



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN
CHRISTIAN RELIGIOUS EDUCATION

GRADE 8

First published in 2023

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

ii) Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii) Promote individual development and self-fulfillment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

- iv) Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- v) Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- vi) Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- vii) Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- viii) Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/Kenya Sign Language (KSL)	4
3.	Mathematics	5
4.	Integrated Science	5
5.	Pre-Technical Studies	4
6.	Social Studies	4
7.	Religious Education (CRE/IRE/HRE)	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral Programme of Instruction	
	Total	40 +1

LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary concerns in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Christian Religious Education is the study of God's self-revelation to people through personal experiences, his creation, the Holy Spirit, Jesus Christ and the word of God. Christian Religious Education at Junior School aims to build on competencies introduced at primary level. The subject seeks to support the holistic development of the learner morally, spiritually, emotionally and intellectually. The learner will thus be exposed to a broad range of biblical experiences for character formation and upright living.

Moral values, virtues and attitudes acquired will enable the learner to relate well with other people. The life approach method will be used in facilitating learning. Engaging, participatory, interactive, collaborative and cooperative problem-solving activities have been embedded in the learning experiences. The six strands are deliberate in developing the intellectual skills necessary for moral living including “reflection, discernment, critical thinking and deciding how to act in accordance with an informed conscience. The competencies introduced at this level will lay the foundation for learners’ as they transition to the next grade.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior School the learner should be able to:

1. Examine and appreciate God’s plan of salvation after the fall of human beings at the Garden of Eden.
2. Analyse Biblical teachings to acquire knowledge, skills, values, and attitudes that enable him/her to make informed moral decisions.
3. Apply the teachings of Jesus Christ in his/her interactions with others to form harmonious relationships.
4. Take part in different activities both in church and the community as guided by the Word of God to foster responsibility.
5. Apply Christian morals values, life skills and attitudes in their daily interactions to overcome the challenges they face as young people.
6. Utilise research and digital literacy skills effectively and appropriately for acquisition and application of knowledge in different learning contexts.

STRAND 1.0 CREATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creation	1.1 Origin and Consequences of Sin <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) identify the origin of sin according to the creation accounts, b) examine the consequences of sin after the fall of man, c) analyse the causes of sin today, d) discuss moral values and life skills needed to overcome temptations, e) pray to God to overcome temptations in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> ● in pairs brainstorm on the meaning of <i>sin</i> according to the creation accounts and share in class ● brainstorm in groups the sins young people are likely to commit ● read Genesis 3:1-13 and write short notes on the origin of sin ● in pairs read Genesis 3: 14-19, 23, 4:6-12, Genesis 11:1-9 and make notes on the consequences of sin ● in groups discuss the causes of sin among young people today ● in pairs buzz on how to overcome sin/temptations/tempting situations as a young person ● brainstorm on moral values and life skills needed to overcome temptations/sin; write on charts and display in class ● make a prayer to God every day for grace to overcome temptations 	Why is it important to consider the consequences of something before acting?

			<ul style="list-style-type: none"> • repent whenever they fall into temptation as outlined in 1 John 1:9 • write 1 John 1:9 on flashcards and meditate on it. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of teamwork and communicating effectively is enhanced as learners share in pairs and brainstorm in groups on how to overcome temptations. • Learning to learn: the skill of working collaboratively is exhibited as learners brainstorm on moral values and life skills needed to overcome temptations. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Decision-making: learners in pairs buzz on how to overcome sins/ temptations/tempting situations • Spiritual development: learners make a prayer to God every day for grace to overcome temptations/write 1 John 1:9 on flashcards and meditate on it. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: learners decide to avoid sin/temptations/tempting places. • Respect: learners accommodate each other's views and take turns in reading the Bible/sharing personal experiences. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • English Language: learners read, debate, brainstorm and communicate effectively as they share personal experiences. • Social Studies: learners brainstorm on moral values and life skills needed to overcome temptations. 				

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creation	1.2 God's Plan for Redemption <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe how God demonstrated His love to humankind after the fall of man, examine how God's plan of salvation is fulfilled through Jesus Christ, explain the importance of redemption after the fall of man, take part in sharing the love of God with others, appreciate God's saving grace in their day-to-day life. 	The learner is guided to: <ul style="list-style-type: none"> in pairs buzz on the meaning of the word, '<i>redemption</i>' and share with the class brainstorm on how God demonstrated his love after the fall of mankind and make short notes in turns, read Genesis 3:15; Genesis 12:1-3, Isaiah 53:5-12 Isaiah 63:5, Galatians 1:3-5, Colossians 1:13-15, 2 Peter 3:9 on God's plan of salvation and make notes write sensitisation/awareness messages on charts or using a digital device on God's love and plan of salvation to mankind based on John 3:16 in groups discuss the importance of redemption and make a presentation in class take part in sharing God's love through acts of mercy at school and in the community read Ephesians 1:7 and share their 	Why is God's redemptive plan important to Christians today?

			reflections on God's saving grace.	
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital literacy: the skill of using digital platforms is exhibited as learners write sensitisation/awareness messages using a digital device • Learning to learn: the skill of shared knowledge is portrayed as learners brainstorm how God demonstrated his love after the fall of humankind. 				
Pertinent and Contemporary Issues(PCIs): <ul style="list-style-type: none"> • Analytical thinking: learners in groups discuss the importance of salvation to Christians today. • Effective communication: learners write sensitisation/awareness messages on charts or using digital devices. 				
Values: <ul style="list-style-type: none"> • Love: learners take part in sharing God's love by performing acts of mercy. • Unity: learners perform different activities/assignments in groups. 				
Link to other subjects: <ul style="list-style-type: none"> • Social Studies: learners demonstrate social cohesion through acts of mercy and loving others. • English: learners read the Bible and make presentations in class. 				
Assessment rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below expectations
Ability to analyse causes of sin today	Learner analyses causes of sin today and cites relevant examples	Learner analyses the causes of sin today.	Learner partially analyses causes of sin today.	Learner analyses causes of sin today when prompted.
Ability to discuss moral values and life skills needed to overcome	Learner uses relevant examples to discuss moral values and life skills needed to overcome	Learner discusses moral values and life skills needed to overcome temptations.	Learner discusses some moral values and life skills needed to overcome temptations.	Learner discusses moral values and life skills needed to overcome temptations

temptations.	temptations.			with assistance.
Ability to describe how God demonstrated His love to humankind after the fall.	Learner uses relevant examples to describe how God demonstrated His love to humankind after the fall.	Learner describes how God demonstrated His love to humankind after the fall.	Learner partially describes how God demonstrated His love to humankind after the fall.	Learner with prompts describes how God demonstrated His love to humankind after the fall.
Ability to take part in sharing the love of God with others.	Learner constantly shares the love of God with others and encourages peers to do so.	Learner shares the love of God with others.	Learner takes part in sharing the love with God with others when prompted.	Learner with consistent guidance takes part in sharing the love of God with others.

STRAND 2.0 THE BIBLE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 The Bible	2.1 Faith and God's Promises (6 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the background to the call of Abraham, b) examine ways Abraham demonstrated faith in God, c) apply faith in different	The learner is guided to: <ul style="list-style-type: none"> • read Genesis 11: 24-32; 12:1, discuss and make notes for presentation in class • in pairs brainstorm and share with the class the meaning of the word, 'faith' • share experiences of how they exercise faith in God • read Hebrews 11:1-6 and make notes in their exercise books or use a digital device 	How do you exercise faith in relation to God's promises?

