



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN
CHRISTIAN RELIGIOUS EDUCATION

GRADE 3

First Published in 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:

Published and printed by Kenya Institute of Curriculum Development

TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION	iv
LESSON ALLOCATION AT LOWER PRIMARY	vi
LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION	vii
ESSENCE STATEMENT	viii
SUBJECT LEARNING OUTCOMES	viii
GRADE 3.....	1
SERVICE LEARNING AT EARLY YEARS EDUCATION (GRADE 1-3).....	32

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 LOWER PRIMARY

S/No	Learning Area	Number of Lessons per Week
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
	Pastoral Instruction Programme	1
Total		31

LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

ESSENCE STATEMENT

Christian Religious Education is the study of God's self-revelation to human beings through the Bible, the person of Jesus Christ and the Holy Spirit. This learning area builds on the competencies introduced at pre-primary level. Christian Religious Education aims to equip the learner with moral values, life skills and attitudes that assist them to live peacefully with others. This is in line with the National Goal of Education number (IV) which states that education should promote sound moral and religious values.

These values include obedience, sharing, responsibility, honesty and respect among others. The skills to be developed in this activity area include, praying, meditation, interpreting scriptures leadership skills, self-esteem, self-awareness, assertiveness, peer pressure resistance and decision making.

The life approach method will be used to facilitate the learning of Christian Religious Education. This implies that the teacher begins the lesson by exploring the experiences of the learner and guiding him or her to discover the religious significance of those experiences in relation to the Christian faith. The concepts taught at this level will lay a strong moral, spiritual and intellectual foundation for the learner as they transition to Upper Primary.

SUBJECT LEARNING OUTCOMES

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

- a) Demonstrate an awareness of the love of God as their sole creator and heavenly father
- b) Utilize the teachings of the Holy Bible in their interaction with others to form harmonious relationships
- c) Apply the teachings of Jesus Christ in their day-to-day lives to promote social equality and responsibility
- d) Acquire moral values and attitudes to be able to overcome the challenges they face in day-to-day life.
- e) Appreciate the Church as a place of serving God and instilling a sense of responsibility in the learner

GRADE 3

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.1 Self-Awareness 6 lessons	By the end of the Sub strand, the learner should be able to: a) identify themselves as male or female according to Genesis 1:27, b) describe how they cope with happy or sad feelings, c) make right choices guided by the word of God, d) appreciate his or her gender as guided by the scriptures.	The learner is guided to: <ul style="list-style-type: none"> • read Genesis 1:27 and state their gender, • list different activities done by boys and girls, • write Psalms 139:13 on flash cards and read aloud, • draw and colour faces depicting various emotions, • in groups list good thoughts and feelings e.g. loving others, loving God, having joy, forgiving others, • sing a song ‘I’m happy today so happy in Jesus name I’m happy.....’, • avoid bad thoughts which can lead to bad behaviour, such as, fights. stealing, hating others, abusing others, talking about other people behind their back, • list results of making bad choices and share in class’. 	How do you cope with emotions?
Core Competencies to be developed:				
Self-Efficacy: the skill of knowing self is demonstrated as the learner appreciate and state their gender.				
Link to PCIs:				

Gender Awareness is reinforced as learners list activities done by boys and those done by girls.
Link to Values: Integrity is demonstrated as learners choose to do the right thing by avoiding bad thoughts and feelings.
Links to other Activity Areas: Creative Activities: learners sing, dance, draw and colour faces depicting various emotions.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.2 My Family 3 lessons	By the end of the Sub strand, the learner should be able to: a) name family members in the nuclear and extended family, b) draw the family tree to understand family relationships, c) desire to respect family members for harmonious living.	The learner is guided to: <ul style="list-style-type: none"> • name members of their family, • tell how they relate with family members, • draw and colour the family tree, • compose a poem to appreciate members of their families. 	Why should you respect family members?

Core competencies to be developed :

- **Self-Efficacy:** the skill of knowing their family is enhanced as learners name members of their family.
- **Citizenship:** the skill of active family life is developed as learners tell how they relate with family members.

Pertinent and Contemporary Issues:

Social cohesion is enhanced as they learn how to relate with family members.

Link to Values:

Love is nurtured as they compose a poem to appreciate members of their families.

Links to other Learning Activity Areas :

Environmental activities as they draw the family tree to understand family relationships.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.3 Adam and Eve 4 lessons	By the end of the Sub strand, the learner should be able to: a) recognise God as the creator of Adam and Eve, b) describe how Adam and Eve disobeyed God, c) state four results of Adam’s disobedience, d) desire to exercise obedience in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • picture read Genesis 2:7, 21, • picture read Genesis 2:16-17, • tell how man disobeyed God in Genesis 3:6-7, • mention the result of man’s disobedience; Genesis 3:17,19 & 23, • compose a poem on the importance of obeying parents. 	Why should you obey parents and teachers?
<p>Core Competencies to be developed: Imagination and Creativity: the skill of originality is exhibited as learners compose a poem on the importance of obeying parent.</p>				
<p>Link to Pertinent and Contemporary Issues: Social cohesion is enhanced as learners compose a poem on the importance of obeying parents.</p>				
<p>Link to Values: Patriotism is developed as learners obey laws and regulations while performing different tasks in class.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Language Activities: learners speak clearly and effectively as they read and recite poems, • Creative Activities: learners sing, dance and compose poems. 				

ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe how they cope with happy or sad feelings	Learner describes how they cope with happy or sad feelings with illustrations	Learner describes how they cope with happy or sad feelings	Learner briefly describes how they cope with happy or sad feelings	Learner describes how they cope with happy or sad feelings when prompted
Ability to make right choices guided by the word of God	Learner makes right choices guided by the word of God and encourages peers to do so	Learner makes right choices guided by the word of God	Learner attempts to make right choices guided by the word of God	Learner makes right choices guided by the word of God with consistent guidance
Ability to name family members in the nuclear and extended family	Learner names family members in the nuclear and extended family and cites relevant examples	Learner names family members in the nuclear and extended family	Learner names family members in the nuclear and extended family when prompted	Learner names family members in the nuclear and extended family with assistance
Ability to recognise God as the creator of Adam and Eve	Learner constantly recognises God as the creator of Adam and Eve	Learner recognises God as the creator of Adam and Eve	Learner makes effort to recognise God as the creator of Adam and Eve	Learner with prompts recognises God as the creator of Adam and Eve
Ability to state four results of Adam's disobedience	Learner states four results of Adam's disobedience	Learner states four results of Adam's disobedience	Learner states three results of Adam's disobedience	Learner states one result of Adam's disobedience

	disobedience and cites relevant examples			
--	--	--	--	--

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.1 The Bible as the word of God 4 lessons	By the end of the Sub strand, the learner should be able to: a) differentiate the Bible from other books as guided in 2 Timothy 3:16A, b) state the number of books in the New testament, c) name the four Gospel books in the New Testament, d) appreciate the Bible as a guide in their daily life.	The learner is guided to: <ul style="list-style-type: none"> • in pairs tell the difference between the Bible and other Books, • in groups draw and colour the Holy Bible, • sing the song “<i>My Bible and I.....</i>”, • in groups read 2 Timothy 3:16A and say why they should respect the Bible, • state the number of books in the New Testament, • name the four Gospel books, • tell the importance of reading the Bible always • recite Psalms 119:105. 	Why is the Bible a Holy book?

Core competencies to be developed:

- **Imagination and Creativity:** the skill of communicating ideas with confidence is portrayed as learners tell the difference between the Bible and other Books.
- **Learning to learn:** the skill of creating learning experiences is developed as learners discuss the importance of reading the Bible always.

Link to PCIs :

Social cohesion is nurtured as learners respect diversity and sing songs using different languages.

Link to Values:

Unity is nurtured as learners work in groups to sing, dance, draw and colour the Bible.

Link to other Activity Areas:

- **Mathematical Activities:** learners count the number of books in the New Testament and the four Gospel Books.
- **Language Activities:** learners read the Bible fluently and express ideas confidently.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	<p>2.2 Bible Story: Moses and the Burning Bush</p> <p>4 lessons</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) retell the story of Moses and the burning bush,</p> <p>b) mention three lessons learnt from the story of Moses and the burning,</p> <p>c) desire to obey God in their day-to-day lives.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • in turns read Exodus 3:1-6, • watch a video clip of Moses and the burning bush, • role play the story of Moses and the burning bush, • in pairs state how Moses obeyed God, • mention three lessons learnt from the story of Moses and the burning bush, • sing a song about Moses and the burning bush, • draw and colour Moses and the burning bush, • in pairs share experiences of how they obey their parents. 	<p>How did Moses express obedience to God?</p>
Core Competences to be developed:				
<ul style="list-style-type: none"> • Communication and Collaboration: the skill of self-expression is exhibited as learners role play the story. 				

<ul style="list-style-type: none"> • Digital Literacy: the skill of interacting with digital devices is exhibited as learners watch a video clip of Moses and the burning bush.
<p>Pertinent and Contemporary Issues: Social cohesion: importance of having guiding values in life is portrayed as learners share experiences of how they obey their parents.</p>
<p>Link to Values: Unity is portrayed as learners work in pairs and groups and respect each other’s opinion.</p>
<p>Link to other Activity Areas: Language activities: learners read fluently and express themselves confidently. Creative Activities: learner’s draw and role play the story of Moses and the burning bush.</p>

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	<p>2.3 Bible Story; <i>The big fish Swallows Jonah</i></p> <p>4 lessons</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <p>a) narrate the story of Jonah and the big fish, b) list the results of Jonah’s disobedience, c) desire to obey God in day-to-day life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read the story of Jonah 1: 1-4,15, 17; 2:10, • watch a video on the story of Jonah, • draw and colour the big fish, • mention what happened to Jonah after he disobeyed God, • state why they should be obedient to God and others, • sing a song, “<i>The big fish swallows Jonah.....</i>”. 	How did Jonah disobey God?

