how they practise values learnt from the fruit of the Holy Spirit, • compose a song about the fruit of the Holy Spirit. | How does the Holy Spirit inspire people to offer service to God? |
| <p>Core Competencies to be developed: Critical thinking and problem solving: learners will develop the skill of evaluation and decision making as they explain how the fruit of the Holy Spirit promotes good relationships among Christians today.</p> | | | | |

Pertinent and Contemporary Issues:

Citizenship: social cohesion is portrayed as learners live harmoniously with others as they utilise the fruit of the Holy Spirit that is, *love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control.*

Values:

Unity: cooperation is portrayed as learners share how they practise values learnt from the fruit of the Holy Spirit.

Link to other Learning Areas:

Social Studies: social cohesion is nurtured as learners learn that the fruit of the Holy Spirit should promote peaceful co-existence.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---------------------------|--|---|--|--|
| 4.0 The Church | 4.4 Peter's miraculous rescue <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: a) retell the story of Peter's miraculous rescue from prison, b) list lessons learnt from the story of Peter's rescue, c) have faith in God as exemplified by Apostle Peter. | The learner is guided to: <ul style="list-style-type: none"> • in pairs, discuss the importance of praying, • read Acts 12:3-17 and retell the story, • watch a video on Peter's miraculous rescue, • in pairs, list lessons learnt from this story, • discuss what inspires them about Peter's rescue from prison, • engage in activities that strengthen their faith in Christ, • sing a song related to standing firm in their faith. | How was Apostle Peter rescued from prison? |

Core Competencies to be developed:

Learning to learn: is enhanced as learners discuss what inspires them about Peter's rescue from prison.

Pertinent and Contemporary Issues:

Citizenship: human rights and responsibilities; they learn how Peter was rescued from prison after the church prayed for him persistently.

Link to Values:

Respect: learners take turns to read the Bible texts and respect each other's opinion.

Links to other learning Areas:

- Creative Arts: creative skills are applied as learners sing a song.
- English: the skills of reading and speaking are applied as learners read the Holy Bible and air their views confidently.

Suggested Assessment Rubrics

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|--|--|---|
| Ability to identify five values needed by Christians to promote Church unity | Identifies five values needed by Christians to promote Church unity citing relevant examples | Identifies five values needed by Christians to promote Church unity | Identifies three to four values needed by Christians to promote Church unity | Identifies one to two values needed by Christians to promote Church unity |
| Ability to explain the significance of the Lord's Supper to Christians today | Explains the significance of the Lord's Supper to Christians today and cites relevant Bible texts | Explains the significance of the Lord's Supper to Christians today | Explains the significance of the Lord's Supper to Christians today with guidance | Has challenges explaining the significance of the Lord's Supper to Christians today even with guidance |
| Ability to identify how the fruit of the Holy Spirit has helped in promoting God's work | Identifies how the fruit of the Holy Spirit has helped in promoting God's work and uses relevant illustrations | Identifies how the fruit of the Holy Spirit has helped in promoting God's work | Identifies how the fruit of the Holy Spirit has helped in promoting God's work when prompted | Has challenges identifying how the fruit of the Holy Spirit has helped in promoting God's work even when prompted |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|--|--|-----------------------------------|
| 5.0 Christian Living | 5.1 Friendship formation <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) identify five qualities/values to consider in choosing good friends, b) discuss ways of avoiding negative peer influence c) choose friends with good moral character. | The learner is guided to: <ul style="list-style-type: none"> • make a list of qualities to consider when choosing good friends, • share whether their friends possess the qualities listed, • in pairs, brainstorm on how to avoid negative behaviour/ peer influence, • write Proverbs 22:24-25 on flash cards and say the type of friends to avoid, • in groups, read Proverbs 12:26 and state the kind of a friend to have, • write a reflection journal on how to choose good friends. | How do you choose your friends? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: learners will develop the skill of knowing and saying their needs as they brainstorm on the importance of desirable friendship which pleases God. • Critical thinking and problem solving: learners will develop the skills of interpretation, inference and reflection as they list what they consider as negative influence from friends and peers and discuss ways of avoiding negative peer influence. | | | | |

Pertinent and Contemporary Issues:

Citizenship: peace education; learners brainstorm on avoiding hot tempered friends..

