



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

CHRISTIAN RELIGIOUS EDUCATION

GRADE 7

First Published in 2022

Revised 2024

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

ISBN: 978-9914-43-927-4

Published and printed by Kenya Institute of Curriculum Development

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 7 curriculum designs build on competencies attained by learners at the end Grade 6. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

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 rubric. 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,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 7 is the first grade of Junior School in the reformed education structure.

The reviewed Grade 7 curriculum furthers implementation of the CBC from Grade 6 at the primary education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. 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 7 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 offers several suggested learning resources and a variety of assessment techniques. It is expected that the design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 7 and prepare them for smooth transition to 8. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*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 21st 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 7 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 7 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 7 and preparation of learners for transition to Grade 8.

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

TABLE OF CONTENTS

FOREWORD	i
PREFACE.....	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS.....	iv
NATIONAL GOALS OF EDUCATION	v
TIME ALLOCATION	vii
LEARNING OUTCOMES FOR JUNIOR SCHOOL	viii
ESSENCE STATEMENT	viii
SUBJECT GENERAL LEARNING OUTCOMES.....	ix
STRAND 1.0: INTRODUCTION TO CHRISTIAN RELIGIOUS EDUCATION	1
STRAND 2.0: CREATION	4
STRAND 3.0: THE BIBLE	15
STRAND 4.0: THE EARLY LIFE OF JESUS CHRIST	26
STRAND 5.0: THE CHURCH	34
STRAND 6.0: CHRISTIAN LIVING TODAY	40
APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT	58
APPENDIX 2: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES	60

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **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.

2. **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.

3. **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.

4. **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.
5. **Promote social equity 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.
6. **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.
7. **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.
8. **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.

TIME ALLOCATION

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

LEARNING OUTCOMES FOR JUNIOR SCHOOL

By end of Junior 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 issues 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 covered at primary level. The subject aims to equip the learner with basic principles for Christian living. Hence the moral values, virtues and attitudes acquired will enable the learner to relate well with other people. Further, the subject seeks to support the holistic development of the learner, morally, spiritually, emotionally and intellectually. The learner is exposed to a broad range of biblical experiences for character formation and upright living. Christian Religious Education is tailored to constructivists, multiple intelligences and cognitive development learning theories which entail making links between the learner's own experiences and the teachings of the Bible. As a result, engaging, participatory, interactive, collaborative and cooperative problem-solving activities have been embedded in the Suggested 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 acquired at this level lays the foundation for the learner to transition to the next grade.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Demonstrate responsibility by conserving the environment as good stewards of God's creation.
2. Analyse Biblical teachings to acquire knowledge, skills, values and attitudes that enable him/her to make informed decisions.
3. Apply the teachings of Jesus Christ in their day-to-day lives to promote social equality and responsibility.
4. Participate in different activities both in the church and society as guided by the Word of God.
5. Utilise acquired morals values and attitudes in their daily interactions to overcome the challenges they face as young people.
6. Effectively and appropriately use ICT learning resources for acquisition and application of knowledge in different learning contexts.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strands	Suggested Number of Lessons
1.0 Overview of Christian Religious Education	1.1 Importance of Learning CRE	6
2.0 Creation	2.1 Accounts of Creation	6
	2.2 Responsibility over Animals, Fish and Birds	6
	2.3 Responsibility over Plants	6
	2.4 Use and Misuse of God's Creation	6
3.0 The Bible	3.1 Functions of the Bible	6
	3.2 Divisions of the Bible	6
	3.3 Bible Translation	6
	3.4 Leadership in the Bible: Moses	7
4.0 The Early life of Jesus Christ	4.1 Background to the Birth of Jesus Christ	12

	4.2 The Birth and Childhood of Jesus Christ	7
5.0 The church in Action	5.1 Selected Forms of Worship	6
	5.2 Role of the Church in education and Health	5
6.0 Christian Living Today	6.1 Human Sexuality	7
	6.2 Christian Marriage and Family	7
	6.3 Alcohol and substance use	7
	6.4 Gambling	7
	6.5 Social Media	7
Total Number of Lessons		120

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

STRAND 1.0: INTRODUCTION TO CHRISTIAN RELIGIOUS EDUCATION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Overview of Christian Religious Education	1.1 Importance of Studying Christian Religious Education (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) analyse the importance of learning Christian Religious Education, b) discuss how Christian Religious Education promote sound moral and religious values, c) compile five values needed to foster responsible living d) apply the values acquired in their daily interactions to lead morally upright lives, e) appreciate the learning of Christian Religious Education by living responsibly. 	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm in small groups the meaning of Christian Religious Education, ● search the meaning of Christian Religious Education using internet/ textbooks or the library and write short notes, ● discuss in teams the importance of studying Christian Religious Education and make notes, ● write a personal reflection journal on how learning CRE has changed their behaviour, ● list and share five values they need to live a morally upright lives, ● use charts, posters or flashcards to write messages that promote sound moral and religious values, 	Why is it important to study Christian Religious Education?

			<ul style="list-style-type: none"> ● compose a poem on how Christian Religious Education promotes sound moral and religious values. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn is enhanced as learners brainstorm and share, the meaning of Christian Religious Education ● Self-efficacy is nurtured as the learners list and share values they need to live harmoniously with others ● Digital literacy is enhanced as learners search for the meaning of Christian Religious Education using the internet ● Imagination and creativity is exhibited as learners compose a poem on how Christian Religious Education promotes sound moral and religious values 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect for one another: the learners list and share values they need to live harmoniously with others ● Responsibility: the learners use charts/ posters/flashcards to write messages that promote sound moral and religious values 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective communication: the learners brainstorm in small groups the meaning of Christian Religious Education and make a presentation in class ● Creative thinking: learners compose a poem on how Christian Religious Education promotes sound moral and religious values ● Self-awareness: learners write a personal journal on how learning CRE has changed their behaviour. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● English: the learners debate and discuss in groups ● Pre-technical Studies: the learners use digital devices to search for information 				

Suggested Assessment Rubric				
Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to analyse the importance of learning Christian Religious Education.	Analyses the importance of learning Christian Religious Education in details.	Analyses the importance of learning Christian Religious Education.	Analyses the importance of learning Christian Religious Education but omits some details.	Analyses the importance of Christian Religious Education but omits major details.
Ability to compile five values needed to foster responsible living.	Compiles five values needed to foster responsible living and encourages peers to do so.	Compiles five values needed to foster responsible living.	Compiles three to four values needed to foster responsible living.	Compiles one to two values needed to foster responsible living.

STRAND 2.0: CREATION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creation	2.1 Accounts of Creation (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) narrate the biblical accounts of creation, b) discuss the similarities and differences between the two accounts of creation, c) identify five attributes of God from the biblical accounts of creation, d) appreciate God's creative work by taking care of the environment. 	The learner is guided to: <ul style="list-style-type: none"> ● identify and name features found in the natural environment, ● take a nature walk and explore God's creation in the school compound or the surrounding area, ● read in turns Genesis 1:1-50 & 2:1-2:4a on first creation account and Genesis 2:4b-25 on second creation account, ● watch a video clip on the two biblical accounts of creation, ● summarise main points on the two biblical accounts of creation on charts and display them in class, ● discuss the similarities and differences between the two biblical accounts of creation and write short notes, ● in teams, use the internet or the library to search for the attributes of God, and write them on a chart, 	<ol style="list-style-type: none"> 1. How is the first account of creation different from the second account? 2. Why is it important to learn about creation accounts?

