



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE



**TEACHER'S RESOURCE BOOK**

# **CHRISTIAN RELIGIOUS EDUCATION**

PRIMARY ONE





**TEACHER'S RESOURCE BOOK**

**CHRISTIAN  
RELIGIOUS  
EDUCATION**

P R I M A R Y O N E



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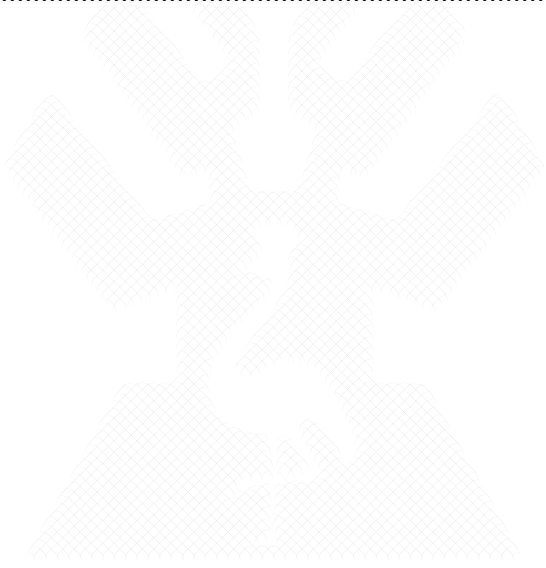
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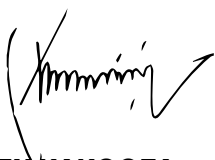


## FOREWORD

One of the National Aims and Objectives of Education in Uganda is to inculcate moral, ethical, cultural and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship. This can be done through effective teaching and learning of Christian Religious Education (CRE). This Teacher's Resource Book has been designed for Primary One teacher to enable them deliver the Christian Religious Education (CRE) lessons effectively. The Resource Book presents the breakdown of lessons in the CRE syllabus and provides a variety of suggested instructional strategies to be used by the teacher during lesson delivery.

The Teacher's Resource Book further provides a variety of suggested activities and Key messages that are meant to make learning engaging, relevant and interesting to the learners. The sample activities include stories, songs, rhymes and poems, which the teacher is required to use. The teacher is expected to use this Resource Book alongside the P1 Christian Religious Education content presented in the Thematic Curriculum.

I therefore, recommend this CRE Teacher's Resource Book for use in all primary schools where CRE is taught as a learning area.



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## ACKNOWLEDGEMENT

The National Curriculum Development Centre (NCDC) would like to express its appreciation to all those persons who worked tirelessly towards the production of this Primary One Teacher’s Resource Book for Christian Religious Education (CRE) which is the first of its kind in the primary schools.

Our gratitude goes to the Curriculum Specialist for overseeing and taking timely decisions wherever necessary, the Quality Assurance Committee (QAC) and the Academic Steering Board (ASB) whose contributions have helped to guide the development and fine tuning of this Resource Book.

Special gratitude is extended to the CRE Panel Members who made it possible to put together all the necessary information and guidance, to ensure the Resource Book is completed.

Last but not least to all those who worked behind the scenes to finalize the work on this Resource Book

The National Curriculum Development Centre takes responsibility of any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P.O Box 7002, Kampala or by email at [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug)



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## List of Acronyms

**CRE:** Christian Religious Education

**MoES:** Ministry of Education and Sports

**NCDC:** National Curriculum Development Centre

**P1:** Primary One





## 1.0 INTRODUCTION

Christian Religious Education (CRE) is a key learning area on the primary school curriculum. It is intended to achieve the aims and objectives of Primary Education, which focus on moral and character formation which

include: -

- Instilling the value of living and working cooperatively with other people and caring for others in the community
- Developing cultural, moral and spiritual values of life,
- Developing discipline and good manners

CRE is designed to enable you guide the learners to develop moral, ethical and spiritual values. You are expected to teach CRE as provided for on the timetable to enable learners develop moral, ethical and spiritual values. This shall enable the learners develop high level of discipline hence improve on their academic performance and also live in peace with others in society.

**Learners with Special Learning Needs:** Special Needs Education is an important issue in education today. You need to identify learners with special learning needs in your class and cater for them. Seek guidance from specialist persons in SNE where necessary.

## 2.0 THE PURPOSE OF THE TEACHERS' RESOURCE BOOK

This resource book has been provided to ease the teaching and learning of Christian Religious Education in Primary One. It provides a breakdown of the syllabus content into teachable lessons for the entire year.

Use the resource book together with the CRE content in the Thematic Curriculum, the Bible and other relevant support materials during lesson preparation and delivery.

Christian Religious Education unlike the content for the other learning areas is not presented in the general matrix of the Thematic Curriculum.

This is because the content does not easily follow the themes which are used to teach other learning areas. The area content is presented after the 12<sup>th</sup> theme in the P1 curriculum.

The information you need to effectively teach has been provided in this Resource Book. This includes:

- Relating the Biblical content to real life experiences
- Key message the learners need to understand and appreciate the content.
- Suggested activities, instructional strategies, instructional materials that promote the teaching and learning of Christian Religious Education,
- Information on how to assess learners continuously on knowledge, values, morals and attitude change.

### **3.0 HOW TO USE THIS RESOURCE BOOK**

The Resource Book should be used in:

- Reference to the thematic curriculum for P1.
- During scheming and lesson planning. Study the suggested activities for each lesson and identify the relevant examples in real life situations.
- Conjunction with the Key message during each lesson so as to encourage learners to live the message.
- Relation to the Biblical messages
- Connection with real life experiences in the family, school or community.



### HINT FOR YOU THE TEACHER

Teach CRE as provided for on the timetable to enable learners develop moral, ethical and spiritual values. This shall enable them develop high level of discipline hence improve on their academic performance and also live in peace with others in society. Use or adopt the sample activities provided in the resource book during the teaching and learning process. Give learners opportunity to carry out activities as a whole class, in groups, in pairs and individually. Emphasis individual participation to enable you assess achievement of competences by the learners. You are free to use any other appropriate instructional strategies that promote effective teaching and learning of Christian Religious Education.

### LANGUAGE OF INSTRUCTION

The medium of instruction at P1 level is the language which learners are familiar with. You will need to translate content including songs, rhymes, poems and stories into the relevant language of instruction for effective delivery.

## 4.0 THE GENERAL PROCEDURE OF TEACHING CHRISTIAN RELIGIOUS EDUCATION

The Life Theme Approach is used to teach Christian Religious Education. The teaching/learning process starts with the learner's experience followed by the experience of others. These experiences are related to the Bible teaching. The learners are encouraged to respond to the message and apply it in real life.

So, in summary the teaching/learning experience follows this structure:

**Our Experience:** Relate what you are to teach to real life situations

**God's message:** Refer to the main content from the Bible for a particular lesson. This is the heart of a CRE lesson.

**Our Response:** This is where learners reflect, suggest and practice how to live by God's message. (Re-living the message)

## 5.0 THE LESSON PLAN STRUCTURE IN THIS RESOURCE BOOK

Each lesson in this Resource Book follows this structure:

**Theme:** This is as provided in the P1 curriculum

**Sub-theme:** This is as provided for in the P1 curriculum

**Learning outcome:** This is as provided in the P1 curriculum

**Lesson:** Indicates the actual content, skills and values to be taught in 30 minutes

**Bible Reference:** These are relevant Bible verses in relation to the content of a given lesson.

**Key message:** This is derived from the Bible reference and has been related to the experiences of the learners. It is presented as a simple statement, which learners can understand.

