



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

**PRE PRIMARY SCHOOL CURRICULUM DESIGN**

**CHRISTIAN RELIGIOUS EDUCATION**

**PRE PRIMARY I**

First Published in 2017

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## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

### **2. Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

**3. Promote individual development and self-fulfilment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

**4. Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

**5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

**6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

**7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

### LESSON ALLOCATION FOR PRE PRIMARY

S/No	Activity Learning Area	Number of Lessons per Week
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Christian Religious Activities	3
	Programme of Pastoral Instruction	1
<b>Total</b>		<b>25</b>

## **LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION**

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

- a) Demonstrate basic literacy and numeracy skills for learning,
- b) Apply creative and critical thinking skills in problem solving.
- c) Practice appropriate etiquette for interpersonal relationships,
- d) Explore the immediate environment for learning and enjoyment,
- e) Demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development.
- f) Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living.
- g) Develop interests, talents and character for positive contribution to the society.

## **ESSENCE STATEMENT**

Christian Religious Education (CRE) activity area at Pre Primary level aims at teaching children how to walk in the ways of God. This is based on Proverbs 22:6 which states: ‘Teach children how they should live, and they will remember it all their life.’ The key resource to be used is the Holy Bible. This activity area therefore, emphasizes on the acquisition of living values such as love, sharing, honesty, respect, and responsibility. This aligns with the National Goal of Education No. 4, which advocates for propagation of sound moral and religious values.

The life approach is the main methodology used in facilitating CRE Activity Area. However, other methodologies such as play-based and experiential learning are deemed appropriate for this age and level. The competencies acquired in CRE at Pre-primary 1 will therefore, lay a strong moral foundation for learning CRE at Pre-primary 2.



## SUBJECT GENERAL LEARNING OUTCOMES

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

- a) Demonstrate an awareness of the love of God as the sole creator and heavenly father.
- b) Acquire Christian moral values and principles to foster responsible living.
- c) Practise the teachings of the Holy Bible at home, school and in the community
- d) Portray good manners while in church since it's the house of God.

### Summary of Strands and Sub strands

Strand	Sub strands	Suggested Number of Lessons
1.0 Creation	1.1 Our God	7
	1.2 God Our Creator	8
	1.3 God our Loving Father	8
2.0 The Bible	2.1 A Holy Book	7
	2.2 David and Goliath	6
3.0 The Life of Jesus Christ	3.1 The Birth of Jesus Christ	8
	3.2 The Wise Men	7
4.0 Christian Values	4.1 love for God	7
	4.2 Love for Neighbour	9
	4.3 Sharing with Others	8
5.0 The Church	5.1 A house of God	7
	5.2 Church Activities	8
Total Number of lessons		90

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



## STRAND 1.0: CREATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.1 Our God  (7 lessons)	By the end of the sub strand, the learner should be able to: a) identify three qualities of God, b) practice saying short prayers to God, c) appreciate God as a loving heavenly father.	The learner is guided to: <ul style="list-style-type: none"> <li>• say who God is,</li> <li>• say the name of God in their mother tongue/ language of catchment area,</li> <li>• sing songs about God in groups,</li> <li>• in turns say what they know about God ( <i>loving Father, creator and provider</i>),</li> <li>• listen to a recorded clip of a short prayer,</li> <li>• say a short prayer to God in groups,</li> <li>• sing songs about prayer in groups.</li> </ul>	Who is God?
<p><b>Core Competences to be developed:</b>  <b>Communication and Collaboration:</b> Speaking skills are developed as learners say the name of God in their mother tongue/ language of catchment area.</p>				
<p><b>Values:</b>  <b>Unity:</b> Learners collaborate with each other as they sing songs about God.</p>				