			<ul style="list-style-type: none"> ● take care of God’s creation found in their environment, ● compose and sing a song on the second creation account. 	
<p>Core- Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: the learners discuss in pairs the similarities and differences between the two biblical accounts of creation ● Creativity and imagination: the learners compose a song on the second creation account ● Digital literacy: the learners in groups, use the internet to search for the attributes of God ● Learning to learn: the learners take a nature walk and observe different features in the environment 				
<p>Values: Responsibility: the learners take care of God’s creation in their environment</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Gender mainstreaming: the learners recognize that God created human beings as male and female who complement each other ● Environmental issues in education: the learners take a nature walk and explore features in their environment 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● Social Studies: the learners interact with the environment during the nature walk ● English : the learner’s read Bible texts on the biblical accounts of creation ● Creative Arts and Sports: the learners compose and sing a song on the second creation account ● Pre-technical Studies: the learners conduct online search using digital devices on the attributes of God, and list them on a chart. 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creation	2.2 Stewardship over Creation (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the biblical responsibilities given to human beings over creation, b) discuss ways he/she can protect animals, fish and birds, c) practise good stewardship by taking care of animals, fish and birds, d) desire to take good care of God's creation in his/her environment. 	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm on how they take care of animals, fish and birds and make summary notes, ● read Genesis 2:15-20, James 3: 7 and discuss the responsibilities given to human beings, ● discuss ways they can protect animals, fish and birds, ● visit a zoo, animal park or farm and observe how animals, fish and birds are taken care of, and write a report for presentation in class, ● write sensitisation messages on charts/posters on the importance of good stewardship over animals, fish and birds and display in class or school notice board, 	<ol style="list-style-type: none"> 1. Why should you take care of animals, fish and birds? 2. How can you reduce conflicts between human beings and wild animals?

			<ul style="list-style-type: none"> ● compose a poem on how they take care of animals, fish and birds in their environment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: the learners discuss ways they protect animals, fish and birds. ● Learning to learn: the learners write sensitisation messages on charts/posters on the importance of good stewardship ● Creativity and Imagination: learners compose a poem on how they take care of animals, fish and birds ● Communication and collaboration: learners brainstorm on how they take care of animals, fish and birds 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: the learners take care of the different animals, fish and birds ● Social justice: the learners advocate for animal rights and welfare ● Patriotism: learners show love for their country as they visit a zoo, animal park or farm and observe how animals, fish and birds are taken care of 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Animal rights and welfare issues in education: the learners visit the nearest animal orphanage/ national park/observe animals within their local environment and write a report for presentation in class ● Assertiveness: the learners commit themselves to taking care of domestic animals at home ● Environmental issues in education: the learners discuss different ways of taking care of animals, fish and birds 				
<p>Links to other subjects:</p> <ul style="list-style-type: none"> ● English : the learners write sensitisation messages on charts/posters on the importance of good stewardship over animals fish and birds ● Agriculture : the learners brainstorm on how they take care of animals, fish and birds 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creation	2.3 Responsibility over Plants (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the biblical responsibilities given to human beings over plants, b) apply the biblical teachings acquired to conserve the environment, c) discuss ways responsible use of plants contribute to economic growth, d) desire to contribute to a healthy ecosystem. 	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm on different types of plants found in the environment and how they take care for them, ● take a nature walk in their environment, observe different plants, draw them on charts and display in class, ● read in turns Genesis 1:29: Genesis 2:15 and Psalm 104:14, summarize the biblical teachings on charts and display in class, ● work with peers to list the activities they do to care for plants in their environment, ● brainstorm how responsible use of plants contribute to economic growth, 	<ol style="list-style-type: none"> 1. Why should you take care of plants? 2. How do you care for plants in your environment?

			<ul style="list-style-type: none"> ● interact with a resource person (environmentalist/ forest officer/any other relevant person) and interview them on the economic benefits of plants, ● plant an income generating crop either at home or school. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: the learners interact with a resource person on responsible ways of using plants ● Communication and collaboration: the learners in groups list activities they do to care for plants in their environment ● Self-efficacy: learner’s interact with a resource person (environmentalist/ forest officer/any other relevant person) and interview them on the economic benefits of plants ● Critical thinking and problem solving: learners plant an income generating crop either at home or school 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: the learners plant an income generating crop either at home or school ● Social justice: the learners advocate for environmental conservation by taking good care of plants in their environment ● Unity: the learners take turns to read Genesis 1:29: Genesis 2:15 and Psalm 104:14 and summarize the biblical teachings on charts 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Learner support programmes: the learners participate in environmental clubs ● Education for Sustainable Development (ESD): the learners explain different ways plants are cared for to enhance responsibility 				

- Financial literacy: the learners discuss how responsible use of plants contribute to economic growth they also plant an income generating crop

Links to other subjects:

- Social Studies: the learners list ways of taking care of plants
- Agriculture : the learners plant a crop at school or at home and care for it

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creation	2.4 Use of Natural Resources (6 lessons)	By the end of the sub strand, the learner should be able to: a) explain ways in which human beings use and misuse natural resources, b) explore the effects of misusing natural resources, c) discuss Biblical teachings on good use of God’s creation, d) desire to conserve the environment as responsible citizens.	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm on how their communities use natural resources, ● discuss how their communities have misused natural resources; write the points on charts and present to the class, ● conduct an online or library search on how human beings have used and misused natural resources and make a PowerPoint presentation/posters to the class, ● debate on the effects of destroying the environment, ● read in turns Genesis 2:15, Exodus 23:10-11, Deuteronomy 20:19 and discuss the biblical teachings on good use of God’s creation, write the points on charts and present to the class, ● jointly compose songs on the beauty of God’s creation, ● engage in cleaning the school, as a way of conserving the environment. 	<ol style="list-style-type: none"> 1. Why should we conserve the environment? 2. How do human beings benefit from natural resources?

Core Competencies to be developed:

- Learning to learn: learners brainstorm on how human beings use and misuse God's creation
- Critical thinking: learners discuss the effects of misusing of natural resources
- Digital literacy: learners use online resources to search on ways in which human beings use and misuse natural resources
- Creativity and imagination: learners compose songs on the beauty of God's creation

Values:

- Responsibility: learners engage in cleaning the school, as a way of conserving the environment
- Respect: learners take turns to air their views and respect each other's opinions

Pertinent and Contemporary Issues (PCIs):

- Environmental issues: learners conserve the environment
- Social justice: learners use God's creation responsibly

Links to other subjects:

- Agriculture : learners participate in responsible use of God's creation/environment
- Pre-technical Studies: learners conduct an online search and make a presentation using PowerPoint slides
- English: learners compose a song and debate on the effects of destroying the environment

Suggested Assessment Rubric				
Indicator \ Level	Exceeding Expectations	Meeting Expectations	Approaching expectations	Below expectations
Ability to narrate the biblical accounts of creation	Narrates the biblical accounts of creation and cites relevant examples	Narrates the biblical accounts of creation	Narrates the biblical accounts of creation partially	Narrates some aspects of the biblical accounts of creation
Ability to discuss the similarities and differences in the two biblical accounts of creation	Discusses the similarities and differences in the two accounts of creation in details	Discusses the similarities and differences in the two accounts of creation and cites most details	Discusses similarities and differences in the two accounts of creation but leaves out minor details	Discusses similarities and differences in the two accounts of creation but leaves out major details
Ability to identify five attributes of God from the biblical accounts of creation	Identifies five attributes of God from the biblical accounts of creation using illustrations	Identifies five attributes of God from the biblical accounts of creation	Identifies three to four attributes of God from the biblical accounts of creation	Identifies one to two attributes of God from the biblical accounts of creation
Ability to explain the biblical teachings on responsibilities over animals, fish and birds	Explains the biblical teachings on responsibilities over animals, fish and birds in details	Explains the biblical teachings on responsibilities over animals, fish and birds with most details	Explains the biblical teachings on responsibilities over animals, fish and birds but leaves out minor details	Explain biblical teaching on responsibilities over animals, fish and birds but leaves out major details