**Competences:** These are picked from the curriculum. However, in some instances they have been rephrased for clarity

**Life skills:** These are observed as learners express themselves, relate with others and as they carry out different activities in and outside the class. Look for opportunities to have them developed over time.

**Values:** These are observed as learners work together in and out of the class and guide on their development.

**Instructional Strategies:** Suggested instructional strategies have been included under each lesson in this Resource Book but you are free to use any other instructional strategies which you find practical and appropriate to deliver the content.

**Instructional materials:** These are suggested as support during the teaching and learning process. However, you are free to use any other support materials that you find relevant. Ensure that you have the materials ready before the lesson and remember to use them during the lesson. Use documentaries where necessary and if available. In this Resource book, the word “Chart” is not used

in a graphic sense. It is used to refer to any written or drawn information or pictures on a wide piece of paper to be used as instructional materials.

**Suggested activities:** Suggested Activities for both the teacher and the learner have been included in a table form to guide you as you prepare a detailed lesson for each day. Always remember the general procedure followed to teach a CRE lesson (**Our experience, God's Message, Our response**)

**Guidance on assessment:** The activities to be used to assess are provided under each lesson. These are meant to help you track the progress of the learners as they learn and you are expected to record the progress of each learner.

**Note:** Remember to assess the development of values and attitudes in addition to knowledge.

**Sample activity:** Relevant sample activities such as rhymes, poems, stories, exercises, project work, songs role plays, prayers and Bible texts have been suggested for each lesson. You may use any other appropriate activity where need be.

**Hint for the teacher:** Guidance or a few notes have been provided for emphasis and use, which you may need as you prepare and teach the content.

**NOTE:** Always invite a resource person to support you whenever there is need.

**SAMPLE SCHEME OF WORK FOR P1 CHRISTIAN RELIGIOUS EDUCATION**

**THEME: DISCOVERING GOD’S GIFT TO ME**

**LEARNING OUTCOME: THE LEARNER IS ABLE TO DISCOVER UNDERSTAND AND APPRECIATE GOD’S CREATION AND CARE FOR IT**

WEEK	Lesson	THEME	SUB-THEME	COMPETENCES	CONTENT	INSTRUCTIONAL STRATEGIES	SUGGESTED ACTIVITIES	LIFE SKILL INDICATORS AND VALUES	INSTRUCTIONAL MATERIALS	REF
2	1	Discovering God’s Gift to Me	I am part of God’s creation	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>tells who she /he is</li> <li>thanks, God, for creating him/her in His own image</li> </ul>	<p><b>Our Experience</b></p> <p>Learners tell who they are</p> <p><b>God’s message</b></p> <p>Genesis 1:26-27, Isiah 43:1</p> <p>I was created in God’s image</p> <p>tell/sign the</p>	<ul style="list-style-type: none"> <li>Story telling</li> </ul>	<ul style="list-style-type: none"> <li>Telling a story</li> <li>Listening to the story</li> <li>Telling who they are and saying a prayer</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-identification</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Love</li> <li>- Self-respect</li> </ul>	Picture of different people by colour, sex, old, young.	Bible

WEEK	Lesson	THEME	SUB-THEME	COMPETENCES	CONTENT	INSTRUCTIONAL STRATEGIES	SUGGESTED ACTIVITIES	LIFE SKILL INDICATORS AND VALUES	INSTRUCTIONAL MATERIALS	REF
					story of creation of man <b>Our Response</b> <ul style="list-style-type: none"> <li>• saying their names individual</li> <li>• saying a prayer to thank God for creating them.</li> </ul>					

**ASSESSMENT GUIDELINES**

- Ask learners to mention their names.
- Guide learners to say a prayer thanking God for creating them

**SAMPLE LESSON PLAN FOR CHRISTIAN RELIGIOUS EDUCATION**
**PRIMARY ONE**

Date	Class	Time	Duration	Learning Area	No. Of learners
14/08/2019	P1	9:30-10:00	30 Mins	CRE	120

**THEME:** **DISCOVERING GOD'S GIFT TO ME**

**Sub Theme:** I am part of God's creation

**Lesson:** Who am I?

**Key message:** I was created in God's image.

**Competence:** **The learner:**

- tells who he/she is
- thanks God for creating him/her in his own image

**LIFE SKILLS/INDICATORS:**

- Self-awareness
- Self-identification

**Values:**

- Appreciation, love
- Self-respect, self esteem
- Confidence

**INSTRUCTIONAL STRATEGIES:**

- Story telling
- Demonstration

**INSTRUCTIONAL MATERIALS:**

- Pictures of different people by colour, sex, age, name

**REFERENCE:** - Bible

TIME	STEP	TEACHER'S ACTIVITIES	LEARNER'S ACTIVITIES
05mins	1	<p><b><u>Our experience</u></b></p> <ul style="list-style-type: none"> <li>Teacher asks learners to tell who they are</li> </ul>	Telling who they are
15mins	2	<p><b><u>God's message</u></b></p> <ul style="list-style-type: none"> <li>Teacher tells learners that we are all created in God's image then share the Bible Story of Creation in Genesis 1:26-27, Isaiah 43:1</li> </ul> <p><b>Ask the following questions:</b></p> <ul style="list-style-type: none"> <li>Who created you and me?</li> <li>What is your name?</li> <li>Who is your friend?</li> </ul>	<ul style="list-style-type: none"> <li>Listening to the Bible story</li> <li>Answering question correctly.</li> <li>Listening to teacher's explanation identifying their friends in class</li> </ul>
10ms	3	<p><b><u>Our response</u></b></p> <ul style="list-style-type: none"> <li>Through demonstration, teacher guides learners to say the key message and a prayer thanking God for creating him/her</li> <li>Ask learners to tell their names in pairs</li> </ul>	<ul style="list-style-type: none"> <li>Mentioning their names in pairs saying the key message and praying to thank God for creating him/her</li> </ul>

**SELF-EVALUATION**

Areas of strength

.....  
.....  
.....

Areas in need of improvement

.....  
.....  
.....

Way forward

.....  
.....





## TERM 1

### WEEK ONE: Orientation

#### **SCHEMES OF WORK AND LESSON PLAN GUIDELINES**

##### The orientation week

This is the week when you receive new learners to your class. They come from different backgrounds that have provided them with their first learning experience. You will notice that they already have individual differences in relation to their intelligence, social-emotional and physical characteristics.

Some learners have been to pre-school where they have already had planned routines and been exposed to other learning experience for concept and social development. Others will be coming to a new environment and will face large groups for the first time. This may cause them to be anxious. The varied backgrounds of the children may pose a challenge for you. Each child has his/her own needs that you should attend to, as well as attending to them as a group.

This first week of the year is set aside for you to become familiar with the learners and enable them to become familiar with the new environment and programmes of the school. The learners need to be reassured that they are in safe hands in a safe environment.

To guide you in helping learners settle at school, a sample orientation week programme has been suggested. You are not obliged to follow this programme but rather, use it to plan your approach appropriately.

You should take this orientation week very seriously because it will help you know how to handle your learners. You will have to continuously observe and note individual differences among the learners. These include:

- Physical differences: How are they different and how can you help each child (for example, those that have special needs, those that are partially sighted, those that have speech difficulties)
- Social differences: what approaches will you use to help them socialize?