		<p>situations as exemplified by Abraham,</p> <p>d) analyse the promises made by God to Abraham and their importance to Christians today,</p> <p>e) apply God’s promises in their day-to-day life.</p>	<ul style="list-style-type: none"> ● in groups brainstorm on how Abraham demonstrated faith in God ● in turns read and discuss Genesis 12:1-3, 15:1-6; 17:23-26, 21:1-7; 22:1-14 ● in groups role-play how God tested Abraham’s faith: Genesis 22 1-19 ● develop a weekly journal on how they exercise faith in God ● brainstorm on the meaning of the word <i>promises</i> ● in pairs list the promises made by God to Abraham ● in turns read Genesis 12: 2-3, 15:1- 6, 17:1-8, 17:15-18 and outline the promises made by God to Abraham for presentation in class ● discuss the importance of God’s promises to Christians today ● brainstorm on how to apply God’s promises in day-to-day life. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: the skill of working collaboratively is portrayed as learners brainstorm and work in groups. ● Communication and collaboration: the skill of writing is demonstrated as learners develop a weekly journal on how they exercise faith in God. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social Awareness skills-Effective communication: learners share experiences of how they exercise faith in God. 				

- Spiritual Development: learners brainstorm on how to apply God’s promises in their day-to-day life.

Values:

- Unity: learners work collaboratively in groups and accommodate each other’s views.
- Responsibility: learners read Hebrews 11:1-6 and make notes in their exercise books or use a digital device.

Link to other subjects:

- Pre-technical Studies: learners read Hebrews 11: 1-6 and use a digital device to make notes.
- English: learners discuss and make notes for presentation in class.

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Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the background to the call of Abraham.	Learner describes the background to the call of Abraham and cites relevant examples.	Learner describes the background to the call of Abraham.	Learner partly describes the background to the call of Abraham.	Learner describes the background to the call of Abraham but omits important details.
Ability to examine ways Abraham demonstrated faith in God.	Learner conclusively examines ways Abraham demonstrated faith in God.	Learner examines ways Abraham demonstrated faith in God.	Learner examines three ways in which Abraham demonstrated faith in God.	Learner examines only one way in which Abraham demonstrated faith in God.
Ability to apply faith in different situations.	Learner constantly apply faith in different situations.	Learner applies faith in different situations.	Learner makes effort to apply faith in different situations.	Learner applies faith in different situations when prompted.
Ability to analyse the promises made by God to Abraham and their importance to Christians today.	Learner analyses the promises made by God to Abraham using illustrations.	Learner analyses the promises made by God to Abraham.	Learner partially analyses the promises made by God to Abraham.	Learner analyses the promises made by God to Abraham when prompted.
Ability to apply God's promises in his/her day-to-day life.	Learner constantly applies God's promises in day-to-day life.	Learner applies God's promises in day-to-day life.	Learner makes effort to apply God's promises in day-to-day life.	Learner with guidance applies God's promises in day-to-day life.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 The Bible	2.2 Abrahamic Covenant <i>(8 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) discuss the meaning of the term ‘covenant’, b) identify covenants in modern life and their importance, c) evaluate characteristics of ungodly covenants today, d) discuss the importance of God’s covenant with Abraham, e) analyse the importance of circumcision to Abraham and his descendants. 	The learner is guided to: <ul style="list-style-type: none"> • in pairs brainstorm on the meaning of the term covenant and share findings with the class • brainstorm on modern covenants and their importance and make notes. • in turns read and discuss Genesis 15:1-18 and make a presentation to the class using PowerPoint slides or charts • watch a video clip on God’s covenant with Abraham • brainstorm on characteristics of ungodly covenants today • in pairs search/read scriptures on how to distinguish between godly from ungodly covenants • read James 4:7, Mathew 4: 8-10, 1Peter 5:8-9, Mathew 7:15-20 and discuss how to resist/discern ungodly covenants • discuss the importance of God’s covenant with Abraham • in turns read Genesis 17:1- 14 and make notes • explain the importance of circumcision 	Why is the Abrahamic covenant important to Christians today?

			<p>to Abraham and his descendants</p> <ul style="list-style-type: none"> in pairs buzz on how to apply faith in difficult situations and share findings with the class. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital Literacy: the skill of using digital technology is enhanced as learners make PowerPoint presentations/watch a video clip on God’s covenant with Abraham. Critical thinking and problem-solving: the skill of creating solutions to complex problems is portrayed as learners buzz on how to apply faith in difficult situations. 				
<p>Pertinent and Contemporary Issues(PCIs):</p> <ul style="list-style-type: none"> Problem-solving skills: learners have a buzz session on how to apply faith in difficult situations. Group dynamics: learners discuss, debate and brainstorm in groups. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect: learners respect each other’s views as they take turns to read, discuss and share experiences. Responsibility: learners undertake and complete their assignments on time. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> Pre-technical Studies: learners make a PowerPoint presentation/watch a video on God’s covenant with Abraham. English: learners read Biblical texts and communicate effectively. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 The Bible	2.3 Leadership in Israel: Saul <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> discuss reasons for kingship in Israel, examine reasons against kingship in Israel according to Prophet Samuel, evaluate King Saul's failures and the consequences, deduce lessons learnt from the failures of King Saul, desire to be a God-fearing leader at home, school and the community. 	The learner is guided to: <ul style="list-style-type: none"> brainstorm in small groups reasons why the Israelites demanded for a king in turns read 1 Samuel 8: 1-9 and make short notes conduct an internet or library search on reasons against kingship in Israel read 1 Samuel 8:10-20 and outline reasons against kingship in Israel read and discuss king Saul's failures and the consequences; 1Samuel 13:8-14, 15:7-25 in groups discuss lessons learnt from the failures of King Saul write a journal on how you exercise leadership at home, school and in the community. 	Why did King Saul fail in his leadership?
Core competencies to be developed: <ul style="list-style-type: none"> Self-efficacy: personal skills are demonstrated as learners obey God's law. Digital literacy: the skill of using digital devices is portrayed as learners conduct an internet search on reasons against 				

kingship in Israel.

Pertinent and Contemporary Issues (PCIs):

- Positive behaviour change: learners decide to obey God’s instructions.
- Citizenship Education-Integrity: learners apply lessons learnt from King Saul’s failures and do God’s will/ follow His instructions.

Values:

- Integrity: learners follow God’s instructions by being patient/exercising self-control and doing the right thing even when no one is watching
- Responsibility: learners write a journal on how they exercise leadership at home, school and in the community.

Link to other subjects:

- Pre-technical Studies: learners conduct an internet search on reasons against kingship in Israel.
- English : learners debate, brainstorm and read in turns various Bible texts.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify covenants in modern life and their importance.	Learner identifies modern covenants and cites relevant examples.	Learner identifies covenants in modern life.	Learner partially identifies covenants in modern life.	Learner with consistent guidance identifies covenants in modern life.
Ability to evaluate characteristics of ungodly covenants today.	Learner illustratively evaluates characteristics of ungodly covenants today.	Learner evaluates characteristics of ungodly covenants today.	Learner partly evaluates characteristics of ungodly covenants today.	Learner evaluates characteristics of ungodly covenants when prompted.
Ability to discuss the	Learner discusses the	Learner discusses the	Learner makes some	Learner with guidance

importance of God's covenant with Abraham.	importance of God's covenant with Abraham using illustrations.	importance of God's covenant with Abraham.	effort to discuss the importance of God's covenant with Abraham.	discusses the importance of God's covenant with Abraham.
Ability to evaluate King Saul's failures.	Learner illustratively evaluates King Saul's failures.	Learner Evaluates King Saul's failures.	Learner Partly evaluates King Saul's failures.	Learner evaluates King Saul's failures when prompted.
Ability to deduce lessons learnt from the failures of King Saul.	Learner skilfully deduces lessons learnt from the failures of King Saul.	Learner deduces lessons learnt from the failures of King Saul.	Learner partly deduce lessons learnt from the failures of King Saul.	Learner with continuous guidance deduces lessons learnt from the failures of King Saul.

