



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

CHRISTIAN RELIGIOUS EDUCATION

GRADE 4

First Published 2017

Revised 2024

All rights reserves. 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

Commented [S1]:

Table of Contents

National Goals of Education	iv
Lesson Allocation at Upper Primary	vi
General Learning Outcomes for Primary Education	vii
Essence Statement	vii
Subject General Learning Outcomes	viii
1.0 Creation.....	1
2.0 The Holy Bible	8
3.0 The Life of Jesus Christ	18
4.0 Christian Values	36
4.2 Truthfulness	36
5.0 The Church.....	43
6.0 Morality and Social Media.....	53
Assessment of Community Service Learning at Upper Primary	54
Appendix 1: Suggested Assessment Methods, Learning Resources and Non-Formal Activities	57

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.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral Programme of Instruction	1
Total		35

GENERAL 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 kind through personal experiences, his creation, the Holy Spirit, Jesus Christ and the Bible. This learning area builds on competencies introduced in early years of Education. It aims to equip the learner with Christian moral values and life skills that will enable him or her to make informed moral decisions. These values include obedience, sharing, responsibility, honesty and respect among others. The skills include, praying, meditating, interpreting scriptures, leadership skills, self-esteem, self-awareness, assertiveness, peer pressure resistance and decision making.

The main method of teaching and learning CRE is life approach; 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. This is in line with constructivist theory and it involves making links between the learner's own experiences, needs, interests, questions and beliefs by engaging in collaborative and co-operative problem-solving activities. Hence this learning area, endeavours to develop a God fearing, responsible, assertive, honest and obedient learner. In light of this, the learner will be able to make sound day-to-day choices under the guidance of the Holy Spirit.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) Demonstrate an awareness of the love of God as the Sole Creator and heavenly father.
- b) Acquire Christian values and morals to make informed day to day choices.
- c) Recognize the Church as a house of God and participate in church activities to foster responsibility.
- d) Utilise social media platforms appropriately as guided by Christian moral values and principles.
- e) Apply the teachings of Jesus Christ in their interaction with others to form harmonious relationships.
- f) Appreciate the Holy Bible as the word of God and apply its teachings in their day- to- day lives.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.1 Self-awareness 2 lessons	By the end of the sub strand, the learner should be able to: a) mention his/her name for identification and self-awareness, b) recognise that he/she is unique as a creation of God, c) acknowledge God as the Creator of our bodies, d) appreciate his/her uniqueness as God's special creation.	The learner is guided to: <ul style="list-style-type: none"> • say their names, • state what is unique about them, • recite and meditate on Psalms 139:13 about being fearfully and wonderfully made, • read Genesis 1:27 about, 'created in the image and likeness of God' • sing a song related to their uniqueness. 	Why are you a special creation?
	1.2 Thoughts and feelings 3 lessons	a) identify good thoughts and feelings in day- to- day life, b) explain the importance of being joyful; Philippians 4:4, c) list lessons learnt from Ephesians 4:26, d) apply the lessons learnt to cope with emotions in	The learner is guided to: <ul style="list-style-type: none"> • sing a song related to good thoughts and feelings, • list good thoughts such as sharing with others, helping parents, being happy, being thankful, respecting others, • write Philippians 4:4 on flash cards and recite it, • share experiences on how they 	1. How do you control your thoughts and feelings? 2. How do you cope with anger or sadness?

		their day- to-day lives.	cope with emotions such as anger or sadness, <ul style="list-style-type: none"> • use digital devices to draw and colour pictures of faces depicting various emotions, • role play on forgiving others when wronged, • sing songs related to rejoicing in the Lord always (Philippians 4:4). 	
	1.3 Making choices 3 lessons	a) list choices they make in day-to-day life, b) discuss results of choices they make in daily life, c) make right choices guided by Christian principles, d) acquire responsibility by making right choices.	The learner is guided to: <ul style="list-style-type: none"> • in pairs, list choices they make in day-to –day life, • list results of choices that they make, • sing a song about good choices, • role play ‘making right choices that are acceptable to God.’ 	What are the effects of the choices you make?
Core competencies to be developed:				
<ul style="list-style-type: none"> • Self-efficacy: the skill of knowing self is exhibited as learners say their names for identification. • Learning to learn: the skill of sharing experiences is nurtured as learners tell each other how they cope with emotions such as anger or sadness. 				
Pertinent and contemporary Issues:				
Social cohesion is nurtured as learners list good thoughts such as sharing with others, helping parents, being happy, being				

thankful and respecting others.

Values:

- **Respect:** learners portray positive regard for self and others.
- **Love:** is nurtured as learners role play forgiving others when wronged.

Links to other Learning Areas:

- **Creative Arts:** creative skills are applied as learners sing, dance, draw and colour pictures of faces depicting various emotions.
- **English:** speaking skills are applied as learners recite Bible verses.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.4 My Family <i>family members</i> 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 a family tree to understand relationships within the family, c) explain why it is important to honour parents; Ephesians 6:1-3, d) desire to respect family members for harmonious co-existence.	The learner is guided to: <ul style="list-style-type: none"> • sing a song related to family relationships, • name family members in the nuclear family, • name family members in the extended family (cousins, aunts, uncles, grandparents and great grandparents), • draw a family tree and write names of family members on it, • list ways of respecting family members, • type a poem on their digital devices about respect for family member, • watch a video clip of family members eating or praying together, • recite Ephesians 6:1-3 on respecting parents. 	Why is it important to know members of your family?

1.0 Creation	1.5 Relationships within the Family 3 lessons	a) take care when alone with people of the opposite sex, b) mention ways of protecting oneself from sexual abuse, c) identify whom to report to if touched inappropriately or sexually abused, d) appreciate the body as a temple of the Holy Spirit and live a holy life.	The learner is guided to: <ul style="list-style-type: none"> • sing a song related to respecting their bodies as the temple of the Holy Spirit, • in turns read 2 Samuel 13:4-14, • say whom to report to if they are touched inappropriately or sexually abused, • in groups tell how they should protect themselves from sexual abuse, • role play ways of protecting themselves from sexual abuse, • write 1 Corinthians 6:19 on flash cards and meditate on it, • watch a video clip of children being tempted with gifts, but they say NO! to the strangers. 	Why are healthy family relationships important?
Core competencies to be developed: <ul style="list-style-type: none"> • Collaboration: the skill of team work is portrayed as learners carry out activities in groups. • Digital literacy: the skill of digital citizenship is enhanced as learners act safely and responsibly while watching video clips. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Gender awareness is nurtured as they learn how to protect themselves from sexual abuse. 				
Values: <ul style="list-style-type: none"> • Unity: learners collaborate with each other as they read the Bible in turns. 				
Links to other learning activity areas: <ul style="list-style-type: none"> • Creative Arts: creative skills are applied as learners sing songs and write poems. • English: the skill of writing is applied as learners write names of family members. 				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Creation	1.6 Attributes of God 1 lesson	By the end of the Sub strand, the learner should be able to: a) read scriptures on the attributes of God, b) outline the attributes of God and revere Him, c) appreciate God as a loving Father who knows them by their names.	The learner is guided to: <ul style="list-style-type: none"> in groups picture read 1John 4:7-8, Genesis 1:1-25, 1 Samuel 2:2 I turns, sort and match letters on attributes of God (Sole creator, Loving Father, Holy Father), join words about the attributes of God from a puzzle (sole creator, loving, holy), compose a poem on, 'God our loving Father,' sing a song about the love of God. 	Why should you know the attributes of God?

Core competencies to be developed:

- Self-Efficacy:** the skill of expressing their needs clearly for help is nurtured as they say whom to report to if they are touched inappropriately or sexually abused.
- Collaboration:** the skill of teamwork is portrayed as they sort and match letters.
- Creativity and Imagination** the skill of exploration is exhibited as learners compose a poem on, '*God our loving Father.*'

PCIs

- Social cohesion** is portrayed as learners interact with each other while working in groups to picture read the Bible texts.

Values:

- Unity** is nurtured as they work in groups and sing a song about the love of God.