<p>Core Competences to be developed: Communication and collaboration: learner speak clearly and effectively as they state why they should be obedient to God and others.</p>
<p>Link to Pertinent and Contemporary Issues: Environmental awareness: learners draw and colour the big fish.</p>
<p>Link to Values: Obedience is inculcated as they learn the importance of obeying instructions.</p>
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Creative Activities as learners sing songs draw and colour, • Language Activities as learners read and discuss reasons why they should be obedient to God and others.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	<p>2.4 Bible Story; <i>Naaman is Healed</i></p> <p>4 lessons</p>	<p>By the end of the Sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> retell the healing of Naaman the Syrian commander, mention there lessons learnt form the story of Naaman, appreciate God as the healer of all diseases. 	<p>The learner is are guided to:</p> <ul style="list-style-type: none"> • know what is leprosy how it is spread from one person to the other, • picture read the healing of Naaman in 2 Kings 5:1-14, • watch a video clip on Naaman’s healing, • dramatize the story of Naaman. 	<p>How was Naaman healed?</p>

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of communicating clearly and effectively is enhanced as retell the story of Naaman, • Imagination and Creativity: the skill of exchanging new ideas and creative thinking is exhibited learners dramatize the story of Naaman.
--

<p>Link to Pertinent and Contemporary Issues: Health Education: communicable diseases; learners are taught the meaning of leprosy and how it is spread.</p>
<p>Link to Values Respect: learners take turns to read the Bible texts and respect each other's opinions as they share their ideas.</p>
<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> • Creative Activities: learners dramatize the story of Naaman. • Environmental Activities: learners mention the disease Naaman was suffering from.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.5 Bible Story: <i>The three Hebrew men</i> 4 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the story of the three Hebrew men, b) list three lessons learnt from the story, c) desire to depend on God when faced with challenges.	The learner is guided to: <ul style="list-style-type: none"> • picture read Daniel 3:15-16, 18, 23-30, • watch a video on the story, • tell why the three men were thrown into the fire, • draw and colour the three Hebrew men and the fourth person who rescued them, • mention lessons learnt from the story, • dramatize the three Hebrew men being rescued, • sing a song on the story. 	How were the three Hebrew men rescued from fire?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: the skill of connecting with technology is enhanced as watch a video on the story. • Imagination and Creativity: the skill of originality is enhanced as learners dramatize the three Hebrew men being rescued.
--

<p>Link to Pertinent and Contemporary Issues: Human Rights and responsibilities: freedom of worship, learners are aware of their right to worship.</p>
<p>Link to Values: Responsibility: learners become responsible as they learn about patience in the face of difficulties.</p>
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Language Activities: reading skills; learners read the story of the three Hebrew men. • Creative Activities: learners dramatize and sing a song based on the story.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.6 Bible Story; <i>Elisha and the Boys</i> 4 lessons	By the end of the Sub strand, the learner should be able to: a) retell the story of Elisha and the boys, b) mention four lessons learnt from the story of Elisha and the boys, c) desire to respect the elderly in the community.	The learner is guided to: <ul style="list-style-type: none"> • read 2 Kings 2: 23-24 and retell the story of Elisha and the boys, • mention the number of boys in the story, • draw ,colour and display pictures of the two bears, • in pair tell why they should respect the elderly, • in pars say why they should not follow their friends do to mischief, • role play the story of Elisha and the boys, • compose a poem on how to respect the elderly in the society. 	How did Elisha respond to the boys who insulted him?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Imagination and Creativity: the skill of decision making is developed as learners role play, draw and colour the two bears, • Learning to Learn: the skill of developing relationships is enhanced as they compose a poem on how to respect the elderly in the society.
<p>Pertinent and Contemporary Issues: Social cohesion is enhanced as they learn the guiding principles on relationships; such as respecting others.</p>
<p>Values: Respect is enhanced as learners display positive regard for self and others by respecting the elderly.</p>
<p>Link to other activity areas:</p> <ul style="list-style-type: none"> • Language Activities: learners compose a poem, recite it and read the Bible fluently, • Creative Activities: learners role play, draw, colour and display pictures of the two bears, • Mathematical Activities: learners list the number of boys and bears in the story.

ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to differentiate the Bible from other books as guided in 2 Timothy 3:16A	Learner differentiates the Bible from other books as guided in 2 Timothy 3:16A and gives relevant examples	Learner differentiates the Bible from other books as guided in 2 Timothy 3:16A	Learner makes effort to differentiate the Bible from other books as guided in 2 Timothy 3:16A	Learner with support differentiates the Bible from other books as guided in 2 Timothy 3:16A

Ability to state the number of books in the New testament	Learner states the number of books in the New testament with illustrations	Learner states the number of books in the New testament	Learner makes effort to state the number of books in the New testament	Learner with assistance states the number of books in the New testament
Ability to name the four Gospel books in the New Testament	Learner sequentially names the four Gospel books in the New Testament	Learner names the four Gospel books in the New Testament	Learner names three Gospel books in the New Testament	Learner names only one Gospel book in the New Testament
Ability to retell Bible stories as guided by the scriptures	Learner retells Bible stories in details as guided by the scriptures	Learner retells Bible stories as guided by the scriptures	Learner retells Bible stories as guided by the scriptures but omits some details	Learner retells Bible stories as guided by the scriptures with consistent guidance
Ability to outline the moral lessons learnt from the Bible stories	Learner outlines moral lessons learnt from the Bible stories illustratively	Learner outlines moral lessons learnt from the Bible stories	Learner makes effort to outline moral lessons learnt from the Bible stories	Learner outlines moral lessons learnt from the Bible stories with prompts
Ability to apply moral lessons learnt from the Bible stories in daily life	Learner applies moral lessons learnt from the Bible stories in daily life and encourages peers to do so	Learner applies moral lessons learnt from the Bible stories in daily life	Learner makes effort to apply moral lessons learnt from the Bible stories in daily life	Learner apply moral lessons learnt from the Bible stories in daily life with guidance

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Early Life of Jesus Christ	3.1 The Birth of Jesus Christ 3 lessons	By the end of the Sub strand, the learner should be able to: a) retell the story of the wise men, b) name the home town of Jesus Christ, c) desire to be led by God in their daily lives.	The learner is guided to: <ul style="list-style-type: none"> • in pairs read Matt 2:1-2, • watch a video clip on the wise men from the East, • in groups role play the story of the wise men, • draw stars and colour them, • mention where they come from, • say what they like about their home town, • name the town where Jesus grew up Luke 2: 39-40, • compose a poem about their home town of Jesus. 	Who were the wise men?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of team work is enhanced as learners retell the story of the wise men. • Digital Literacy: the skill of interacting with digital devices is enhanced as learners watch the video clip on the wise men. 				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion: nation hood and nationalism are developed as learners say what they like about their home town.</p>				
<p>Values: Unity is demonstrated as learners work together in groups and role play the story of the wise men.</p>				
<p>Link to other Activity Areas: Creative Activities: learners draw stars and colour them.</p>				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ	3.2 The good Samaritan 6 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the story of the Good Samaritan, b) list four lessons learnt from the story of the Good Samaritan, c) desire to show kindness to people in need.	The learner is guided to: <ul style="list-style-type: none"> • read Luke 10:30-37 in turns, • watch a video on the story of the Good Samaritan, • role play the story of the Good Samaritan, • mention lessons learnt from the story of the Good Samaritan, • tell how they help people in need, • sing a song about the Good Samaritan. 	How did the Good Samaritan show kindness?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn: the skill of reflection on their own learning is portrayed as learners tell how they help people in need. • Digital Literacy: the skill of interacting with digital technology is enhanced as learners watch a video on the story of the Good Samaritan. 				
<p>Link to Pertinent and Contemporary Issues: Health education is enhanced as learners learn how the Good Samaritan applied treatment and managed the injuries of the man who was attacked by robbers.</p>				
<p>Link to Values:</p> <ul style="list-style-type: none"> • Love is nurtured as they learn how the Good Samaritan took care of the injured man. • Social justice is developed as they learn to help other people without discrimination. 				
<p>Link to other activity areas:</p> <ul style="list-style-type: none"> • Creative Activities: creative skills are nurtured as learners sing and dance a song about the Good Samaritan. • Language Activities: learners learn new words. • Environmental Activities: the Good Samaritan applied oil on the wounds of the injured man. 				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Life of Jesus Christ	3.3 The Little Boy with five loaves and two fish 6 lessons	By the end of the Sub strand, the learner should be able to: a) retell the miracle of the five loaves and two fish, b) state lessons learnt from the miracle of five loaves and two fish, c) desire to show kindness to those in need.	The learner is guided to: <ul style="list-style-type: none"> • picture read John 6:1-14, • watch a video of the little boy with five loaves and two fish, • narrate the story of the little boy with five loaves and two fish, • role play the miracle, • tell how they keep the environment clean, • share experiences on how they show kindness to others, • tell how many baskets remained after feeding the people, • draw the two fish and five loaves of bread, • compose a poem on how to avoid food wastage, • sing a song about the five loaves and two fish. 	Why is the story of the little Boy important to Christians today?
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship: learners acquire the skill of information and communication as they tell how to keep the environment clean. • Learning to Learn: the skill of managing waste responsibly is developed as learners avoid wastage. 				
Link to Pertinent and Contemporary Issues: Environmental awareness is developed as they learn how to manage waste responsibly.				
Values: Unity: is exhibited as they learn how to share resources amicably.				