STRAND 3.0 MIRACLES OF JESUS CHRIST

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
3.0 Miracles of Jesus Christ	3.1 Healing of Blind Bartimaeus (6 lessons)	By the end of the sub-strand, the learner should be able to; a) explain the healing of blind Bartimaeus, b) discuss lessons learnt from the healing of blind Bartimaeus, c) apply lessons learnt on Godly trust when faced	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on different sicknesses/challenges that face them • discuss how they involve God when faced with challenges • in groups read Mark 10:46-52 and make notes • discuss lessons learnt from the healing of blind Bartimaeus and share findings 	How does the healing of Blind Bartimaeus inspire your faith in God?

		with health challenges, d) appreciate the healing power of God in day-to-day life.	with the class <ul style="list-style-type: none"> in groups share personal experiences of how they applied faith in difficult situations write a prayer on healing in groups visit people who are sick /have challenges within the school to encourage and pray for them. 	
Core Competencies:				
<ul style="list-style-type: none"> Communication and collaboration: the skills of listening, speaking and teamwork are enhanced as learners brainstorm and discuss in groups. Self-efficacy: the skill of task execution is portrayed as learners compose a prayer on healing and recite it in class. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> Health Promotion Issues - Non-communicable diseases: learners discuss lessons learnt from the healing of blind Bartimaeus and share in class. 				
Values:				
<ul style="list-style-type: none"> Responsibility: learners write a prayer on healing and recite it in class. Love: learners in groups visit people who are sick/have challenges and encourage/pray for them. 				
Link to other subjects:				
<ul style="list-style-type: none"> English: learners communicate effectively by reading, brainstorming and discussing various concepts. Social Studies: learners in groups visit people who are sick /have challenges within the school to encourage and pray for them. 				
Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
3.0 Miracles of Jesus	3.2 Calming the Storm	By the end of the sub-strand, the learner should	The learner is guided to: <ul style="list-style-type: none"> brainstorm on the meaning of the word, 	How does calming of the

Christ	<i>(6 lessons)</i>	be able to: a) describe the miracle of calming the storm, b) outline lessons learnt from the miracle of calming the storm, c) identify challenges they face in day-to-day life, d) apply lessons learnt to overcome challenges in day-to-day life, e) desire to depend on God when faced with challenges.	<i>storm</i> <ul style="list-style-type: none"> ● share experiences of challenging situations they have faced either as individuals or family and how they can be overcome ● read Mark 4:35-41 or watch a movie on calming the storm ● in groups outline lessons learnt from this miracle and make notes ● choose a challenging situation affecting the young people and role-play it in class (the role-play should also include solutions) ● compose and sing a song on overcoming the storms of life ● write a personal journal on how they depend on God in day-to-day life ● read and meditate on Psalms 91:1-6. 	storm relate to challenges facing Christians today?
Core Competencies: <ul style="list-style-type: none"> ● Creativity and imagination: the skill of making connections is enhanced as learners role-play a challenging situation affecting young people. ● Self-efficacy: the skill of self-awareness is demonstrated as learners discuss instances they have faced challenging situations either as an individual or family and how they overcame. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Problem-solving skills: learners role-play a challenging situation and come up with solutions. 				

- Self-awareness: learners write a personal journal on how they depend on God in day-to-day life.

Values:

- Responsibility: learners write a personal journal on how they depend on God in day-to-day life.
- Unity: learners work together to complete different tasks/assignments.

Link to other subjects:

- Creative Arts and Sports: learners role-play/compose and sing a song on overcoming the storms of life.
- Pre-technical Studies: learners watch a movie on the miracle of calming the storm.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
3.0 Miracles of Jesus Christ	3.3 Healing of the Paralytic <i>(8 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe the healing of the paralytic, outline lessons learnt from the healing of the paralytic , examine the Pharisees’ opposition to the healing of the paralytic, apply lessons learnt by having faith in God when faced with challenges, appreciate God’s power over sickness and disease. 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of the word, <i>paralysis</i> • read and discuss Luke 5:17-26 and make a presentation in class using charts/posters or PowerPoint slides • in groups discuss lessons learnt from the healing of the paralytic and make notes • watch a movie on the healing of the paralytic • buzz on the meaning of the word, <i>blasphemy</i> • brainstorm on reasons why the Pharisees accused Jesus Christ of blasphemy • in pairs share personal experiences on instances when they prayed to God for 	How does the healing of the paralytic build your faith in God?

			healing <ul style="list-style-type: none"> • write a personal reflection journal on occasions when God answered their prayers • read, write on a flashcard and meditate on Isaiah 53:4-5 	
Core Competencies: <ul style="list-style-type: none"> • Digital literacy: the skill of using digital learning platforms is enhanced as learners watch a movie on the healing of the paralytic. • Self-efficacy: the skill of self-awareness is portrayed as learners write a personal reflection journal on occasions when God answered their prayers. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Effective communication: learners share personal experiences on instances they prayed to God for healing. • Self-awareness: learner write a reflection journal on occasions when God answered their prayers. 				
Values: <ul style="list-style-type: none"> • Respect: learners take turns as they discuss and brainstorm on various learning activities. • Unity: learners work in groups as they discuss, read various Bible texts and watch a movie on the healing of the paralytic. 				
Link to other subjects: <ul style="list-style-type: none"> • Integrated Science: learners brainstorm on the meaning of paralysis. • English : learners read various Bible texts and make presentations in class. 				
Assessment Rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe	Learner describes the	Learner describes the	Learner describes two	Learner describes only

the miracles performed by Jesus Christ.	miracles performed by Jesus Christ and cites relevant examples.	miracles performed by Jesus Christ.	miracles performed by Jesus Christ.	one miracles performed by Jesus Christ.
Ability to outline lessons learnt from the miracles of Jesus Christ.	Learner outlines lessons learnt from the miracles of Jesus Christ with illustrations.	Learner outlines lessons learnt from miracles of Jesus Christ.	Learner outlines three lessons learnt from the miracles of Jesus Christ.	Learner outlines only one lesson learnt from the miracles of Jesus Christ.
Ability to apply lessons learnt from the miracles of Jesus Christ in daily life.	Learner consistently applies lessons learnt from the miracles of Jesus Christ in daily life.	Learner applies lessons learnt from the miracles of Jesus Christ in daily life.	Learner makes some effort to apply lessons learnt from the miracles of Jesus Christ in daily life.	Learner with continuous guidance applies lessons learnt from the miracles of Jesus Christ daily life.

STRAND 4.0 TEACHINGS OF JESUS CHRIST

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
4.0 Teachings of Jesus Christ	4.1 Teachings on Prayer <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to; a) outline the importance of prayer in their day-to-day life, b) discuss the importance of having faith when one prays to God,	The learner is guided to: <ul style="list-style-type: none"> • in pairs share how they pray to God in day-to-day life • brainstorm on the importance of having faith in God as they pray • in pairs read Mark 11:22–24 and share how to pray by faith • in turns read, Matthew 5:44-45 	How do you apply the teachings of Jesus Christ in your day-to-day life?

		c) demonstrate love by praying for all people as taught by Jesus Christ, d) apply lessons learnt on prayer by praying to God always, e) desire to have faith in God whenever they pray.	and share instances they prayed for both friends and enemies <ul style="list-style-type: none"> • read Matthew 6:5-8, outline the main teachings and use PowerPoint slides/charts to make presentations • journal their day-to-day prayer life experiences. 	
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Core Competencies to be developed:

- Communication and collaboration: the skills of speaking, listening and teamwork are portrayed as learners brainstorm on the importance of having faith in God.
- Self-Efficacy: the skill of task execution is exhibited as learners share personal experiences on how they pray to God in day-to-day life.