Ability to explain ways in which human beings use and misuse natural resources	Explains ways in which human beings use and misuse natural resources and cites relevant examples	Explains ways in which human beings use and misuse natural resources	Partly explains ways human beings use and misuse natural resources	Explains ways in which human beings use and misuse natural resources when prompted
--------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	----------------------------------------------------------------------	--------------------------------------------------------------------	------------------------------------------------------------------------------------

STRAND 3.0: THE BIBLE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 The Bible</p>	<p>3.1 Functions of the Bible (6 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) explain the importance of the Bible in the society today, b) describe how the Bible promotes holistic growth, c) analyse how God’s Word inspires different services among Christians, d) appreciate the Bible as the inspired Word of God. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● share experiences of how they use the Bible, ● debate and write the main points on how the Bible is used in the society today, ● read in turns 2 Timothy 3:16-17, Hebrews 4:12 and outline lessons learnt, ● in teams prepare PowerPoint slides or charts on the importance of the Bible and make a presentation in class, ● write summary points on how the Bible is used in spreading the Word of God, ● discuss how the Bible promotes spiritual, moral, social, emotional and intellectual growth of a person, 	<p>Why is the Bible important in the life of a Christian?</p>

			<ul style="list-style-type: none"> ● list different services offered by Christians in the local communities, ● make a presentation on how God’s word inspires different service among Christians today, ● participate in different services in their local community and write a journal, ● compose a song about the Bible. 	
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Core Competencies to be developed:

- Creativity and imagination: learners compose a song about the Bible
- Critical thinking : learners prepare a presentation on how God’s word inspire different services among Christians
- Learning to learn: learners discuss how the Bible promotes spiritual, moral, social, emotional, and intellectual growth of a person
- Digital Literacy: learners prepare a PowerPoint on the importance of the Bible in the society today

Values:

- Unity: learners work in groups and prepare PowerPoint slides or charts on the importance of the Bible
- Respect: learners read in turns various Bible texts
- Responsibility: learners engage in different services in their local community.
- Peace: learners put into practice the Word of God and live harmoniously with each other

Pertinent and Contemporary Issues (PCIs):

- Effective communication: learners use the Bible to share the Word of God, discuss in groups, and serve in the community

- Decision making: learners read the Word of God and offer service to God and humanity in different ways.

Links to other subjects:

- English: learners read and discuss the Bible texts provided
- Pre-technical Studies: learners use digital devices to prepare PowerPoint slides and make presentations
- Creative Arts and Sports: learners compose and sing a song about the Bible

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Bible	3.2 Divisions of the Bible (6 lessons)	By the end of the sub strand, the learner should be able to: a) identify the two divisions of the Bible, b) classify the books of the Old and New Testament appropriately, c) appreciate the Bible for reflective learning and living.	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm in pairs the two major divisions of the Bible, ● collaboratively use flash cards to sort and arrange books of the Bible sequentially, ● use the internet or the Bible to read out Books in the Old and New Testament, ● jointly, outline the four major categories of books in the Old Testament, ● team up to outline the four major categories of books in the New Testament, ● share tasks to design a bookmark on the books of the Bible and place it in your Bible story Book/Bible. 	Why is it important to know the books of the Bible?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: learners in pairs outline the four major categories of books in the Old Testament ● Communication and collaboration: learners brainstorm the two major divisions of the Bible ● Creativity and imagination: learners design a bookmark on the books of the Bible 				

Values:

- Unity: learners work in groups to sort and arrange in order books of the Bible using the flash cards
- Responsibility: learners in pairs design a bookmark on the books of the Bible and place it in their books/Bible

Pertinent and Contemporary Issues (PCIs):

- Effective communication: learners in pairs brainstorm on the books in the Old and New Testament
- Creative and critical thinking: learners in groups design a bookmark on the books of the Bible

Links to other subjects:

Mathematics: learners sort and arrange sequentially books of the Old and New Testament

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Bible	3.3 Bible Translations (6 lessons)	By the end of the sub strand, the learner should be able to: a) identify different Bible translations used in Kenya today, b) discuss reasons for translation of the Bible to local languages, c) examine the social and economic effects of translation of the Bible into local languages, d) appreciate the work of Bible translation in Kenya.	The learner is guided to: <ul style="list-style-type: none"> ● discuss translations/versions of the Bible that they know, ● share the reasons that led to the translation of the Bible to local languages, ● brainstorm on how people have benefited from the different Bible translations, ● use digital devices to search on the different translations/versions of the Bible, ● interview a resource person on the social and economic effects of translating the Bible to local languages, ● debate on the topic: “<i>is Bible translation still necessary in our society today?</i>” 	Why is it important to translate the Bible into different languages?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: learners in groups discuss reasons that led to translating the Bible into local languages 				

- Critical thinking and problem solving: the learner’s debate on the theme: *“Is Bible translation still necessary in our society today?”*

Values:

- Unity: learners work in groups and pairs to discuss, brainstorm and appreciate the importance of Bible translation
- Respect: learners take turns and listen as each of them air their views/ideas as they engage in different assignments

Pertinent and Contemporary Issues (PCIs):

Digital citizenship: the learners use digital devices to search for the different translations/versions of the Bible

Links to other subjects:

English: learners interview resource persons and debate on the theme: “Is Bible translation still necessary in our society today?”

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Bible	3.4 Leadership in Israel: Moses (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) describe how God prepared Moses for leadership, b) identify the roles played by Moses during the Exodus, c) outline leadership qualities he/she can emulate from Moses, d) apply leadership qualities learnt from Moses in their daily life, e) desire to choose leaders of integrity for the good of the society. 	The learner is guided to: <ul style="list-style-type: none"> ● discuss in groups characteristics of a good leader, ● brainstorm on qualities they consider when choosing their leaders in school or church, ● read Exodus 2:11-13, 3:1-2, 11-12, and 6:12, and list ways God prepared Moses for leadership, ● read Exodus 14:13-16, 21, 15:22-25, 18:5-10, 18:17-24; Deuteronomy 4:1-3, 5,6, and discuss roles performed by Moses during the Exodus, ● conduct an online or library search on leadership qualities portrayed by Moses and make a summary on a chart, ● write a journal on how to be a good leader in the school, church, and the community, 	Why was leadership in Israel important?