Links to other learning activity areas:

- English:** writing skills are applied as learners write a poem.
- Creative Arts:** creative skills are reinforced as learners sing a song about the love of God.

Assessment Rubrics

Indicator	Exceeding expectation	Meeting	Approaching	Below expectation
-----------	-----------------------	---------	-------------	-------------------

		expectation	expectation	
Ability to make right choices in their day-to-day lives	Makes right choices in their day-to-day lives and cites relevant examples	Makes right choices in their day-to-day lives	Makes right choices in their day-to-day lives with prompts	Makes right choices in their day-to-day lives with consistent guidance
Ability to list the attributes of God	Lists the attributes of God and cites relevant examples	Lists the attributes of God	Makes effort to list the attributes of God	Lists the attributes of God when prompted

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
---------------	-------------------	-----------------------------------	---------------------------------------	--------------------------------

2.0 The Holy Bible	2.1 Respect for the Holy Bible 3 lessons	By the end of the Sub strand, the learner should be able to: a) handle the Bible with respect since it is the inspired word of God, b) identify the books in the Old and New Testament, c) play a game on naming some Books in the Old and New Testament, d) recite Isaiah 49:16 and desire to read the Holy Bible always.	<ul style="list-style-type: none"> • The learner is guided to: • sing a song related to respecting the Holy Bible, • role play ways of handling the Bible with respect, • in pairs observe and read charts containing books in the Old and New Testament, • play games on naming some Books in the Old and the New Testament, • recite and meditate on Isaiah 49:16, • sing a song about the books in the Holy Bible. 	<ol style="list-style-type: none"> 1. Why should you respect the Holy Bible? 2. Why is it important to know the books in the Bible?
Core competencies to be developed: <ul style="list-style-type: none"> • Collaboration: the skill of team work is enhanced as learners contribute to group discussions and take up different roles while singing and role playing. • Creativity and imagination the skill of originality is developed as learners come up with new ideas while playing games on naming some Books in the Old and the New Testament. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Spiritual Awareness is enhanced as learners recite Isaiah 49:16 				
Values: <ul style="list-style-type: none"> • Responsibility is enhanced as they learn how to care for the Holy Bible. 				
Links to other learning activity areas:				

- **Mathematics:** counting skills are applied as learners count the number of books in the Holy Bible
- **Creative Arts:** creative skills are applied as learners play games on naming some Books in the Old and the New Testament
- **English:** reading skills are applied as learners read the Bible

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	Bible Stories: 2.2 Zacchaeus the	By the end of the sub strand, the learner should be able to:	The learner is guided to: <ul style="list-style-type: none"> • in turns, read Luke19:2-10, 	How did Zacchaeus

	Tax Collector 3 lessons	a) read the story of Zacchaeus outlined in Luke 19:2-10, b) recount how Zacchaeus changed his behaviour positively, c) demonstrate integrity when using money, d) discuss why it is important to repent sins in order to be like Christ.	<ul style="list-style-type: none"> • draw and colour Zacchaeus on a tree then share the drawings, • role play the story of Zacchaeus, • record the role play using their digital devices, • retell the story of Zacchaeus, • tell a friend how to turn away from bad behaviour, • state three lessons learnt from the story of Zacchaeus, • list ways of using money wisely, • sing a song related to Jesus Christ as the saviour. 	encounter with Jesus Christ change his behaviour?
Core competencies to be developed: <ul style="list-style-type: none"> • Digital literacy: the skill of interacting with technology is portrayed as learners use digital devices to record a role play. • Self-efficacy the skill of expressing their emotions is exhibited as learners tell their friends how to turn away from bad behaviour. 				
PCIs: <ul style="list-style-type: none"> • Social Cohesion: learners carry out activities in groups such as singing a song. 				
Values: <ul style="list-style-type: none"> • Patriotism: they learn how Zacchaeus dedicated his life to serving his government regardless of the challenges his work posed to him and his family. He also pledged to give half his belongings to the poor and for anyone he had cheated he would pay back four times. 				

Links to other learning Areas:

- **English:** reading skills are applied as learners read the story of Zacchaeus.
- **Creative Arts:** creative skills are applied as learners draw, colour, role play and sing.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
--------	------------	----------------------------	--------------------------------	-------------------------

2.0 The Holy Bible	2.3 Balaam's Donkey 3 lessons	By the end of the sub strand, the learner should be able to: a) read Numbers 22:1-6, 20-34 and retell the story of Balaam and his donkey, b) apply the story in their lives by obeying God's instructions, c) acquire the value of love by speaking good things about others, d) Acknowledge God's greatness by revering Him.	The learner is guided to: <ul style="list-style-type: none"> • in groups read Numbers 22:1-6, 20-34, • in pairs list the importance of obeying God and their seniors,' • role play the story of Balaam's Donkey, • discuss why they should bless and not curse/speak ill about others as per Numbers 22:1-6, 20-34, • use a digital device and draw the scenarios in this story, • sing a song related to obedience. 	Why did the donkey talk?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to Learn: the skill of self-discipline is nurtured as learners work collaboratively in groups. • Digital Literacy: the skill of digital citizenship is enhanced as learners use a digital device and draw the scenarios in this story. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Social Cohesion: learners discuss why they should bless and not curse or speak ill about others; Numbers 22:1-6, 20-34. • Animal welfare Education: learners learn how to treat animals. 				
Values: Social Justice: learners advocate for harmonious relationships in the society as they discuss why they should bless and not curse or speak ill about others.				
Links to other learning activity areas:				

- **English:** the skill of reading is applied as learner read the Bible texts provided.
- **Creative Arts:** creative skills are applied as learners draw and role play.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
--------	------------	----------------------------	--------------------------------	-------------------------

2.0 The Holy Bible	2.4 Samson kills a Lion 2 lessons	By the end of the sub strand, the learner should be able to: a) retell the story of Samson; Judges 14: 5- 9, b) acknowledge God’s power in his/her life, c) trust in God to cope with the challenges of life.	The learners is guided to: • in turns read Judges 14:5-9, • model/draw a lion, • write a poem on ‘Samson kills a lion’, • watch a video clip about Samson, • sing a song on God’s power, • draw pictures of, Samson killing a lion.	How did Samson kill a lion?
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Imagination and Creativity: the skill of originality is nurtured as learners draw, colour, model a lion and write a poem. • Communication: the skill of speaking clearly and effectively is exhibited as they read in turns. 				
Pertinent and contemporary Issues:				
<ul style="list-style-type: none"> • Social Cohesion: learners portray teamwork while role playing the story, ‘Samson kills a Lion.’ 				
Values:				
<ul style="list-style-type: none"> • Respect: learners take turns to read the Bible and listen to each other’s ideas. 				
Links to other learning activity area:				
<ul style="list-style-type: none"> • English: reading and writing skills are applied as learners read and write a poem. • Creative Arts: learners draw, colour and model a lion. 				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 The Holy Bible	2.5 Joseph interprets a Dream	By the end of the Sub strand, the learner should be able to: a) retell the story of Joseph	The learner is guided to: • in turns read Genesis 41:14-24, 28-30, • share dreams they have dreamt about and	How was Joseph able to interpret dreams?

	3 lessons	interpreting the dream, b) apply the lessons learnt and depend on God's wisdom, c) appreciate that, 'the fear of God is the beginning of wisdom.'	try to interpret them, <ul style="list-style-type: none"> dramatize Joseph interpreting the dream, draw a picture of Joseph before Pharaoh and colour it, mention three lessons learnt from the story, sing a song related to this story, recite Proverbs 1:7. 	
Core competencies to be developed:				
Learning to learn: the skill of sharing experiences is nurtured as learners share dreams they have dreamt about.				
Pertinent and contemporary Issues:				
<ul style="list-style-type: none"> Leadership is nurtured as they learn how Joseph exhibited good governance. 				
Values:				
<ul style="list-style-type: none"> Love: they learn how Joseph loved God and his adopted Country Egypt by ensuring they had food security. 				
Links to other learning areas:				
<ul style="list-style-type: none"> English: speaking skills are applied as learners share different experiences. Creative Arts: creative skills are enhanced as learners draw, dramatise and sing. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 The Holy Bible	2.6 Bible Patriarchs <i>Abraham</i> 2 lessons	By the end of the sub strand, the learner should be able to: a) recount the call of Abraham according to Genesis 12:1-5, b) obey God's instructions in	The learner is guide to: <ul style="list-style-type: none"> sing the song about Abraham the father of faith, read Genesis 12:1-5 and retell the call of Abraham, 	<ol style="list-style-type: none"> Why was the name Abram changed? How did Abraham show obedience to God?