Values:

- Respect: learners list qualities /values they consider in choosing friends.
- Integrity: learner displays self-discipline as they avoid bad company and vices associated with negative peer influence.

Links to other Learning Areas:

- English: they learn new vocabularies.
- Social Studies: they learn about healthy relationships.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------------------|--|---|--|---|
| 5.0 Christian Living | 5.2 Human Sexuality <i>3 lessons</i> | By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify changes associated with adolescence, b) outline how they cope with changes in their bodies, c) distinguish between healthy and unhealthy boy-girl relationships, d) explain the consequences of engaging in unhealthy boy-girl relationships, e) discuss how to overcome unhealthy boy-girl relationships, f) desire to behave responsibly as a young person. | The learner is guided to: <ul style="list-style-type: none"> • list changes that take place in their bodies at adolescence stage, • brainstorm on how they cope with changes in their bodies at this stage, • in groups, brainstorm on why some sources of information about this age are ungodly and misleading, • in pairs, state why they should get the right information about their bodies as they grow up, • in pairs, read 1 Corinthians 6:18-19 and explain lessons learnt from the Bible text, • discuss Christian teachings on how to | <ol style="list-style-type: none"> 1. How do you cope with changes in adolescence? 2. Why is it important to have healthy boy-girl relationships? |

| | | | | |
|--|--|--|--|--|
| | | | <p>cope with challenges associated with adolescence stage,</p> <ul style="list-style-type: none"> • in groups, discuss the meaning of healthy boy-girl relationship, • discuss the meaning of unhealthy boy-girl relationship • brainstorm on the negative effects of engaging in unhealthy boy-girl relationships, • in pairs, discuss how to avoid unhealthy boy-girl relationships, • compose a poem on the need to lead a holy life and not to engage in sex before marriage. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: learners practise self-drive by being assertive and determined to cope with challenges associated with adolescence stage. • Critical thinking and problem solving: learners develop active listening and communication skills as they debate on why some sources of information on bodily changes are misleading. | | | | |

Pertinent and Contemporary Issues:

Socio-economic issues: Gender issues; learners discuss why they should take the developmental changes in their bodies positively.

Values:

Respect: human dignity; learners develop positive regard for self and others and appreciate the physical and psycho-social changes taking place in their bodies.

Links to other Learning Areas:

- English: speaking skills are applied as learners debate and discuss in groups.
- Social Studies: they learn about healthy relationships.

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------|---|--|--|---|
| 5.0 Christian Living | 5.3 Sanctity of Life <i>3 lessons</i> | By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) discuss Christian teachings on God as the only source of life, b) identify causes of violation of the right to life, c) explain how to cope with difficult emotions to avoid violation of right to life, | The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of sanctity of human life, • read Genesis 1:27, Genesis 9:6, Psalms 49:7-8 and Exodus 20:13 and list Christian teachings on sacredness of life, • brainstorm on the meaning of right to life, • share examples of violation of right to life today, • debate on the causes of violation of the right to life, • discuss emotions that can lead to violation of one's life, • in pairs, discuss how to cope with negative emotions, • discuss the consequences of violating right to life, • compose a poem on the sacredness/sanctity of life. | <ol style="list-style-type: none"> 1. Why is human life Sacred? 2. How will you encourage your classmates to respect right to life? |

