



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

**PRIMARY SCHOOL CURRICULUM DESIGN**

**CHRISTIAN RELIGIOUS EDUCATION**

**GRADE TWO**

First Published in 2017

Revised 2024

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## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the basic education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms(PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary education cycle, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 2 curriculum designs build on competencies attained by learners at Grade 1 and prepare them for smooth transition to the next level. Further, they provide opportunities for learners to develop basic literacy and numeracy skills as well as interaction with the environment.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

**HON. EZEKIEL OMBAKI MACHOGU, CBS**  
**CABINET SECRETARY,**  
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## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 2 is the second grade of the Primary education in the reformed education structure as provided for in the Basic Education Act, 2013.

The reviewed Grade 2 curriculum furthers implementation of the CBC from Grade 1 in Primary School. The curriculum provides opportunities for learners to interact with the immediate environment, develop basic literacy and numeracy skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Grade 2 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 2 and prepare them for smooth transition to Grade 3. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 2 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 2 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 2 and preparation of learners for transition to Grade 3.

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## LESSON ALLOCATION AT LOWER PRIMARY

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

## **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.

## **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) Apply acquired knowledge, skills, values and attitudes in everyday life
- c) Demonstrate social skills, moral and religious values for positive contribution to society.
- d) Exploit one's talents for individual development and self-fulfilment
- e) Explore, manipulate, manage and conserve the environment for learning and sustainable development.
- f) Use digital literacy skills for learning and enjoyment.
- g) Value Kenya's rich and diverse cultural heritage for harmonious living.
- h) Appreciate the need for, and importance of interdependence of people and nations

## **ESSENCE STATEMENT**

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

These values include obedience, sharing, responsibility, honesty and respect among others. The skills to be developed include, praying, reciting scriptures/memorising, interpreting scriptures, leadership skills, self-esteem, self-awareness, assertiveness and decision making.

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

## GENERAL LEARNING OUTCOMES

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

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

## SUMMARY OF STRANDS AND SUB STRANDS

<b>Strand</b>	<b>Sub strands</b>	<b>Suggested Number of lessons</b>
1.0 Creation	1.1 Self awareness	4
	1.2 My Family	4
	1.3 Creation of Sky, Sun, moon and Stars	5
2.0 The Holy Bible	2.1 Bible as Guide	3
	2.2 Divisions of the Bible	4
	2.3 The call of Samuel	5
	2.4 Daniel in the Den of Lions	5
	2.5 The Widow of Zarephath	5
3.0 The Early Life of	3.1 The Birth of Jesus Christ	5

Jesus Christ	3.2 Kindness of the Wise Men	4
	3.3 Jesus Calms the Storm	4
	3.4 Miraculous Catch of Fish	4
	3.5 Healing the man with a Withered Hand	4
	3.6 Easter	3
4.0 Christian Values	4.1 Sharing	3
	4.2 Obedience	3
	4.3 Honesty	3
	4.4 Thankfulness	3
	4.5 Forgiveness	4
	4.6 Responsibility	4
	4.7 Work	3
5.0 The Church	5.1 Prayer	4
	5.2 The Holy Spirit	4
<b>Total</b>		<b>90</b>

**NOTE:**

The suggested number of lessons per Sub Strand may be less or more depending on the context.

**GRADE TWO**  
**STRAND 1.0: CREATION**

<b>Strand 1.0 Creation</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
	<b>1.1 Self-Awareness</b>  (4 lessons)	By the end of the sub strand, the learner should be able to: a) state what they like about themselves, b) list five different chores they do at home, c) appreciate their physical appearance.	The learner is guided to: <ul style="list-style-type: none"> <li>• recite Psalms 139:13,</li> <li>• in pairs mention what they like about themselves,</li> <li>• draw pictures of what they like about their physical features,</li> <li>• in pairs observe and state in front of the class their similarities and differences (Genesis 1:27),</li> <li>• be ordered from the shortest to the tallest and play games that give an advantage to both,</li> <li>• in pairs list the chores they do at home,</li> <li>• role play different chores they do at home,</li> <li>• sing a song about their physical appearance, <i>'Mwili wangu ni wa ajabu sana nani aliyeniumba mimi nashangaa.....'</i></li> </ul>	Why are you a special creation?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Self-Efficacy:</b> the skill of knowing self is exhibited as they mention what they like about themselves.</li> <li>• <b>Imagination and Creativity:</b> the skill of exploration is enhanced as learners play games that give an advantage to their uniqueness.</li> </ul>				

**Pertinent and Contemporary Issues:**

Gender awareness: knowing self and appreciating their gender either as a boy or girl.

**Values:**

Responsibility: hard work is portrayed as learners engage in assigned roles and duties.