Link to other Activity Areas:

- Environmental Activities: learners keep the environment clean.
- Mathematical Activities: learners count the baskets left after feeding the people.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Life of Jesus Christ	3.4 Jesus Christ walks on water 3 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the miracle of Jesus Christ walking on water, b) list lessons learnt from the miracle, c) appreciate Jesus' power over nature.	The learner is guided to: <ul style="list-style-type: none"> • picture read Mathew 14:22-33, • discuss why the disciples were frightened (Mathew 14:26) in groups, • watch a video on Jesus walking on water, • draw a picture of Jesus walking on water in groups, • sing a song about Jesus walking on water. 	Why were the disciples of Jesus frightened?

Core Competencies to be developed:

Communication and Collaboration the skill of communicating clearly and effectively is enhanced as learners work in pairs.

Link to PCIs:

Social Cohesion is exhibited as learners show cooperation by working in groups.

Link to Values:

Unity is portrayed as learners respect each other's ideas and take turns to air their views during group discussions.

Link to other Activity Areas:

Creative Activities: learners sing a song about Jesus walking on water.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ	3.5 Raising of Jairus' Daughter 5 lessons	By the end of the Sub strand, the learner should be able to: a) Retell the miracle of raising Jairus' daughter, b) list four lessons learnt from the miracle of healing Jairus daughter, c) appreciate the power of Jesus Christ over life and death.	Learners are guided to: <ul style="list-style-type: none"> • read Mark 5:35-43 in turns, • retell the story of raising Jairus' daughter, • write Mark 5:41 on a speech bubble and display it in the CRE corner, • watch a video clip on the raising of Jairus daughter, • sing a song on the raising of Jairus' daughter. 	How did the Jairus portray faith in God?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: the skill of interacting with digital devices is enhanced as learners watch video on raising Jairus daughter. • Learning to learn: the skill of working collaboratively is demonstrated as learners work in groups. 				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion: is nurtured as they learn the importance of living together by showing, love, care, help and concern and pray for each other.</p>				
<p>Link to Values: Love is nurtured as they learn to have a caring attitude towards others.</p>				
<p>Link to other Activity Areas:</p> <ul style="list-style-type: none"> • Language Activities: reading skills are applied as learners read the Bible. • Creative Activities are reinforced as they sing. 				

Strand	Sub-Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Life of Jesus Christ	3.6 Easter 4 Lessons	By the end of the Sub strand, the learner should be able to: a) mention the importance of Easter to Christians today, b) identify the events that take place during Easter celebrations, c) appreciate Jesus resurrection by taking part in Easter celebrations.	The learner is guided to: <ul style="list-style-type: none"> • list in groups the importance of celebrating Easter, • list the activities that take place during Easter celebrations, • share experiences of how they celebrate Easter, • picture read Mathew 28:1-6 in pairs, • write Matthew 28:6 on flash cards and read aloud, • sing songs about Jesus resurrection. 	Why do Christians celebrate Easter?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of developing relationships is enhanced as learners participate in Easter celebrations. • Communication and collaboration: the skill of team work is nurtured as learners work together in groups and recognise and value each other's ideas. 				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion is exhibited as learners sing songs in different languages.</p>				
<p>Link to Values: Responsibility is portrayed as learners take part in Easter Celebrations.</p>				
<p>Link to other activity areas: Language Activities: learners read and recite Bible verses.</p>				

ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to retell the story of the wise men	Learner exhaustively retells the story of the wise men	Learner retells the story of the wise men	Learner partially retells the story of the wise men	Learner with guidance retells the story of the wise men
Ability to narrate the story of the good Samaritan	Learner illustratively narrates the story of the good Samaritan	Learner narrates the story of the good Samaritan	Learner partly narrates the story of the good Samaritan	Learner narrates the story of the good Samaritan with guidance
Ability to list four lessons learnt from the story of the good Samaritan	Learner skillfully lists four lessons learnt from the story of the good Samaritan	Learner lists four lessons learnt from the story of the good Samaritan	Learner lists three lessons learnt from the story of the good Samaritan	Learner lists only one lesson learnt from the story of the good Samaritan
Ability to retell the miracles of Jesus Christ	Learner exhaustively retells the miracles of Jesus Christ	Learner retells the miracles of Jesus Christ	Learner retells the miracle of Jesus Christ but omits some details	Learner retells the miracle of Jesus Christ with assistance
Ability to state lessons learnt from the miracles of Jesus Christ	Learner states lessons learnt from the miracles of Jesus Christ and cites relevant examples	Learner states lessons learnt from the miracles of Jesus Christ	Learner attempts to state lessons learnt from the miracle of Jesus Christ	Learner states lessons learnt from the miracle of Jesus Christ with guidance

Ability to mention the importance of Easter in the life of a Christian	Learner mentions the importance of Easter in the life of a Christian illustratively	Learner mentions the importance of Easter in the life of a Christian	Learner partially mentions the importance of Easter in the life of a Christian	Learner mentions the importance of Easter in the life of a Christian with support
Ability to identify the events that take place during Easter celebrations	Learner sequentially identifies the events that take place during Easter celebrations	Learner identifies the events that take place during Easter celebrations	Learner makes effort to identify the events that take place during Easter celebrations	Learner identifies the events that take place during Easter celebrations with guidance