| | | | | |
|---|--|---|--|--|
| | | d) acknowledge that life is sacred and a gift from God. | | |
| Core competencies to be developed: | | | | |
| Critical thinking and problem solving: Active listening and communication skills are developed as learners brainstorm on the importance of safety and security of human life and debate on the causes of violation of the right to life. | | | | |
| Link to PCIs: | | | | |
| Socio-economic issues: safety and security are nurtured as they debate on the causes of violation of the right to life and how to cope with negative emotions. | | | | |
| Link to Values: | | | | |
| <ul style="list-style-type: none"> • Respect: learners brainstorm on the meaning of right to life and why it should be upheld by all and not be violated. • Responsibility: learners discuss the consequences of violating right to life. | | | | |
| Links to other Learning Areas: | | | | |
| <ul style="list-style-type: none"> • English: speaking skills are applied as they learn new vocabularies. • Social Studies: the concept of right to life is similar to human rights in Social Studies. | | | | |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------------------|---|---|--|---|
| 5.0 Christian Living | 5.4 Alcohol, Drugs and Substance Abuse <i>5 lessons</i> | By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) list drugs abused by young people today, b) state why young people engage in alcohol, drugs and substance abuse, c) outline the effects of alcohol, drugs and substance abuse, d) identify five values needed to avoid alcohol, drugs and substance abuse, e) avoid alcohol, drugs and substance abuse. | The learner is guided to: <ul style="list-style-type: none"> • in pairs, give examples of drugs commonly abused in Kenya today, • read Proverbs 20:1, Proverbs 31:6 and Ephesians 5:18, • brainstorm on lessons learnt from the Bible texts, • discuss reasons that lead to alcohol, drugs and substance abuse among young people today, • explain the dangers of alcohol, drugs and substance abuse, • watch a video clip on the dangers of alcohol, drugs and substance abuse, • in groups, discuss five values needed to avoid alcohol, drugs and substance abuse, • use flashcards to write sensitisation messages of saying | How can you avoid alcohol, drugs and substance abuse? |

| | | | | |
|--|--|--|--|--|
| | | | <p>No! to alcohol, drugs and substance abuse,</p> <ul style="list-style-type: none"> • display the messages on the school notice board, • give a brief talk at the school assembly on the effects of alcohol, drugs and substance abuse. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: the skill of researching is enhanced as learners research and write a report on prevention of alcohol, drugs and substance abuse. • Learning to learn: the skill of ‘knowing who I am’ is enhanced as learners discuss effects of alcohol, drugs and substance abuse. • Citizenship: the skill of information and communication is enhanced as learners write sensitization messages of saying No! to alcohol, drugs, and substance abuse. | | | | |
| <p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Citizenship: learners discuss the effects of alcohol, drugs and substance abuse on health. • Health education: they learn the causes, effects and solutions to alcohol, drugs and substance abuse. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Responsibility: learners utilise values acquired to avoid use and abuse of alcohol and drugs. • Integrity is enhanced as they do what is acceptable before God and the law. • Obedience: learners obey the laws discouraging alcohol, drugs and substance abuse. | | | | |
| <p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> • Creative Arts: creative skills are applied as they compose a poem and as they engage in activities that promote physical, and mental health. | | | | |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|---|---|--|--|
| 5.0 Christian Living | 5.5 Social Media <i>3 lessons</i> | By the end of the sub-strand the learner should be able to: <ul style="list-style-type: none"> a) list social media platforms commonly used today, b) debate on the advantages and disadvantages of social media, c) discuss safety measures to observe when using social media, d) use social media responsibly as God-fearing Christians. | The learner is guided to: <ul style="list-style-type: none"> • list social media platforms commonly used today, • list the advantages and disadvantages of social media, • discuss safety precautions to observe when using social media, • brainstorm on the value of integrity when using social media, • avoid visiting inappropriate sites as they use social media, • debate on the motion “<i>Social media is ruining children and the youth</i>”, • use digital devices to watch educative documentaries e.g. Bible stories. | Why should you use social media responsibly? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the skills of reading, listening and speaking are enhanced as learners discuss safety precautions to observe when using social media. • Critical thinking and problem solving: the skills of evaluation and decision making are enhanced as learners debate on the motion, “social media is ruining children and the youth.”. | | | | |

Pertinent and Contemporary Issues:

- Citizenship: learners embrace positive use of social media/avoid addiction.
- Peer pressure resistance: learners avoid peer influence and wrong use of social media.
- Patriotism: learners discuss safety measures, regarding cyber security.