**Link to Pertinent Contemporary Issues (PCIs):**

**Self Esteem** is enhanced as learners become aware of Gods' love for them.

**Link to other Activity Areas:**

**Environmental activities:** The concept of God as a provider relates to the concept in Environmental activities on things provided to him or her at home.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Creation</b>	<b>1.2 God our Creator</b>  (8 lessons)	By the end of the sub strand, the learner should be able to: a) mention three things created by God, b) name the first human beings created by God, c) tell the story of Adam and Eve, d) appreciate self as God's creation.	The learner is guided to: <ul style="list-style-type: none"> <li>• take a nature walk to observe things created by God,</li> <li>• observe safety measures as they take a nature walk,</li> <li>• talk about things created by God,</li> <li>• sing a song about things created by God,</li> <li>• mention the names of the first human beings,</li> <li>• observe pictures of Adam and Eve,</li> <li>• colour drawn pictures of Adam and Eve,</li> <li>• in groups sing songs about self.</li> </ul>	Who created you?

**Core Competencies to be developed:**

- **Learning to learn:** Learners develop listening skills as they listen to the story of Adam and Eve.

**Values**

**Respect:** learners take turns to share materials as they colour drawn pictures of Adam and Eve

**Link to Pertinent Contemporary Issues (PCIs):**

**Safety measures:** learners are guided to take care as they take a nature walk in the environment.

**Link to other Activity Areas:**

**Environmental activities:** The concept of God as our creator relates to the concept of Myself in Environmental activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.3 God our Loving Father  (8 lessons)	By the end of the sub strand, the learner should be able to: a) tell three ways God shows His love to him or her, b) dramatize Gods love through a simple play, c) appreciate God as a loving Heavenly Father.	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to a song about Gods love for children,</li> <li>• sing a short song about God’s love for children,</li> <li>• say what God has given them ,for example , family, good health, food, shelter ,</li> <li>• colour drawn pictures of Jesus blessing children,</li> <li>• observe pictures of Jesus blessing little children,</li> <li>• perform a simple role play on God’s love for children,</li> <li>• watch or listen to the Bible story in, Mark 10:13-16.</li> </ul>	How does God show His love to us?
<p><b>Core Competencies to be developed:</b>  <b>Self-efficacy:</b> Learners develop self-esteem as they sing a song about God as a loving Father.</p>				
<p><b>Values</b>  <b>Respect</b> is acquired as learners take turns to talk about ways God shows love to his or her family members.</p>				
<p><b>Link to Pertinent Contemporary Issues (PCIs):</b>  <b>Self Esteem:</b> Learners develop the skill of belonging as they learn that God is a loving heavenly Father.</p>				
<p><b>Link to other Activity Areas:</b></p>				

**Environmental Activities:** The concept of God as a loving Father relates to the concept of family members in Environmental activities.

**Suggested Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to identify three qualities of God	Identifies more than three qualities of God	Identifies three qualities of God	Identifies two qualities of God	Identifies one quality of God
Ability to name three things God created	Names three things created by God illustratively	Names three things created by God	Names two things created by God	Names one thing created by God
Ability to name the first two human beings God created	Names the first two human beings God created creatively	Names the first two human beings God created	Names the first one human being God created	Names the first one human being God created with continued support
Ability to tell three ways God shows His love to him or her	Tells more than three ways God shows His love to him or her	Tells three ways God shows His love to him or her	Tells two ways God shows His love to him or her	Tells one way God shows His love to him or her