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question (s)
4.0 Christian Values	4.1 Honesty 6 lessons	By the end of the Sub strand, the learner should be able to: a) narrate the story of Ananias and Sapphira, b) practise honesty by taking offerings given by parents to Church, c) explain the importance of respecting other people's property, d) desire to exercise honesty in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • picture read the story of Ananias and Sapphira in Acts 5:1-11, • watch a video clip about Ananias and Sapphira, • mention lessons learnt from the story of Ananias and Sapphira, • in groups sing a song on honesty, • say why they should not use church offerings for other purposes, • in groups role play ways of respecting other people's properties. 	<ol style="list-style-type: none"> 1. Why should you practise honesty as a Christian? 2. Why should you respect other people's property?

<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the skill of team work is exhibited as learners discuss in groups and pairs. • Citizenship: the skill of showing integrity is nurtured as learners say why they should not use church offerings for other purposes.
<p>Pertinent and Contemporary Issues: Social cohesion the importance of having guiding principles is exhibited as learners practise honesty in day-to -day life.</p>
<p>Link to Values: Integrity is inculcated as learners say why they should not use church offerings for other purposes.</p>
<p>Link to other Activity Areas: Creative Activities: learners sing and role play ways of respecting other people’s property in groups.</p>

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.2 Thankfulness 3 lessons	By the end of the Sub strand, the learner should be able to: a) list ways they thank God in day-to -day- life, b) state reasons for thanking God for their family, friends and teachers, c) desire to thank God in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • write Psalms 136:1 on flash cards and read it aloud in class, • in pairs tell why they should thank God, • write on flash cards reasons for thanking God, family, friends and teachers, • make cards to thank God and mount them at the CRE corner, • sing songs of thanking God through singing games, • role play in groups various ways of thanking God for family, friends and teachers, 	Why should you thank God for your family, friends and teachers?

			<ul style="list-style-type: none"> say a simple, 'Thank you' prayer to God. 	
Core Competences to be developed: Imagination and creativity: the skill of originality is nurtured as learners make cards with messages to thank God.				
Link to PCIs : Social Cohesion is nurtured as learners write on flash cards reasons for thanking God, family, friends and teachers.				
Values: Unity is inculcated as learners role play and sing in groups.				
Link to other Activity Areas: Creative Activities: learners sing, dance and role play.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.3 Forgiveness 4 lessons	By the end of the Sub strand, the learner should be able to: a) retell story of the unforgiving servant, b) dramatize the story of unforgiving servant, c) desire to forgive others in their day- to- day lives.	The learners is guided to: <ul style="list-style-type: none"> observe and read pictures of the unforgiving servant (Matthew 18:21-31), watch a video on the unforgiving servant, role play the story of the unforgiving servant, always say, 'Sorry' when they wrong others, write Colossians 3:13 on flash cards and read aloud in turns, say what to do when wronged 	Why should you forgive others?

			by others (Colossians 3:13), • play a game on forgiveness.	
Core Competences to be developed:				
<ul style="list-style-type: none"> • Digital literacy: the skill of interacting with digital devices is enhanced as learners watch a video on the unforgiving servant. • Learning to Learn: the skill of self-discipline is nurtured as learners learn how to forgive others. 				
Pertinent and Contemporary Issues:				
Peace Education: reconciliation and forgiveness is nurtured as they learn to always say, ‘Sorry’ when they wrong others.				
Values:				
Love is inculcated as learners forgive others when wronged.				
Link to other Activity Areas:				
Creative Activities: learners play a game on forgiveness.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.4 Trust 4 lessons	By the end of the Sub strand, the learner should be able to: a) identify people they can trust for their own safety, b) mention the people to report to when molested or touched inappropriately, c) desire to stay safe by reporting people who molest them.	The learner is guided to: <ul style="list-style-type: none"> • list people they can trust for their own safety, • mention the people to report to in case they are molested or touched inappropriately, • learners to role play, ‘How to behave when confronted by a strangers, • sing the song, “Trust and obey.....”, 	How do you ensure personal safety?

			• read and recite Proverbs 11:13.	
Core Competences to be developed:				
<ul style="list-style-type: none"> • Self-efficacy: the skill of saying their needs to get help is inculcated as learners mention the people to report to in case they are molested or touched inappropriately. • Communication and collaboration: the skill of speaking clearly and effectively is enhanced as learners list people they can trust for their own safety. 				
Link to Pertinent and Contemporary Issues:				
Safety and Security: situation awareness; the safety of learners is enhanced as they know whom to trust and where to report cases of molestation.				
Values:				
Responsibility: learners observe safety precaution by knowing whom to trust and how to behave when confronted by a stranger or people they do not trust.				
Link to				
Environmental Activities: learners mention the people to report to, in case they are molested or touched inappropriately.				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.5 Responsibility 4 lessons	By the end of the Sub strand, the learner should be able to: a) practise cleanliness at home and school, b) demonstrate responsibility by correcting those in the wrong, c) carry out chores at home without expecting a reward,	The learner is guided to: <ul style="list-style-type: none"> • mention the importance of personal hygiene and good grooming, • report students who play mischief, • mention chores they do at home, • say why they should not 	<ol style="list-style-type: none"> 1. Why is personal hygiene important? 2. How do show responsibility at home?