Values:

- Respect: learners respect self and others and avoid obsession with social media platforms.
- Integrity: learners use social media ethically and responsibly.
- Responsibility: learners encourage each other to use social media responsibly.

Links to other Learning Areas:

- English: speaking skills are enhanced as they learn new vocabularies.
- Science and Technology: learners interact with digital technology as they use digital devices.

Suggested Assessment Rubrics

| Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|--|---|--|---|
| Ability to identify five qualities to consider in choosing a good friend | Identifies five qualities to consider in choosing a good friend citing relevant examples | Identifies five qualities to consider in choosing a good friend | Identifies three to four qualities to consider in choosing a good friend | Identifies one to two qualities to consider in choosing a good friend |
| Ability to distinguish between healthy and unhealthy boy-girl relationships | Distinguishes between healthy and unhealthy boy-girl relationships and uses illustrations | Distinguishes between healthy and unhealthy boy-girl relationships | Distinguishes between healthy and unhealthy boy-girl relationships with guidance | Has difficulty distinguishing between healthy and unhealthy boy-girl relationships even with guidance |
| Ability to identify five values needed to avoid alcohol, drugs and substance abuse | Identifies more than five values needed to avoid alcohol, drugs and substance abuse citing relevant examples | Identifies five values needed to avoid alcohol, drugs and substance abuse | Identifies three to four values needed to avoid alcohol, drugs and substance abuse | Identifies one to two values needed to avoid alcohol, drugs and substance abuse |
| Ability to list social media sites | Exhaustively lists social media sites | Lists social media sites | Lists some social media sites | Has difficulty listing social media sites |

COMMUNITY SERVICE LEARNING AT UPPER PRIMARY (GRADE 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various learning activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social Studies learning area. The implementation is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1. Preparation

- Map out the targeted core competencies, values and specific learning area skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2. **Implementation of the CSL Activity**

- Assign roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback
- Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3. **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various learning areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

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

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

Assessment of the CSL Activity

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

APPENDIX 1: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

| Strand | Sub-Strand | Suggested Assessment Methods | Suggested Learning Resources | Suggested Non-Formal Activities |
|---------------------|---|---|---|--|
| 1.0 Creation | 1.1 My purpose Talents and abilities <i>3 lessons</i> | <ul style="list-style-type: none"> • Observation schedules, • Written Quizzes • Checklists, • Oral questions | Good News Bible, Flash cards, Pictures, songs, Digital devices Charts, poems | Participate in activities that nurture talents and abilities |
| | 1.2 Human Beings as co-workers with God: <i>3 lessons</i> | <ul style="list-style-type: none"> • Aural/oral questions • Projects • Journals • Written quizzes • Checklists | Good News Bible, flash cards, pictures, songs, digital devices, charts | Participate in activities/chores at home, school and in Church |
| | 1.3 Family The Fall of Adam and Eve) <i>3 lessons</i> | <ul style="list-style-type: none"> • Portfolio • Profiles • Written questions • Assessment rubric | Good News Bible, flash cards, pictures, songs, digital devices, charts | Give awards to outstanding students for their contribution towards peace in the school, at home and family |
| | 1.4 The Family Unity <i>3 lessons</i> | <ul style="list-style-type: none"> • Portfolio • Profiles • Written questions | Good News Bible, flash cards, hymn books, resource persons, digital devices | Write posters on ways of promoting happy families |