- Emotional differences: How do they react to different situations or comments?
- Intellectual differences: Some learners are fast learners, while other take their time

It is very important to learn the learner's names as soon as you can. This helps them to feel that they are being welcomed into the school. The learners may already have been registered by the head teacher before the school year formally begins. If not, do this as an on-going activity, taking a few learners at a time. You may use name tags to help you remember the learner's names. Play simple game as you call out names and give the name tags

### **Life skills to be developed during the week**

The following life skills will be continually developed throughout P1, but you should start to develop activities that focus on these skills during the Orientation Week:

- Self-awareness, self-esteem, assertiveness, coping with stress, coping with emotions, empathy, effective communication, developing interpersonal relationships and making friends, peer resistance, non-violent conflict resolutions, problem-solving.

### **Recommended instructional materials**

It is recognized that not all schools are able to access a full range of instructional materials. Some materials are freely available in the environment, while others are bought. You should try to ensure that as many of the following materials are available during the Orientation Week:

- Classroom activities: markers, masking tape, old newspaper, boxes, manila papers, glue, rulers, scissors, pictures flowers, stones, leaves, bottle tops etc.
- Outdoor activities: e.g., balls, ropes, tyres, sand, clay
- Hygiene: rolls of toilet paper/ paper/ leaves, water containers, soap
- Cleaning activities: water containers, brooms, brushes (scrubbing), soap, rags

## Activities and competences

The activities and competences are provided for the orientation week as reflected in the table. You are not obliged to follow the sequence. You may modify where need be. However, you should ensure that you develop some basic target competences in this first week of school. The competences focused on life skills and social competences in this week – they are not theoretical competences.

Try to tell a new story or song each day. There should also be an outdoor activity each day. Games can be based around helping learners learn each other's names.

Always vary the activities and keep them short. Children at this age do not have long attention span

Items marked with an asterisk\* should be repeated each day

<b>Day</b>	<b>Teacher's activities</b>	<b>Learner's activities</b>
<b>Monday</b>	<ul style="list-style-type: none"> <li>• Lead learners in saying a prayer</li> <li>• Receive and welcome learners in class.</li> <li>• Give learners seats in class.</li> <li>• Introduce yourself to the learners.</li> <li>• Learn names of the learners</li> <li>• Tour around the School and put much emphasis on toilet habits provide toilet information i.e. what to do and where to go.</li> <li>• Tour around the kitchen and the dining hall if available with the children</li> </ul>	<ul style="list-style-type: none"> <li>• Pray with the teacher</li> <li>• Respond to the teacher's reception.</li> <li>• Take their seats in class.</li> <li>• Listen and say the teacher's name.</li> <li>• Tell /sign their names to the teacher and the class.</li> <li>• Tour around the toilet with guidance from the teacher.</li> <li>• Move along with the teacher around the kitchen and dining hall where applicable</li> </ul>

<b>Day</b>	<b>Teacher's activities</b>	<b>Learner's activities</b>
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Lead learners in singing and praying</li> <li>• Guide the learners to perform outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and pray with the teacher</li> <li>• Perform outdoor activities.</li> </ul>
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>• Lead learners in saying a prayer</li> <li>• Model to the children on how to tell news and stories.</li> <li>• Guide learners to tell news to the class</li> <li>• Request learners to tell stories</li> <li>• Guide learners to sing songs, recite rhymes and play freely.</li> </ul>	<ul style="list-style-type: none"> <li>• Pray with the teacher</li> <li>• Tell and listen to the news</li> <li>• Tell and listen to the stories</li> <li>• Sing, mime, and interact freely with others.</li> </ul>
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Lead the learners in saying a prayer</li> <li>• Ask learners to sing songs of naming games and locating places.</li> <li>• Guide the learners to identify places where to keep things like food, bags, shoes etc.</li> <li>• Guide the learners to recite a rhyme on hygiene.</li> <li>• Guide learners to locate the place where to get water at school.</li> <li>• Tell the learners the importance of water.</li> </ul>	<ul style="list-style-type: none"> <li>• Pray with the teacher</li> <li>• Sing songs of naming games and locating places.</li> <li>• Identify places where to keep things like food, bags, shoes, etc.</li> <li>• Recite a rhyme related to hygiene along with the teacher.</li> <li>• Locate the place where to get water.</li> <li>• Give the importance of water.</li> </ul>

<b>Day</b>	<b>Teacher's activities</b>	<b>Learner's activities</b>
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Guide learners to say a prayer</li> <li>• Guide the learners to play games</li> <li>• Demonstrate action songs to learners</li> <li>• Guide the learners on what to do when they are sick.</li> <li>• Ask learners to play name games.</li> <li>• Guide the learners to sing interactive songs.</li> <li>• Guide the learners to recite rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>• Say a pray with the teacher</li> <li>• Play games</li> <li>• Sing action songs along with the teacher.</li> <li>• Get to know what to do when they fall sick.</li> <li>• Play name games.</li> <li>• Sing interactive songs</li> <li>• Recite the rhymes.</li> </ul>

**Note:**

- Pray with the learners every day as you start and end the class day
- Observe and ensure that learners develop competences as they carry out the different activities during this week
- You need to develop life skills such as self-awareness, self-esteem, assertiveness, coping with stress/emotion, empathy with others, making friends during this week.

## WEEK TWO

### THEME: DISCOVERING GOD'S GIFT TO ME

SUB-THEME: I am part of God's creation

**Learning outcome:** The learner is able to discover, understand and appreciate God's creation and care for it.

#### LESSON 1: Who am I?

**REFERENCE: BIBLE- GENESIS 1:26-27**

Key message	COMPETENCES
I was created in God's image.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>tells who she/he is</li> <li>thanks, God, for creating him/her in His own image</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>self-identification</li> </ul>
<ul style="list-style-type: none"> <li>Self esteem</li> </ul>	<ul style="list-style-type: none"> <li>self-appreciation</li> </ul>

**Values:** love, self-respect, confidence

**Instructional Strategies:** storytelling, recitation

**Instructional Resources:** Pictures of different people by color, names, sex, age, and those with disability

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Tell a story to the learners about creation as reflected in Genesis 1: 26-27</li> <li>Guide the learners to say their names as you write/sign them on the name tag for each</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the story and answer questions.</li> <li>Say their names individually</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Tell the learners that God created all of them in His own image even if they have different names</li> <li>• Guide the learners to say a prayer thanking God for creating them</li> <li>• Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the teacher's explanation and role-play their names.</li> <li>• Say a prayer thanking God for creating them</li> <li>• Recite the key message "I was created in God's image."</li> </ul>

### Guidance on Assessment:

- Assess as the learner says his/her name correctly.
- Listen and assess as the learner says a prayer

**Sample activity:** Saying own name

### Hint for the Teacher

- Handle the content in the simplest way possible since it is the learners second week in school.
- As homework, tell learners to find out the meaning of their names from their parents (*both surname and Christian/ religious name*). This is to be shared in lesson 2 the following day.