Pertinent and Contemporary Issues (PCIs):

- Spiritual development: learners journal their day-to-day prayer life.
- Healthy Relationships: learners share instances they prayed for both friends and enemies.

Values:

- Respect: learners demonstrate respect for one another as they take turns to talk and accommodate each other's views.
- Responsibility: learners take responsibility for their daily tasks/assignments/ pray daily.
- Love: learners pray for both friends and enemies as outlined in Matthew 5:44-45.

Link to other Subjects

- Pre-technical Studies : learners use PowerPoint slides to make presentations
- English : learners read, brainstorm, share experiences and journal their day-to-day prayer life experiences

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
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4.0 Teachings of Jesus Christ	4.2 The Lost Sheep (6 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) analyse God’s love for the sinner as outlined in the parable of the lost sheep, b) take part in reaching out to the lost through mission work, c) desire to exemplify God’s love by serving all people. 	The learner is guided to: <ul style="list-style-type: none"> ● in pairs brainstorm on God’s love for the lost ● in turns read Luke 15:1-7 and make notes on the parable of the lost sheep ● in groups outline lessons learnt from the parable of the lost sheep ● role-play the parable of the lost sheep ● brainstorm on how to reach out to the sinner ● organise a class visit to the less fortunate, give them various items and share the love of Christ with them ● share experiences on how to have a close relationship with God ● compose and sing a song on God’s love for the lost. 	How does the parable of the lost sheep demonstrate God’s love for the lost?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Citizenship: active community skills are demonstrated as learners organise a class visit to the less fortunate, give them various items and share the love of Christ with them ● Creativity and imagination: the skill of making connections is exhibited as learners undertake a task to compose and sing a song on God’s love for the lost. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Social cohesion: learners in groups outline lessons learnt from the parable of the lost sheep and how to reach out to the lost/sinner. 				

- Roles sharing: learners perform different roles as they dramatise the parable of the lost sheep.

Values:

- Love: learners demonstrate the love of God by reaching out to the lost/sinner.
- Respect: learners take turns to read various Bible texts and appreciate each other's opinions during class discussions.

Link to other subjects:

- Creative Arts and Sports: learners role-play the parable of the lost sheep.
- English : learners brainstorm on how to reach out to the lost/sinner.

Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to discuss the importance of having faith when they pray.	Learner discusses the importance of having faith when they pray and cites relevant examples.	Learner discusses the importance of having faith when they pray to God	Learner partially discusses the importance of having faith when they pray to God	Learner with prompts discusses the importance of having faith when they pray to God.
Ability to demonstrate love by praying for both friends and enemies as taught by Jesus Christ.	Learner consistently demonstrates love by praying for both friends and enemies.	Learner demonstrates love by praying for both friends and enemies.	Learner makes some effort to pray for both friends and enemies.	Learner demonstrates love by praying for friends only with guidance.
Ability to analyse God's love for the sinner.	Learner using relevant examples analyses God's love for the sinner.	Learner analyses God's love for the sinner.	Learner partly analyses God's love for the sinner.	Learner with guidance analyses God's love for the sinner.
Ability to take part in reaching out to the lost	Learner frequently takes part in reaching out to	Learner takes part in reaching out to the lost	Learner makes effort to reach out to the lost	Learner takes part in reaching out to the lost

through mission work.	the lost through mission work.	through mission work.	through mission work.	through mission work when prompted.
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STRAND 5.0 THE CHURCH

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
5.0 The Church	5.1 The Holy Spirit (6 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the outpouring of the Holy Spirit on the day of Pentecost, b) analyse ways Christians exemplify the fruit of the Holy Spirit, c) take part in church activities to foster responsibility.	The learner is guided to: <ul style="list-style-type: none"> brainstorm on the meaning of ‘<i>the Day of Pentecost</i>’ in pairs share what they know about the day of Pentecost in turns read Acts 2: 1-11 and make notes download and watch a video on the day of Pentecost use a digital device or a chart to write a key points on the day of Pentecost read Galatians 5: 22-23 and write on flashcards the fruit of the Holy Spirit sort the flashcards according to the fruits they practise write a reflection journal on how they practise the fruit of the Holy Spirit in pairs conduct a buzz session on how they participate in church activities/missions work. 	How do you exemplify the fruit of the Holy Spirit?
Core competencies to be developed:				
<ul style="list-style-type: none"> Digital literacy: the skill of using digital technology is enhanced as learners download and watch a video on the day of 				

<p>Pentecost.</p> <ul style="list-style-type: none"> ● Citizenship: the skill of appropriate interaction with the community is enhanced as learners take part in church activities/missions work.
<p>Values:</p> <ul style="list-style-type: none"> ● Love: learners exercise the fruit of love in day-to-day lives by living harmoniously with others. ● Responsibility: learners participate in church activities/mission work.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Information Technology: learners use a digital device to write key points on the day of Pentecost. ● Spiritual Development: learners participate in church activities/mission work.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Pre-technical Studies: learners use a digital device to watch and download a video on the day of Pentecost. ● English : learners read Bible texts and communicate effectively during discussions and buzz sessions.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
5.0 The Church	5.2 Acts of Compassion <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) analyse Christians' responsibility in helping the needy, a) take part in a community service activity in the school neighbourhood, b) desire to practise	The learner is guided to: <ul style="list-style-type: none"> ● in groups identify and list people with diverse needs in the community ● brainstorm on ways Christians care and help the needy in the society ● share experiences on occasions they have helped the needy ● collect pictures of people showing acts of compassion, make a collage and display in class ● read Leviticus 19:32-33, Psalms 82:3, Matthew 	Why should Christians participate in acts of compassion?

		Christ's teaching of helping the needy.	25:35-46, and make a class presentation on lessons learnt <ul style="list-style-type: none"> ● as a class, organise a visit to the less fortunate ● write a detailed report of your visitation, activities done, and lessons learnt and present it in hard copy or PowerPoint slides. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: the skill of interacting with digital technology is exhibited as learners write a report using digital devices. ● Critical thinking and problem-solving: the skill of research is demonstrated as learners identify a need in the community and provide a solution. ● Learning to learn: the skill of working collaboratively is portrayed as they visit the needy/the less fortunate. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: learners appreciate the needy and the vulnerable members of the society. ● Love: learners participate in offering services to the needy/vulnerable members of the society. ● Responsibility: learners show care and concern to the needy by visiting them and offering different services to them. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Empathy: learners identify a place (e.g. hospital/children's home/ home for the elderly), analyse the needs of the people and organise a community service activity. ● Healthy inter and intra-personal relationships: learners respect and care for the elderly members in their families, the church and in the community. ● Skills building-helping people with special needs: learners show love and concern for people with special needs by visiting and attending to their needs. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Pre-technicalStudies: learners make PowerPoint presentations to the class. ● Social Studies: learners identify and respond to the needs of the vulnerable people in the community. 				