| | | | | |
|---------------------------|--|--|---|---|
| 2.0 The Holy Bible | 2.1 The Holy Bible as a guide <i>2 lessons</i> | <ul style="list-style-type: none"> • Anecdotal notes, • Aural questions • Profiles • Authentic tasks | Good News Bible, flash cards, hymn books, resource persons, community resources, pictures, songs, digital devices, charts | Learners participate in school clubs and societies to grow spiritually |
| | 2.2 Bible stories: Peter and John in Temple <i>3 lessons</i> | <ul style="list-style-type: none"> • Observation schedules, • Written quizzes • Checklists, • Oral questions | Good News Bible, flash cards, pictures, songs, digital devices, charts, poems, realia | Participate in school clubs and societies and participate in charity work |
| | 2.3 King Solomon the Wise Ruler <i>3 lessons</i> | <ul style="list-style-type: none"> • Oral questions, • Portfolio, • Observation schedule • Written quizzes | Good News Bible, hymn books, resource persons, community resources, realia, digital devices, poems | Use of drama, excursions, field trips and arts competitions to promote peace-building and tolerance among youth and communities |
| | 2.4 Noah and his sons <i>2 lessons</i> | <ul style="list-style-type: none"> • Word search/ puzzle, • Checklists, • Oral questions | Good News Bible, hymn books, resource persons, digital devices, poems | Organise support activities for the aged e.g. washing, cleaning, fetching water for them among others |
| | 2.5 A hand writes on the wall <i>3 lessons</i> | <ul style="list-style-type: none"> • Portfolio • Profiles • Written questions • Assessment rubric | Good News Bible, hymn books, resource persons, realia, songs, digital devices, poems | Drama, excursions and field trips and arts competitions to promote social justice |

| | | | | |
|---------------------------------|---|---|--|--|
| | 2.6 Mt. Carmel Contest <i>3 lessons</i> | <ul style="list-style-type: none"> • Oral questions, • Portfolio • Observation schedules • Written quizzes • Question and Answer | Good News Bible, hymn books, resource persons, realia, songs, digital devices | Write posters/placards on true worship “does not allow corruption” |
| | 2.7 God’s protection <i>3 lessons</i> | <ul style="list-style-type: none"> • Anecdotal notes • Authentic tests • Word search/ puzzle • Projects | Good News Bible, hymn books, resource persons, community resources, realia, newspaper cuttings, crayons, plasticine, audio player, picture cards | Participate in school clubs and societies to grow spiritually |
| | 2.8 The call of Moses <i>3 lessons</i> | <ul style="list-style-type: none"> • Oral questions, • Portfolio, • Observation schedule • Written quizzes | Good News Bible, hymn books, resource persons, realia, songs, digital devices | Use weekends to clean church compounds |
| 3.0 Life of Jesus Christ | 3.1 John the Baptist <i>3 lessons</i> | <ul style="list-style-type: none"> • Oral questions, • Portfolio • Observation schedules • Written quizzes | Good News Bible, flash cards, pictures, songs, digital devices, charts, poems | Condemn social evils through composing songs and poems |

| | | | | |
|--|--|---|---|---|
| | 3.2 The Baptism of Jesus Christ <i>3 lessons</i> | <ul style="list-style-type: none"> • Observation schedules • Written quizzes • Checklist | Good News Bible, flash cards, pictures, videos, charts, posters | Participate in Christian practices and festivities |
| | 3.3 Calming of the Storm <i>3 lessons</i> | <ul style="list-style-type: none"> • Written quizzes, • Question and Answer • Checklists | Good News Bible, hymn books, resource persons, realia, songs, digital devices | Use of drama, excursions, field trips and arts competitions to promote peace-building and tolerance among youth and communities |
| | 3.4 Feeding the Four Thousand Men <i>3 lessons</i> | <ul style="list-style-type: none"> • Observation schedules • Written quizzes • Question And Answer | Good News Bible, pictures, videos, charts, posters, photographs, hymn books, resource persons, community resources, realia, newspaper cuttings, crayons, plasticine | Participate in clubs such as C.U, YCS to promote charity work among learners |
| | 3.5 Healing the paralysed man <i>3 lessons</i> | <ul style="list-style-type: none"> • Written questions • Assessment rubric • Observation schedules • Checklists | Good News Bible, Flash cards, Pictures, Songs, Digital devices, Charts. | Participates in theatre performances on key community issues such as corruption, soil conservation, tree planting |