## STRAND 2.0: THE HOLY BIBLE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 The Holy Bible</b>	<b>2.1 A Holy Book</b> (7 lessons)	By the end of the sub strand, the learner should be able to: a) identify the Holy Bible from other books b) demonstrate three ways of handling the Bible as a holy book c) respect the Bible as a Holy book.	The learner is guided to: <ul style="list-style-type: none"> <li>• observe actual Bible/drawn picture of a Holy Bible,</li> <li>• colour a drawn picture of the Holy Bible,</li> <li>• select the Holy Bible from other books,</li> <li>• role play ways of handling the holy Bible with respect in pairs or small groups,</li> <li>• tell why he or she should respect the Holy Bible,</li> <li>• sing songs related to the Holy Bible in groups.</li> </ul>	Why is the Holy Bible different from other books?
<b>Core Competencies to be developed:</b>				
<b>Critical thinking and problem solving:</b> The learners develop the skill of following simple instructions as they select the Holy Bible from other books.				
<b>Values</b>				
<b>Responsibility:</b> learners display accountability as they practice how to handle the Holy Bible.				
<b>Link to Pertinent Contemporary Issues (PCIs):</b>				
<b>Citizenship:</b> Learners develop responsibility as they acquire knowledge of how to respect the Holy Bible				
<b>Link to other Activity Areas:</b>				
<b>Language Activities:</b> The concept of handling the Bible relates to the concept of book handling in Language activities.				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 The Holy Bible</b>	<b>2.2 Bible Story: David and Goliath</b>  (6 lessons)	By the end of the sub strand, the learner should be able to: a) retell the story of David and Goliath , b) observe drawn pictures of David and Goliath, c) desire to trust in God in his or her day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> <li>• observe pictures of David and Goliath,</li> <li>• share materials to colour drawn pictures of David and Goliath,</li> <li>• listen to the story of David and Goliath; 1Samuel 17:41-49,</li> <li>• watch a video clip about the story of David and Goliath,</li> <li>• retell the story of David and Goliath,</li> <li>• sing simple songs about David and Goliath.</li> </ul>	How did David show his trust in God?

<p><b>Core Competencies to be developed:</b>  <b>Self-efficacy:</b> Learners confidently expresses self as they retell the Bible story about David and Goliath.</p>
<p><b>Values</b>  <b>Unity:</b> Learners cooperate with others as they sing songs about the story of David and Goliath.</p>
<p><b>Link to Pertinent Contemporary Issues (PCIs):</b>  <b>Citizenship:</b> Learners portray integrity skills as they share materials with others to colour drawn pictures of David and Goliath.</p>
<p><b>Link to other Activity Areas:</b>  <b>Language Activities:</b> The concept of listening to Bible stories relates to the concept of storytelling in Language activities.</p>

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Identify the Holy Bible from other books	Identifies the Holy Bible from other books illustratively	Identifies the Holy Bible from other books	Sometimes identifies the Holy Bible from other books	Identifies the Holy Bible from other books with prompts
Ability to demonstrate three ways of handling the holy Bible with respect as a holy book	Demonstrates more than three ways of handling the holy Bible with respect as a holy book	Demonstrates three ways of handling the holy Bible with respect as a holy book	Demonstrates two ways of handling the holy Bible with respect as a holy book	Demonstrates one way of handling the holy Bible with respect as a holy book

Ability to narrate the story of David and Goliath	Narrates the story of David and Goliath with actions	Narrates the story of David and Goliath	Partly narrates the story of David and Goliath	Narrates the story of David and Goliath with prompts
Ability to colour a drawn picture of David and Goliath	Colours a drawn picture of David and Goliath creatively	Colours a drawn picture of David and Goliath	Partly colours a drawn picture of David and Goliath	Colours a drawn picture of David and Goliath with continued assistance

### STRAND 3.0: THE LIFE OF JESUS CHRIST

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>3.0 The Life of Jesus Christ</b>	<b>3.1 The Birth of Jesus Christ</b>  (8 lessons)	By the end of the sub strand, the learner should be able to: a) identify the parents of Jesus Christ from drawn pictures, b) tell the story of the birth of Jesus Christ, c) recognise that baby Jesus is the Son of God,	The learner is guided to: <ul style="list-style-type: none"> <li>• observe drawn pictures of the parents of Jesus Christ,</li> <li>• identify the parents of Jesus from the pictures or charts provided,</li> <li>• observe drawn pictures about the birth of Jesus Christ; Luke 2:4-7,</li> <li>• watch a video clip on the birth of Jesus Christ,</li> <li>• take a gallery walk at the CRE learning corner to observe, pictures about the birth of Jesus Christ,</li> <li>• in groups, sing songs about the birth of Jesus Christ.</li> </ul>	Why is the birth of baby Jesus important to us?

**Core Competencies to be developed:**

**Learning to Learn:** The skill of putting ideas together is nurtured as learners sing songs about the birth of Jesus Christ.

**Values**

**Responsibility:** Learners take a gallery walk at the CRE learning corner to observe, pictures about the birth of Jesus Christ.