**Link to other Activity Areas:**

- Language Activities as they learn new words.
- Creative Activities as they role play different chores they do at home.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>1.0 Creation</b>	<b>1.2 My Family</b>  (4 lessons)	By the end of the sub strand, the learner should be able to: a) name family members to promote a sense of belonging, b) state items shared at home to foster family unity, c) identify four items that should not be shared at home for healthy living, d) appreciate members of the extended family for harmonious co-existence.	The learner is guided to: <ul style="list-style-type: none"> <li>• in turns read Acts 10:2,</li> <li>• name members of their extended family,</li> <li>• draw and colour members of their extended family,</li> <li>• share experiences of how they relate with members of the extended family,</li> <li>• mention items they share at home,</li> <li>• list items that should not be shared at home,</li> <li>• say why they should not share the items listed.</li> </ul>	Why is family unity important?
<p><b>Core Competencies to be developed:</b> Learning to Learn the skill of working independently is enhanced as learners draw and colour members of their extended family.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Health education: The learner list items that should not be shared at home and give reasons.</p>				
<p><b>Values:</b> Unity is demonstrated as the learner share experiences of how they relate with members of the extended family.</p>				
<p><b>Link to other Activity Areas:</b> Health and Nutrition: The learner list items that should not be shared at home and give reasons. Language Activities: speaking skills are enhanced as they learn new vocabulary and express themselves confidently.</p>				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.3 Creation of the sky, sun, moon and stars  (5 lessons)	By the end of the sub strand, the learner should be able to: a) recognise God as the creator of the sky, sun, moon and stars, b) draw the sun, moon and stars to appreciate God's creation, c) respect God as the creator of everything.	The learner is guided to: <ul style="list-style-type: none"> <li>• observe pictures of the sun, moon and stars (Genesis 1:14-19),</li> <li>• observe the sky and tell what they see during the day and at night,</li> <li>• draw and colour the sun, moon and stars,</li> <li>• cut and mount pictures of the sun, moon and stars on a chart,</li> <li>• sing a song on creation, '<i>Bwana Mungu nashangaa kabisa.....</i>,</li> <li>• in groups write the verse in Genesis 1:16 on flash cards and display it in class.</li> </ul>	Why is God's creation peculiar?
<b>Core Competences to be developed:</b>				
Learning to learn: the skill of speaking engagingly is exhibited as learners tell what they see during the day and at night.				
<b>PCIs</b>				
Environmental awareness: learners observe the sky and tell what they see during the day and at night.				
<b>Values:</b>				
Responsibility is portrayed as learners write Genesis 1:16 on flash cards and display it in class.				



### SUGGESTED ASSESSMENT RUBRIC

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to state what they like about themselves	Learner states what they like about themselves with ease	Learner states what they like about themselves	Learner make efforts to state what they like about themselves	Learner states what they like about themselves with prompts
Ability to list five chores they do at home	Learner lists five chores they do at home citing relevant examples	Learner lists five chores they do at home	Learner lists three to four chores they do at home	Learner lists one to two chores they do at home
Ability to name family members to promote a sense of belonging	Learner exhaustively names family members to promote a sense of belonging	Learner names family members to promote a sense of belonging	Learner names some family members to promote a sense of belonging	Learner names family members to promote a sense of belonging with prompts
Ability to identify four items that should not be shared at home for healthy living	Learner with appropriate examples identifies four items that should not be shared at home for healthy living	Learner identifies four items that should not be shared at home for healthy living	Learner identifies three items that should not be shared at home for healthy living	Learner identifies one to two items that should not be shared at home for healthy living
Ability to recognise God as the creator of the sky, sun, moon and stars and reveres Him	Learner recognises God as the creator of the sky, sun, moon and stars and reveres Him and encourages peers to do	Learner recognises God as the creator of the sky, sun, moon and stars and reveres Him	Learner makes efforts to recognise God as the creator of the sky, sun, moon and stars and reveres Him	Learner with support recognises God as the creator of the sky, sun, moon and stars and reveres Him

	so			
Ability to draw the sun, moon and stars to appreciate God's creation	Learner skilfully draws the sun, moon and stars to appreciate God's creation	Learner draws the sun , moon and stars to appreciate God's creation	Learner attempt to draw the sun , moon and stars to appreciate God's creation	Learner with assistance draws the sun , moon and stars to appreciate God's creation

## STRAND 2.0: THE HOLY BIBLE

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>2.0 The Holy Bible</b>	<b>2.1 Bible as a Guide</b> (3 lessons)	By the end of the sub strand, the learner should be able to: a) list the importance of reading the Bible, b) state how often they read the Bible as a family, c) appreciate the Bible as a guide in daily life.	The learner is guided to: <ul style="list-style-type: none"> <li>• in groups, list the importance of reading the Bible,</li> <li>• list the number of times they read the Bible as a family,</li> <li>• watch a video clip of children reading the Bible,</li> <li>• in groups sing a song about the Bible, '<i>My Bible and I, ooh.....</i>' ,</li> <li>• read and recite Psalms 119:105.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do you read the Bible?</li> <li>2. How regularly do you read the Bible?</li> </ol>
<p><b>Core Competencies to be developed:</b> Communication and Collaboration: the skill of teamwork is demonstrated as learners list the importance of reading the Bible.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Social Cohesion is enhanced as learners in groups sing a song about the Bible.</p>				
<p><b>Values:</b> Respect is demonstrated as learners perform tasks in groups and respect each other's opinion.</p>				
<p><b>Link to other activity areas:</b></p> <ul style="list-style-type: none"> <li>• Mathematical Activities: learners record the number of times they read the Bible,</li> <li>• Creative Activities: learners sing the song, '<i>My Bible and I</i>'.</li> </ul>				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>2.0 The Holy Bible</b>	<b>2.2 Divisions of the Bible</b>  (4 lessons)	By the end of the sub strand, the learner should be able to: a) state the number of books in the Old Testament, b) identify the first two books in the Old Testament, c) appreciate the Bible as the word of God by reading it always.	The learner is guided to: <ul style="list-style-type: none"> <li>• state the number of books in the Old Testament,</li> <li>• use flashcards and write the first two books in the Old Testament,</li> <li>• compose songs using different languages on the first two books in the Old Testament,</li> <li>• in groups read and sing a common Psalms e.g. Psalms 100:4, <i>'I will enter His gates with thanksgiving in my heart.....'</i>,</li> <li>• in pairs play a game on the number of books in the Old Testament.</li> </ul>	Why is it important to know the Books of the Bible?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn: the skill of learning independently is developed as learners use flashcards with the first two books in the Old Testament.</li> <li>• Communication and collaboration: the skill of teamwork is enhanced as learners in pairs play the game on number of books in the Old Testament.</li> </ul>				
<p><b>Link to Pertinent and Contemporary Issues:</b> Social cohesion: our diversity is enhanced as learners compose songs in different languages.</p>				
<p><b>Values:</b> Patriotism is exhibited as learners compose songs using different languages.</p>				
<p><b>Link to other Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• Creative Activities: learners compose songs and play a game on the number of books in the Old Testament.</li> </ul>				