			<ul style="list-style-type: none"> ● debate on the advantages of choosing good leaders in the society today. 	
--	--	--	-----------------------------------------------------------------------------------------------------------------------------	--

Core Competencies to be developed:

- Self-efficacy: the learners apply leadership qualities portrayed by Moses in their interaction with others
- Citizenship: the learners explore how Moses effectively carried out his responsibilities and apply it in their lives
- Imagination and creativity: the learners write a journal on how to be a good leader in the school, church, and the community

Values:

- Responsibility: learners debate on the advantages of choosing good leaders in the society today
- Social justice: the learners choose leaders of integrity at school and in the Church

Pertinent and Contemporary Issues (PCIs):

- Human rights: the learners learn how Moses stood for the rights of the Israelites
- Good governance: the learners learn how Moses with God’s power and guidance led the Israelites from Egypt
- Decision making: the learners discuss in groups, the qualities to consider when choosing leaders in school
- Effective communication: the learners discuss in groups characteristics of a good leader

Links to other subjects:

Social Studies: learners research and make notes on leadership qualities portrayed by Moses

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to explain the importance of the Bible in the society today	Explains using relevant examples, the importance of the Bible in the society today	Explains the importance of the Bible in the society today	Partly explains the importance of the Bible in the society today	Explains importance of the Bible in the society today when prompted
Ability to analyse how God's word inspires different services among Christians today	Analyses how God's word inspires different services among Christians today and cites relevant examples	Analyses how God's word inspires different services among Christians today	Partly analyses how God's word inspires different services among Christians today	Analyses how God's word inspires different services among Christians today with prompts
Ability to classify the books of the Old and New Testament appropriately	Classifies the books of the Old and New Testament appropriately and cites relevant examples	Classifies most of the books of the Old and New Testament appropriately	Partially classifies the books of the Old and New Testament appropriately	Classifies books of the Old and New Testament when prompted

Ability to examine the social and economic effects of translation of the Bible into local languages,	Examines the social and economic effects of translation of the Bible into local languages and cites relevant examples	Examines the social and economic effects of translation of the Bible into local languages	Partly examines the social and economic effects of translation of the Bible into local languages	Examines the social and economic effects of translation of the Bible into local languages with prompts
Ability to describe how God prepared Moses for leadership	Describes how God prepared Moses for leadership and gives relevant examples	Describes how God prepared Moses for leadership	Makes effort to describe how God prepared Moses for leadership	Attempts to describes how God prepared Moses for leadership
Ability to identify ten roles played by Moses during the Exodus	Identifies ten roles played by Moses during the Exodus citing examples	Identifies ten roles played by Moses during the Exodus	Identifies five to nine roles played by Moses during the Exodus	Identifies one to four roles played by Moses during the Exodus
Ability to apply six leadership qualities learnt from Moses in daily life	Applies six leadership qualities learnt from Moses in daily life using relevant examples	Applies six leadership qualities learnt from Moses in daily life	Applies three to five leadership qualities learnt from Moses in daily life	Applies one to two leadership qualities learnt from Moses in daily life

STRAND 4.0: THE EARLY LIFE OF JESUS CHRIST

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Early life of Jesus Christ	4.1 Prophecies about the Messiah (6 lessons)	By the end of the sub strand, the learner should be able to: a) describe the Old Testament prophecies about the Messiah, b) explain the fulfilment of the Old Testament prophecies about the Messiah, c) appreciate the fulfilment of the Old Testament prophecies about the messiah.	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm on the meaning of the term prophecy and share findings with the class, ● buzz on the meaning of the word, ‘<i>Messiah</i>’ and write the meaning on flash cards, ● read Isaiah 7:13-14, 9:6-7 and Jeremiah 23:5-6, and list prophecies about the coming of the Messiah, ● write the Bible texts on the coming of the Messiah on flash cards and place them in your note books for reference/revision, ● watch a video clip on prophecies about the Messiah, ● conduct an online/library search on the prophecies about the Messiah and present the points in class, 	How were the Old Testament prophecies about the Messiah fulfilled?

			<ul style="list-style-type: none"> ● read Matthew 1:18-23, Luke 1: 26-3 and summarise how Jesus Christ fulfilled the Old Testament prophecies. 	
	(6 lessons)	<p>d) describe the annunciation and birth of John the Baptist,</p> <p>e) relate the birth of John the Baptist to the coming of Jesus Christ,</p> <p>f) utilize the values of sharing and integrity to form harmonious relationships,</p> <p>g) desire to be God fearing Christians as portrayed by John the Baptist.</p>	<ul style="list-style-type: none"> ● read Luke 1:5-25 and summarize the main points on charts, ● read Luke 1:57-66 and make short notes on the birth of John the Baptist, ● role play the annunciation and birth of John the Baptist and record it using a digital device, ● read Luke 3:16 and John 1:29-30; and discuss what you learn from the Bible texts, ● compose a poem on how the birth of John the Baptist relates to the coming of Jesus Christ, ● read Luke 3:7-15 and discuss the message of John the Baptist, ● dramatize how to apply values acquired from the message of John the Baptist in their lives, 	How is John the Baptist a precursor to the Messiah?

			<ul style="list-style-type: none"> ● brainstorm on the values needed by Christians to avoid evils condemned by John the Baptist. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: learners carry out internet search on the prophecies about the coming of the Messiah ● Imagination and creativity: learners compose a poem on how the birth of John the Baptist relates to the coming of Jesus Christ ● Critical thinking: learners discuss the relevance of the message of John the Baptist to Christians today ● Citizenship: learners brainstorm on the values which Christians need to avoid social evils in the society ● Communication and collaboration: learners role-play the annunciation and birth of John the Baptist and record using a digital device. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: learners practice the teachings of John the Baptist through sharing with the needy ● Unity: learners work in groups and pairs and take turns to air their views ● Social justice: the learners brainstorm on how they can apply the message of John the Baptist in their lives. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: learners brainstorm on how to avoid evils condemned by John the Baptist ● Decision making: learners apply the message of John the Baptist in their lives by practising empathy and social justice ● Human rights: the learners brainstorm on the values they need to avoid evils such as accusing others falsely 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● English : learners read Bible texts and brainstorm on the meaning of prophecy ● Social Studies: the learners read in turns and discuss the message about social justice and responsibility 				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 The Early life of Jesus Christ	4.2 The Birth and Childhood of Jesus Christ (7 lessons)	By the end of the sub strand, the learner should be able to: a) analyse the events that took place during the annunciation and the birth of Jesus Christ, b) describe the dedication of baby Jesus, c) analyse the story of Jesus Christ in the Temple, d) identify values learnt from the birth and childhood of Jesus Christ , e) appreciate the dedication of Jesus	The learner is guided to: <ul style="list-style-type: none"> ● read Luke 1:26-38 and Luke 2:1-20, ● brainstorm on the events that took place during the annunciation of the birth of Jesus Christ, ● collaboratively, make a presentation on the annunciation of the Birth of Jesus Christ using Power Point slides or charts, ● watch a video clip on the birth of Jesus Christ and write the key points on a chart, ● share experiences of how children are dedicated in various churches today, ● read Luke 2:22-38 in turns and make short notes, 	Why do Christians celebrate the birth of Jesus Christ?

		<p>Christ and relate it to similar practices in the church today.</p>	<ul style="list-style-type: none"> ● in groups discuss the importance of the dedication of baby Jesus, ● read Luke 2:41-52 and retell the story of Jesus Christ in the Temple, ● draw a picture map on the story of Jesus Christ with the elders in the Temple, ● in pairs write on flash cards values which Christians learn from the birth and childhood of Jesus Christ. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: learners discuss the mission of Jesus based on his interaction with the elders in the Temple ● Communication and collaboration: learners in groups discuss the importance of the dedication of baby Jesus in the Temple 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: is exhibited as learners respect each other's opinions and take turns to air their views during group discussions ● Peace: learners acquire values like peace, sharing and kindness from the early life of Jesus Christ hence they co-exist peacefully 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Child rights and protection: the parents of Jesus' were concerned with the welfare of Jesus when he got lost in the Temple ● Effective Communication: learners share experiences of how children are dedicated in their various churches 				

Link to other subjects:

- Social Studies: Jesus's parents were concerned about His welfare
- English: learners make presentations in class on the annunciation and the birth of Jesus Christ