	<p>his/her day to day life,</p> <p>c) mention his/ her name for self-identity,</p> <p>d) discuss Abram's change of name to Abraham as outlined in Genesis 17:1-5,</p> <p>e) appreciate God's blessings in his or her; Genesis 12:3.</p>	<ul style="list-style-type: none"> • role play the call of Abraham, • tell what they like about their names, • read Genesis 17:1-5 on the change of Abraham's name, • recite Genesis 12:3 and appreciate God's blessings in their lives. 	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Core competencies to be developed:

- **Collaboration:** the skill of team work is nurtured as learners role play the call of Abraham.
- **Communication:** the skill of speaking clearly and effectively is enhanced as they retell the call of Abraham.

Pertinent and contemporary Issues:

- **Patriotism** is nurtured as they learn about obedience to the law just like Abraham obeyed God's command to leave his country to a land unknown to him.

Values:

- **Respect:** learners listen to and appreciate diverse opinions from peers.

Links to other learning activity areas:

- **Creative Arts:** creative skills are applied as learners role play, sing and draw.
- **English:** speaking skills are applied as learners read and recite verses from the Holy Bible.

Assessment Rubrics

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Ability to retell the Bible stories	Retells the Bible stories in details	Retells the Bible stories	Retell the Bible stories but leaves out some details	Retells the Bible stories with continuous guidance

Ability to list lessons learnt from the Bible stories	lists lessons learnt from the Bible stories and cites relevant examples	List lessons learnt from the Bible stories	Attempts to list lessons learnt from the Bible stories	Lists lessons learnt from the Bible stories when prompted
Ability to apply lessons learnt from the Bible stories in daily life	Consistently applies lessons learnt from the Bible stories in daily life	Applies lessons learnt from the Bible stories in daily life	Applies lessons learnt from the Bible stories in daily life with inconsistencies	Applies lessons learnt from the Bible stories with consistent guidance

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
---------------	-------------------	-----------------------------------	---------------------------------------	--------------------------------

3.0 The Life of Jesus Christ	3.1 The Birth of Jesus Christ <i>The Annunciation</i> 3 lessons	By the end of the sub strand, the learner should be able to: a) narrate the annunciation of the Birth of Jesus Christ as outlined in Luke 1: 26-37, b) acknowledge the uniqueness of the birth of Jesus Christ, c) recite Luke 1:37 and trust in God’s power in his/her life, d) Emulate Mary the mother of Jesus and abstain from sexual sins before marriage.	The learner is guided to: <ul style="list-style-type: none"> • read Luke 1:26-37, • role play the annunciation of the birth of Jesus Christ, • watch a video clip on the annunciation of Jesus Christ’s birth, • in groups, sing a song about the annunciation of the birth of Jesus Christ, • say why sexual purity is important, • recite and meditate on Luke 1:37. 	Why is the birth of Jesus Christ unique?
	3.2 Birth of John the Baptist 2 lessons	a) retell the Birth of John the Baptist according to Luke 1:5-13, 57, b) discuss how John the Baptist prepared the way for the Messiah, c) appreciate the need to live a righteous life by turning away from sins.	<ul style="list-style-type: none"> • in pairs read Luke 1:5-13, • role play the angel’s appearance to Zechariah in the temple, • watch a video clip on the birth of John the Baptist, • read Luke 1:76-79 and tell how John the Baptist prepared the way for the Messiah, • sing a song about John the Baptist. 	How is John the Baptist a precursor of Jesus Christ?
Core competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: the skill of connecting using technology is portrayed as learners watch a video clip on the birth of John the Baptist. • Imagination and Creativity: the skill of coming up with new ideas is exhibited as learners role play the annunciation of 				

the birth of Jesus Christ.

Pertinent and contemporary Issues:

- **Human Sexuality:** learners emulate Mary the mother of Jesus Christ by leading holy lives and abstain from sexual sins before marriage.

Values:

- **Unity:** learners work in pairs and groups to perform different tasks.

Links to other learning Activity Areas:

- **Creative Arts:** creative skills are reinforced as learners sing and role play.
- **English:** reading skills are applied as learners read the Holy Bible.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Life of Jesus	3.3 Healing of Blind	By the end of the sub strand, the learner should be able to: a) retell the healing of blind	The learner is guided to: <ul style="list-style-type: none">• sing a song about the healing power of God,	How did Bartimaeus show faith in Jesus Christ?

Christ	Bartimaeus 3 lessons	Bartimaeus, b) recognize the healing power of Jesus Christ in their lives, c) appreciate Jesus' power over sickness and disease.	<ul style="list-style-type: none"> • read Mark 10:46-52 and retell the healing of Blind Bartimaeus, • role play the healing of blind Bartimaeus, • record the role play using a digital device, • share an incident when they prayed to God for healing. 	
Core competencies to be developed:				
<ul style="list-style-type: none"> • Learning to Learn: the skill of sharing experiences is enhanced as learners share an incident when they prayed to God for healing. • Communication: the skill of speaking clearly and effectively is portrayed as learners retell the healing of Blind Bartimaeus. 				
Pertinent and contemporary Issues:				
<ul style="list-style-type: none"> • Health Issues: non-communicable diseases- blindness; Bartimaeus was blind but he was healed. 				
Values:				
<ul style="list-style-type: none"> • Responsibility: learners engage in assigned roles and duties as they role play the healing of blind Bartimaeus. 				
Link to other Learning Areas:				
<ul style="list-style-type: none"> • Agriculture and Nutrition skills are utilized as they learn about blindness. • English: reading skills are applied as they read and learn new vocabulary. • Creative Arts: creative skills are applied as learners sing and role play. 				
Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Life of Jesus Christ	3.4 Healing the 10 Lepers 3 lessons	By the end of the sub strand, the learner should be able to: a) narrate the story of the	The learner is guided to: <ul style="list-style-type: none"> • in turns read Luke 17:11-19, • role play the healing of the ten lepers, • draw the ten lepers using a digital device, 	How did the 10 lepers portray gratitude?

		<p>ten lepers according to Luke 17:11-19,</p> <p>b) outline ways of showing gratitude to God in day-to-day life,</p> <p>c) portray gratitude by thanking those who do good to them,</p> <p>d) appreciate the miracle by having faith in God.</p>	<ul style="list-style-type: none"> • tell how the 10 lepers showed faith in God, • mention how they exercise faith in God, • share instances when they prayed to God for healing, • in groups list ways they express gratitude to God, • write a 'Thank you note' to God for the gift of life, • list ways they express gratitude to others, • sing a song related to showing gratitude to God. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Imagination and creativity: the skill of coming up with new ideas is portrayed as learners draw the 10 lepers using a digital device. • Digital Literacy: the skill of connecting using technology is portrayed as learners use a digital device to draw the ten lepers. 				
<p>Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> • Health Issues: Communicable diseases; they learn ways of managing contagious diseases like leprosy. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love is nurtured as learners write a 'Thank you note' to God for the gift of life. 				
<p>Link to other learning Areas:</p> <ul style="list-style-type: none"> • Agriculture and Nutrition is enhanced as they learn about leprosy. • English: the skills of speaking and reading are applied as learners speak, read and learn new vocabulary. 				