- Language Activities: learners read the Bible and express ideas fluently.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>2.0 The Holy Bible</b>	<b>2.3 Bible Story:</b> <i>The Call of Samuel</i>  (5 lessons)	By the end of the sub strand, the learners should be able to: <ol style="list-style-type: none"> <li>retell the call of Samuel as guided by the scriptures,</li> <li>mention the lesson learnt from the call of Samuel,</li> <li>desire to obey God's commandments.</li> </ol>	The learner is guided to; <ul style="list-style-type: none"> <li>in pairs picture read 1Samuel 3:3-10,</li> <li>sing a simple song about the call of Samuel, '<i>Alisikia sauti ikimwita Samueli Samueli.....</i> ',</li> <li>watch a video on the call of Samuel,</li> <li>say how they respond to their parents when called,</li> <li>mention the number of times Samuel was called by God,</li> <li>role play in small groups the call of Samuel,</li> <li>mention the lesson learnt from the call of Samuel,</li> <li>use flash cards and a pocket board to sort and arrange the verse in 1Samuel 3:10 sequentially.</li> </ul>	How did Samuel respond to the call of God?
<b>Core competencies:</b> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration:</b> the skill of team work is displayed as learners' role play and sing songs.</li> <li>• <b>Imagination and Creativity:</b> the skill of exploration is exhibited as learners sing about the call of Samuel.</li> </ul>				
<b>Link to PCIs:</b>				

**Social Cohesion:** guiding values in life are developed as learners read the story on the call of Samuel and the virtues he exemplified at a young age.

**Link to Values:**

**Responsibility** is enhanced as learners offer leadership and guidance to others during classroom activities.

**Link to other Activity Areas:**

- **Language Activities:** learners read the Bible and communicate fluently and confidently.
- **Creative Activities:** learners sing and role play the call of Samuel.
- **Mathematical Activities:** learners mention the number of times Samuel was called by God.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>2.0 The Holy Bible</b>	<b>2.4 Bible Story:</b> <i>Daniel in the den of lions</i>  (5 lessons)	By the end of the sub strand, the learner should be able to: a) retell the story of Daniel as guided by the Bible text, b) list four lessons learnt from the story of Daniel, c) apply lessons learnt in day-to-day life, d) desire to depend on God's protection.	The learner is guided to: <ul style="list-style-type: none"> <li>• picture read the story of Daniel in the den of lions, Daniel 6:6-12, 19-22,</li> <li>• watch a video on the story of Daniel in the den of lions,</li> <li>• in groups role play the story of Daniel in the den of lions,</li> <li>• mention the number of times Daniel prayed to God,</li> <li>• mention lessons learnt from the story of Daniel,</li> <li>• share experiences of when they said No! to things that do not please God,</li> <li>• in pairs, share instances they pray at home, school or church,</li> <li>• say and write a simple prayer to God for His protection and guidance,</li> <li>• sing the song, '<i>Trust and obey for there is no other way.....</i>'</li> </ul>	Why was Daniel thrown in the den of lions?
<b>Core Competencies to be developed:</b> Communication and Collaboration: learners speak clearly and effectively as they read the story of Daniel in the den of lions.				
<b>Pertinent and Contemporary Issues:</b> Child rights and responsibility is nurtured as learners share experiences of when they said No! to things that do not please God.				

**Values:**

Responsibility is enhanced as learners share instances they pray at home, school or church.

**Link to other Activity Areas:**

- Mathematical Activities: learners record the number of times Daniel prayed,
- Language Activities: learners read the Bible and write a simple prayer to God for His protection and guidance.



Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>2.0 The Holy Bible</b>	<b>2.5 The Bible Story:</b> <i>The Widow of Zarephath</i>  (5 lessons)	By the end of the sub strand, the learner should be able to: a) retell the story of the widow of Zarephath, b) identify lessons learnt from the miracle, c) desire to depend on God's provision.	The learner is guided to: <ul style="list-style-type: none"> <li>• picture read 1Kings 17:7-16,</li> <li>• watch a video clip on the miracle; 1 Kings 17:7-16,</li> <li>• mention in groups two lessons learnt from the miracle,</li> <li>• in pairs draw and colour bread,</li> <li>• sing a song on trusting God.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why did Elijah go to Zarephath?</li> <li>2. How did the widow get enough flour and oil?</li> </ol>
<p><b>Core competencies to be developed:</b> Learning to learn: the skill of coming up with new ideas is nurtured as learners draw and colour the bread.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Health Education: nutrition and hygiene is reinforced as learners watch a video clip on the multiplication of flour.</li> <li>• Social Cohesion: the importance of living together is enhanced as learners mention in groups two lessons learnt from the miracle.</li> </ul>				
<p><b>Values:</b> Love: compassion is nurtured as learners mention lessons learnt from the miracle.</p>				
<p><b>Link to other Activity Areas:</b> <b>Creative Activities:</b> learners sing, draw and colour the bread.</p>				

## SUGGESTED ASSESSMENT RUBRICS

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to list the importance of reading the Bible	Learner lists the importance of reading the Bible and cites relevant examples	Learner identifies the importance of reading the Bible	Learner identifies some importance of reading the Bible	Learner identifies the importance of reading the Bible with constant guidance
Ability to state the number of books in the Old Testament	Learner with ease states the number of books in the Old Testament	Learner states the number of books in the Old Testament	Learner partially states the number of books in the Old Testament	Learner states the number of books in the Old Testament with constant assistance
Ability to identify the first two books in the Old Testament	Learner explicitly identifies the first two books in the Old Testament	Learner identifies the first two books in the Old Testament	Learner identifies the first one book in the Old Testament	Learner identifies the first one book in the Old Testament with assistance
Ability to retell the Bible stories as guided by the scriptures	Learner retells the Bible stories as guided by the scriptures in details	Learner retells the Bible stories as guided by the scriptures	Learner retells the Bible stories as guided by the scriptures but omits minor details	Learner retells the Bible stories as guided by the scriptures but omits major details
Ability to list lessons learnt from the Bible stories	Learner lists lessons learnt from the Bible stories in details	Learner lists lessons learnt from the Bible stories	Learner lists lessons learnt from the Bible stories but omits minor information	Learner lists lessons learnt from the Bible stories but omits major information