Assessment rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the outpouring of the Holy Spirit on the day of Pentecost.	Learner illustratively describes the outpouring of the Holy Spirit on the day of Pentecost.	Learner describes the outpouring of the Holy Spirit on the day of Pentecost.	Learner attempts to describe the outpouring of the Holy Spirit on the day of Pentecost.	Learner describes the outpouring of the Holy Spirit on the day of Pentecost when prompted.
Ability to take part in church activities.	Learner consistently takes part in church activities.	Learner takes part in church activities.	Learner makes some effort to take part in church activities.	Learner takes part in church activities when prompted.
Ability to describe the role of the church in caring for the vulnerable and needy in the society.	Learner describes the role of the church in caring for the vulnerable and needy in the society and cites relevant examples.	Learner describes the role of the church in caring for the vulnerable and needy in the society.	Learner partially describes the role of the church in caring for the vulnerable and needy in the society.	Learner with prompts describes the role of the church in caring for the vulnerable and needy in the society.
Ability to take part in a community service activity in the school neighbourhood.	Learner takes part in community service activities in the school neighbourhood and encourages peers to do so.	Learner takes part in community service activities in the school neighbourhood.	Learner takes part in community service activities in the school neighbourhood when prompted.	Learner with guidance takes part in community service activities in the school neighbourhood.

STRAND 6.0 CHRISTIAN LIVING TODAY

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Christian Living Today	6.1 Family Relationships <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> outline roles of different family members, identify practices of healthy family relationships, identify causes of conflicts in families today, examine Christian teachings on healthy family relationships, desire to live harmoniously with members of the family. 	The learner is guided to: <ul style="list-style-type: none"> in groups brainstorm on the responsibilities of parents/guardians, children and other members of the family in groups discuss practices of a healthy family debate on the causes of conflicts in families today discuss how peer pressure can cause family conflicts in groups suggest ways to overcome peer influence/rebellion against parents in groups suggest solutions to family conflicts read and discuss Ephesians 6:1-4, Exodus 20:12, Colossians 3:20. 	How should family members relate with each other?
Core Competencies: <ul style="list-style-type: none"> Communication and collaboration: the skills of listening, speaking and teamwork are enhanced as learners discuss and brainstorm in groups. Learning to learn: the skill of sharing learnt knowledge is exhibited as learner's debate on the causes of conflicts in families 				

today.

Pertinent and Contemporary Issues (PCIs):

- Peer Pressure Resistance: learners discuss how peer pressure can cause family conflicts and suggest ways to overcome peer influence/rebellion against parents.
- Problem-solving skills: learners in groups suggest solutions to family conflicts.

Values:

- Unity: in groups learners suggest solutions to family conflicts.
- Responsibility: in groups learners brainstorm on the responsibilities of parents/guardians, children and other members of the family.

Link to other subjects:

- Integrated Science: learners in groups discuss practices of a healthy family.
- Social Studies: learners in groups suggest ways to overcome peer influence/rebellion against parents.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Christian Living Today	6.2 Human Sexuality: <i>Responsible Sexual Behaviour</i> (6 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify forms of sexual abuse and how to avoid them, b) evaluate causes of teenage pregnancies today, c) examine the consequences of engaging in irresponsible sexual behaviour, d) discuss values and life skills needed to avoid irresponsible sexual behaviour, e) choose to live responsibly as guided by the word of God. 	The learner is guided to: <ul style="list-style-type: none"> • in groups discuss the meaning of human sexuality and share findings with the class • in groups brainstorm on forms of sexual abuse and make presentations using PowerPoints or charts • in groups list places or settings they should avoid for their own safety • discuss ways and where to report cases of sexual abuse • listen and ask a child protection officer (CPO) Question(s) on what to do in case of defilement • in pairs brainstorm on the causes of early pregnancies among teenage girls and make a presentation in class • brainstorm and list forms of irresponsible sexual behaviour among young people • in pairs buzz on the consequences of engaging in irresponsible sexual behaviour • in groups read, recite and write on 	Why should you live responsibly as a youth?

			<p>flashcards 1Thessalonians 4: 3-6, Romans 12:1-2, 1 Corinthians 6:18-20</p> <ul style="list-style-type: none"> ● brainstorm and list values and life skills needed to avoid irresponsible sexual behaviour ● write and share sensitisation messages on the importance of not engaging in irresponsible sexual behaviour (you may pin the messages on the school notice board or hang them on the classroom wall) ● debate on the topic, '<i>overcoming peer pressure as a youth.</i>' ● pray and depend on God to overcome temptations ● read and reflect on 1 Peter 2:11. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Self-efficacy: the skill of self-awareness is exhibited as learners appreciate their body as the temple of the Holy Spirit and avoid irresponsible sexual behaviour. ● Critical thinking and problem-solving: the skill of problem-solving is demonstrated as learners write sensitisation messages and debate on how to overcome negative peer influence. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self-awareness: learners appreciate their body as the temple of the Holy Spirit and avoid irresponsible sexual behaviour. ● Assertiveness: learners exercise self-control by saying No! to irresponsible sexual behaviour. ● Human Sexuality-Abstinence: learners make a decision not to engage in irresponsible sexual behaviour before marriage I Corinthians 6:18-20. 				

<ul style="list-style-type: none"> Life skills: learners overcome growth and developmental changes by overcoming lust and depending on God to overcome temptations. Peer pressure resistance: learners apply life skills in their interactions to avoid negative peer influence.
<p>Values:</p> <ul style="list-style-type: none"> Integrity: learners make a moral decision on abstinence by not engaging in irresponsible sexual behaviour. Responsibility: learners are accountable for their own actions and are accountable to God since their bodies are the temple of the Holy Spirit, therefore avoid/overcome irresponsible sexual behaviour.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> Social Studies: learners as patriotic citizens avoid premarital sex because of the negative consequences associated with it. English : learners debate on the topic, ‘<i>overcoming negative peer pressure</i>’

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Christian Living Today	<p>6.3 Sacredness of life</p> <p>(6 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> explain the meaning of sacredness of life as guided by the Bible, discuss how the right to life is violated today, evaluate causes of suicide in the society today, examine causes of abortion among the 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> brainstorm on the meaning of sacredness of life discuss how the right to life is violated read, Genesis 4:10-11, Genesis 9:6, Exodus 20:13, Numbers 35:11-12, and write lessons learnt for presentation in class in groups discuss why killing is morally wrong in pairs discuss why youths commit suicide today in pairs discuss the negative effects of suicide to an individual and the family 	<p>Why is it important to uphold sacredness of life?</p>

		youth today, e) analyse the consequences of violating the right to life, f) desire to uphold the sacredness of life in day-to-day life.	<ul style="list-style-type: none"> • in pairs debate on why abortion is a sin • read Jeremiah 1:5, Psalms 127:3, Psalms 139:13–15, Proverbs 6:16-17, and write lessons learnt • debate on the consequences of abortion to an individual and the family • brainstorm on values and life skills needed to uphold the sacredness of life • engage a resource person on how to overcome/avoid taking one's life. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Citizenship: the skill of sensitivity and awareness is demonstrated as learners respect and uphold sanctity of life. • Learning to learn: the skill of information and support is portrayed as learners brainstorm on the meaning of the sanctity of life/ discuss biblical teachings on sanctity of life. 				
Values: <ul style="list-style-type: none"> • Responsibility: learners discuss how to overcome/avoid taking one's life/other people's lives. • Social Justice: learners acquire skills and values needed to uphold and respect the sacredness of life. • Integrity: learners decide to do what is morally right by protecting and upholding the right to life. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Human /Children Rights: learners protect and appreciate the sanctity of life. • Self-awareness: learners in pairs discuss the negative effects of suicide on an individual and the family. • Coping with Stress: they learn about values and life skills needed to cope with stress/avoid taking one's life. 				
Link to other subjects: <ul style="list-style-type: none"> • Social Studies: learners discuss and brainstorm on the right to life. • English : learners engage/interview a resource person on how to uphold sanctity of life. 				