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to describe the Old Testament prophecies about the Messiah	Describes the Old Testament prophecies about the Messiah without errors	Describes the Old Testament prophecies about the Messiah	Describes the Old Testament prophecies about the Messiah but makes minor errors	Describes the Old Testament prophecies about the Messiah with major errors
Ability to relate the birth of John the Baptist to the coming of Jesus Christ	Relates the birth of John the Baptist to the coming of Jesus Christ illustratively	Relates the birth of John the Baptist to the coming of Jesus Christ	Partially relates the birth of John the Baptist to the coming of Jesus Christ	Relates the birth of John the Baptist to the coming of Jesus Christ with prompts
Ability to utilize the values of sharing and integrity to form harmonious relationships	Utilizes the values of sharing and integrity to form harmonious relationships creatively	Utilizes the values of sharing and integrity to form harmonious relationships	Partly utilizes the values of sharing and integrity to form harmonious relationships	Attempts to utilize the values of sharing and integrity to form harmonious relationships
Ability to analyse the events that took place during the	Analyses the events that took place during the annunciation and	Analyses the events that took place during the annunciation and birth of Jesus Christ	Analyses the events that took place during the annunciation and birth of	Analyses the events that took place during the annunciation and birth of Jesus Christ

annunciation and the birth of Jesus Christ	birth of Jesus Christ sequentially		Jesus Christ but leaves out minor steps	but leaves out major steps
Ability to identify the values Christians learn from the birth and childhood of Jesus Christ	Identifies values learnt from the birth and childhood of Jesus Christ and gives relevant examples	Identifies values learnt from the birth and childhood of Jesus Christ	Identifies some values learnt from the birth and childhood of Jesus Christ	Identifies values learnt from the birth and childhood of Jesus Christ when prompted

STRAND 5.0: THE CHURCH

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.1 Selected Forms of Worship (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> explain teachings on selected forms of worship, discuss the importance of prayer and fasting, describe how they practice the teachings of Jesus Christ on prayer and fasting, practise different forms of worship in his/her day-to-day life, desire to use different forms of worship to build a strong relationship with God. 	The learner is guided to: <ul style="list-style-type: none"> share experiences of how worship is done in his/her church, discuss the meaning of, “worship.” jointly read Exodus 15:20-21, Psalm 30:11-12; 96:1-2, 150:1-5, Ephesians 5:19; and outline the teachings on praise and thanksgiving, brainstorm, in groups, why prayer and fasting is an important form of worship, use a digital device or a poster to summarise points on the importance of prayer and fasting, team up to read Luke 4:1-2, Act 13:1-3, Matthew 6:9-13, 1 Thessalonians 5:16-18; write lessons learnt and make a presentation using a digital device or a chart, read Matthew 6:16 and discuss how one should behave when fasting, 	Why is prayer and fasting important in the life of a Christian?

			<ul style="list-style-type: none"> ● write a journal on how they practice different forms of worship and share with a friend, ● debate on the topic, “<i>we were created to worship God.</i>” ● In collaboration, read and compose a song based on Psalms 150:1-5, ● sing a song on the Lord's prayer. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: learners compose a song using Psalm 150:1-5 ● Learning to learn: learners discuss the importance of prayer and fasting ● Self-efficacy: learners write a journal on how they practice different forms of worship ● Critical thinking: learner’s debate on the topic, “<i>We were created to worship God.</i>” 				
<ul style="list-style-type: none"> ● Respect: learners take turns as they share experiences on how worship is done in their church ● Unity: learners work in groups as they read and compose a song based on the Bible texts provided 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self- awareness: learners write a journal on how they practice different forms of worship ● Effective communication: learners brainstorm, in groups, why prayer and fasting is an important form of worship 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Creative Arts and Sports: learners sing a song on the Lord's prayer ● Pre-technical Studies: learners make a presentation using a digital device ● Creative Arts and Sports: learners use a chart to make a presentation in class 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.2 Role of the Church in Education and Health (5 lessons)	By the end of the sub-strand the learner should be able to: a) discuss the contribution of the Church towards education and health, b) identify barriers to effective Church mission work in Kenya today, c) appreciate the contribution of the Church in education and health.	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm on health care facilities established by churches in his/her community, ● use google maps/County maps to identify health care facilities established by the church in Kenya today, ● carry out an online search on the role of the church in education and health and present the findings in class, ● discuss and summarise on charts, barriers to effective church mission work in health and education, ● interview resource persons on the contribution of the Church in education and health in Kenya today. 	Why does the church support education and health?

Core Competencies to be developed:

- Digital literacy: learners carry out an online search on the role of the church in education and health and use google map to identify, schools and health care facilities established by the church in Kenya today
- Citizenship: learners identify and summarise on a chart barriers to effective church mission work in Kenya today.

Values:

- Unity: learners in groups brainstorm on health care facilities established by churches in his/her community
- Love: learners appreciate the role played by the church in establishing schools and health facilities

Pertinent and Contemporary Issues (PCIs):

- Health issues in education: the learners use google maps/County maps to identify health care facilities established by the church in Kenya today
- Human rights: they learn about human rights issues which involves the contribution of the Church in education and health

Link to other subjects:

- English : learners' interview resource persons on the contribution of the Church in education and health in Kenya
- Social Studies: learners use google map to identify, the schools and health care facilities established by the church in Kenya

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to explain teachings on selected forms of worship	Explains teachings on selected forms of worship and gives relevant biblical examples	Explains teachings on selected forms of worship	Partially explains teachings on selected forms of worship	Explains Biblical teachings on selected forms of worship with prompts
Ability to describe how they practice the teachings of Jesus Christ on prayer and fasting	Describes how they practices the teachings of Jesus Christ on prayer and fasting and encourages peers to do so	Describes how they practice the teachings of Jesus Christ on prayer and fasting	Partly describes how they practice the teachings of Jesus Christ on prayer and fasting	Describes ways they practices the teachings of Jesus Christ on prayer and fasting when prompted
Ability to discuss the contribution of the church towards education and health in Kenya	Discusses the contribution of the church towards education and health in Kenya in details	Discusses the contribution of the church towards education and health in Kenya	Discusses the contribution of the church towards education and health in Kenya but leaves out minor details	Discusses the contribution of the church towards education and health in Kenya but leaves out major details

Ability to identify barriers to effective Church mission work in Kenya today	Identifies barriers to effective Church mission work in Kenya today and uses illustrations	Identifies barriers to effective Church mission work in Kenya today	Partly identifies barriers to effective Church mission work in Kenya today	Attempts to identify barriers to effective Church mission work in Kenya today
------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------	----------------------------------------------------------------------------	-------------------------------------------------------------------------------

STRAND 6.0: CHRISTIAN LIVING TODAY

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>6.0 Christian Living Today</p>	<p>6.1 Human Sexuality (7 lessons)</p>	<p>By the end of the-sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the meaning of human sexuality for holistic development, b) discuss healthy and unhealthy relationships for responsible living, c) discuss the circumstances that lead to unhealthy relationships, d) outline the consequences of engaging in sex before marriage, e) apply Christian values as they relate with others. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm on the meaning of human sexuality, ● discuss healthy and unhealthy relationships, ● read I Corinthians 6:9 and 18; discuss the meaning of the Bible texts, ● read Philippians 4:8-9 and Galatians 5:23 reflect on it and write a journal on values and life skills they apply as they relate with others, ● write 1 Thessalonians 4:3 on a flash card and recite it, ● discuss circumstances that can lead to sexual temptations, ● brainstorm on how to avoid temptations/tempting places, ● role play on how to overcome a tempting situation, 	<p>How do you utilize Christian values to maintain sexual purity?</p>