Ability to apply lessons learnt from the Bible stories	Learner applies lessons learnt from the Bible stories in day- to-day life and encourages peers to do so	Learner applies lessons learnt from the Bible stories in day- to-day life	Learner makes effort to apply lessons learnt from the Bible stories in day- to-day life	Learner applies lessons learnt from the Bible stories in day- to-day life when prompted
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### STRAND 3.0: THE EARLY LIFE OF JESUS CHRIST

Strand 3.0 The early life of Jesus Christ	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.1 The birth of Jesus Christ	3.1 The birth of Jesus Christ  (5 lessons)	By the end of the sub strand, the learner should be able to: a) relate the joy of the shepherds as guided by the scriptures, b) describe the dedication of baby Jesus, c) appreciate the birth of Jesus Christ our Saviour by obeying Him.	The learner is guided to: <ul style="list-style-type: none"> <li>• in turns picture read Luke 2:15-20,</li> <li>• watch a video clip about the shepherds,</li> <li>• observe pictures of shepherds worshipping baby Jesus,</li> <li>• sing songs related to the birth of Jesus Christ,</li> <li>• picture read Luke 2:22-24,</li> <li>• draw and colour pictures of a dove and a pigeon (Luke2:24),</li> <li>•</li> <li>• in groups role play the dedication of baby Jesus (Luke 2:22-24).</li> </ul>	Why is the birth of Jesus Christ important to all human kind?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the skill of team work and recognizing the ideas of others is portrayed as learners work in groups.</li> <li>• Learning to Learn: the skills of self-discipline and motivation to learn is shown as learners role play and sing songs related to the birth of Jesus Christ.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Animal welfare education: introduction to animal welfare; learners draw and colour a dove and a pigeon.</li> <li>• Patriotism: devotion is enhanced as they role play the dedication of baby Jesus.</li> </ul>				

**Link to other Activity Areas:**

- Creative Activities is reinforced through singing and role play.
- Language Activities: speaking skills are nurtured as learners read the Bible.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>3.0 The early Life of Jesus Christ</b>	<b>3.2 Kindness of the Wise Men</b>  (4 lessons)	By the end of the sub strand, the learner should be able to: a) list three gifts given to baby Jesus by the wise men, b) demonstrate assertiveness by refusing gifts from strangers, c) appreciate Jesus Christ as a gift from God.	The learner is guided to: <ul style="list-style-type: none"> <li>• in turns read Matthew 2:11,</li> <li>• name gifts that were brought to baby Jesus by the three wise men,</li> <li>• draw and colour gifts given to baby Jesus,</li> <li>• use flash cards to role play exchange of gifts,</li> <li>• role play saying, ‘thank you’ after receiving gifts from friends and family members,</li> <li>• avoid receiving gifts from strangers,</li> <li>• list in groups the negative results of receiving gifts from strangers,</li> <li>• sing a gratitude song about Jesus love, ‘<i>Jesus love is very very wonderful.....</i>’.</li> </ul>	How did the wise men show kindness?
<p><b>Core competencies to be developed:</b> Learning to Learn ; the skill of self- discipline is developed as learners are guided to avoid receiving gifts from strangers.</p>				
<p><b>Link to Pertinent and Contemporary Issues:</b> Safety and Security is enhanced as learners ensure safety inside and outside the school environment by not accepting gifts from strangers.</p>				
<p><b>Link to Values:</b> Integrity is developed as learners are guided to avoid confidentiality and security breaches by not accepting gifts from strangers.</p>				
<p><b>Link to other learning activity areas:</b> Creative Activities: learners draw and colour gifts given to baby Jesus.</p>				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>3.0 The life of Jesus Christ</b>	<b>3.3 Jesus calms the Storm</b>  (4 lessons)	By the end of the sub strand, the learner should be able to: a) narrate the miracle of calming the storm, b) list lessons learnt from the miracle of calming the storm, c) desire to trust God when faced with challenging situations.	The learner is guided to: <ul style="list-style-type: none"> <li>• in turns picture read Matthew 8:23-27,</li> <li>• watch a video clip on the miracle of calming the storm,</li> <li>• in pairs mention challenges that a person can face, for example, sickness, lack of food, clothes,</li> <li>• in groups say what they do when faced with difficulties,</li> <li>• tell two lessons learnt from the miracle,</li> <li>• draw and colour a boat,</li> <li>• in groups sing a song about calming the storm.</li> </ul>	How did Jesus calm the storm?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Imagination and Creativity: the skill of developing new ideas is enhanced as learners draw and colour the boat.</li> <li>• Communication and Collaboration: the skill of reasoning is enhanced as learners in groups say what they do when faced with difficulties.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Environmental awareness is enhanced as they learn about calming the storm.</p>				
<p><b>Values:</b> Unity is exhibited as learners in groups sing a song about calming the storm.</p>				
<p><b>Link to other Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• Environmental Activities calming the storm (weather).</li> </ul>				