- **Creative Arts:** creative skills are applied as they role play and sing different songs.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Life of Jesus Christ	3.5 Jesus raises a Widow's Son 2 lessons	By the end of the sub-strand, the learner should be able to: a) retell the story of raising the Widow's son,	The learners is guided to: <ul style="list-style-type: none"> • read Luke 7: 11-16 and retell the story, • list challenges they face in their lives and how they involve God to get solutions to those challenges, 	Why did Jesus raise the Widow's son?

		b) recognize God's power over death and believe in resurrection, c) apply lessons learnt by showing compassion to others, d) appreciate the miracle by praying to God when faced with challenges.	<ul style="list-style-type: none"> • tell how they show kindness to others, • say how Jesus showed compassion to the widow, • watch a video clip on raising the Widow's son, • write John 11:25 on flash cards and recite it, • sing a song about God's power over life and death. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Digital literacy: the skill of connecting parts of a digital device is exhibited as learners watch a video clip on raising the Widow's son. • Self-efficacy: the skill of expressing their needs clearly for help is portrayed as they list challenges they face in their lives and how they depend on God to get solutions. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Social Justice: learners tell how they show kindness to others. 				
Values: <ul style="list-style-type: none"> • Love is nurtured as learners say how Jesus showed compassion to the Widow. 				
Link to other learning Areas: <ul style="list-style-type: none"> • English: reading skills are applied as learners read and learn new vocabulary. • Creative Arts: creative skills are applied as learners sing. 				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The life of Jesus Christ:	3.6 Forgiveness 2 lessons	By the end of the Sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) outline the importance of forgiving others, b) resist vengeance as outlined in Mathew 5:39, c) appreciate forgiveness by not 	The learner is guided to: <ul style="list-style-type: none"> • read Matthew 5:39 and say why it is important to forgive others, • role play acts of forgiveness, • say why they should not revenge when wronged, • sing a song about loving others, 	Why should you not pay evil for evil?

		repaying evil for evil.	<ul style="list-style-type: none"> • write Mathew 5:39 and display it in class. 	
	3.7 Helping the Needy 2 lessons	By the end of the Sub-strand, the learner should be able to: a) state the importance of helping those in need, b) demonstrate kindness by sharing with those in need, c) recite Mathew 5:42 and help those in need promptly.	The learner is guided to: <ul style="list-style-type: none"> • read Matthew 5:42 and tell what they have learnt, • mention instances they helped someone at school, home or in church e.g. they gave a pencil, rubber or shared lunch with another pupil, • role play sharing items with those who do not have, • write Matthew 5:42 on flash cards and recite it. 	How do you help those in need?
Core Competencies to developed:				
<ul style="list-style-type: none"> • Citizenship: the skill of developing and showing compassion and empathy is portrayed as learners mention instances they helped someone at school, home or in church e.g. they gave a pencil, rubber or shared lunch with another pupil. • Communication: the skill of writing clearly and correctly is exhibited as learners write Matthew 5:42 on flash cards and recite it. 				
Pertinent and contemporary Issues:				
<ul style="list-style-type: none"> • Social Cohesion: learners sing a song about loving others. • Peace Education: learners practice reconciliation by forgiving others when wronged. 				
Values:				
<ul style="list-style-type: none"> • Love is portrayed as learners sing a song about loving others. 				

- **Peace** is nurtured as learners say why they should not revenge when wronged.
- **Patriotism** is portrayed as learners demonstrate kindness by sharing with those in need and as they mention instances they helped someone in need.

Link to other learning areas:

- **English:** speaking skills are enhanced as learners read and learn new words.
- **Creative Arts:** creative skills are applied as learners role play and sing.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Life of Jesus Christ:	3.8.Parable of the lost coin 2 lessons	By the end of the Sub-strand, the learner should be able to: a) describe the parable of the lost coin, b) list lessons learnt from the parable of the lost coin, c) recognise God's love for	The learner is guided to: <ul style="list-style-type: none"> • read Luke 15: 8-10 and retell the parable, • role play the parable of the lost coin, • share lessons learnt from the parable of the lost coin with a friend, • say how God loves them and how to 	How does God show love for the sinner?

		<p>the sinner and the need to live a righteous life,</p> <p>d) appreciate God's love and lead upright lives.</p>	<p>lead a righteous life,</p> <ul style="list-style-type: none"> • tell why it is important to live a holy life as a Christian, • sing a song about God's willingness to save the lost. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of sharing what they have learnt is exhibited as they mention lessons learnt from the parable of the lost coin. • Imagination and creativity: the skill of coming up with new ideas is exhibited as learners role play the parable of the lost coin. 				
<p>Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> • Financial literacy: learners appreciate the value of currency or money as depicted by the woman's persistence in search for her lost coin. • Citizenship – desire to help and work for the salvation of the lost persons (sinners) in their society as an extension of good neighbourliness and care for one another in the society. 				
<p>Link to Values:</p> <ul style="list-style-type: none"> • Love is nurtured as learners say how God loves them and how to lead a righteous life. 				
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • English: speaking skills are enhanced as learners read and learn new words. • Creative Arts: creative skills are applied as learners sing and role play. 				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Life of Jesus Christ	3.8.2 Parable of the mustard seed 3 lessons	By the end of the Sub-strand, the learner should be able to; a) retell the parable of the Mustard seed as guided by the Bible text, b) describe how the Kingdom of God grows from a small	The learner is guided to: <ul style="list-style-type: none"> • read Luke 13:18-19 and narrate the parable, • in groups collect small seeds from the school compound, • plant the seeds, water them and observe as the seeds sprout and grow to a big tree, • draw a big tree with birds resting on its branches and compare it to the 	How does the parable of the mustard seed relate to the Kingdom of God?

		beginning, c) explain how we contribute to the growth of the Kingdom of God, d) appreciate the growth of God's kingdom by evangelizing to others.	growth of God's kingdom, • role play the activities they do in Church, • watch a video clip on a mustard seed, • say how they respond to salvation, • sing a song about the kingdom of God.	
Core competencies to be developed: <ul style="list-style-type: none"> • Creativity and Imagination: the skill of communicating new ideas is enhanced as learners draw a big tree and compare it to the growth of God's kingdom of God . • Digital Literacy: the skill of digital citizenship is portrayed as learners watch a video clip on a mustard seed. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Socio economic Issues: environmental education is nurtured as learners plant the seeds, water them and observe as the seeds sprout and grow to a big tree. 				
Values: <ul style="list-style-type: none"> • Unity is enhanced as learners work in groups to collect small seeds from the school compound. • Responsibility is enhanced as learners plant the seeds, water them and observe as the seeds sprout and grow to a big tree. 				
Links to other learning activity areas: <ul style="list-style-type: none"> • Agriculture and Nutrition is enhanced as learners collect seeds and plant them. • Creative Activities: creative skills are applied as learners draw, sing and role play. • English: reading skills are enhanced as learners read the Bible. 				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 The Life of Jesus Christ	3.9 Nicodemus encounter with Jesus Christ 3 lessons	By the end of the sub-strand, the learner should be able to: a) retell the story of Nicodemus encounter with Jesus Christ, b) acknowledge that repentance of sins draws us close to Christ, c) discuss the importance of baptism to Christians today, d) recite John 3:16 and	The learner is guided to: <ul style="list-style-type: none"> • read John 3: 1-5 and say how they respond to Christ's saving grace, • role play the story of Nicodemus' encounter with Jesus Christ, • discuss how repentance of sins can draw them to Christ, • watch a video on Nicodemus conversion, • say why baptism is important to Christians, 	How did Nicodemus encounter with Jesus Christ change his life?

		believe in Jesus Christ to inherit eternal life.	<ul style="list-style-type: none"> • sing a song on Nicodemus conversion, • tell how they respond to John 3:16. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Communication: speaking skills are portrayed as learners read the Bible and tell how they respond to Christ's saving grace. • Learning to learn: the skill of working collaboratively is enhanced as learners discuss how repentance of sins can draw them to Christ. 				
PCIs: <ul style="list-style-type: none"> • Social Cohesion: learners demonstrate teamwork while carrying out various activities. 				
Values: <ul style="list-style-type: none"> • Respect: learners display humility as they role play the story of Nicodemus. 				
Links to other Activity Areas: <ul style="list-style-type: none"> • English: speaking skills are enhanced as learners speak fluently and confidently. • Creative Arts: creative skills are applied as learners role play and sing a song on Nicodemus conversion. 				