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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Christian Living Today	6.4 Bullying <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) identify causes of bullying at school and in the community, b) analyse the effects of bullying on the individual and the family, c) discuss values needed to coexist peacefully at home, school and the community, d) model the value of love in their interaction with others.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning and forms of bullying • share experiences of when they were bullied and the negative effects it had on them • in groups discuss why young people bully/dislike others • in pairs read Mathew 5:11-12, Romans 12:18-20, 1 John 3:15, I Peter 3:8, Roman 14:19, Proverbs 22:10, write lessons learnt and share with the class • in groups discuss the negative results of bullying on the individual and family • in pairs discuss ways and whom to report to in case you are bullied • brainstorm on values they need to coexist peacefully with each other. 	Why is bullying unacceptable?
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: the skill of teamwork is enhanced as learners brainstorm in groups and share experiences on the negative effects of bullying. • Self-efficacy: personal skills are portrayed as learners develop a positive attitude towards self and others to overcome bullying. 				

Pertinent and Contemporary Issues (PCIs):

- Counselling services-Positive behaviour change: learners are guided on the negative effects of bullying others and the need for peaceful coexistence.
- Peer Education and Mentorship-Healthy inter and intra-personal relationships: learners coexist harmoniously by respecting each other/loving others as guided by the Bible.

Values:

- Love: learners appreciate others despite their ethnic or religious background this enhances harmonious coexistence.
- Peace: learners avoid hurting others and resolve conflicts amicably.

Link to other subjects:

- English : learners brainstorm, read, and discuss the need for harmonious coexistence and the negative effects of bullying.
- Pre-technical Studies: learners use a digital device to write sensitisation messages on the negative effects of bullying.
- Social Studies: learners apply values and life skills in their interactions to form healthy relationships.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning experiences	Key Inquiry Question(s)
6.0 Christian Living Today	6.5 Work Talents and Abilities <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify his/her God-given talents, gifts and abilities, take part in different activities at home, school and in the community to nurture talents, apply lessons learnt from the parable of talents in day-to-day life, originate an income-generating enterprise to enhance financial literacy, demonstrate accountability by saving money from the enterprise. 	The learner is guided to: <ul style="list-style-type: none"> brainstorm what they enjoy doing while at home, school and in the community in pairs share experiences of the talents, gifts and unique abilities they possess showcase the gifts/abilities/talents that they possess (for example; <i>they can role-play, dramatise a play or Bible story, draw, sing, paint, compose and recite poems</i>) read and recite James 1:17, Romans 11:29 and discuss lessons learnt from the scriptures participate in various activities/competitions (<i>drawing, painting, singing, knitting, sports, acting, preaching</i>) and write a report for presentation in class read Matthew 25:14-30 on the parable of the talents and make notes discuss lessons learnt from the parable of the talents and make a presentation in class 	<ol style="list-style-type: none"> How do you discover your talents, gifts and abilities? How do you use your God-given talents, gifts and abilities?

			<ul style="list-style-type: none"> ● brainstorm on income-generating ideas they can invest in as young people ● start a project at home or school and report its performance monthly ● save money from the project/business and keep records. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: the skill of testing ideas is exhibited as learners come up with an income-generating project and save money from the business/enterprise. ● Self-efficacy: personal skills are displayed as learners showcase the gifts/abilities/talents that they possess (<i>they can role-play, dramatise a play or Bible story, draw, sing, or compose and recite poems</i>). 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Career guidance- Self-Awareness-interest, strength, passion: learners participate in various activities/competitions, such as, <i>drawing, painting, singing, knitting, sports, acting, preaching</i> and write a report. ● Parental Empowerment and Engagement-Talents and careers: Resource Mobilization; parents/guardians provide resources, guide and support learners to nurture talents/abilities at home and school. ● Financial Literacy: learners initiate a business enterprise and save money from the enterprise 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: learners are accountable and engage actively in assigned roles and duties. ● Patriotism: the learner is aware of his/her duties and responsibilities, and nurtures and develops his/her talents by participating in various activities. 				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> ● Pre-technical Studies: learners engage in an income-generating activity and outline ways of saving money from the project/enterprise. ● Social Studies: learners participate in an activity that is beneficial to the community. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Christian Living	6.6 Leisure <i>(4 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) outline ways in which they use their free time, b) identify reasons that lead to misuse of leisure among youths, c) analyse the consequences of misusing leisure time, d) examine ways of using leisure time constructively, e) apply lessons learnt by using leisure time responsibly.	The learner is guided to: <ul style="list-style-type: none"> • brainstorm on the meaning of leisure • in pairs discuss how they use their free time • debate on why and how youth misuse leisure today • in groups read Exodus 20:11, 1 Corinthians 10:23, 1 Corinthians 10:31, Philippians 4:8; outline lessons learnt and share with the class • in groups discuss the negative results of misusing leisure time • in groups discuss and make notes on constructive ways of using their free time • design posters/charts on positive ways of using leisure time and display it in class or on the school notice board • outline values and life skills needed to use leisure time appropriately. 	How do you use your free time?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the skill of self-awareness is demonstrated since learners are confident about their capabilities to use leisure time appropriately. 				

<ul style="list-style-type: none"> • Communication and collaboration: the skill of teamwork is enhanced as learners in groups discuss and make notes on constructive ways of using their free time 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Self-awareness: learners in pairs discuss how they use their free time. • Peer pressure resistance: learners resist negative peer influence by not engaging in vices such as alcohol, drug and substance use. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: learners are accountable and use leisure time appropriately. • Unity: learners in groups discuss the negative results of misusing leisure time. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Integrated Science: learners use leisure time appropriately by being active/not engaging in vices like alcohol, drug and substance use. • Social Studies: learners outline values and life skills needed to use leisure time appropriately. 				
Assessment rubric				
Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify causes of conflicts in families today.	Learner identifies causes of conflicts in families today and cites relevant examples.	Learner identifies causes of conflicts in families today.	Learner makes effort to identify causes of conflicts in families today.	Learner with guidance identifies causes of conflicts in families today.
Ability to identify practices of healthy family relationships.	Learner using relevant examples identifies practices of healthy family relationships.	Learner identifies practices of healthy family relationships.	Learner partly identifies practices of healthy family relationships.	Learner with prompts identifies practices of healthy family relationships
Ability to evaluate	Learner conclusively	Learner evaluates	Learner partially	Learner with prompts

causes of teenage pregnancies today .	evaluates causes of teenage pregnancies today.	causes of teenage pregnancies today.	evaluates causes of teenage pregnancies today.	evaluates causes of teenage pregnancies today.
Ability to examine the consequences of engaging in irresponsible sexual behaviour.	Learner examines the consequences of engaging in irresponsible sexual behaviour and cites relevant examples.	Learner outlines the consequences of engaging in irresponsible sexual behaviour.	Learner partly outlines the consequences of engaging in irresponsible sexual behaviour.	Learner with assistance outlines the consequences of engaging in irresponsible sexual behaviour.
Ability to discuss how the right to life is violated today.	Learner conclusively discusses how the right to life is violated today.	Learner discusses how the right to life is violated today.	Learner partly discusses how the right to life is violated today.	Learner briefly discusses how the right to life is violated today but omits important information.
Ability to analyse the consequences of violating the right to life.	Learner analyses the consequences of violating the right to life using relevant examples.	Learner analyses the consequences of violating the right to life.	Learner makes effort to analyse the consequences of violating the right to life.	Learner with assistance analyses the consequence of violating the right to life.
Ability to identify causes of bullying at school and in the community.	Learner comprehensively identifies causes of bullying at school and in the community.	Learner identifies causes of bullying at school and in the community.	Learner identifies three causes of bullying at school and in the community.	Learner identifies only one cause of bullying at school and in the community.
Ability to model the value of love in their	Learner frequently models the value of love in their	Learner models the value of love in their	Learner makes effort to model the value of love	Learner with consistent guidance models the