- Creative Activities learners, sing, draw and colour a boat.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>3.0 The life of Jesus Christ</b>	<b>3.4 Miraculous catch of Fish</b>  (4 lessons)	By the end of the sub strand, the learner should be able to: a) retell the story of the miraculous catch of fish, b) mention three lessons learnt from the miraculous catch of fish, c) desire to trust in God as portrayed by the fishermen.	The learner is guided to: <ul style="list-style-type: none"> <li>• in turns picture read Luke 5:3-9,</li> <li>• watch a video clip on the miraculous catch of fish,</li> <li>• list ways Jesus solved the problem of the fishermen,</li> <li>• in pairs tell how the fishermen were able to catch a large number of fish,</li> <li>• tell how they exercise faith in God,</li> <li>• mention three lessons learnt from the miracle,</li> <li>• sing the song <i>'I will make you fishers of men.....'</i>,</li> <li>• draw and colour a fish.</li> </ul>	How did Jesus help the fishermen?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: the skill of observing safety precaution when using digital gadgets is portrayed as learners watch a video clip on the miraculous catch of fish.</li> <li>• Imagination and Creativity: the skill of generating ideas is enhanced as learners draw and colour the fish.</li> </ul>				
<p><b>Link to PCIs:</b> Social cohesion is enhanced as learners sing using different languages.</p>				
<p><b>Link to Values:</b> Unity is nurtured as learners picture read in turns Luke 5:3-9.</p>				
<p><b>Link to other Activity Areas:</b></p>				



<b>Creative Activities:</b> learners sing and draw a fish.				
<b>Strand</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 The life of Jesus Christ</b>	<b>3.5 Healing the Man with a Withered Hand</b>  (4 lessons)	By the end of the sub strand, the learner should be able to: a) retell the healing of the man with a withered hand, b) mention occasions they prayed to God for healing, c) desire to show compassion to others.	The learner is guided to: <ul style="list-style-type: none"> <li>• in groups picture read Matthew 12:9-11,13,</li> <li>• in pairs draw a withered hand,</li> <li>• watch a video clip on healing the man with a withered hand,</li> <li>• role play how we care for those abled differently,</li> <li>• in pairs share experiences on when they prayed to God for healing,</li> <li>• write Mathew 12:13 on flash cards and recite it aloud in class.</li> </ul>	How was the man with a withered hand healed?
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and Collaboration: the skill of communication and self-expression is exhibited as learners picture read Matthew 12:9-11,13,</li> <li>• Imagination and Creativity: the skill of originality is expressed as learners role play how to care for those abled differently.</li> </ul>				
<b>Link to Pertinent and Contemporary Issues:</b>				
Non-communicable diseases: learners learn about paralysis and that it is non-communicable.				
<b>Values:</b>				
Love is nurtured as learners role play caring for those abled differently.				
<b>Link to other Activity Areas:</b>				
<ul style="list-style-type: none"> <li>• Creative Activities: creative skills are nurtured as leaners role play.</li> <li>• Language Activities: speaking skills are applied as learners write Matthew 12:13 on flash cards and recite it aloud in</li> </ul>				

class.				
Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
3.0 The life of Jesus Christ	3.6 Easter (3 lessons)	By the end of the sub strand, the learner should be able to:	The learner is guided to: <ul style="list-style-type: none"> <li>• write 1Corinthians 15:3-4 on flash cards and recite the verse in turns,</li> <li>• in pairs mention what happened on Good Friday,</li> <li>• view a picture of Jesus nailed on the cross,</li> <li>• mention activities they do in church during Easter celebrations,</li> <li>• mention what took place on Easter Sunday (Mark 16:5-6),</li> <li>• in groups view a picture of the three women who visited an empty grave,</li> <li>• draw an empty cross.</li> </ul>	Why is Jesus' death and resurrection important to Christians today?
		<ul style="list-style-type: none"> <li>a) recognise the death of Jesus as a sign of total love for humankind,</li> <li>b) list four activities they do in church during Easter celebrations,</li> <li>c) appreciate Jesus Christ's death and resurrection as the way to salvation.</li> </ul>		
<b>Core Competencies to be developed:</b>				
Communication: learners actively listen and communicate effectively as they work in groups.				
<b>Pertinent and Contemporary Issues:</b>				
Social cohesion is enhanced as learners perform different activities in groups.				
<b>Values:</b>				
Love is nurtured as they learn about the selfless love of Christ.				
<b>Link to other Activity Areas:</b>				
<ul style="list-style-type: none"> <li>• Language Activities: learners recite Bible verses.</li> </ul>				

- Creative Activities: learners draw an empty cross.

### SUGGESTED ASSESSMENT RUBRIC

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to relate the joy of the shepherds as guided by the scriptures	Learner illustratively relates the joy of the shepherds as guided by the scriptures	Learner relates the joy of the shepherds as guided by the scriptures	Learner partly relates the joy of the shepherds as guided by the scriptures	Learner relates the joy of the shepherds as guided by the scriptures when prompted
Ability to describe the dedication of baby Jesus	Learner describes the dedication of baby Jesus in details	Learner describes the dedication of baby Jesus	Learner describes the dedication of baby Jesus but omits minor details	Learner describes the dedication of baby Jesus but omits major details
Ability to list three gifts given to baby Jesus by the wise men	Learner lists three gifts given to baby Jesus by the wise men and cites relevant examples	Learner lists three gifts given to baby Jesus by the wise men	Learner lists two of the gifts given to baby Jesus by the wise men	Learner lists only one gift given to baby Jesus by the wise men
Ability to demonstrate assertiveness by refusing gifts from strangers	Learner constantly demonstrates assertiveness by refusing gifts from strangers	Learner demonstrates assertiveness by refusing gifts from strangers	Learner sometimes demonstrates assertiveness by refusing gifts from strangers	Learner demonstrates assertiveness by refusing gifts from strangers but requires consistent support

Ability to narrate the miracles performed by Jesus Christ	Learner narrates the miracles performed by Jesus Christ in details	Learner narrates the miracles performed by Jesus Christ	Learner narrates the miracles performed by Jesus Christ but omits minor details	Learner narrates the miracles performed by Jesus Christ but omits major details
Ability to list lessons learnt from the miracles of Jesus Christ	Learner lists lessons learnt from the miracles of Jesus Christ in details	Learner lists lessons learnt from the miracles of Jesus Christ	Learner lists some lessons learnt from the miracles of Jesus Christ	Learner lists some lessons learnt from the miracles of Jesus Christ but with guidance