## LESSON 2: Names and their meaning

**Bible Reference:** Isaiah 43:1

Key message	COMPETENCES
God knows my name.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions his/ her name</li> <li>• gives the meaning of his/her name</li> <li>• says a prayer thanking God for his/her name</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Make choice of names</li> <li>• Self-identification</li> <li>• Talk about self</li> <li>• self-appreciation</li> </ul>

**Values:** appreciation, love, respect

**Instructional Strategies:** demonstration, recitation,

**Instructional Resources:** puppets, name tags

Teacher's activities	Learner's activities
<ul style="list-style-type: none"> <li>• Guide learners to sing a known song about names</li> <li>• Demonstrate to the learners to mention their names using a song.</li> <li>• Guide learners to give the meaning of their names through guided discovery.</li> <li>• Guide learners to say a prayer thanking God for their names               <ul style="list-style-type: none"> <li>• Learners sing/sign the song.</li> </ul> </li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a song with the teacher.</li> <li>• Say their names i.e., Irene Nalule, Peter Mawuso,</li> <li>• Share the meaning of their names with the class.</li> <li>• Say/ sign a prayer thank God for their names</li> <li>• Learners sing/sign the name song.</li> <li>• Recite / sign the key message <i>"God knows my name."</i></li> </ul>

**Guidance on assessment:**

- Listen and assess as the learners give the meaning of his/ her name.

**Sample activity:** Playing a naming game/singing a naming song

My name is ....

It means.....



**Hint for the teacher**

- It is a second lesson in week two so be as simple and slow as you work with the learners. Give them enough time to talk about their names.
- Tell the learners that God knows each one's name.

Sample Song;

Joan..... “I went to the house I picked a pot, I put it here ...”

**LESSON 3: Names and their meaning (of the people in the Bible)**

**Bible reference: genesis 17:4, genesis 17:16, Mathew 1:23, Mathew 16:18**

**Key message: God knows my name.**

COMPETENCES: THE LEARNER:

- gives the meaning of the name Immanuel.
- tells the meaning of the name Abraham.
- gives the meaning of the name Sarah.
- tells the meaning of the name Peter.

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Self- awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Self –identification, making choice</li> </ul>
<ul style="list-style-type: none"> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Audibility, articulation</li> <li>• Verbal and non-verbal expression</li> </ul>

**Values:** sharing, respect

**Instructional strategies:** guided discovery, recitation

**Instructional resources:** bible

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask learners to say their names</li> <li>• Share with the learners' selected names from the Bible and their meanings through story telling</li> <li>• Guide learners to play a naming</li> <li>• Guide learners to say a prayer thanking God for the names and their meaning</li> <li>• Guide learners to recite/sign the key message.</li> </ul>	<ul style="list-style-type: none"> <li>• Say their names individually</li> <li>• Tell/ sign the meaning of the names from the Bible as reflected in the story</li> <li>• Play a naming game as a class and in groups</li> <li>• Say a prayer thanking God for the names and their meaning</li> <li>• Recite /sign the key message <i>"God knows my name."</i></li> </ul>

### Guidance on assessment:

- Listen and assess as the learner correctly gives the meaning of the selected names from the Bible; Sarah, Abraham, Immanuel and Peter

### Sample activity:

Playing a naming game

My name is ....

It means.....

Abraham means.....

Sarah means.....

Immanuel means.....

Peter means.....

### HINT FOR THE TEACHER

- Emphasize the key message: "God knows my name"

Help learners know that, names in the Bible have meaning like:

- Abraham –Father of all nations
- Sarah- Mother of all nations
- Immanuel - God is with us.
- Peter- You are the rock

Go slow through the meanings of the names at this early stage of the learners. Make this an oral lesson and not a written lesson

## WEEK THREE

### LESSON 1: God knows each individual intimately

**Bible reference: Psalm 139:13-16**

Key message	COMPETENCES
I am unique in the eyes of God	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>names who created him/her.</li> <li>says a prayer thanking God who created him/her.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Effective communication</li> <li>Self esteem</li> </ul>	<ul style="list-style-type: none"> <li>Articulation, audibility</li> <li>Self –appreciation</li> </ul>

**VALUES:** RESPECT, APPRECIATION

**INSTRUCTIONAL STRATEGIES:** STORYTELLING, GUIDED DISCOVERY

**INSTRUCTIONAL RESOURCES:** BIBLE, A CHART SHOWING PARTS OF THE HUMAN BODY.

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to sing the song</li> <li>Tell/sign to the learners the Bible story how God loves each of them personally (intimately) from Psalms 139: 13-15</li> <li>Guide learners to say a prayer</li> </ul>	<ul style="list-style-type: none"> <li>Sing / sign a song “Jesus Christ loves me” through guided discovery.</li> <li>Answer questions about the Bible story on how God knows each individual</li> <li>Say a prayer thanking God for loving him/her</li> </ul>

**GUIDANCE ON ASSESSMENT:**

- Assess as the learner names who created him/her correctly
- Listen and assess as the learner says a prayer thanking God.

**Sample activity:** Saying a prayer: God thank you for loving me/singing a song.

**HINT FOR THE TEACHER**

Let the learners know that, God created every individual and put us in our mother's womb and when we are growing up; He knew where everyone will be.

## LESSON 2: Our bodies

**Bible reference: 1 Corinthians 6:19**

Key message	COMPETENCES
my body is the temple of the holy spirit of God.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies different body parts.</li> <li>• says a prayer thanking God for his/her body.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Self-appreciation</li> <li>• Talking about self</li> <li>• Self-identification</li> <li>• Caring for our bodies</li> </ul>

**Values:** caring, appreciation, love

**Instructional strategies:** recitation, guided discovery, demonstration

**Instructional resources:** bible, a chart showing different body parts

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to recite/sign a known rhyme about body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Recite / sign a rhyme about body parts.</li> <li>• Listen and tell/sign lessons learnt about the body as God's temple.</li> </ul>

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> <li>• Guide learners to name the different parts of the body as illustrated on the chart</li> <li>• Explain to the learners how the body is the temple of God as reflected in 1 Corinthians 6:19.</li> <li>• Guide learners to say / sign a prayer thanking God for the body parts.</li> <li>• Guide learners to recite and discuss the meaning of the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Naming the different parts of the body through guided discovery</li> <li>• Says / signs a prayer thanking God for the body parts</li> <li>• Recite and discuss the meaning of the key message “My body is the temple of the Holy Spirit of God.”</li> </ul>

**GUIDANCE ON ASSESSMENT:**

- Assess as the learner names parts of the body with correct articulation of words
- Listen and assess as the learner says a prayer thanking God for his/her body parts

**SAMPLE ACTIVITY: RECITE A RHYME**

Head, shoulder, knees and toes  
 Knees and toes, knees and toes  
 Head, shoulder, knees and toes  
 Eyes, ears, nose and mouth

**Thank you, God, for my body**

Oh my body!  
 Oh my precious body!  
 I love my body  
 It has different parts.....

### HINT FOR THE TEACHER

**Note:** The rhyme should be recited in the language of instruction. Therefore, where need be you can use any other relevant rhyme

Learners will not name all the parts of the body at the same time, what is important, is for them to know that the body is the temple of God.