**Link to Pertinent Contemporary Issues (PCIs):**

**Safety and Security:** Learners follow safety precautions as they embark on a gallery walk to observe pictures about the birth of Jesus at the CRE learning corner.

**Link to other Activity Areas:**

**Environmental Activities:** The concept of, the family of Jesus relates to the concept of family in Environmental activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>3.0 The Life of Jesus Christ</b>	<b>3.2 The Wise men</b>  (7 lessons)	By the end of the sub strand, the learner should be able to: a) identify two ways the wise men celebrated the birth of Jesus Christ, b) observe drawn pictures about the wise men, c) appreciate the birth of Jesus Christ our saviour.	The learner is guided to: <ul style="list-style-type: none"> <li>• share stories about how he or she celebrates birthdays,</li> <li>• listen to the Bible verse in Matthew 2:11,</li> <li>• watch a video clip of the wise men,</li> <li>• observe drawn pictures of the wise men,</li> <li>• colour drawn pictures of the the gifts given to Baby Jesus,</li> <li>• role play the visit of the wise men,</li> <li>• sing songs about the birth of Jesus Christ.</li> </ul>	How is the birth of Jesus Christ celebrated today?

<p><b>Core Competence to be developed:</b>  <b>Learning to Learn:</b> Learners acquire social skills as they role play the visit of the wise men.</p>
<p><b>Values</b>  <b>Respect</b> is nurtured as learners take turns to say how the wise men celebrated the birth of Jesus Christ.</p>
<p><b>Link to Pertinent Contemporary Issues (PCIs):</b>  <b>Self-esteem:</b> Learners demonstrates positive interaction skills with peers, as they share stories about how they celebrate their birthdays.</p>
<p><b>Link to other Activity Areas:</b>  <b>Environmental Activities:</b> The concept of celebrating the birth of Jesus Christ relates to the concept of family in Environmental activities.</p>

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to identify the parents of Jesus Christ from drawn pictures	Constantly identifies the parents of Jesus Christ from drawn pictures	Identifies the parents of Jesus Christ from drawn pictures	Identifies one parent of Jesus from drawn pictures	Identifies one parent of Jesus from drawn pictures when prompted
Ability to tell the story of the birth of Jesus Christ	Tells the story of the birth of Jesus Christ illustratively	Tells the story of the birth of Jesus Christ	Partly tells the story of the birth of Jesus Christ	Tells the story of the birth of Jesus Christ with continuous guidance
Ability to identify two ways the wise men celebrated the	Creatively identifies two ways the wise men celebrated the birth of Jesus Christ	Identifies two ways the wise men celebrated the birth of Jesus Christ	Identifies one way the wise men celebrated the birth of Jesus Christ	Identifies one way the wise men celebrated the birth of Jesus Christ when prompted

birth of Jesus Christ				
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**STRAND 4.0 CHRISTIAN VALUES**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Questions</b>
<b>4.0 Christian Values</b>	<b>4.1 Love for God</b> (7 lessons)	By the end of the sub strand, the learner should be able to: a) identify three ways of loving God, b) practice saying the first commandment, c) desire to love God as guided by the scriptures.	The learner is guided to: <ul style="list-style-type: none"> <li>• perform a simple role play on three ways of loving God,</li> <li>• listen to the Bible verse in Matthew 22:37-38,</li> <li>• use gestures to show how to love God according Matthew 22:37-38,</li> <li>• listen to Exodus 20:3,</li> <li>• repeat saying the words of the Bible in Exodus 20:3,</li> <li>• participate in singing games about loving God our heavenly father.</li> </ul>	How do you show love for God?