		d) desire to be responsible in day-to-day life.	expect rewards after doing chores at home, <ul style="list-style-type: none"> recite Philippians 2:4. 	
Core Competencies to be developed:				
<ul style="list-style-type: none"> Citizenship: the skill of active family life skills are exhibited as learners participate in family activities by doing chores at home. Self-efficacy: the skill of knowing who I ‘am is developed as learners practise good grooming and cleanliness. 				
Link to Pertinent and Contemporary Issues:				
Health Promotion is inculcated as learners talk about personal hygiene and good grooming.				
Values:				
Responsibility is enhanced as learners engage in chores at home and ensure that they maintain personal hygiene and practise good grooming.				
Link to other Activity Areas:				
Environmental Activities: learners observe personal hygiene and cleanliness.				

LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
INDICATOR				
Ability to narrate the story of Ananias and Sapphira	Learner narrates the story of Ananias and Sapphira in details	Learner narrates the story of Ananias and Sapphira	Learner narrates the story of Ananias and Sapphira but omits important details	Learner narrates the story of Ananias and Sapphira with continuous assistance
Ability to practise honesty by taking offerings given by parents to Church	Learner constantly practise honesty by taking offerings given by parents to Church	Learner practise honesty by taking offerings given by parents to Church	Learner sometimes practise honesty by taking offerings	Learner practise honesty by taking offerings given by

			given by parents to Church	parents to Church with guidance
Ability to explain the importance of respecting other people's property	Learner explains the importance of respecting other people's property citing relevant examples	Learner explains the importance of respecting other people's property	Learner makes effort to explain the importance of respecting other people's property	Learner explains the importance of respecting other people's property with support
Ability to state reasons for thanking God for their family, friends and teachers	Learner states reasons for thanking God for their family, friends and teachers citing relevant examples	Learner states reasons for thanking God for their family, friends and teachers	Learner partly states reasons for thanking God for their family, friends and teachers	Learner states reasons for thanking God for their family, friends and teachers with continuous guidance
Ability to dramatize the story of the unforgiving servant	Learner skillfully dramatizes the story of the unforgiving servant	Learner dramatizes the story of the unforgiving servant	Learner makes effort to dramatize the story of the unforgiving servant	Learner dramatizes the story of the unforgiving servant with guidance
Ability to forgive others as guided by the Bible	Learner forgives others as guided by the Bible and encourages peers to do so	Learner forgives others as guided by the Bible	Learner makes effort to forgive others as guided by the Bible	Learner forgives others as guided by the Bible with consistent guidance
Ability to identify people they can trust for their own safety	Learners identifies people they can trust for their own safety	Learner identifies people they can trust for their own safety	Learner makes effort to identify people they can trust for their own safety	Learner identifies people they can trust for their own safety when prompted

	and cites relevant examples			
Ability to mention people to report to when molested or touched inappropriately	Learner constantly mentions the people to report to when molested or touched inappropriately	Learner mentions the people to report to when molested or touched inappropriately	Learner attempts to mention the people to report to when molested or touched inappropriately	Learner mentions the people to report to when molested or touched inappropriately with consistent guidance
Ability to practise cleanliness at home and school	Learner practice cleanliness at home and school and encourages peers to do so	Learner practice cleanliness at home and school	Learner practice cleanliness at home and school when prompted	Learner practice cleanliness at home and school with consistent guidance
Ability to demonstrate responsibility by correcting those in the wrong	Learner constantly demonstrate responsibility by correcting those in the wrong	Learner demonstrates responsibility by correcting those in the wrong	Learner demonstrate responsibility by correcting those in the wrong with prompts	Learner demonstrates responsibility by correcting those in the wrong with assistance
Ability to perform chores at home without expecting a reward	Learner performs chores at home without expecting a reward and encourages peers to do so	Learner performs chores at home without expecting a reward	Learner makes effort to perform chores at home without expecting a reward	Learner performs chores at home without expecting a reward with continuous guidance