DRAFT

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Ability to retell the annunciation of the birth of Jesus Christ	Retells the annunciation of the birth of Jesus Christ in details	Retells the annunciation of the birth of Jesus Christ	Retells the annunciation of the birth of Jesus Christ but omits some information	Retells the annunciation of the birth of Jesus Christ when prompted
Ability to retell the birth of John the Baptist	Retells the birth of John the Baptist and cites	Retells the birth of John the Baptist	Makes effort to retells the birth of John the	Retells the birth of John the Baptist with

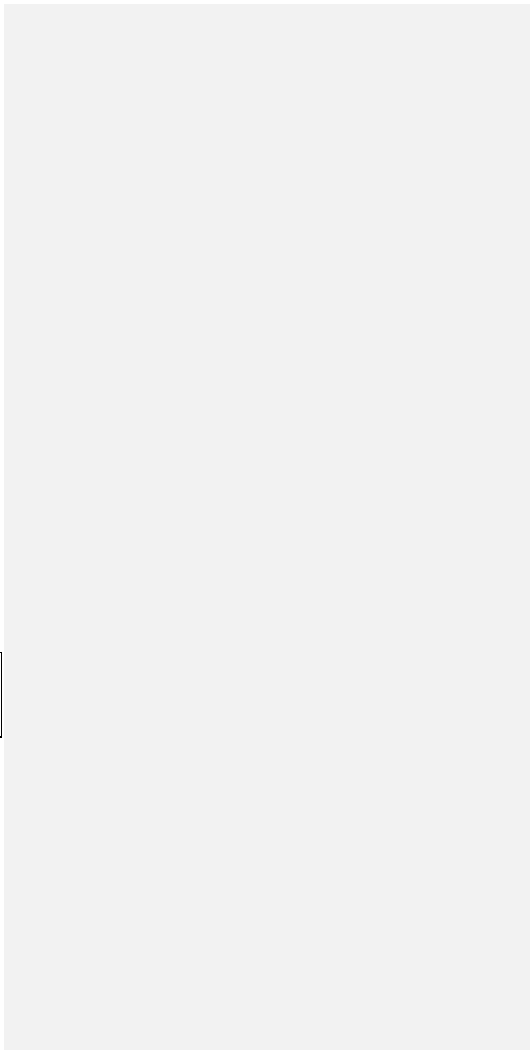
Baptist	relevant examples		Baptist	prompts
Ability to retell all miracles performed by Jesus Christ	Retells all miracles of performed by Jesus Christ	Retells the miracles of performed by Jesus Christ	Retells some of the miracles of performed by Jesus Christ	Retells only one miracle performed by Jesus Christ
Ability to list lessons learnt from the Miracles of Jesus Christ	Lists lessons learnt from the Miracles of Jesus Christ	Lists lessons learnt from the Miracles of Jesus Christ	Partly lists lessons learnt from the Miracles of Jesus Christ	Lists lessons learnt from the Miracles of Jesus Christ with consistent guidance
Ability to apply lessons learnt from the teachings of Jesus Christ in daily life	Applies lessons learnt from the teachings of Jesus Christ in daily life and encourages peers to do so	Applies lessons learnt from the teachings of Jesus Christ in daily life	Makes effort to apply lessons learnt from the teachings of Jesus Christ in daily life	Applies lessons learnt from the teachings of Jesus Christ with consistent guidance

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
4.0 Christian Values	4.1 Trust: 3 lessons	By the end of the sub-strand, the learner should be able to: a) emulate Joseph by resisting sexual temptations as young	The learner is guided to: <ul style="list-style-type: none"> in turns read Genesis 39:7-12 and retell the story of Joseph and Potiphar's wife, list people they can trust at home school and the community, 	<ol style="list-style-type: none"> Whom do you trust at home and at school? Why should you avoid talking to strangers?

		<p>people; Genesis 39:7-12,</p> <p>b) exercise precaution when with people of the opposite sex,</p> <p>c) identify people he/she can trust for own safety,</p> <p>d) recite Psalm 125:1 and trust in God always.</p>	<ul style="list-style-type: none"> • in pairs role play saying no to strangers, • in groups discuss whom to report to when in danger, • write a poem on, 'People I trust' • role play saying, 'No' to strangers to avoid child abuse or kidnap, • list the importance of trusting God, • sing a song about trusting God. 	<p>3. Why should you put your trust in God?</p>
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of expressing their needs clearly for help is portrayed as learners list people they can trust at home school and the community. • Creativity and Imagination: the skill of coming up with unique and new ideas is exhibited as learners role play saying, 'No' to strangers to avoid child abuse or kidnap. 				
<p>Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> • Developmental Perspective: learners learn how to detect, deter and escape from harmful strangers or relatives. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: learners observe safety precautions as they say No! to strangers. 				
<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> • English: the skill of writing is applied as learners write a poem. • Creative Arts: creative skills are applied as learners sing a song about trusting God. 				

DRAFT

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
---------------	-------------------	-----------------------------------	---------------------------------------	--------------------------------



4.0 Christian Values	4.2 Truthfulness 3 lessons	By the end of the sub-strand, the learner should be able to: a) state the importance of telling the truth always, b) resist lying as cited in Proverbs 12:19, c) desire to always speak the truth as outlined in Ephesians 4:25.	The learner is guided to: • read Ephesians 4:25, • say why they should tell the truth always, • in pairs say when they did not tell the truth and how to overcome lies, • write a poem on the importance of telling the truth always, • write Proverbs 12: 19 on flash cards and recite it.	Why should you tell the truth always?
Core competencies to be developed: <ul style="list-style-type: none"> • Imagination and Creativity: the skill of coming up with new ideas and originality is enhanced as they write a poem on the importance of telling the truth always. • Communication and collaboration: the skill of speaking clearly and effectively is enhanced as learners in pairs say when they did not tell the truth and how to overcome lies. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Social Cohesion is portrayed as learners resist lying and tell the truth. 				
Values: <ul style="list-style-type: none"> • Integrity: learners say why they should tell the truth always. 				
Link to other learning activity areas: <ul style="list-style-type: none"> • Creative Arts: creative skills are applied as learners write a poem. • English: speaking skills are enhanced as learners read and recite the Bible texts provided. 				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
--------	------------	----------------------------	--------------------------------	-------------------------

4.0 Christian Values	4.3 Obedience at home and school 3 lessons	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> read Exodus 20:12 and state the benefit of honouring parents, obey parents and siblings for harmonious co-existence, practice responsibility by obeying teachers and other leaders in the school, outline the results of disobedience and desire obedient always. 	The learner is guided to: <ul style="list-style-type: none"> read Exodus 20:12 and state the benefit of honouring parents, compose a poem on the benefits of obeying parents, list results of obeying school rules, in groups list results of disobedience, sing the song on benefits of obedience. 	Why should you obey your parents and teachers?
Core competencies to be developed: <ul style="list-style-type: none"> Learning to learn: the skill of carrying out activities with peers is portrayed as learners list the results of disobedience. Creativity and Imagination: the skill of coming up with new ideas is nurtured as learners compose a poem on the benefits of obeying parents. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> Peace Education: learners contribute to peace at home by obeying their parents. 				
Values: <ul style="list-style-type: none"> Responsibility: learners obey parents and teachers. 				

Links to other Learning Areas:

- **English:** speaking skills are enhanced as learners recite poems.
- **Creative Arts:** creative skills are applied as learners sing a song on the benefits of obedience.