## STRAND 4.0: CHRISTIAN VALUES

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 Christian Values</b>	<b>4.1 Sharing</b> (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify five items shared at school, b) demonstrate kindness by sharing items with others, c) desire to share items to promote harmonious living.	The learner is guided to: <ul style="list-style-type: none"> <li>• in pairs list various items that can be shared at school,</li> <li>• in groups draw and colour items they share at school,</li> <li>• in pairs talk about instances they have shared items with those in need,</li> <li>• list the importance of sharing with others,</li> <li>• role play sharing items in class,</li> <li>• sing a song on sharing,</li> <li>• write Hebrews 13:16 on flash cards and read aloud.</li> </ul>	Why is it important to share with others?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Collaboration: the skill of team work is portrayed as learners role play sharing in class,</li> <li>• Learning to Learn: the skill of developing relations is enhanced as learners carry out activities with peers.</li> </ul>				
<p><b>Link to PCIs:</b> Social Cohesion: importance of living together is exhibited as learners role play sharing items in class.</p>				
<p><b>Values:</b> Unity is portrayed as learners work in pairs and talk about instances they shared items with those in need.</p>				
<p><b>Link to other Activity Areas:</b> Environmental Activities: learners list various items that can be shared at school.</p>				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 Christian Values</b>	<b>4.2 Obedience</b>  (3 lessons)	By the end of the sub strand, the learner should be able to: a) list five ways they obey teachers and the children’s government, b) discuss reasons for obeying teachers and the children’s government, c) practise obedience in their day-to-day lives.	The learner is guided to: <ul style="list-style-type: none"> <li>• write Hebrews 13:17 on flash cards and read aloud,</li> <li>• share experiences of how they obey teachers,</li> <li>• tell why they should obey teachers and the children’s government,</li> <li>• compose a poem on obedience,</li> <li>• discuss how disobedience affects them negatively,</li> <li>• sing a song on obedience “<i>trust and obey for there’s no other way.....</i>”.</li> </ul>	Why should you obey teachers and leaders at school?
<b>Core Competencies to be developed:</b> Citizenship: the skill of information and communication is enhanced as learners tell why they should obey teachers and the children’s government.				
<b>Pertinent and Contemporary Issues:</b> Peace Education is nurtured as learners obey rules and regulations.				
<b>Values:</b> Patriotism is enhanced as learners obey teachers and the children’s government.				
<b>Link to other Activity Areas:</b> Environmental Education: learners share experiences of how they obey their teachers and the importance of obedience in day-to-day life.				

<b>Strand 4.0</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>Christian Values</b>	<b>4.3 Honesty</b>  (3 lessons)	By the end of the sub strand, the learner should be able to: a) tell reasons for telling the truth in their interaction with others, b) demonstrate responsibility by completing their homework on time, c) practise honesty by taking lost and found items to the teacher or parent, d) desire to be honest by not copying other pupils' work.	The learner is guided to: <ul style="list-style-type: none"> <li>• read in groups Proverbs 12:17,19,</li> <li>• say why they should tell the truth always,</li> <li>• in groups tell why they should complete their homework on time,</li> <li>• list the negative results of copying other pupils work,</li> <li>• tell why they should not take other people's property without permission,</li> <li>• role play taking lost and found items to the teacher,</li> <li>• write Proverbs 12:19 on flash cards and read aloud,</li> <li>• sing a song on telling the truth.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you tell the truth always?</li> <li>2. Why is it wrong to copy other pupils work?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn: the skill of learning independently is nurtured as learners tell why they should complete their homework on time,</li> <li>• Self-Efficacy: is nurtured as learners avoid taking other people's property without permission.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Social cohesion is nurtured as they learn ways of showing integrity by telling the truth always.</p>				
<p><b>Values:</b> Integrity: learners display honesty by taking lost and found items to the teacher.</p>				

**Link to other Activity Areas:**

Environmental Activities learners practise honesty by not taking other people's items.

<b>Strand 4.0 Christian Values</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
	<b>4.4 Thankfulness</b>  (3 lessons)	By the end of the sub strand, the learner should be able to: a) list the importance of thanking others, b) demonstrate thankfulness in day-to-day life, c) appreciate God by thanking Him always.	The learner is guided to: <ul style="list-style-type: none"> <li>• mention why they should thank other people,</li> <li>• role play situations which require thankfulness,</li> <li>• in pairs exchange gifts and practice saying, 'Thank you',</li> <li>• in groups write 1Thessalonians 5:18 on flash cards and read aloud,</li> <li>• compose poems to thank parents for taking good care of them,</li> <li>• sing a song on thanksgiving.</li> </ul>	Why should you be thankful?
<b>Core Competencies to be developed:</b>				
Imagination and Creativity: the skill of originality is enhanced as learners role play and compose a poem.				
<b>Pertinent and Contemporary Issues:</b>				
Social Cohesion is enhanced as they learn the importance thanking those who show them kindness.				
<b>Values</b>				
Social Justice is nurtured as learners live harmoniously with others.				
<b>Link to other Activity Areas:</b>				
<ul style="list-style-type: none"> <li>• Language Activities: speaking skills are applied as learners use of polite language (etiquette) like, 'thank you'.</li> <li>• Creative Activities: learners role play and compose poems.</li> </ul>				



Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 Christian Values</b>	<b>4.5 Forgiveness</b>  (4 lessons)	By the end of the sub strand, the learner should be able to: a) practise forgiveness to foster harmonious living, b) dramatize the story of the prodigal son, c) desire to forgive others in their day- to- day lives.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video clip on the prodigal son (Luke 15:11-22,</li> <li>• role play the story of the prodigal son,</li> <li>• write Matthew 18:21-22 on flash cards and read aloud,</li> <li>• tell a friend how to avoid hurting others,</li> <li>• sing a song on forgiveness.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you forgive others?</li> <li>2. What should you do when someone wrongs you?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn: the skill of developing healthy relationships is nurtured as learners forgive each other.</li> <li>• Digital Literacy: the skill of observing safety precautions is enhanced as learners interact with digital devices.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Safety and security: learners exercise precaution in an environment where they are interacting with digital devices.</p>				
<p><b>Values:</b> <b>Love:</b> learners learn to forgive each other just as the prodigal son was forgiven by his father.</p>				
<p><b>Link to Other Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• Creative Activities: learners role play the story of the prodigal son,</li> <li>• Mathematical Activities: the skill of multiplication is applied as they learn to forgive 70 x 7 times.</li> </ul>				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.6 Responsibility  (4 lessons)	By the end of the sub strand, the learner should be able to: a) mention items they carry to school, b) take care of the items they use in school, c) desire to be responsible by taking care of their items.	The learner is guided to: <ul style="list-style-type: none"> <li>• read Colossians 3:23,</li> <li>• display and count the items they carry to school,</li> <li>• in pairs list the use of each item,</li> <li>• say and show others how they take care of items they use at school,</li> <li>• sing a song about items they carry to school,</li> <li>• draw and colour items they carry to school,</li> <li>• say why they should not forget school items at home.</li> </ul>	How do you take care of your school items?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-Efficacy: the skill of using resources responsibly is exhibited as learners take care of their items,</li> <li>• Learning to Learn: the skill of self-reflection is nurtured as learners say why they should not forget school items at home.</li> </ul>				
<p><b>Link to Pertinent and Contemporary Issues:</b> Social cohesion: learners show integrity by being responsible as they take care of their personal property.</p>				
<p><b>Link to Values:</b> Responsibility is nurtured as learners care for own property.</p>				
<p><b>Link to Other Activity Areas:</b> Creative Activities: learners sing songs, draw and colour items.</p>				

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.7 Work (3 lessons)	By the end of the sub strand, the learner should be able to: a) mention how they help parents at home, b) take part in doing simple chores at school and in Church, c) appreciate work by doing simple chores.	The learner is guided to: • in pairs say how they help parents at home, • list the simple chores they do at home, • write a poem on “hard work”, • keep their home, class and compound clean.	Why is it important to work?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn is enhanced as learners exercise self-discipline and help their parents with simple chores at home.</li> <li>• Communication Collaboration: the skill of speaking clearly and effectively is nurtured as learners say how help their parents at home.</li> </ul>				
<p><b>Link to Pertinent and Contemporary Issues:</b> Environmental awareness is portrayed as learners show responsibility by keeping the compound clean.</p>				
<p><b>Values:</b> Patriotism learners assist with chores at home, class and keep the compound clean.</p>				
<p><b>Link to other learning activity areas:</b></p> <ul style="list-style-type: none"> <li>• Environmental Activities: learners keep the compound clean.</li> <li>• Language Activities: writing skills are applied as learners write a poem about work.</li> </ul>				

**SUGGESTED ASSESSMENT RUBRIC**

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify five items shared at school	Learner illustratively identifies five items shared at school	Learner identifies five items shared at school	Learner identifies three to four items shared at school	Learner identifies one to two items shared at school
Ability to demonstrates kindness by sharing items with others	Learner constantly demonstrates kindness by sharing items with others	Learner demonstrates kindness by sharing items with others	Learner sometimes demonstrates kindness by sharing items with others	Learner demonstrates kindness by sharing items with others when prompted
Ability to list five ways they obey teacher’s and the children’s government	Learner lists five ways they obey teacher’s and the children’s government and cites relevant examples	Learner lists five ways they obey teacher’s and the children’s government	Learner lists three to four ways they obey teacher’s and the children’s government	Learner lists one to two ways they obey teacher’s and the children’s government
Ability to mention reasons for telling the truth in their interaction with others	Learner citing relevant examples, mentions reasons for telling the truth in their interaction with others	Learner mentions reasons for telling the truth in their interaction with others	Learner makes effort to mention reasons for telling the truth in their interaction with others	Learner mentions reasons for telling the truth in their interaction with others with constant guidance
Ability to take part in doing simple chores at	Learner constantly takes part in doing	Learner takes part in doing simple chores	Learner sometimes takes part in doing	Learner with consistent guidance takes part in

home, school and in Church	simple chores at home, school and in Church	at home, school and in Church	simple chores at home, school and in Church	doing simple chores at home, school and in Church
Ability to demonstrate thankfulness in day-to-day life	Learner demonstrates thankfulness in day-to-day life and encourages peers to do so	Learner demonstrates thankfulness in day-to-day life	Learner sometimes demonstrates thankfulness in day-to-day life	Learner demonstrates thankfulness in day-to-day life only with prompts
Ability to practise forgiveness to foster harmonious living	Learner constantly practises forgiveness to foster harmonious living	Learner practises forgiveness to foster harmonious living	Learner sometimes practises forgiveness to foster harmonious living	Learner practises forgiveness to foster harmonious living when prompted
Ability to demonstrate responsibility by completing their homework on time	Learner constantly demonstrates responsibility by completing their homework on time	Learner demonstrates responsibility by completing their homework on time	Learner sometimes demonstrates responsibility by completing their homework on time	Learner demonstrates responsibility by completing their homework on time with support
Ability to take part in doing simple chores at home, school and in Church	Learner constantly takes part in doing simple chores at home, school and in Church	Learner takes part in doing simple chores at home, school and in Church	Learner sometimes takes part in doing simple chores at home, school and in Church	Learner takes part in doing simple chores at home, school and in Church with prompts