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 The Church	5.1 Prayer 5 lessons	By the end of the Sub strand, the learner should be able to: a) recite the Lord's prayer according to Mathew 6:9-13, b) use appropriate postures during prayer, c) desire to show respect to God when praying.	The learner is guided to: • recite the Lord's prayer (Mathew 6:9-13), • read the Lord's prayer from a chart displayed in class, • role play ways of showing respect to God during prayers, • say the Lord's prayer at home or in church, • sing songs related to the Lord's prayer.	1. Why is it important to pray? 2. How do you show respect to God during prayer?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of speaking clearly and effectively is exhibited as learners recite the Lord's Prayer. • Learning to Learn: the skill of recreating learning experiences outside the class is nurtured as learners pray at home and in church. 				
<p>Link to Pertinent and Contemporary Issues: Social Cohesion is developed as learners pray at school, home and church thus promoting harmonious living.</p>				
<p>Link to Values: Respect is nurtured as learners role play ways of showing respect to God during prayers.</p>				
<p>Links to other Activity Areas: Creative Activities: learners engage in singing and role playing.</p>				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
5.0 The Church	5.2 The Holy Spirit 6 lessons	By the end of the Sub strand, the learner should be able to: a) retell the coming of the Holy Spirit on the day of Pentecost, b) identify the work of the Holy spirit in the life of a Christian, c) identify five fruit of the Holy as guided by the scriptures, d) desire to be led by the Holy spirit as they make decisions in life.	The learner is guided to: <ul style="list-style-type: none"> • read Acts 2:1-4 in turns, • watch a video clip on the coming of the Holy Spirit, • mention the work of the Holy Spirit in pairs, • read Galatians 5:22 and list the fruit of the Holy Spirit, • draw a tree and write the fruit of the Holy Spirit (love, joy, peace, patience and kindness), • learners to model and label five fruits of the Holy Spirit (love, joy, peace, patience and kindness), • sing songs about the Holy Spirit. 	Why is the Holy Spirit important in the life of a Christian?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of team work is developed as learners work in pairs and groups. • Imagination and Creativity: the skill of connecting new ideas is exhibited as learners draw a tree and write the fruit of the Holy Spirit. 				
<p>Link to Pertinent and Contemporary Issues: Social cohesion is nurtured as they learn about having guiding values in life based on the fruit of the Holy Spirit.</p>				
<p>Values: Unity is displayed as learners work in pairs and groups.</p>				

Link to other Activity Areas:

- **Creative Activities:** learners sing and model five fruits of the Holy Spirit.
- **Language Activities:** learning of new vocabulary (Pentecost).

LEVEL	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
INDICATOR				
Ability to recite the Lord's prayer according to Mathew 6:9-13	Learner recites the Lord's prayer according to Mathew 6:9-13, articulately	Learner recites the Lord's prayer according to Mathew 6:9-13	Learner makes effort to recite the Lord's prayer according to Mathew 6:9-13	Learner recites the Lord's prayer according to Mathew 6:9-13 with prompts
Ability to use appropriate postures during prayer	Learner constantly use appropriate postures during prayer	Learner uses appropriate postures during prayer	Learner sometimes use appropriate postures during prayer	Learner use appropriate postures during prayer with guidance
Ability to retell the coming of the Holy Spirit on the day of Pentecost	Learner exhaustively retells the coming of the Holy Spirit on the day of Pentecost	Learner retells the coming of the Holy Spirit on the day of Pentecost	Learner briefly retells the coming of the Holy Spirit on the day of Pentecost	Learner retells the coming of the Holy Spirit on the day of Pentecost with consistent guidance
Ability to identify the work of the Holy spirit in the life of a Christian	Learner identifies the work of the Holy spirit and cites relevant examples	Learner identifies the work of the Holy spirit in the life of a Christian	Learner attempts to identify the work of the Holy spirit in the life of a Christian	Learner identifies the work of the Holy spirit in the life of a Christian with assistance

Ability to identify five fruit of the Holy as guided by the scriptures	Learner sequentially identifies the five fruit of the Holy	Learner identifies the five fruit of the Holy	Learner identifies three fruit of the Holy	Learner identifies only one fruit of the Holy
--	--	---	--	---

DRAFT

SERVICE LEARNING AT EARLY YEARS EDUCATION (GRADE 1-3)

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 Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. 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

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas 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 CSL Activity

- Assigning 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. The 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.

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

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non –Formal Activities
1.0 Creation	Observation Schedules , <ul style="list-style-type: none">• Written Quizzes• Checklists,• Oral questions	The Children’s Bible, Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems	Take a nature walk in the school neighbourhood to appreciate God’s creation

The Holy Bible	<ul style="list-style-type: none"> • Word search/ puzzle, • Checklists, • Oral questions • Written questions 	The Children's Bible, Good News Bible ,Flash cards, hymn books, resource persons, digital devices	Participate in Bible Trivia competitions and quizzes
The Early Life of Jesus Christ	<ul style="list-style-type: none"> • Oral Questions, • Portfolio • Observation schedules • Written Quizzes • Question and Answer 	The Children's Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Role play the miracles of Jesus Christ in clubs and societies
Christian Values	<ul style="list-style-type: none"> • Anecdotal Notes • Authentic Tests • Word Search/ Puzzle • Projects 	The Children's Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Visit the sick or the elderly in the company of parents or guardians
The Church	<ul style="list-style-type: none"> • Oral Questions, • Portfolio • Observation schedules • Written Quizzes 	The Children's Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Participate in Sunday School/Sabbath School activities and share their experiences with others