interaction with others.	interaction with others.	interaction with others.	in their interaction with others.	value of love in their interaction with others.
Ability to identify reasons that lead to misuse of leisure among youths.	Learner identifies reasons that lead to misuse of leisure and cites relevant examples.	Learner identifies reasons that lead to misuse of leisure.	Learner partially identifies reasons that lead to misuse of leisure.	Learner with prompts identifies reasons that lead to misuse of leisure.
Ability to analyse the consequences of misusing leisure time.	Learner analyses the consequences of misusing leisure and guides peer on proper use of leisure.	Learner analyses the consequences of misusing leisure time.	Learner partly analyses the consequences of misusing leisure time.	Learner with assistance analyses the consequences of misusing leisure time.
Ability to examine ways of using leisure time constructively.	Learner examines ways of using leisure time constructively using illustrations.	Learner examines ways of using leisure time constructively.	Learner partly examines ways of using leisure time constructively.	Learner with prompts examines ways of using leisure time constructively.
Ability to identify his/her God-given talents, gifts and abilities.	Learner with ease identifies their God-given talents, gifts and abilities.	Learner identifies their God-given talents, gifts and abilities.	Learner makes effort to identify their God-given talents, gifts and abilities.	Learner identifies their God-given talents, gifts and abilities when prompted.
Ability to originate an income-generating enterprise.	Learner originates several income-generating enterprises.	Learner originates an income-generating enterprise.	Learner makes effort to originate an income-generating enterprise.	Learner with prompts originates an income-generating enterprise.

DRAFT

COMMUNITY SERVICE LEARNING PROJECT

Introduction

Community Service Learning (CSL) in Grade 8 builds on the experiences in Grade 7. Learners will be expected to carry out only one CSL project in Grade 8. Preparations will entail the following steps: identifying a community problem through research, planning and coming up with solutions to solve the identified problem.

The preparations will be carried out in groups. Learners will build on CSL knowledge, skills, values and attitudes acquired during social studies lessons as well as other subjects.

CSL Skills to be covered:

- i) **Leadership:** Learners develop leadership skills as they undertake various roles during preparation.
- ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills in wise spending, saving and investing for sustained economic growth. They should come up with ways of generating income as they undertake the CSL project through innovative ways. Consequently, come up with business ideas and opportunities to meet the needs of the community.
- iii) **Research:** Learners will identify a problem or pertinent issue in the community and devise ways to solve the problem. They will also acquire skills on how to report the findings.
- iv) **Communication:** Learners outline reporting mechanisms to be used during the actual project, that is, how they intend to communicate with members of the community, either online or offline.
- v) **Citizenship:** As learners engage in the CSL activities for this Grade, it will give them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more peaceful, tolerant and inclusive society.
- vi) **Life Skills Education:** Learners will utilise life skills such as, decision making, assertiveness, effective communication, problem-solving and stress management. This will enable them to manage interpersonal relationships, develop leadership skills as well as discover and grow their talents.
- vii) **Community Development:** Learners will be equipped with the necessary skills to effect relevant change including building stronger and more resilient communities.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<ul style="list-style-type: none"> ● Decision-making skills ● Analytical and creative thinking skills ● Problem - solving skills ● Financial Literacy skills <p>Note: The suggested PCIs are only examples. Teachers should allow learners to identify PCIs relating to the identified problem/issue</p>	<p>By the end of the CSL project, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the community through research b) plan to solve the identified problem in the community, c) design solutions to the identified problem, d) appreciate the need to belong to a community. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● In groups brainstorm on pertinent and contemporary issues in their community that need attention ● in groups choose a PCI that needs immediate attention ● in groups carry out research to identify a problem facing the community ● In groups discuss and propose possible solutions to the identified problem ● discuss ways and instruments they can use to collect data (questionnaires, interviews, observation schedule, among others) ● develop instruments for data collection ● identify resources needed for the CSL project (human, technical, financial) ● discuss when the project will begin and end ● prepare a programme/timetable for the entire project execution ● assign roles to be carried by all group members ● reflect and journal how the project enhanced research, problem solving and financial literacy 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to make adequate preparations before embarking on a project?

		skills.	
<p>Key Component of CSL developed</p> <p>a) Identify a problem in the community through research b) Plan to solve the identified problem c) Design solutions to the identified problem</p>			
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Communication and collaboration: learners will make the preparations in groups and conduct discussions on the best ways of carrying out the project. ● Self-efficacy: learners develop the skills of self-awareness and leadership as they undertake the CSL project. ● Creativity and Imagination: learners will come up with creative ways of solving the identified problem. ● Critical Thinking and Problem-solving: learners will demonstrate autonomy in identifying a community need, exploring plausible solutions and making necessary preparations to address the problem. ● Digital Literacy: learners will use technology as they research on a community problem that they can address. ● Learning to learn: learners gain new knowledge and skills as they identify a community problem to be addressed and prepare to carry out the project. ● Citizenship: Learners choose a PCI that needs immediate attention in the community. 			
<p>Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> ● Social cohesion is exhibited as learners discuss possible solutions to the identified issue. ● Creative thinking is demonstrated as learners discuss possible solutions to the identified issue. 			
<p>Values</p> <ul style="list-style-type: none"> ● Responsibility is portrayed as learners carry out research using digital devices/print media on a problem facing the community. ● Respect is exhibited as learners brainstorm on pertinent and contemporary issues in the community that need attention. 			

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem in the community through research.	Skilfully identifies a problem in the community through research.	Identifies a problem in the community through research.	Attempts to identify a problem in the community.	Requires prompting and support to identify a problem in the community.
Ability to plan to solve the identified problem.	Comprehensively plans to solve the identified problem.	Plans to solve the identified problem.	Partly plans to solve the identified problem.	With guidance plans to solve the identified problem.
Ability to design solutions to the identified problem.	Designs solutions to the identified problem and cites relevant examples.	Designs solutions to the identified problem.	Partially designs solutions to the identified problem.	With support designs solutions to the identified problem

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

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
1.0 Creation	1.1 Origin and Consequences of Sin	<ul style="list-style-type: none"> • Oral/Aural Question(s) • Written Assignments • Checklists • Rubrics • Rating Scales • Portfolio 	<ul style="list-style-type: none"> • Good News Bible • Approved Learning Resources by KICD • Digital Resources @ www.kec.ac.ke • Posters/ charts/flashcards • Audio-visual resources 	Post sensitization messages on posters/charts/school notice boards for awareness creation
	1.2 God’s plan for Redemption	<ul style="list-style-type: none"> • Oral/Aural Question(s) • Written Assignments • Journals • Portfolio • Rating Scales 	<ul style="list-style-type: none"> • Good News Bible • Approved Learning Resources by KICD • Digital Resources @ www.kec.ac.ke • Pictures/photographs/magazines/journals/newspaper cuttings • Flashcards/Charts/posters • Audio-visual resources 	Take a nature walk to appreciate God’s creation

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
2.0 The Bible	2.1 Faith and God's Promises	<ul style="list-style-type: none"> • Observation Schedule • Oral/Aural Question(s) • Rubrics • Anecdotal Records • Rating Scales • Portfolio 	<ul style="list-style-type: none"> • Good News Bible • Approved Learning Resources by KICD • Digital Resources @www.kec.ac.ke • Audio-visual resources • Charts/journals/posters • Newspaper cuttings/magazines 	Participate in clubs/societies
	2.2 Abrahamic Covenant	<ul style="list-style-type: none"> • Observation Schedule • Written Assignments • Oral/Aural Question(s) • Rubrics • Anecdotal Records • Portfolio 	<ul style="list-style-type: none"> • Good News Bible • Approved Learning Resources by KICD • Digital Resources @ www.kec.ac.ke • Pictures and photographs/charts/flashcards • Audio-visual resources 	Compose poems/songs/role play