DRAFT

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
--------	------------	----------------------------	--------------------------------	-------------------------

4.0 Christian Values	4.4 Jesus loves little Children 3 lessons	By the end of the sub strand, the learner should be able to: a) recognize that God loves children; Matthew 19:13-15, b) demonstrate love for others by being kind to them, c) appreciate God’s love by obeying His teachings.	The learner is guided to: <ul style="list-style-type: none"> • in groups retell Jesus Christ’s love for little children, • role play Jesus blessing little Children (Mathew 19:13-15), • draw Jesus praying for little children, • watch a video clip on Jesus Christ blessing little children, • show love to others as taught by Jesus Christ. 	<ol style="list-style-type: none"> 1. How did Jesus Christ show love to little children? 2. How do you show Godly love to others as a Christian?
Core competencies to be developed: <ul style="list-style-type: none"> • Imagination and Creativity: the skill of coming up with unique and new ideas is exhibited as learners draw Jesus praying for little children. • Digital Literacy: the skill of digital citizenship is portrayed as learners watch a video clip on Jesus Christ blessing little children. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Social cohesion: teamwork is portrayed as learners take up different roles in assigned tasks. 				
Values: <ul style="list-style-type: none"> • Love: learners show love to others as taught by Jesus Christ. 				
Links to other learning areas: <ul style="list-style-type: none"> • English: reading skills are enhanced as learners read the Holy Bible. • Creative Arts: creative skills are applied as learners draw and role play. 				
Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)

4.0 Christian Values	4.5 Responsibility <i>Personal and school properties</i> (2 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify personal items and how they take care of them, identify school properties and how to take care of them, acquire responsibility by taking care of personal and school properties. 	The learner is guided to: <ul style="list-style-type: none"> display personal items e.g. pullover, pen, pencils, eraser, exercise books, text books, in pairs list the use of each of his/ her personal and school items, say why they should take good care of their personal and school items, compose a poem on taking care of personal and school properties. 	How do you take care of personal and school items?
Core competencies to be developed: <ul style="list-style-type: none"> Communication: the skill of communication and self-expression is exhibited as learners compose a poem. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> Health Issues: Personal hygiene is portrayed as learners practice taking care of personal property. 				
Values: <ul style="list-style-type: none"> Responsibility: learners care for personal and school items. 				
Links to other learning activity area: <ul style="list-style-type: none"> Creative Arts: creative skills are applied as learners compose a poem. Agriculture and nutrition is enhanced as learners take good care of personal and school property. 				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
--------	------------	----------------------------	--------------------------------	-------------------------

4.0 Christian Values	4.6 Holiness 4 lessons	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> describe ways of glorifying God with their bodies, acquire the value of holiness by keeping away from situations that lead to sin, recite 1 Corinthians 6:19 on the body as the temple of the Holy Spirit, desire to lead holy lives free from sin. 	The learner is guided to: <ul style="list-style-type: none"> in pairs read 1 Corinthians 6:19-20 and mention the lessons learnt, in pairs list sins that do not please God, in groups discuss how to avoid situations that lead to sin, sing a song on holiness. 	Why should you lead holy lives as young people?
Core competencies to be developed: <ul style="list-style-type: none"> Self-efficacy: the skill of knowing self is portrayed as learners discuss how to avoid situations that lead to sin. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> Social cohesion: learners discuss how to avoid situations that lead to sin. 				
Link to Values: <ul style="list-style-type: none"> Respect: learners practice humility and take turns to read the Bible and perform assigned tasks. 				

Assessment Rubric

Indicator	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Ability to explain ways Christian values enhance harmonious co-existence	Explains ways Christian values enhance harmonious co-existence in details	Explains ways Christian values enhance harmonious co-existence	Explains ways Christian values enhance harmonious co-existence but omits some information	Explains ways Christian values enhance harmonious co-existence with prompts
Ability to give examples of how to live the values in day-to-day life	Gives examples of ways they practice Christian values in day-to-day life and encourages peers to do so	Gives examples of ways they practice Christian values in day-to-day life	Partly gives examples of ways they practice Christian values in day-to-day life	Gives examples of ways they practice Christian values in day-to-day life with guidance
Ability to apply acquired values in day –to- day life	Constantly applies acquired values in day-to- day life	Applies acquired Christian values in day- to- day life	Sometimes applies acquired Christian values in day- to- day life	Applies acquired Christian values in day-to- day live with constant guidance

Strand	Sub strand	Specific Learning	Suggested Learning Experiences	Key Inquiry
---------------	-------------------	--------------------------	---------------------------------------	--------------------

		Outcomes		Question(s)
5.0 The Church	5.1 House of God 2 lessons	By the end of the sub strand, the learner should be able to: a) outline lessons learnt from Matthew 21:12-14, b) participate in Church activities to grow spiritually, c) appreciate the Church as a house of worship.	The learner is guided to: <ul style="list-style-type: none"> • read Matthew 21:12-14 and list lessons learnt from the Bible text, • read 1Corinthians 14:26 and list activities they do in church, • in groups mention ways they serve God in Church, • in pairs list ways of respecting the church as a house of God, • write a poem about respecting the Church, • sing a song related to serving God. 	Why is the Church a holy place?
Core competences to be develop:				
<ul style="list-style-type: none"> • Collaboration: the skill of teamwork is portrayed as learners mention ways they serve God in Church. 				
Pertinent and contemporary Issues:				
<ul style="list-style-type: none"> • Social Cohesion: learners live harmoniously as they interact with each other. 				
Values:				
<ul style="list-style-type: none"> • Responsibility is exhibited as learners list activities they should do in church. 				
Link to other learning activity areas:				
<ul style="list-style-type: none"> • Creative Arts: creative skills are applied as learners sing a song related to serving God. • English: reading skills are enhanced as learners read the scriptures. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 The Church	5.2 The Early Church 3 lessons	By the end of the sub-strand, the learner should be able to; a) identify the first disciples of Jesus Christ from the scriptures provided, b) describe how the early church was started as outlined in Acts 2:38-41, c) desire to turn away from sins as stated in Acts 2:38.	The learner is guided to: <ul style="list-style-type: none"> • read Matthew 10:1-4 and list the disciples of Jesus Christ, • sort the names of the 12 disciples by using flash cards, • search for the names of the disciples in a word puzzle, • watch a video clip on the twelve disciples, • read Acts 2:38-41 on how the early church was started, • role play how the early church was started, • repent their sins as guided in Acts 2:38. 	How was the early church started?
Core competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: the skill of developing relationships is nurtured as learners carry out activities together such as sorting, searching and role playing. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Leadership: as they learn about the instructions given to the first disciples: Matthew 10:1-4. 				

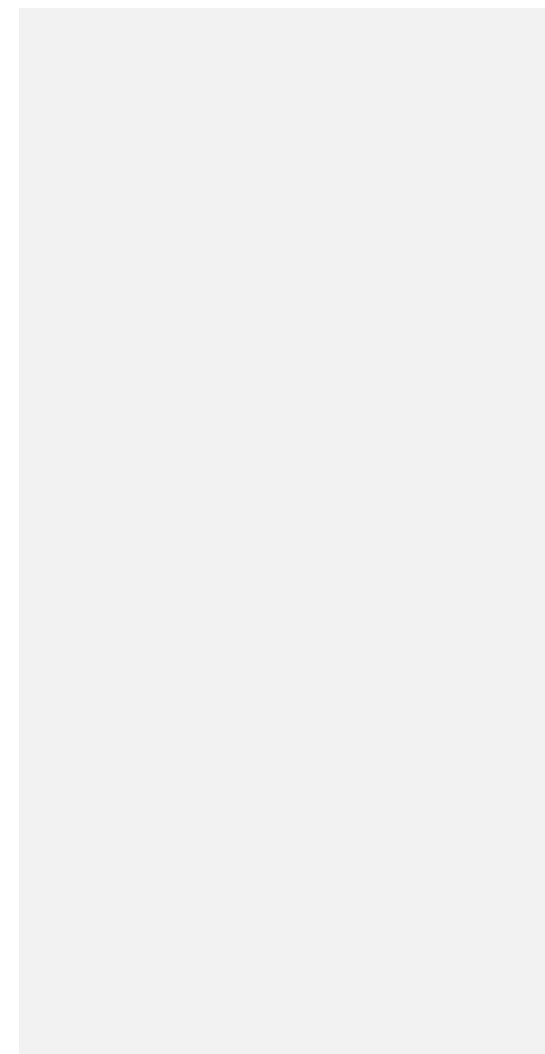
Values:

- **Responsibility:** learners learn how to take up their roles by following the example of the disciples of Jesus Christ.