			<ul style="list-style-type: none"> ● list/mention the negative effects of engaging in sex before marriage, ● listen to and engage a resource person on values guiding good morals and write summarise key points, ● reflect on their relationships and journal their resolve to remain chaste until marriage as they depend on God's strength/prayer, ● carry out a debate in class on, 'it is possible for a young person to remain chaste until marriage'. ● compose and sing a song titled, <i>'Lord help me overcome temptations.'</i> 	
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Core Competencies:

- Learning to learn: learners brainstorm on how to avoid temptations/tempting places
- Self-efficacy: learners journal their resolve to remain chaste until marriage as they depend on God's strength/prayer
- Communication and collaboration: learners debate on, 'it is possible for a young person to remain chaste until marriage'

Values:

- Respect for one another: learners brainstorm on the meaning of, 'healthy and unhealthy male –female relationships'

- Responsibility: learners make decisions to avoid temptations/tempting places as they depend on God
- Integrity: learners journal their resolve to remain chaste until marriage as they depend on God's strength/prayer
- Peace: learners resolve to have healthy relationships

Pertinent and Contemporary Issues (PCIs):

- Effective communication: learners in groups discuss circumstances that can lead to sexual temptations
- Self-awareness and assertiveness: learners reflect and keep a journal on values and life skills they apply as they relate with others
- Peer pressure resistance: learners brainstorm on how to avoid temptations/tempting place

Link to other subjects:

- English : learners read scriptures, debate and express themselves in different contexts
- Creative Arts and Sports: learners compose and sing a song titled, 'Lord help me overcome temptations'
- Integrated Science: learners list or mention the negative effects of engaging in sex before marriage

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Christian Living Today	6.2 Christian Marriage and Family (7 lessons)	By the end of the-sub strand, the learner should be able to: <ol style="list-style-type: none"> a) discuss the biblical teachings on marriage and family, b) explain ways the church promotes values among young people before marriage, c) identify values and life skills needed to maintain stability in families, d) appreciate the family as a sacred institution ordained by God. 	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm on different types of families, ● read Genesis 2:23-24: Ephesians 5:22-33 in turns and summarize the main biblical teachings about marriage, ● read Exodus 20:12, Psalm 127:3-5, Ephesians 6:4 and note the key points, ● list values needed by young people before they enter into marriage, ● interact with a religious leader or resource person and interview them on how the church promotes values among young people before marriage, ● carry out an online or library search on the skills that young people need to contribute towards stable families, 	How does a good marriage contribute to stability in the society?

			<ul style="list-style-type: none"> ● write key messages on charts or flash cards on the skills that young people need to contribute towards stable families, ● role play a stable Christian family, ● compose and recite poems on <i>'God is the centre of stable families.'</i> 	
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Core Competencies:

- Critical thinking and problem solving: learners write key messages on the skills required to sustain and support stable families in the society today
- Citizenship: learners discuss the biblical teachings on values and life skills required to contribute to stable families
- Learning to learn: learners interact with a religious leader or resource person to find out strategies used by Christians to promote values among young people before marriage
- Digital literacy: learners carry out an online search on the skills required to sustain and support stable families in the society
- Creativity and imagination: the learners compose and recite poems on *'God is the centre of stable families.'*

Values:

- Unity: learners respect each other's ideas and take turns during group discussions
- Love: learners list values and life skills needed to contribute to stable families
- Responsibility: learners write key messages on charts or flash cards on the skills that young people need to contribute towards stable families

Pertinent and Contemporary Issues (PCIs):

- Decision making: learners evaluate and make decisions on the skills required to sustain and support stable families
- Social cohesion: learners in groups, prepare a presentation on strategies used by the church to promote values among young people before marriage.

Link to other subjects:

- Social Studies: learners appreciate marriage and families as social institutions acceptable in the society
- English: learners compose and recite poems on '*God is the centre of stable families*'

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Christian Living	6.3 Alcohol, Drugs and Substance Abuse (7 lessons)	By the end of the sub- strand, the learner should be able to: a) identify drugs commonly abused by youths in Kenya today, b) discuss reasons why young people abuse drugs today, c) explore effects of alcohol, substance and drug abuse on an individual and the family, d) analyse the biblical teachings on alcohol, drug and substance abuse for responsible living, e) recommend values and life-skills needed to stay free from alcohol, drug and substance abuse, f) utilize values and life-skills acquired to live an	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm on the meaning of alcohol, drug and substance abuse and share with the class, ● list drugs commonly abused by youths in Kenya today, ● discuss the causes of alcohol, drugs and substance abuse today, ● share experiences of persons you know who abused drugs and the effects it had on them, ● conduct an internet/library search on effects of abusing drugs and alcohol and make a presentation in class, ● read Ephesians 5:18, Proverbs 20:1, 1Corinthians 3:17 and 1 Corinthians 6:9-10, ● share lessons learnt from the Bible texts and make notes, 	Why do young people abuse drugs and alcohol today?

		<p>alcohol, drug and substance free life.</p>	<ul style="list-style-type: none"> ● debate on skills and values needed to avoid alcohol, drug and substance abuse, ● listen to a resource person sharing success stories on overcoming alcohol, drug and substance abuse as a youth, ● reflect and write a journal on ways to avoid alcohol, drugs and substance abuse as a Christian youth. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: learners conduct an internet search on effects of using alcohol, drugs and other substances and make a presentation in class ● Learning to learn: learners discuss the causes of alcohol, drugs and substance abuse today ● Citizenship: learners desire to live a life free of alcohol, drug and substance abuse ● Communication and collaboration: in groups learners discuss the causes of alcohol, drugs and substance abuse today 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: learners make the right decisions and avoid alcohol drug and substance abuse ● Respect: learners respect themselves by avoiding alcohol, drugs and substance abuse ● Patriotism: learners make a decision to live responsibly by not engaging in alcohol, drug and substance abuse. 				

Pertinent Contemporary Issues (PCIs)

- Critical and creative thinking: learners critically assess and avoid situations which can lead to alcohol, drug and substance abuse
- Assertiveness: the learners say no! to alcohol, drugs and substance abuse
- Decision making: learners make right decisions not to involve themselves in the use and abuse of alcohol and drugs
- Guidance and counselling: learners are guided on skills and values needed to avoid alcohol, drugs and substance abuse

Links to other subjects:

- Integrated Science: learners learn the negative effects of alcohol, drug and substance abuse
- Pre-technical Studies: learners conduct an online/library search on the causes and effects of alcohol, drugs and substance abuse
- Social Studies: learners brainstorm on causes of alcohol, drug and substance abuse and the values/life- skills needed for responsible living

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Christian Living Today	6.4 Gambling (7 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify different types of gambling, b) explain the biblical teachings on gambling, c) discuss five causes of gambling in the society today, d) examine the effects of gambling on individuals and families, e) explore measures taken by Christians and the government to help young people overcome gambling, f) recommend values and life-skills needed to overcome gambling, g) apply the skills and values learnt to live responsibly, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● share collaboratively what they know about gambling, ● brainstorm on the meaning and types of gambling, ● reads 1Timothy 6:9-10; Proverbs 13:11 and 28:20-22 and summarize the key points on charts for presentation in class, ● jointly use digital devices /read relevant textbooks to identify causes of gambling and share in class, ● role play the effects of gambling on individuals and families, ● listen to a resource person give a talk/speech on the negative effects of gambling on individuals and families, ● read Proverbs 13:11; 1 Timothy 6:10; Hebrew 13:5; 	<p>Why do young people engage in gambling?</p>