## LESSON 3: Uses of our bodies

### BIBLE REFERENCE: 1 CORINTHIANS 12:12-20

Key message	COMPETENCES
Every part of the body is useful.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• gives the uses of different body parts.</li> <li>• demonstrates how some body parts are used.</li> <li>• thanks, God, for the gift of his/her body parts.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Self esteem</li> <li>• Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Self-appreciation</li> <li>• Talking about self</li> <li>• Caring for oneself</li> </ul>

**VALUES:** LOVE, CARE, APPRECIATION

**INSTRUCTIONAL STRATEGIES:** GROUP DISCUSSION, RECITATION, STORYTELLING

**INSTRUCTIONAL RESOURCES:** BIBLE, A CHART SHOWING THE USES OF DIFFERENT BODY PARTS

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to say a prayer</li> <li>• Tell/sign a Bible summary story about body parts from 1 Corinthians 12:12-16</li> </ul>	<ul style="list-style-type: none"> <li>• Say / sign a prayer thanking God for creating them.</li> <li>• Listen to the summary of the Bible story told by the teacher and answer questions</li> <li>• Name the uses of the body parts.</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to name the uses of body parts through group discussion.</li> <li>• Guide learners to recite and discuss the meaning of the key message a rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• Recite and discuss the meaning of the key message "Every part of my body is useful"</li> </ul>

### GUIDANCE ON ASSESSMENT:

- Listen and assess as learners name the parts of the body
- Observe and assess as learners recite a rhyme

### SAMPLE ACTIVITY:

#### RECITE A RHYME

Eyes to see  
 Ears to hear  
 Mouth to eat/talk  
 Legs to walk  
 Nose to smell  
 Thank you, God,

### HINT FOR THE TEACHER

Emphasize that God has given us many body parts for different uses; like hands for holding, tongue for tasting, legs for walking, nose for smelling etc. and we should use them well

## WEEK FOUR

### THEME: DISCOVERING GOD'S GIFT TO ME

SUB-THEME: Discovering more of God's gift to me

**LEARNING OUTCOME: THE LEARNER IS ABLE TO DISCOVER, UNDERSTAND AND APPRECIATE GOD'S CREATION AND CARE FOR IT.**

#### LESSON 1: Our Senses

**BIBLE REFERENCE: 1 CORINTHIANS 12:17-20,**

Key message	COMPETENCES
All my body parts are important.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>names the parts of the body.</li> <li>demonstrates care for his/her body</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self esteem</li> </ul>	<ul style="list-style-type: none"> <li>Self-identification</li> <li>Caring for self</li> <li>Talking about self, self- appreciation</li> </ul>

**VALUES:** APPRECIATION, CARE

**INSTRUCTIONAL STRATEGIES:** DEMONSTRATION, RECITATION, STORYTELLING

**INSTRUCTIONAL RESOURCES:** BIBLE, A CHART SHOWING DIFFERENT BODY PARTS



Teacher's activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to recite/sign a known rhyme about the body parts.</li> <li>• Tell/sign the story about body parts from (1 Corinthians 12:17-20.)</li> <li>• Guide learners to identify the different senses through demonstration</li> <li>• Guide learners to recite/sign the key message.</li> </ul>	<ul style="list-style-type: none"> <li>• Recite / sign a known rhyme about body parts</li> <li>• Listen to the teacher and say / sign what they have learnt.</li> <li>• Identifying the different senses through reciting a rhyme</li> <li>• Recite /sign the key message. "All my body parts are important"</li> </ul>

### GUIDANCE ON ASSESSMENT:

- Observe and assess as the learner identifies the different senses correctly
- Assess as the learner names the different senses with correct articulation of words

### SAMPLE ACTIVITY:

#### RECITING A RHYME

Eyes to see  
 Ears to hear  
 Mouth to eat/talk  
 Legs to walk  
 Nose to smell  
 Thank you, God,

### HINT FOR THE TEACHER

The learner may not perfect this rhyme within a single lesson but they will do so with practice. So, do not force but give them opportunity to practice.

## LESSON 2: Uses of our Senses

### BIBLE REFERENCE: 1 CORINTHIANS 12:16-18

Key message	COMPETENCES
God gave my senses to me	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>tells the uses of his/her body senses.</li> <li>uses her/his body senses to sing and praise God.</li> <li>thanks, God, for giving him/her body senses.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Self esteem</li> <li>Self- awareness</li> </ul>	<ul style="list-style-type: none"> <li>Talking about self, self- appreciation</li> <li>Caring for self, self- identification</li> </ul>

**VALUES:** LOVE, RESPECT

**INSTRUCTIONAL STRATEGIES:** DEMONSTRATION, GUIDED DISCOVERY, OBSERVATION

**INSTRUCTIONAL RESOURCES:** BIBLE, FLASHCARD WITH PEOPLE DOING DIFFERENT THINGS, (SMELLING, EATING, READING, LISTENING TO THE RADIO, TASTING WITH A TONGUE)

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Tell a story of a man who used to tell people that he can use his ears to eat but when he tried, he blocked his ears and cried.</li> <li>Guide learners to observe and share what they see in the pictures through guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the story and answer questions i.e., why the man cried.</li> <li>Listen to the Bible story and say what they have learnt.</li> <li>Observe and identify what they see in the pictures on the flash cards</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Tell/sign to the learners the Bible story from 1 Corinthians 12:16-18. Emphasis that every part of the body is important</li> <li>• Guide learners to demonstrate the use of different senses</li> <li>• Guide learners to recite / sign and discuss the meaning of the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Tell what they learn from the Bible message</li> <li>• Demonstrate using the different senses</li> <li>• Recite/sign and discuss the meaning of the key message <i>"God gave my senses to me."</i></li> </ul>

### GUIDANCE ON ASSESSMENT:

- Observe and assess as the learner demonstrates correctly the use of the different senses.

**Sample activity:** Demonstrating using the different senses

### HINT FOR THE TEACHER

- Collect items for learners to use when demonstrating the use of the different senses (seeing, hearing, smelling, touching, tasting), ensure that the items are not harmful.

## LESSON 3: Importance of Personal Hygiene

### BIBLE REFERENCE: 1 CORINTHIANS 12:22-26

Key message	COMPETENCES
I will take care of all my body parts as God wants.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies ways of caring for his/her body.</li> <li>• demonstrates keeping his/her body parts clean.</li> <li>• practices cleaning his/her body parts.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for oneself</li> <li>• confidence, meaningfully, verbal and non-verbal expression</li> </ul>

**Values** Care, love, appreciation, privacy, concern

**Instructional Strategies:** storytelling, demonstration, role-play, observation, recitation

**Instructional Resources:** Bible, items for cleaning the body; water, soap, razor blade and a chart showing things for cleaning the body.

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide the learners to recite a rhyme related to personal hygiene.</li> <li>• Tell/sign (1 Corinthians 12:22-26) and explain it through storytelling.</li> <li>• Guide learners to identify items used to clean the body from the display</li> <li>• Guide the learners on how to clean some of the body parts through demonstration.</li> <li>• Guide learners to recite/sign and discuss the meaning of the key message.</li> </ul>	<ul style="list-style-type: none"> <li>• Recite/ sign a rhyme correctly</li> <li>• Listen to the Bible verses and tell what they have learnt</li> <li>• Name the items used to clean the body</li> <li>• Practice cleaning their parts of their bodies individually</li> <li>• Recite/sign and discuss the meaning of the key message. <i>“I will take care of all my body parts as God wants.”</i></li> </ul>