**Core Competencies to be developed:**

**Communication:** Learners develop communication skills as they listen to and repeat the Bible verse aloud.

**Values:**

**Love** is developed as learners sing simple short songs about love for God.

**Link to Pertinent Contemporary Issues (PCIs):**



**Social cohesion** is enhanced as learners participate in singing games and as they perform a role play in groups.

**Link to other Activity Areas:**

**Creative Activities:** The skill of singing is applied as learners participate in singing games about loving God our heavenly father.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 Christian Values</b>	<b>4.2 Love for Neighbour</b>  (9 lessons)	By the end of the sub strand, the learner should be able to: a) tell three ways of showing love to his or her classmates, b) mention a simple Bible verse on love for neighbour, c) appreciate the importance of showing love to his or her neighbour.	The learner is guided to: <ul style="list-style-type: none"> <li>• say the names of their desk mates,</li> <li>• tell stories about the neighbours they interact or play with at home,</li> <li>• listen to a prerecorded verse from Matthew 22:39,</li> <li>• repeat saying Matthew 22:39 aloud,</li> <li>• take turns to talk about ways they treat their classmates at school,</li> <li>• say how they treat their neighbours (age mates) at home,</li> <li>• perform singing games about love for neighbour ,</li> <li>• observe pictures of children showing kindness to others.</li> </ul>	How do you show concern for your neighbour?

**Core Competence to be developed:**

**Citizenship:** Learners develop compassion and empathy skills as say how they treat their neighbours (age mates) at home.

**Values**

**Love:** Learners portray a caring attitude as they take turns to talk about ways they treat their classmates at school.

**Link to Pertinent Contemporary Issues (PCIs):**

**Citizenship:** Learners portray social skills as they perform singing games about love for neighbour.

**Link to other Activity Areas:**

**Environmental Activities:** The concept of love for God and neighbour relates to the concept of good neighbourhood in Environmental activities.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Questions</b>
<b>4.0 Christian Values</b>	<b>4.3 Sharing with Others</b>  (8 lessons)	By the end of the sub strand, the learner should be able to: a) list items they share with others at home and school, b) tell two importance of sharing with others at home and school, c) desire to share items with those who do not have.	The learner is guided to: <ul style="list-style-type: none"><li>• mention items that can be shared at home,</li><li>• talk about items that can be shared at school,</li><li>• say why they should share with others,</li><li>• listen to the Bible verse in Hebrews 13:16 A,</li><li>• repeat saying Hebrews 13:16 A aloud,</li><li>• observe pictures of children sharing items with others,</li><li>• stick cut-out pictures of things he or she can share with others on plain pieces of paper,</li><li>• role-play sharing with others,</li></ul>	Why should you share what you have with others?

			<ul style="list-style-type: none"> <li>• sing simple songs about sharing with others,</li> </ul>	
<b>Core Competencies to be developed:</b> <b>Creativity and Imagination:</b> Learners develop new ideas as they learn how to stick cut-out pictures of things he or she can share with others on plain pieces of paper.				
<b>Values:</b> <b>Unity:</b> Learners collaborate with others to sing songs on sharing.				
<b>Link to Pertinent Contemporary Issues (PCIs):</b> <b>Citizenship:</b> Learners show willingness to share with others as they mention items they share at home and school.				
<b>Link to other Activity Areas:</b> <b>Environmental Activities:</b> The concept of sharing with others relates to the concept of responsibility in Environmental activities.				

### Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to identify three ways of showing love to God	Identifies more than three ways of showing love to God	Identifies three ways of showing love to God	Identifies two ways of showing love to God	Identifies one way of showing love to God
Ability to practice saying the first commandment	Practice saying the first commandment fluently	Practice saying the first commandment	Practice saying the first commandment but misses out on a few words	Practice saying the first commandment but misses out on many words

Ability to identify three ways of showing love for his or her neighbour,	Identifies more than three ways of showing love for his or her neighbour,	Identifies three ways of showing love for his or her neighbour,	Identifies two ways of showing love for his or her neighbour,	Identifies one way of showing love for his or her neighbour,
Ability to mention three ways of sharing with others at home and school	Mentions more than three ways of sharing with others at home and school	Mentions three ways of sharing with others at home and school	Mentions two ways of sharing with others at home and school	Mentions one way of sharing with others at home and school