		<p>h) desire to live a gambling free life for the good of their well-being.</p>	<p>Galatians 5:22-24 and outline biblical teachings on overcoming gambling,</p> <ul style="list-style-type: none"> ● discuss measures taken by Christians and the government to help young people overcome gambling, ● conduct an online or library search on values and life-skills needed to avoid gambling. ● brainstorm on, “<i>skills and values we need to avoid gambling.</i>” ● share with classmates on how one can avoid negative peer influence to gamble ● share success stories of individuals who have overcome gambling 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: learners summarise the biblical teachings on charts and make a presentation in class ● Communication and collaboration: learners’ debate on measures taken by Christians and the government to help young people overcome gambling ● Critical thinking and problem solving: learners role play the effects of gambling on individuals and families 				

Values:

- Responsibility: learners make the right decisions and avoid gambling
- Respect for self and others: learners avoid situations that can lead to gambling

Pertinent Contemporary Issues (PCIs)

- Self-Efficacy: learners recognize the causes and effects of gambling and hence say No! to gambling
- Decision making: the learners make right decisions of not getting engaged in gambling
- Learner support programmes: guidance and counselling; learners listen to a resource person give a talk on effects of gambling
- Health issues: learners advocate for human wellness as they brainstorm on skills and values needed to avoid gambling

Links to other subjects:

- Integrated Science: they learn the effects of gambling on an individual and their families
- Creative Arts and Sports: learners role play the effects of gambling on individuals and families

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Christian Living Today	6.5 Social Media (7 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify different social media platforms used by young people today, b) describe ways of using social media responsibly, c) examine ways in which social media is misused today, d) discuss ways they should respond to cyberbullying, e) recommend values and life skills needed for responsible use of social media. f) apply Christian values as they use different social media platforms, g) desire to use social media/internet appropriately as God fearing Christians. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● list different social media platforms they interact with, ● brainstorm on the dangers of chatting or meeting with online strangers, ● share precautions they need to exercise as they make interactions with online strangers, ● discuss how social media is misused today and make PowerPoint slides for presentation in class, ● brainstorm on cyberbullying and how to respond to it, ● write sensitization messages on charts/posters on values and life- skills needed when using social media platforms, 	<p>Why should you be cautious when using social media?</p>

			<ul style="list-style-type: none"> ● interview a resource person on responsible use of social media, ● role play responsible and irresponsible use of social media. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: learners interview a resource person on responsible use of social media ● Self-efficacy: learners write sensitization messages on charts or posters on values they need as they engage on social media platforms 				
<p>Values</p> <ul style="list-style-type: none"> ● Integrity: learners write sensitization messages on charts or posters on values and skills needed to use social media responsibly ● Responsibility: learners in pairs share precautions they need to exercise as they engage on social media platforms ● Respect: learners respect self as they make a decision to use social media responsibly 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self-awareness and self-esteem: learners share experiences on values needed when using social media platforms ● Decision making: learners in groups discuss and make a decision not to visit sites that can corrupt their morals ● Assertiveness: learners in pairs brainstorm on how to respond to cyberbullying 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● English : learners interview a resource person on responsible use of social media 				

- **Pre-technical Studies:** learners in groups discuss how social media is misused today and make a PowerPoint presentation in class
- **Creative Arts and Sports:** learners role play responsible and irresponsible use of social media

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to explain the meaning of human sexuality for holistic development	Explains the meaning of human sexuality with relevant examples	Explains the meaning of human sexuality	Partially explains the meaning of human sexuality	Explains the meaning of human sexuality when prompted
Ability to discuss the circumstances that lead to unhealthy relationships	Discusses the circumstances that lead to unhealthy relationships in details	Discusses the circumstances that lead to unhealthy relationships	Discusses the circumstances that lead to unhealthy relationships but omits minor details	Discusses circumstances that lead to unhealthy relationships but omits major details
Ability to explore the consequences of engaging in sex before marriage	Explores consequences of engaging in sex before marriage and uses digital device to research	Explores the consequences of engaging in sex before marriage	Partly explores the consequences of engaging in sex before marriage	Partly explores the consequences of engaging in sex before marriage with prompts
Ability to identify the skills that young people need to contribute towards stable families	Identifies skills that young people need to contribute towards stable families in details	Identifies skills that young people need to contribute towards stable families	Identifies skills that young people need to contribute towards stable families but omits minor details	Identifies skills that young people need to contribute towards stable families but leaves out major details

Ability to identify drugs commonly abused by youths in Kenya today	Identifies and gives relevant examples of drugs commonly abused by youths in Kenya today	Identifies drugs commonly abused by youths in Kenya today	Partly identifies drugs abused by youths in Kenya today	Attempts to identify drugs commonly abused by youths in Kenya today
Ability to explore effects of alcohol, substance and drug abuse on individuals and families	Explores effects of alcohol, substance and drug abuse on individuals and families illustratively	Explores effects of alcohol, substance and drug abuse on individuals and families	Partially explores the effects of alcohol, substance and drug abuse on individuals and families	Explores the effects of alcohol, substance and drug abuse when prompted
Ability to discuss five causes of gambling in the society today	Discusses five causes of gambling in the society today using relevant examples	Discusses five causes of gambling in the society today	Discusses three to four causes of gambling in the society today	Discusses one to two causes of gambling in the society today
Ability to examine the effects of gambling on individuals and families	Examines the effects of gambling on individuals and families in details	Examines the effects of gambling on individuals and families	Examines the effects of gambling on individuals and families but omits minor details	Examines the effects of gambling on individuals and families but omits major details
Ability to identify different social media platforms used by young people today	Identifies different social media platforms used by young people today illustratively	Identifies different social media platforms used by young people today	Partly identifies some social media platforms used by young people today	Identifies social media platforms used by young people today with prompts

Ability to examine ways in which social media is misused today	Examines ways in which social media is misused today in details	Examines ways in which social media is misused today	Examines ways in which social media is misused today but leaves out minor details	Examines ways in which the social media is misused today but leaves out major details
Ability to discuss ways he/she should respond to cyberbullying	Discusses ways he/she should respond to cyberbullying with relevant examples	Discusses ways he/she should respond to cyberbullying	Partly discusses ways he/she should respond to cyberbullying	Discusses ways he/she should respond to cyberbullying with consistent guidance
Ability to apply Christian values and life skills to live responsibly	Constantly applies Christian values and life skills in their interaction with others to live responsibly	Applies Christian values and life skills in their interaction with others to live responsibly	Sometimes applies Christian values and life skills in their interaction with others to live responsibly	Attempts to apply Christian values and life skills in their interaction with others

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.
Milestone 3	Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	Implementation The learners execute the project and keep evidence of work done.