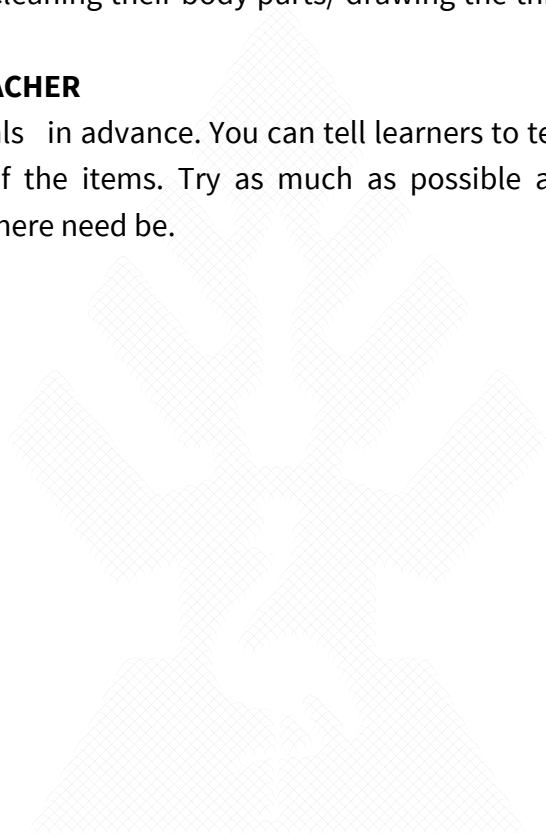
**GUIDANCE ON ASSESSMENT:**

- Assess as the learner names the things used for cleaning his/her body correctly.
- Observe and assess as the learner cleans parts of his/her body appropriately

**Sample activity:** Cleaning their body parts/ drawing the things used to clean our body parts

**HINT FOR THE TEACHER**

Collect the materials in advance. You can tell learners to tell their parents to give them some of the items. Try as much as possible avoid sharing and consider privacy where need be.



## WEEK FIVE

### THEME: DISCOVERING GOD'S GIFT TO ME

SUB-THEME: Discovering more of God's gift to me

**LEARNING OUTCOME: THE LEARNER IS ABLE TO DISCOVER, UNDERSTAND AND APPRECIATE GOD'S CREATION AND CARE FOR IT.**

LESSON 1: Different people at school (teachers)

**BIBLE REFERENCE: LUKE 6:40**

Key message	COMPETENCES
I respect my teachers.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>identifies his/her teachers at school by name.</li> <li>demonstrates respect for his/her teachers.</li> <li>prays for his/her teachers</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Decision making</li> <li>Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance, making choice</li> <li>Knowing how to behave when with different people, under different circumstances</li> </ul>

**VALUES:** LOVE, RESPECT, APPRECIATION

**INSTRUCTIONAL STRATEGIES:** STORYTELLING, RECITATION

**INSTRUCTIONAL RESOURCES:** BIBLE, A CHART SHOWING A TEACHER CONDUCTING A LESSON IN CLASS

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide the learners to say / sign a prayer thanking God</li> <li>• Tell/ sign Luke 6:40 to the learners. Emphasis the need to love and respect their teachers</li> <li>• Guide learners share what they are going to do for their teachers</li> <li>• Guide learners to sing/sign a song</li> <li>• Guide learners to recite/sign and discuss the meaning of the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Say / sign a prayer</li> <li>• Listen/ observe and say/ sign what the verse means to them.</li> <li>• Share what they will do for their teachers</li> <li>• Sing/ sign a song about their school and teachers</li> <li>• Recite/sign and discuss the meaning of the key message</li> <li>• "I respect my teachers"</li> </ul>

### GUIDANCE ON ASSESSMENT:

- Observe and assess as the learner identifies his/her teachers at school correctly
- Observe and assess as the learner relates with his/her teachers. look out for respect for the teacher

### SAMPLE ACTIVITY: SINGING THE SONG:

My school x2

I love my school x2

I love my teachers too

God gave me good teachers.

When, I grow up as a big, big boy /girl.

A teacher I will be, to teach little boys and girls...

### HINT FOR THE TEACHER

- Help learners understand that, teachers are trained God given people therefore; they need to obey, respect and desire to be like them.
- Encourage other teachers to come to your class during the lesson so that the learners see them

## LESSON 2: Different people at school (learners, cook, a watchman / woman)

### BIBLE REFERENCE: LUKE 6:40

Key message	COMPETENCES
God gave me people to care and protect me at school.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>identifies people who care and protect him/her at school.</li> <li>demonstrates respect for the people who care and protect him/her at school.</li> <li>thanks, God, for the people who care and protect her/him at school.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Decision making</li> <li>Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance</li> <li>Interacting freely with others, caring for others, sharing with others</li> </ul>

**VALUES:** LOVE, APPRECIATION, RESPECT

**INSTRUCTIONAL STRATEGIES:** STORYTELLING, GUIDED DISCOVERY, OBSERVATION

**INSTRUCTIONAL RESOURCES:** BIBLE, A CHART SHOWING LEARNERS, COOK, AND WATCHMAN/WOMAN AT SCHOOL



Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide the learners to tell the people who protect them at home</li> <li>• Share the Bible verse from Luke 6:40, with the learners through guided discovery.</li> <li>• Guide learners to identify people whom God has given them at school to protect them.</li> <li>• Guide learners to say a prayer for the people who protect them at school</li> <li>• The learners recite the key message.</li> </ul>	<ul style="list-style-type: none"> <li>• Mention the people who protect them at home</li> <li>• Listen to the Bible verse and tell the lesson learnt.</li> <li>• Identify people who protect them at school through observation.</li> <li>• Pray for the people who protect them</li> <li>• Recite / sign the key message <i>“God gave me people to care and protect me at school.”</i></li> </ul>

### GUIDANCE ON ASSESSMENT:

- Assess as the learner names the right people who protect him/her at school
- Observe and assess as the learner prays for the cook and the watchman/woman of his/her school.
- Assess as the learner says what he/she is going to do to continue respecting the people who protect him/her at school

### SAMPLE ACTIVITY:

- Identifying different people who protect them at school.
- Say a prayer thanking God for the people who care and protect her/him at school.

### SAYING A PRAYER:

Thank you, God,  
 For the people  
 Who protect and care for me at school?

**HINT FOR THE TEACHER**

- Tell the learners that apart from the teachers, parents and elders at home, God has given them, other people to protect and care for them when at school i.e., watchman/woman, cooks, matron, bursar, secretary and learners in other classes. *Where possible call these people to your class during the lesson so that the learners see them.*
- Tell the learners to respect all the people in the school.

**LESSON 3: Different people at school; visitors and neighbours**
**BIBLE REFERENCE: GENESIS 18:1-8 THE THREE VISITORS**
**MARK 12:31 THE SECOND MOST IMPORTANT COMMANDMENT IS “LOVE YOUR NEIGHBOUR AS YOU LOVE YOURSELF.”**

Key message	COMPETENCES
I will love my neighbours as I love myself.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies some of the neighbors and visitors at their school.</li> <li>• prays for the neighbors and visitors at school.</li> <li>• shows love to his/her neighbors and the visitors who come to school.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Friendship formation</li> <li>• Interpersonal relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Share with others, playing with others</li> <li>• Use of polite language</li> <li>• Interacting freely with others</li> <li>• Caring for others, knowing how to behave when with different people, under different circumstances</li> </ul>

**VALUES:** COOPERATION, RESPECT, CONCERN

**INSTRUCTIONAL STRATEGIES:** RECITATION, GROUP DISCUSSION, STORYTELLING,

**INSTRUCTIONAL RESOURCES:** BIBLE, A CHART SHOWING PARENTS DAY WITH DIFFERENT PEOPLE AND LEARNERS

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide the learners to recite /sign a known prayer for people who protect her/ him at school and at home.</li> <li>• Ask learners to share experiences about their visitors and neighbours through guided discussion</li> <li>• Tell/sign the Bible story about the three men who visited Abraham from Genesis 18:1-8,</li> <li>• Guide the learners to recite/ sign the second greatest commandment from Mark 12:31,</li> <li>• Guide learner to pray for their neighbours and visitors at school</li> <li>• Guide the learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Recite / sign a prayer confidently</li> <li>• Share how they relate with their neighbours and visitors</li> <li>• Listen to the Bible story and share what they learnt from the story.</li> <li>• Listen and say / sign the second greatest commandment</li> <li>• Pray for the neighbours and visitors at school</li> <li>• Recite /sign the key message</li> <li>• "I will love my neighbours as I love myself."</li> </ul>

**GUIDANCE ON ASSESSMENT:**

- Assess as the learner identifies the visitors, friends and neighbours at school, and at home.
- Listen and assess the learners' prayers for the neighbours, friends and visitors

**SAMPLE ACTIVITY:**

Recite the greatest commandment in Mark 12:31

“Love your neighbour, as you love yourself”

Saying /signing a prayer for the neighbours, friends and visitors at school and at home.