## STRAND 5.0: THE CHURCH

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>5.0 The Church</b>	<b>5.1 Prayer</b>  (4 Lessons)	By the end of the sub strand, the learner should be able to: a) recite the first four lines of the Lord's prayer, b) retell the story of a friend at midnight, c) desire to develop a relationship with God through prayers.	The learner is guided to: <ul style="list-style-type: none"> <li>• recite the first 4 lines of Lord's prayer; Mathew (6:9-10),</li> <li>• sing a song on the Lord's prayer,</li> <li>• picture read Luke 11:5-10,</li> <li>• role play the story of a friend at midnight,</li> <li>• in groups say the importance of prayer.</li> </ul>	Why should you pray always?
<p><b>Core Competencies to be developed:</b> Communication and Collaboration: the skill of speaking clearly and effectively is exhibited as learners recite the Lord's prayer.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Peace education: good neighbourhood is nurtured as learners role play the story of a friend at midnight.</p>				
<p><b>Values:</b> Social justice is enhanced as they learn about the value of sharing from the story of a friend at midnight.</p>				
<p><b>Link to Other Activity Areas:</b></p> <ul style="list-style-type: none"> <li>• Creative Activities: learners sing, dance and role play.</li> <li>• Mathematical Activities: learners count and record the number of times they recite the Lord's Prayer.</li> </ul>				

Strand 5.0 The Church	Sub strand	Specific learning outcomes	Suggested learning experiences	Suggested Key Inquiry Question(s)
	<b>5.2 The Holy Spirit</b>  (4 lessons)	By the end of the sub strand, the learner should be able to: a) state the promise Jesus gave to His disciples, b) mention three roles of the Holy Spirit in the life of a Christian, c) appreciate the work of the Holy Spirit in their day –to- day lives.	The learner is guided to: <ul style="list-style-type: none"> <li>• mention examples of good promises given by their parents,</li> <li>• say whether the promises were fulfilled,</li> <li>• in turns read Acts 1:4 and 2:3-4,</li> <li>• mention the work of the Holy Spirit (He strengthens-Luke 24:49, guides- Romans 8:14, and unites Christians- Ephesians- 4:3-4),</li> <li>• in groups write the work of the Holy Spirit on flash cards and read aloud,</li> <li>• sing a song about the work of the Holy Spirit.</li> </ul>	<ol style="list-style-type: none"> <li>1. What did Jesus promise His disciples?</li> <li>2. What is the work of the Holy Spirit?</li> </ol>
<b>Core Competences to be developed:</b> Communication and Collaboration: the skill of communication and self-expression is portrayed as learners mention examples of good promises they have been given by their parents.				
<b>Pertinent and Contemporary Issues:</b> Social cohesion is developed as they learn about the work of the Holy Spirit in uniting Christians.				
<b>Values:</b> Unity is nurtured as learners work in groups to write the work of the Holy Spirit on flash cards.				
<b>Link to Other Activity Areas:</b> <ul style="list-style-type: none"> <li>• Language Activities: learners learn new words and express themselves confidently.</li> <li>• Creative Activities: learners sing a song about the work of the Holy Spirit.</li> </ul>				

**SUGGESTED ASSESSMENT RUBRIC**

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to recite the first four lines of the Lord’s prayer	Learner recites the first four lines of the Lord’s prayer with ease	Learner recites the first four lines of the Lord’s prayer	Learner recites two to three lines of the Lord’s prayer	Learner recites only the first line of the Lord’s prayer
Ability to retell the story of a friend at midnight	Learner retells the story of a friend at midnight in details	Learner retells the story of a friend at midnight	Learner retells the story of a friend at midnight but omits minor details	Learner retells the story of a friend at midnight but omits major details
Ability to state the promise given to the disciples by Jesus Christ	Learner states the promise given to the disciples by Jesus Christ with ease	Learner states the promise given to the disciples by Jesus Christ	Learner makes effort to state the promise given to the disciples by Jesus Christ	Learner states the promise given to the disciples by Jesus Christ with prompts
Ability to mention three roles of the Holy Spirit in the life of a Christian	Learner mentions three roles of the Holy Spirit in the life of a Christian with ease	Learner mentions three roles of the Holy Spirit in the life of a Christian	Learner mentions two roles of the Holy Spirit in the life of a Christian	Learner mentions one role of the Holy Spirit in the life of a Christian



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

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

### **Steps in carrying out the integrated CSL activity**

#### **1) Preparation**

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

#### **2) Implementation of CSL Activity**

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

### 3) **Reflection on the CSL Activity**

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

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

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

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

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

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

<b>Strand</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Learning Resources</b>	<b>Suggested Non –Formal Activities</b>
<b>1.0 Creation</b>	Observation Schedules, <ul style="list-style-type: none"> <li>• Written Quizzes</li> <li>• Checklists,</li> <li>• Oral questions</li> </ul>	The Children’s Bible, Good News Bible, Flash cards, Pictures, Songs, Digital devices Charts, poems	Take a nature walk in the school neighbourhood to appreciate God’s creation
The Holy Bible	<ul style="list-style-type: none"> <li>• Word search/ puzzle,</li> <li>• Checklists,</li> <li>• Oral questions</li> <li>• Written questions</li> </ul>	The Children’s Bible, Good News Bible ,Flash cards, hymn books, resource persons, digital devices	Participate in Bible Trivia competitions and quizzes
The Early Life of Jesus Christ	<ul style="list-style-type: none"> <li>• Oral Questions,</li> <li>• Portfolio</li> <li>• Observation schedules</li> <li>• Written Quizzes</li> <li>• Question and Answer</li> </ul>	The Children’s Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Role play the miracles of Jesus Christ in clubs and societies
Christian Values	<ul style="list-style-type: none"> <li>• Anecdotal Notes</li> <li>• Authentic Tests</li> <li>• Word Search/ Puzzle</li> <li>• Projects</li> </ul>	The Children’s Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Visit the sick or the elderly in the company of parents or guardians
The Church	<ul style="list-style-type: none"> <li>• Oral Questions,</li> <li>• Portfolio</li> <li>• Observation schedules</li> <li>• Written Quizzes</li> </ul>	The Children’s Bible, Good News Bible, hymn books, resource persons, digital devices, poems	Participate in Sunday School/Sabbath School activities and share their experiences with others