Links to other learning activity areas:

- **Mathematics:** mathematical skills are applied as learners use flash cards to sort the names of the 12 disciples.
- **English:** reading skills are enhanced as learners read the Holy Bible.
- **Creative Arts:** creative skills are applied as learners engage in role play.

DRAFT



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 The Church	5.3 Standing Firm in Faith 3 lessons	By the end of the sub strand, the learner should be able to: a) name the city where believers were first called Christians, b) retell how Stephen was stoned for standing firm in his faith, c) explain why they should not join ungodly groups, d) Utilize the virtue of assertiveness and stand firm in faith.	The learner is guided to: <ul style="list-style-type: none"> • sing a song related to standing firm in the Christian faith, • read Acts 11: 26 and say where believers were first called Christians, • identify Antioch, from a Bible map, • in groups read Acts 7: 54-60 about how Stephen was stoned to death, • list lessons learnt from the stoning of Stephen, • explain why they should not join ungodly groups; radicalized groups, groups that do not recognise Jesus Christ, • list ways they can stand firm in their Christian faith. 	<ol style="list-style-type: none"> 1. Why should you stand firm in your Christian faith? 2. Why should you not join ungodly groups?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: the skill of engaging in self-driven tasks is portrayed as learners identify Antioch from the map. 				
<p>Pertinent and contemporary Issues:</p> <ul style="list-style-type: none"> • Safety and Security: learners explain why they should not join ungodly groups; radicalized groups, groups that do not recognise Jesus Christ as their saviour. • Assertiveness: learners say No! to ungodly groups by standing firm in their faith. 				

Values:

- **Patriotism:** learners explain why they should not join ungodly groups; radicalized groups and groups that do not recognize Jesus Christ.

Links to other activity area:

- **Creative Arts:** creative skills are applied as learners sing songs.
- **English:** reading skills are enhanced as learners read the scriptures.
- **Social Studies** skills are applied as learners locate Antioch in the map.

DRAFT

Strand	Sub strand	Specific Learning	Suggested Learning Experiences	Key Inquiry
--------	------------	-------------------	--------------------------------	-------------

		Outcomes		Question(s)
5.0 The Church	5.4 The Lord's Prayer 3 lessons	By the end of the Sub strand, the learner should be able to: a) read Matthew 6:9-13 on the Lord's prayer, b) recite the Lord's prayer and pray always, c) say a prayer to God every day to grow spiritually.	The learner is guided to: <ul style="list-style-type: none"> • sing a song related to the Lord's Prayer, • read Matthew 6:9-13, • discuss why it is important to pray everyday, • pray for their parents/guardians, friends and relatives, • recite the Lord's prayer daily, • list the number of times they pray and share with classmates. 	Why should you pray always as a Christian?
Core competencies to be developed:				
<ul style="list-style-type: none"> • Collaboration: learners develop skill of teamwork as they discuss, sing and recite the Lord's prayer. 				
Pertinent and contemporary Issues:				
<ul style="list-style-type: none"> • Developmental perspective: self-Discipline is enhanced as learners recite the Lord's prayer daily. 				
Values:				
<ul style="list-style-type: none"> • Unity is enhanced as learners pray for their parents/guardians, friends and relatives. 				
Link to other learning areas:				
<ul style="list-style-type: none"> • Creative Arts: creative skills are applied as learners sing. • English: reading skills are enhanced as learners read the Bible. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 The Church	5.5 Fruit of the Holy Spirit 3 lessons	By the end of the sub-strand, the learner should be able to: a) list the fruit of the Holy Spirit as guided in Galatians 5:22-23, b) describe how they apply the fruit of the Holy Spirit in their lives, c) desire to be led by the Holy Spirit in their daily activities.	The learner is guided to: • in pairs read Galatians 5: 22-23, • list the fruit of the Holy Spirit; love, joy, peace, patience, kindness, goodness, faithfulness, humility, self-control, • write the fruit of the Holy Spirit on flash cards and display it in class, • in groups list good things, they should do to others as Christians, • discuss how they apply the fruit of the Holy Spirit in daily lives, • compose and sing a song on the fruit of the Holy Spirit.	Why should you have the fruit of the Holy Spirit?
Core competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: the skill of originality is nurtured as learners compose a song on the fruit of the Holy Spirit. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Peace Education is enhanced as learners list good things they should do to others as Christians. 				
Values: <ul style="list-style-type: none"> • Peace is exhibited as learners practise the fruit of the Holy spirit that is- peace and live peacefully with others. 				
Link to other learning Areas: <ul style="list-style-type: none"> • English: reading skills are enhanced as learners read the Holy Bible. • Creative Arts: creative skills are applied as learners compose and sing a songs. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 The Church	5.6 Self-control 2 lessons	By the end of the Sub strand, the learner should be able to: a) practice self-control as guided in Galatians 5:23-25, b) make right decisions that are guided by the Holy Spirit, c) demonstrate self-control by avoiding behaviour that defiles the body, d) Desire to live Godly lives guided by the Holy Spirit.	The learner is guided to: • read Galatians 5:23-25, • role play, 'making decisions that portray self-control' • in groups list choices they make in their day- to- day lives, • list things that can defile them e.g. engaging in sex, watching ungodly movies, drug use and abuse • say how they can avoid defiling their bodies, • compose a song on self-control: Galatians 5:23-25.	Why should you have self-control?
<p>Core competences to be develop</p> <ul style="list-style-type: none"> • Learning to learn: the skill of working collaboratively is portrayed as learners list choices they make in their day- to- day lives. • Imagination and creativity: the skill of originality is exhibited as learners role play, 'making decisions that portray self-control.' 				
<p>Pertinent and contemporary Issues</p> <ul style="list-style-type: none"> • Human sexuality: learners list choices they make in their day-to--day lives concerning sexual purity. • Child care and protection: learners are empowered to exercise self-control by not defiling their bodies. • Alcohol and substance abuse: learners list things that can defile them e.g. drug use and abuse. 				
<p>Values:</p>				

- **Responsibility** is inculcated as learners list and avoid things that can defile their bodies.
- **Integrity:** learners exhibit self-discipline by not engaging in acts that can defile them e.g. watching ungodly movies.

Links to other learning activity area:

- **Creative Arts:** creative skills are applied as learners sing and role play.
- **English:** reading skills are enhanced as learners read the scriptures.

DRAFT

Assessment Rubric

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to participate in Church activities	Constantly participates in Church activities	Participates in Church activities	Sometimes participates in Church activities	Participates in Church activities when prompted
Ability to list the 12 disciples of Jesus Christ	Lists the disciples of Jesus Christ using illustrations	lists the disciples of Jesus Christ	lists six disciples of Jesus Christ	Lists three disciples of Jesus Christ
Ability to recite Lord's prayer and prays for other people too	Constantly recites the Lord's prayer and also prays for others	Recites the Lord's prayer and also prays for others	Sometimes recites the Lord's and also prays for others	Recites the Lord's prayer and also prays for others with guidance
Ability to utilize the fruit of the Holy Spirit in making right decisions	Constantly utilizes the fruit of the Holy Spirit in making right decisions	Utilizes the fruit of the Holy Spirit in making right decisions	Sometimes Utilizes the fruit of the Holy Spirit in making right decisions	Utilizes the fruit of the Holy Spirit in making right decisions with guidance

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry
---------------	-------------------	-----------------------------------	---------------------------------------	--------------------

6.0 Morality and Social Media	6.1 Use of Social Media 2 lessons	By the end of the sub strand, the learner should be able to: a) list digital devices used at home and at school, b) discuss appropriate ways of using social media, c) apply the value of integrity when using social media, d) desire to do the right thing always even when no-one is watching.	The learner is guided to: • in groups list some digital devices that they know or use, • in pairs discuss appropriate use of social media, • say why they should not chat with online strangers, • use a digital device to listen to a gospel song or watch a video clip based on the Bible.	Question(s) Why should use social media appropriately?
Core competencies to be developed: <ul style="list-style-type: none"> • Communication: listening skills are enhanced as learners use social media devices to listen to a gospel song or watch a video clip based on the Bible. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Patriotism: learners show responsibility by using social media responsibly. 				
Values <ul style="list-style-type: none"> • Responsibility: learners use social media responsibly. • Integrity: learners use social media well even when no one is watching them. 				
Link to other learning areas: <ul style="list-style-type: none"> • Science and technology skills are applied as learners manipulate digital devices. • English: communication skills are enhanced as learners engage in group discussions. 				