Milestone 5	<p>Showcasing /Exhibition and Report Writing</p> <p>Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p>Reflection</p> <p>Learners review all project work to learn from the challenges faced.</p> <p>They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

Assessment of CSL integrated Activity

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

APPENDIX 2: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Learning activities
1.0 Overview of Studying CRE	1.1 Importance of Learning CRE in Junior secondary	<ul style="list-style-type: none"> • Oral /Aural Questions • Portfolio • Rubrics • Checklists • Anecdotal notes • Written Assignments 	<ul style="list-style-type: none"> • Good News Bible • CRE Course Books • Flash cards • Charts • Digital Course Books- www.kec.ac.ke 	Participate in societies such as CU and YCS to understand the benefits of learning CRE
2.0 Creation	2.1 Accounts of Creation	<ul style="list-style-type: none"> • Observations • Questionnaires • Journals • Anecdotal notes • Project 	<ul style="list-style-type: none"> • Good News Bible • CRE Course Books • Digital Course Books- www.kec.ac.ke • Realia 	Interview a resource person for more information on Creation Accounts

	<p>2.2 Responsibility over Animals, Fish and Birds</p>	<ul style="list-style-type: none"> • Oral/Aural Questions • Written Assignments • Journals • Portfolio • Rating Scales 	<ul style="list-style-type: none"> • Good News Bible • Digital Course Books- www.kec. • Course book for Grade 7 • Pictures and photographs • Flash cards • Charts 	<p>Write sensitization messages on posters/charts on good stewardship and post them on the school notice board</p>
	<p>2.4 Responsibility over Plants</p>	<ul style="list-style-type: none"> • Observations • Oral /Aural Questions • Project • Written Assignments • Rating Scales • Projects 	<ul style="list-style-type: none"> • Good News Bible • Course books for Grade 7 • Digital Course Books- www.kec.ac.ke • Pictures and photographs 	<p>Participate in Environmental Clubs Activities</p>
	<p>2.4 Use and Misuse of God's Creation</p>	<ul style="list-style-type: none"> • Oral/Aural Questions • Observation Schedule • Questionnaires • Making Presentations • Project 	<ul style="list-style-type: none"> • Manilla papers • Pictures and photographs • Audio-visual resources • Maps 	<p>Write sensitization messages on posters/charts on good use of God's creation</p>

		<ul style="list-style-type: none"> • Authentic Tasks 		
3.0 The Bible	3.1 Functions of the Bible	<ul style="list-style-type: none"> • Questions and Answers • Observation Schedules • Bible Quizzes • Rating Scales • Anecdotal Notes 	<ul style="list-style-type: none"> • CRE Course Books • Good News Bible • Posters • Charts • Digital Course Books- www.kec. • Flash cards • Audio-visual resources 	Participate in Bible competitions/Symposium
	3.4 Divisions of the Bible	<ul style="list-style-type: none"> • Questions and Answers • Rating Scales • Observation Schedules • Project 	<ul style="list-style-type: none"> • Good News Bible • Manilla papers • Charts • Audio-Visual resources • Pictures and photographs 	Conduct a competition/symposium on Books of the Bible
	3.3 Bible Translation	<ul style="list-style-type: none"> • Oral/Aural Questions • Written Assignments • Observation Schedule • Check lists 	<ul style="list-style-type: none"> • Good News Bible • CRE Course Book • Charts • Pictures • Resource Persons • Posters 	Write sensitization messages on the socio economic effects of Bible translations

		<ul style="list-style-type: none"> • Rubrics • Rating Scales • Portfolio 		
	3.4 Leadership in the Bible: Moses	<ul style="list-style-type: none"> • Written Assignments • Oral/Aural Questions • Rating Scales • peer assessments • Journals 	<ul style="list-style-type: none"> • Good News Bible • CRE Course Books • Pictures and photographs • Bible Maps • Audio-Visual resources • Kenya Education Cloud 	Make a presentation on good leadership to students vying for different leadership posts in the school
4 The Early life of Jesus Christ	4.1 Background to the Birth of Jesus Christ	<ul style="list-style-type: none"> • Observation Schedule • Oral/Aural Questions • Rubrics • Anecdotal Notes • Rating Scales • Portfolio 	<ul style="list-style-type: none"> • Good News Bible • Posters • Models • Workbooks • Manilla papers • Pictures and photographs • CRE Course Books • Digital Course Books- www.kec.ac.ke • Flash cards • Charts 	Prepare a drama on the background to the birth of Jesus Christ and present it during clubs/societies

			<ul style="list-style-type: none"> • Audio-visual resources 	
	4.2 The Birth and Childhood of Jesus Christ	<ul style="list-style-type: none"> • Observation Schedule • Written Assignments • Oral/Aural Questions • Rubrics • Anecdotal Notes • Rating Scales 	<ul style="list-style-type: none"> • Good News Bible • Posters • Manilla papers • Pictures and photographs • Newspaper Cuttings • CRE Course Books • Digital Course Books- www.kec. ac.ke • Hymn Books • Pictures and photographs • Charts • Audio-visual resources 	Conduct a role play on Jesus at the temple and make a presentation during clubs and societies
5.0 The church in Action	5.1 Selected Forms of Worship	<ul style="list-style-type: none"> • Observation Schedule • Written Assignments • Oral/Aural Questions • Rubrics 	<ul style="list-style-type: none"> • Good News Bible • Posters • Pictures and photographs • Newspaper Cuttings • CRE Course Books • Digital Course Books- www.kec. ac.ke 	Participate/ sing during an event at the school Lead prayers during school assembly or academic day

		<ul style="list-style-type: none"> • Anecdotal Notes • Peer Assessments 	<ul style="list-style-type: none"> • Hymn Books • Pictures and photographs 	
	5.2 Role of the Church in education and Health	<ul style="list-style-type: none"> • Oral/Aural Questions • Questionnaires • Self-assessment/ • Peer Assessments • Portfolio • Rubrics • Rating Scales 	<ul style="list-style-type: none"> • Good News Bible • Posters • Pictures and photographs • Newspaper Cuttings • CRE Course Books • Hymn Books • Pictures and photographs 	Participate in activities at the community and Church and write a report for presentation to the class
4.0 Christian Living Today	6.1 Human Sexuality	<ul style="list-style-type: none"> • Self-assessment • Peer assessments • Questions and Answers • Journals • Portfolio • Anecdotal Notes • Authentic Tasks 	<ul style="list-style-type: none"> • Good News Bible • Posters • Pictures and photographs • Newspaper Cuttings • CRE Course Books • The Kenya Education Cloud-KEC • The internet 	Engage in debates on responsible and irresponsible sexual behaviour and values needed for responsible living
	6.2 Christian Marriage and Family	<ul style="list-style-type: none"> • Questions and Answers • Rating Scales 	<ul style="list-style-type: none"> • Good News Bible • Posters • Models 	Interview and engage a resource person on how

	(7 Lessons)	<ul style="list-style-type: none"> • Anecdotal notes • Journals • Checklists • Authentic Tasks 	<ul style="list-style-type: none"> • Charts • Manilla papers • Pictures and photographs • Newspaper Cuttings • CRE Course Books • Digital Course Books- www.kec. ac.ke 	young people should prepare for marriage and family
	6.3 Alcohol and substance use	<ul style="list-style-type: none"> • Observations • Oral/Aural Questions • Questionnaires • Anecdotal notes • Journals • Checklists • Authentic Tasks 	<ul style="list-style-type: none"> • Good News Bible • Manilla papers • Resource persons • Pictures and photographs • Newspaper Cuttings • CRE Course Books • Digital Course Books- www.kec. ac.ke 	Dramatise during parents day on effects of alcohol, substance use and abuse
	6.4 Gambling	<ul style="list-style-type: none"> • Checklists • Journals • Project • Anecdotal notes • Authentic Tasks 	<ul style="list-style-type: none"> • Good News Bible • Flash cards • Charts • Posters • Digital Course Books- www.kec. ac.ke • Pictures and photographs • Audio-visual resources 	Initiate peer counselling in the school and report on progress achieved

			<ul style="list-style-type: none"> • Flash cards • TV/radio lessons 	
	6.5 Social Media	<ul style="list-style-type: none"> • Questionnaires • Observation Schedule • Checklists • Journals • Project • Anecdotal notes • Authentic Tasks 	<ul style="list-style-type: none"> • Flash cards • Charts • Posters • Digital Course Books- www.kec. ac.ke • Pictures and photographs • Flash cards • Charts • Digital Devices 	Use a digital device and make a PowerPoint presentation to the class on values they need to avoid negative social media influence