| | | | | |
|--|---|---|---|--|
| | 3.6 The lost sheep <i>3 lessons</i> | <ul style="list-style-type: none"> • Authentic tasks • Observation schedules • Written quizzes • Checklists | Good News Bible, flash cards, pictures, songs, digital devices, charts | Carry out a project to sensitise young people to avoid deviant behaviours |
| | 3.7 Sermon on the Mount <i>3 lessons</i> | <ul style="list-style-type: none"> • Word search/ puzzle, • Checklists, • Oral questions | Good News Bible, flash cards, pictures, songs, digital devices | Take part in field trips and arts competitions to promote peace-building and tolerance among youth and communities |
| | 3.8 The Rich Young Ruler <i>3 lessons</i> | <ul style="list-style-type: none"> • Oral questions, • Portfolio, • Observation schedules | Good News Bible, video-clips, charts, posters, photographs, hymn books, resource persons, community resources, realia newspaper cuttings, crayons, plasticine | Carry out a project to support the needy |
| | 3.9 A Friend at Midnight <i>5 lessons</i> | <ul style="list-style-type: none"> • Written quizzes • Question and Answer • Checklists, | Good News Bible, flash cards, pictures, songs, digital devices, charts | Participate in Christian-based activities such as praying for the sick and those with challenges |

| | | | | |
|-----------------------------|--|--|---|---|
| 4.0 The Church | 4.1 The Early Church <i>3 lessons</i> | <ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions | Good News Bible, flash cards, pictures, songs, digital devices, charts, poems, realia | Practise acts of charity through participating in Hunger Walk, Mater Heart Run among others |
| | 4.2 The Lord's Supper <i>3 lessons</i> | <ul style="list-style-type: none"> • Anecdotal notes, • Authentic tests, • Word search/ puzzle, | Good News Bible, flash cards, pictures, digital devices, charts, poems | Find out how the Lord's Supper is celebrated in their churches and report in class |
| | 4.3 The Role of the Holy Spirit <i>4 lessons</i> | <ul style="list-style-type: none"> • Oral questions • Assessment rubric | Good News Bible, songs, resource persons, digital devices | Find out from religious leaders on what they do for their community as a sign of inspiration of the Holy Spirit |
| | 4.4 Peter's Miraculous Rescue from Prison <i>3 lessons</i> | <ul style="list-style-type: none"> • Written quizzes • Observation schedules • Checklist | Good News Bible, pictures, songs, digital devices, charts, poems | Participate in Christian-based activities in their Sunday/Sabbath school |
| 5.0 Christian Living | 5.1 Friendship Formation <i>2 lessons</i> | <ul style="list-style-type: none"> • Authentic tasks • Written questions • Assessment rubric | Good News Bible, flash cards, pictures, digital devices, charts | Carry out a project to sensitise young people on healthy ways of choosing friends |
| | 5.2 Human Sexuality <i>3 lessons</i> | <ul style="list-style-type: none"> • Oral questions, • Portfolio, • Observation schedule • Written quizzes | Good News Bible, flash cards, pictures, songs, digital devices, charts, poems | Sensitise their communities on responsible relationships through writing articles and poems |

| | | | | |
|--|--|--|---|--|
| | 5.3 Sacredness of life <i>3 lessons</i> | <ul style="list-style-type: none"> • Oral questions • Observation schedule • Written quizzes, | Good News Bible, digital devices, charts | Sensitise community on the importance of respecting children's rights |
| | 5.4 Alcohol, drug and substance abuse <i>3 lessons</i> | <ul style="list-style-type: none"> • Aural questions • Written questions • Assessment rubric | Good News Bible, flash cards, pictures, songs, digital devices, charts and realia | Prepare posters on health practices in designated areas like road junctions/write poems and songs for presentation during parents' meetings/national holiday |
| | 6.0 Appropriate Use of Social Media <i>3 lessons</i> | <ul style="list-style-type: none"> • Oral questions, • Projects • Portfolio | Good News Bible, learners' tablets, projectors, radio, smart phone, TV, camera | Prepare posters and materials on good use of social media |