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	2.3 Leadership in Israel (Saul	<ul style="list-style-type: none"> • Written Assignments • Oral/Aural Question(s) • Rating Scales • Peer Assessment • Journals • Anecdotal Records • Portfolio 	<ul style="list-style-type: none"> • Good News Bible • Approved Learning Resources by KICD • Digital Learning Resources @ www.kec.ac.ke • Workbooks • Charts/posters/Pictures and photographs • Audio visual resources 	Discussion groups in clubs and societies
3.0 The Life and Ministry of Jesus	Selected Miracles of Jesus Christ 3.1 Healing of Blind Bartimaeus	<ul style="list-style-type: none"> • Observation Schedule • Written Assignments • Oral/Aural Question(s) • Rubrics • Anecdotal Records • Peer Assessments 	<ul style="list-style-type: none"> • Good News Bible • Approved Learning Resources by KICD • Digital Learning Resources @ www.kec.ac.ke • Posters/Pictures and photographs/charts/flash cards • Audio-visual resources 	Dramatize/role plays in CU/YCS/CA clubs and societies

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	3.2 Calming the Storm	<ul style="list-style-type: none"> ● Oral/Aural Question(s) ● Questionnaires ● Self-assessment ● Peer Assessments ● Portfolio ● Rubrics ● Rating Scales ● Observation Schedule 	<ul style="list-style-type: none"> ● Good News Bible ● Approved Learning Resources by KICD ● Digital Learning Resources @www.kec.ac.ke ● Posters/Pictures and photographs/charts/journals/magazines/ ● Hymn Books ● Audio-visual resources 	Participate in Drama/role-play
	3.3 Healing of the Paralytic	<ul style="list-style-type: none"> ● Oral/Aural Question(s) ● Questionnaires ● Self-assessment ● Peer Assessments ● Portfolio ● Rubrics ● Rating Scales 	<ul style="list-style-type: none"> ● Good News Bible ● Approved Learning Resources by KICD ● Digital Learning Resources @www.kec.ac.ke ● Posters/ Pictures and photographs ● Hymn books ● Pictures and photographs/charts/posters/magazines/journals ● Audio-visual resources 	Compose poems/songs

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	Selected Teachings of Jesus Christ 4.1 Teaching on Prayer	<ul style="list-style-type: none"> ● Questionnaires ● Observation Schedule ● Checklists ● Journals ● Anecdotal Records ● Authentic Tasks ● Rating Scales 	<ul style="list-style-type: none"> ● Good News Bible ● Approved Learning Resources by KICD ● Digital Learning Resources @www.kec.ac.ke ● Posters/charts/posters/pictures and photographs/newspaper cuttings/magazines ● Hymn books ● Audio-visual resources 	Lead prayers during parents day/school assembly/clubs and societies
	4.2 The Lost Sheep	<ul style="list-style-type: none"> ● Observation Schedule ● Checklists ● Journals ● Anecdotal Records ● Authentic Tasks ● Rating Scales 	<ul style="list-style-type: none"> ● Good News Bible ● Approved Learning Resources by KICD ● Digital Learning Resources @www.kec.ac.ke ● Posters/pictures and photographs/newspaper cuttings/magazines ● Hymn Books ● Audio-visual resources 	Participate in role-play/Dramatization

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
5.0 The Church	5.1 The Holy Spirit	<ul style="list-style-type: none"> • Checklists • Journals • Anecdotal Records • Authentic Tasks 	<ul style="list-style-type: none"> • Good News Bible • Approved Learning Resources by KICD • Digital Learning Resources @ www.kec.ac.ke • Posters/pictures and photographs/newspaper cuttings • Charts/posters/flash cards • Hymn Books • Audio-visual resources 	Participate in Church activities to nurture their spiritual gifts
	5.2 Acts of Compassion	<ul style="list-style-type: none"> • Questionnaires • Observation Schedule • Checklists • Journals • Project • Anecdotal Records • Authentic Tasks 	<ul style="list-style-type: none"> • Good News Bible • Approved Learning Resources by KICD • Digital Learning Resources @ www.kec.ac.ke • Pictures and photographs/newspaper cuttings/magazines • Hymn Books • Charts/posters/flash cards • Audio-visual resources 	Visit the less fortunate and share items/pray with them

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
6.0 Christian Living Today	6.1 Family Relationships	<ul style="list-style-type: none"> • Question(s) and Answers • Rating Scales • Journals • Checklists • Authentic Tasks 	<ul style="list-style-type: none"> • Good News Bible • Approved Learning Resources by KICD • Online Sources @www.kec. ac.ke • Models/newspaper cuttings/magazines/journal • Charts/flash cards/posters • Audio-visual resources 	Interview a resource person on healthy family relationships and write a report
	6.2 Human Sexuality <i>Responsible sexual behaviour</i>	<ul style="list-style-type: none"> • Self-assessment • Peer assessments • Question(s) and Answers • Journals • Portfolio • Anecdotal Records • Authentic Tasks 	<ul style="list-style-type: none"> • Good News Bible • Approved Learning Resources by KICD • Online Sources @www.kec. ac.ke • Flashcards/charts/posters • Pictures and photographs • Audio-visual resources 	Write and display values and life skills needed for responsible living on the school noticeboard
	6.3 Sacredness of Life	<ul style="list-style-type: none"> • Written assignments • Oral Question(s) • Observation Schedule • Portfolio • Anecdotal Records • Authentic Tasks 	<ul style="list-style-type: none"> • Good News Bible • Approved Learning Resources by KICD • Online Sources @www.kec. ac.ke • Posters/charts/pictures and photographs /newspaper cuttings • Audio-visual resources 	<ul style="list-style-type: none"> • Conduct debates in clubs on sacredness of life • Write sensitization messages on sacredness of life

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	6.4 Bullying	<ul style="list-style-type: none"> ● Self-assessment ● Peer assessments ● Question(s) and Answers ● Journals ● Portfolio ● Anecdotal Records ● Authentic Tasks ● Presentations 	<ul style="list-style-type: none"> ● Good News Bible ● Approved Learning Resources by KICD ● Online Sources @www.kec. ac.ke ● Pictures and photographs/newspaper cuttings/flashcards /charts ● Audio-visual resources 	Draw/ write and display sensitisation messages on school notice boards on negative effects of bullying
	6.5 Work Talents and Abilities	<ul style="list-style-type: none"> ● Question(s) and Answers ● Rating Scales ● Anecdotal Records ● Journals ● Checklists ● Authentic Tasks 	<ul style="list-style-type: none"> ● Good News Bible ● Approved Learning Resources by KICD ● Online Sources @www.kec. ac.ke ● Charts/posters/pictures and photographs/flashcards ● Audio-visual resources 	Originate and participate in income-generating activities

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	6.6 Leisure	<ul style="list-style-type: none"> • Questionnaires • Observation Schedule • Checklists • Journals • Project • Anecdotal Records • Authentic Tasks 	<ul style="list-style-type: none"> • Good News Bible • Approved Learning Resources by KICD • Online Sources @www.kec. ac.ke • Posters/charts/pictures and photographs /newspaper cuttings/magazines/journals • Audio-visual resources 	Participate in constructive/appropriate leisure activities