## STRAND 5.0: THE CHURCH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>5.0</b> <b>The Church</b>	<b>5.1</b> <b>A House of God</b>  (7 lessons)	By the end of the sub strand, the learner should be able to: a) state one difference between the church and other buildings, b) observe church buildings in the school neighbourhood, c) respect the Church as a house of God.	The learner is guided to: <ul style="list-style-type: none"> <li>• take a nature walk in the school neighbourhood,</li> <li>• tell the difference between the church and other buildings in the school neighbourhood,</li> <li>• name two items found in the church,</li> <li>• in turns, role play how they behave in church,</li> <li>• colour a drawn picture of a church,</li> <li>• in groups, sing songs familiar to them.</li> </ul>	What is a church?
<b>Core Competencies to be developed:</b> <b>Self-efficacy:</b> Learners displays self-esteem as they demonstrate how to behave in church.				
<b>Values:</b> <ul style="list-style-type: none"> <li>• <b>Unity</b> is enhanced as learners work together in pairs and groups.</li> <li>• <b>Patriotism:</b> Learners are aware of their responsibilities and behave appropriately while in Church.</li> </ul>				
<b>Link to Pertinent Contemporary Issues (PCIs):</b> <b>Safety and Security:</b> Learners are accompanied by their teachers as they take a nature walk around the school to observe church buildings.				

**Link to other Activity Areas:**

**Environmental Activities:** The concept of the church as a House of God relates to the concept of structures/buildings at home and school in Environmental activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>5.0 The Church</b>	<b>5.2 Church Activities</b>  ( 8 lessons)	By the end of the sub strand, the learner should be able to: a) mention four activities they do in church, b) dramatize the activities they do in church, c) desire to participate in church activities.	The learner is guided to: <ul style="list-style-type: none"> <li>• in turns mention the activities they do in Church,</li> <li>• observe charts of children participating in various church activities ,</li> <li>• in groups, dramatize activities they do in church,</li> </ul>	Why should you participate in church activities?

**Core Competencies to be developed:**

- **Learning to learn:** Learners learn new ideas as they dramatize the activities they do in church.
- **Communication and collaboration:** Learners develop communication skills as they get involved in Church activities.

**Values:**

**Responsibility** is nurtured as learners dramatize activities they do in church.

**Link to Pertinent Contemporary Issues (PCIs):**

**Group dynamics;** Learners take turns to participate in different tasks/activities.

**Link to other Activity Areas:**

**Creative Activities:** The concept of activities done in church such as, singing and dancing relate to the concept of singing and dancing in Creative activities.

### Suggested Assessment Rubric

<b>Indicator \ Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to tell the three differences between the church and other buildings	Tells more than three differences between the church and other buildings	Tells three differences between the church and other buildings	Tells two differences between the church and other buildings	Tells one difference between the church and other buildings
Ability to tell four activities they do in church	Identifies more than four activities they do in church	Identifies four activities they do in church	Identifies three activities that they do in church	Identifies one to two activities they do in church

## **APPENDICES**

### **APPENDIX I: CSL AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)**

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

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

##### **1) Preparation**

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

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

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



### 3) Reflection on the CSL Activity

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

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

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

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

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

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool.



**APPENDIX II: SUGGESTED RESOURCES, ASSESSMENT METHODS, ASSESSMENT TOOLS AND NON FORMAL PROGRAMMES**

<b>Suggested Resources</b>	<b>Suggested Assessment Methods</b>	<b>Suggested Assessment Tools</b>	<b>Non-Formal Programmes to Support Learning</b>
<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• TChildren’s Bible</li> <li>• ICT devices</li> <li>• Flashcards</li> <li>• Picture cut-outs</li> <li>• Picture books</li> <li>• Modelling materials (clay, dough, plasticine)</li> <li>• Colouring materials (Coloured pencils/chalk/crayons)</li> <li>• Wallcharts</li> <li>• Musical instruments (e.g. shakers, drums etc)</li> <li>• Improvised costumes and materials for role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Observations</li> <li>• Portfolios</li> <li>• checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Observation schedules</li> <li>• Anecdotal records</li> <li>• Portfolio</li> </ul>	<p>Pastoral Programmes of Instruction (PPI).</p>