Assessment Rubrics

Indicator	Exceeding expectations	Meeting	Approaching	Below expectations
-----------	------------------------	---------	-------------	--------------------

		expectations	expectations	
Ability to use social media responsibly	Uses social media responsibly and encourage other peers to do so	Use social media responsibly	Makes effort to uses social media responsibly	Use social media responsibly with consistent guidance

DRAFT

ASSESSMENT OF 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 of the CSL activity 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 <ul style="list-style-type: none">• 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 CSL Activity <ul style="list-style-type: none">• 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. 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 Resources	Non-Formal Activities
1.0 Creation			
1.1 Self-Awareness	<ul style="list-style-type: none"> • Observation Schedule • Written Quizzes • Checklists • Oral Questions 	The Good News Bible, The Children’s Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Role play a situation involving making right choices at home or during Pastoral Program of Instructions

1.2 My Family	<ul style="list-style-type: none"> • Aural/Oral questions • Projects • Journals • Portfolio • Written Questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Read and discuss Bible verses with their family members
1.3 Attributes of God	<ul style="list-style-type: none"> • Portfolio • Anecdotal records • Aural/oral questions • Authentic Tasks 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Make flash cards with attributes of God and hang them at strategic places in the school
2.0 The Holy Bible			
2.1 Respect for the Holy Bible	<ul style="list-style-type: none"> • Aural /Oral questions • Portfolio • Observation Schedule • Written Quizzes 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Participate in Bible club and practice handling the Holy Bible with respect
Bible stories 2.2 Zacchaeus the tax collector	<ul style="list-style-type: none"> • Words Search Puzzle • Checklists • Assessment Rubrics • Question and Answer 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Present a drama on Zacchaeus in Sunday school or during the schools' Parents' Day
2.3 Balaam's Donkey	<ul style="list-style-type: none"> • Words Search Puzzle • Anecdotal Records • Observation Schedule • Portfolio 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Participate in taking care of domestic animals at home
2.4 Samson kills a lion with bare hands	<ul style="list-style-type: none"> • Authentic Tasks • Observation Schedule • Written Quizzes 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books,	Narrate the story of Samson during Pastoral Programme of Instruction

	<ul style="list-style-type: none"> • Checklists 	plasticine, audio player, picture cards	
2.5 Joseph interprets Pharaohs dream	<ul style="list-style-type: none"> • Journals • Authentic Tasks • Written Questions • Word Search Puzzle 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Share what they dreamt with family members
Bible Patriarchs 2.6 Abraham	<ul style="list-style-type: none"> • Authentic Tasks • Written Questions • Assessment Rubrics • Projects 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Find out their family great grandparents /family lineage from their relatives or guardians
3.0 The Life of Jesus Christ			
3.1 Annunciation of the birth of Jesus 3.2 Birth of John the Baptist	<ul style="list-style-type: none"> • Authentic Tasks • Observation Schedule • Written Quizzes • Checklists 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Role play the annunciation of the birth of Jesus or take part in Christmas celebrations
3.3 Healing of blind Bartimaeus	<ul style="list-style-type: none"> • Observation Schedule • Written Quizzes • Checklists • Oral Questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Interact with learners with disabilities and show love and concern
3.4 Healing of the ten lepers	<ul style="list-style-type: none"> • Journals • Authentic Tasks • Written Questions • Word Search Puzzle 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Role play the parable in Sunday School or during Pastoral Programme of Instruction

3.5 Raising the widow's son at Nain	<ul style="list-style-type: none"> • Observation Schedule • Written Quizzes • Checklists • Oral Questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	In the company of a parent/guardian visit close relatives who have lost loved ones
3.6 Do not revenge Helping those in need	<ul style="list-style-type: none"> • Aural/Oral questions • Projects • Journals • Portfolio • Written Questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	<ul style="list-style-type: none"> • Compose a poem on forgiving a friend who wronged them and recite it • In the company of a parent/guardian visit the elderly and assist them with simple chores, e.g. sweeping the compound, washing dishes, fetching water
3.7 The parable of the lost coin	<ul style="list-style-type: none"> • Aural /Oral questions • Portfolio • Observation Schedule • Written Quizzes 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	In the company of a parent/guardian visit children who have not been going to school for a long time and encourage them to go back to school
3.8 The parable of the mustard seed	<ul style="list-style-type: none"> • Words Search Puzzle • Checklists • Assessment Rubrics • Question and Answer 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	In the company of their Sunday school teacher witness to other children in their community about the love of God
3.9 Nicodemus encounter with	<ul style="list-style-type: none"> • Journals • Authentic Tasks 	The Good News Bible, The Children's Bible, Bible story	Talk to their friends about challenges they experience in their day- to- day

Jesus Christ	<ul style="list-style-type: none"> • Written Questions • Word Search Puzzle 	books, prayer books, hymn books, plasticine, audio player, picture cards	lives and depend on God.
4.0 Christian Values			
4.1 Trust	<ul style="list-style-type: none"> • Authentic Tasks • Observation Schedule • Written Quizzes • Checklists 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Invite children's help desk police officer to talk to pupils during open forums on people they can trust
4.2 Truthfulness	<ul style="list-style-type: none"> • Words Search Puzzle • Checklists • Assessment Rubrics • Question and Answer 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Practice telling the truth always during their interactions with others
4.3 Obedience	<ul style="list-style-type: none"> • Aural /Oral questions • Portfolio • Observation Schedule • Written Quizzes 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	<ul style="list-style-type: none"> • Sing songs on obedience during Pastoral Programme of Instruction • Recite and dramatize Ephesians 6:1-2 in the church
4.4 God's Love	<ul style="list-style-type: none"> • Words Search Puzzle • Checklists • Assessment Rubrics • Question and Answer 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Prepare a play on showing kindness to others and present it during parents day
4.5 Responsibility	<ul style="list-style-type: none"> • Authentic Tasks 	The Good News Bible, The	Ensure they take good care of school

	<ul style="list-style-type: none"> • Observation Schedule • Written Quizzes • Checklists 	Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	and personal property by putting them in the right place
4.6 Holiness	<ul style="list-style-type: none"> • Words Search Puzzle • Checklists • Assessment Rubrics • Question and Answer 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Take part in peer counselling sessions on morality

5.0 The Church			
5.1 Church as a house of worship	<ul style="list-style-type: none"> • Aural/Oral questions • Projects • Journals • Portfolio • Written Questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Recite 1Corinthians 14:26 during Sunday school
5.2 The Early Church	<ul style="list-style-type: none"> • Observation Schedule • Written Quizzes • Checklists • Oral Questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Sing songs about the early church during school assemblies
5.3 Standing firm in faith	<ul style="list-style-type: none"> • Words Search Puzzle • Checklists 	The Good News Bible, The Children's Bible, Bible story books,	Join their various church congregations during baptismal

	<ul style="list-style-type: none"> • Assessment Rubrics • Question and Answer 	prayer books, hymn books, plasticine, audio player, picture cards	activities
5.4 The Lord's prayer	<ul style="list-style-type: none"> • Aural/Oral questions • Projects • Journals • Portfolio • Written Questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Sing/recite the Lord's prayer during school gatherings
5.5 The fruit of the Holy Spirit	<ul style="list-style-type: none"> • Observation Schedule • Written Quizzes • Checklists • Oral Questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Present a well labelled tree with the fruit of the Holy Spirit in church
6.0 Social Media and Morality			
6.1 Appropriate use of social media	<ul style="list-style-type: none"> • Words Search Puzzle • Checklists • Assessment Rubrics • Question and Answer 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Use digital devices to record themselves singing a gospel song