**HINT FOR THE TEACHER**

- In handling this lesson, learners should be informed of neighbours and visitors in a broader sense i.e., they should mention the neighbours and visitors back at home
- Let me know that friends at school, in class and others are neighbours.
- Let them know that some of the neighbours could be people living near the school compound while visitors may be those who come for music festivals, sports, and parents’ meetings.

## WEEK SIX

### LESSON 1: Roles of teachers at school in keeping children safe

**BIBLE REFERENCE: HEBREW 13:17, MARK 10:13-16**

Key message	COMPETENCES
Thank you, God, for my teachers who teach and protect me.	<p><b>THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>• gives the role of the teachers who take care of him/her at school.</li> <li>• shows respect to the teachers who protect him/her at schools.</li> <li>• prays for the people who care for him/her.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal and non-verbal expression, fluency</li> <li>• Supporting others, Caring for others</li> </ul>

**VALUES:** RESPECT, APPRECIATION

**INSTRUCTIONAL STRATEGIES:** GUIDED DISCOVERY, ROLE PLAY

**INSTRUCTIONAL RESOURCES:** BIBLE, A CHART SHOWING TEACHERS HELPING LEARNERS

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> <li>• Guide the learners to sing / sign a song “my school my school with the best teachers .....</li> <li>• Guide learners to identify the roles of Head teacher, Deputy Head teacher and teachers through guided discovery.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing / sign a song about teachers in the school</li> <li>• Identify the roles of the Head teacher, Deputy Head teacher and teachers.</li> <li>• Listen to the Bible story and share what they learn.</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Share with the learners the story of Jesus Christ blessing the children from Mark 10:13-16 through guided discovery.</li> <li>• Guide learners to role play caring for learners</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Role play teachers caring for learners</li> <li>• Recite / sign the key message <i>"Thank you, God, for my teachers who teach and protect me."</i></li> </ul>

**GUIDANCE ON ASSESSMENT:**

- Listen and assess as the learner gives the roles of teachers, head teacher and deputy and teachers correctly.
- Observe and assess as the learner relates with the teachers

**SAMPLE ACTIVITY:** Role playing teachers caring for the learners

Saying a prayer, thanking God for the teachers

**HINT FOR THE TEACHER**

Emphasize that the teacher guides learners to learn, behave, and know God.

Emphasize the need to obey as reflected in Hebrews 13:17

LESSON 2: Roles of prefects, class monitors as leaders in the school.

**BIBLE REFERENCE: HEBREWS 13:17**

Key message	COMPETENCES
I will obey the people who take care of me.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions the roles of prefects and class monitors.</li> <li>• respects prefects and class monitors as leaders in the school.</li> <li>• prays for prefects and class monitors.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to questions appropriately</li> <li>• Verbal and non-verbal expression, confidence.</li> </ul>

**VALUES:** COOPERATION, RESPONSIBILITY, APPRECIATION, RESPECT

**INSTRUCTIONAL STRATEGIES:** GUIDED DISCUSSION, RECITATION

**INSTRUCTIONAL RESOURCES:** BIBLE, A CHART SHOWING THE PREFECTS AND CLASS MONITORS HELPING OTHER LEARNERS

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> <li>• Ask learners to mention the names of their class leaders</li> <li>• Share with the learners the Bible verse from Hebrews 13:17</li> <li>• Guide learners explain what the prefects and monitors do at school to keep them safe through guided discussion</li> <li>• Guide learners to pray for their prefects and monitors at school.</li> <li>• Guide learners to recite / sign and discuss the meaning of the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Mention the names of the leaders (prefects).</li> <li>• Say / sign the verse and saying what they learn from the verse</li> <li>• Share what the prefects and monitors do to keep them safe at school</li> <li>• Pray / sign a prayer for their leaders at school</li> <li>• Recite / sign and discuss the meaning of the key message <i>“I will obey the people who take care of me”</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner identifies the roles of the prefects and monitors at school

**Sample activity:** Role playing prefects, and class monitors guiding other learners.

### Hint for the Teacher

- Let the learners know the roles of prefects and monitors in a way of keeping them safe. Prefects and monitors are leaders among the learners either appointed or elected at school who help in the running of different school activities.

## LESSON 3: Roles of support staff i.e., cook’s watchman/woman

### BIBLE REFERENCE: HEBREWS 13:17

Key message	COMPETENCES
God wants me to appreciate the services of the people at school.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions people who provide services at school.</li> <li>• identifies the roles of the support staff.</li> <li>• prays for the support staff.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to questions appropriately</li> <li>• Verbal and non-verbal expression, confidence.</li> </ul>

### VALUES: APPRECIATION, COOPERATION, OBEDIENCE

**INSTRUCTIONAL STRATEGIES:** GUIDED DISCOVERY, RECITATION, ROLE PLAY, THINK PAIR SHARE.

**INSTRUCTIONAL RESOURCES:** BIBLE AND A DRAWN CHART SHOWING THE SUPPORT STAFF I.E. A COOK COOKING, WATCHMAN/WOMAN GUARDING THE SCHOOL, A SECRETARY IN THE OFFICE.



Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learner to recite / sign the rhyme “There, at school.....”</li> <li>• Guide learners to identify the roles of the support staff through guided discovery</li> <li>• Share with the learners the Bible verse from Hebrews 13:17.</li> <li>• Organise learners to role play the support staff</li> <li>• Guide learners to say a prayer for the support staff</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Recite / sign the rhyme there, there at school, there is a watchman/woman and cooks.....”</li> <li>• Give the roles of the support staff at school through think-pair-share</li> <li>• Listen and share what they learnt from the verse</li> <li>• Role play the support staff carrying out their roles</li> <li>• Say / sign a prayer for the support staff</li> <li>• Recite / sign the key message as discussed in the lesson. <i>“God wants me to appreciate the services of the people at school”.</i></li> </ul>

### GUIDANCE ON ASSESSMENT:

- Listen and assess as the learner gives the roles of the support staff in keeping them safe correctly
- Assess as the learner prays for the support staff

### SAMPLE ACTIVITY: SAYING A PRAYER FOR THE SUPPORT STAFF

#### HINT FOR THE TEACHER

- Let learners know that God gave us support staff as a gift to us serve at school
- We need to appreciate and respect them for all the services they offer
- We also need to cooperate and obey them

## WEEK SEVEN

### LESSON 1: Roles of learners at school

#### BIBLE REFERENCE: 2 THESSALONIANS 3: 6-10

Key message	COMPETENCES
God is happy if I work.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• names the roles of children at school.</li> <li>• demonstrates the roles of children at school.</li> <li>• says a prayer asking God to help him/her carry out different roles at school.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Interpersonal relationships</li> <li>• Communication skills</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for others</li> <li>• Interacting freely with others</li> <li>• Working in groups, sharing</li> <li>• Use of polite language</li> </ul>

**VALUES:** COOPERATION, SHARING, RESPONSIBILITY, RESPECT, LOVE

**INSTRUCTIONAL STRATEGIES:** DEMONSTRATION, THINK PAIR SHARES

**INSTRUCTIONAL RESOURCES:** BIBLE, MATERIALS FOR CLEANING AND A CHART SHOWING CHILDREN AT SCHOOL

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to say a prayer for people who keep them safe at school</li> <li>• Guide learners to share experiences about their role at school.</li> <li>• Share a summary of the Bible verses from 2 Thessalonians 3:6-10. Relate it to the learner's role at school</li> </ul>	<ul style="list-style-type: none"> <li>• Say a prayer with confidence.</li> <li>• Share experiences about the activities they do at school through think-pair-share</li> <li>• Listen to the Bible message and say what they learn</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to role play some of the activities they do at school.</li> <li>• Guide learners to say/ sign a prayer asking God to help them in their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out different activities they do at school through role play</li> <li>• Say/sign a prayer asking God to help them carry out their roles at school</li> </ul>

### GUIDANCE ON ASSESSMENT:

- Listen and assess as the learner identifies the roles of learners at school
- Observe and assess as the learner carries out any activities at school

**SAMPLE ACTIVITY:** Carrying out different activities at school like sweeping the compound, picking rubbish, studying

### HINT FOR THE TEACHER

- Emphasize that in the school, there are many people and each one of them has a different role to play.
- God has given each one of us talents. We should appreciate, use them and be thankful to Him.
- Share with the learners Proverbs 3:1 “Don’t forget what I teach you my son”

## LESSON 2: Roles of learners in class

### BIBLE REFERENCE: PROVERBS 3:1-4

Key message	COMPETENCES
I will pay attention to my teachers to learn.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• names the roles of children at school.</li> <li>• identifies his/her roles in class.</li> <li>• demonstrates his/her roles in class.</li> <li>• carries out his/her roles in class.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to the questions appropriately</li> <li>• Giving reasons for action taken</li> <li>• Meaningfully, audibility, verbal and non-verbal communication</li> </ul>

**VALUES:** OBEDIENT, COOPERATION, RESPONSIBILITY

**INSTRUCTIONAL STRATEGIES:** GUIDED DISCOVERY, DEMONSTRATION

**INSTRUCTIONAL RESOURCES:** BIBLE, BROOMS, A CHART SHOWING CHILDREN SWEEPING THE CLASS /LEARNING WITH THEIR HANDS UP WANTING TO ANSWER A QUESTION

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Display the chart showing different children in class doing different activities.</li> <li>• Guide learners to share experiences of the things they do in class through demonstration</li> <li>• Share with the learners the Bible verses from proverbs, 3:1-2,</li> <li>• Guide learners to share what they will continue doing in their class through brainstorming</li> <li>• Guide learners to recite /sign and discuss the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Observe what is on the chart and telling what the children are doing in class through guided discovery</li> <li>• Share what they do in class</li> <li>• Listen to the teacher sharing the bible verses and saying what they learn</li> <li>• Share what they do in class and what they will continue doing</li> <li>• Recite / sign and discuss the key message. <i>"I will pay attention to my teachers."</i></li> </ul>

**GUIDANCE ON ASSESSMENT:**

- Assess as the learner identifies activities, he/she carries out in the class
- Observe and assess as the learner carries out any activity in the class

**SAMPLE ACTIVITY: DOING DIFFERENT ACTIVITIES IN CLASS.****HINT FOR THE TEACHER**

- Organise learners in groups to do different activities in class

**LESSON 3: Roles of children in the community****BIBLE REFERENCE: PROVERBS 3:1-3**

Key message	COMPETENCES
God will help me serve the community.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies the roles of the children in the community.</li> <li>• respects the roles of children in the community.</li> <li>• carries out his/her roles in the community.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Interpersonal relationship</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Working together, sharing with others</li> <li>• Knowing how to behave when with different people under different circumstances</li> </ul>

**VALUES:** Respect, cooperation, togetherness

**INSTRUCTIONAL STRATEGIES:** Role play, demonstration, recitation

**INSTRUCTIONAL RESOURCES:** A chart showing children doing different activities in the community

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share the work they do after school</li> <li>• Guide learners to identify the things they can do in the community.</li> <li>• Share with learner the Bible Verse Proverbs 3:1-3,</li> <li>• Guide learners to organise a role play about work in the community</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share what they do after school through think-pair-share</li> <li>• Mention the things they can do in their community through demonstration.</li> <li>• Listen to the Bible message from the teacher and mention what they have learned</li> <li>• Role play doing different activities in the community as children</li> <li>• Recite / sign the key message <i>“God will help me serve the community”</i></li> </ul>

**GUIDANCE ON ASSESSMENT:**

- Assess as the learner mentions three roles of children in the community.
- Observe and assess as the learner demonstrates doing work in the community
- Assess as the learner suggest what he/she is going to do in the community.

**SAMPLE ACTIVITY:** singing a song or any other

Oh god, the more we work together, together, together

The more we work together, the happier we shall be.

**HINT FOR THE TEACHER**

- Let learner know that they have roles in the community such as; showing respect, greeting, listening to elders, helping others where they can, dressing well, listening to instructions, working together. Stress that this is what God expects us to do to please Him.
- Let the learners know that God wants us to work together and glorify Him
- You may sing any other relevant song/ recite a rhyme in the language of instruction provided it has God in it.

## WEEK EIGHT

### LESSON 1: People at home (parents: father, mother or guardian)

BIBLE REFERENCE: ISAIAH 49:1

Key message	COMPETENCES
I thank God for the gift of my parents	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>mentions the names of their parents.</li> <li>thanks, God, for his/her parents.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>communication skills</li> <li>Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy, verbal and non- verbal expression</li> <li>Being open, responding to questions</li> </ul>

**Values:** appreciation, love

**Instructional Strategies:** guided discovery, recitation

**Instructional Resources:** Bible, name tags

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to mention different names of their friends in class, and school</li> <li>Guide learners to mention the names of the parents at home.</li> <li>Share with the learners the verse Isaiah 49:1 emphasizing that God knows us by name</li> <li>Guide learners to say a prayer</li> </ul>	<ul style="list-style-type: none"> <li>Mention names of their friends in class and at school through guided discovery.</li> <li>Give names of their parents individually</li> <li>Listen to/ observe the message from the Bible and say what they learn by answering question.</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to recite/sign the key message.</li> </ul>	<ul style="list-style-type: none"> <li>Pray thanking God for the names of the people at home</li> <li>Recite /sign the key message <i>"God, thank you for the gift of my parents"</i></li> </ul>

### Guidance on Assessment:

- Listen and assess as the learner mentions any two names of their parents correctly.

### Sample activity: Playing a naming game

Guide learners by first telling your name and then ask the next child to tell her/his name and also ask the next one as below: -

My name is Rose, Rose, Rose. What is your name?

My name is Joel, Joel, Joel. What is your name?

My name is Alima, Alima, Alima. What is your name?

### Hint for the Teacher

- Encourage learners to find out the actual names of their parents at home before the lesson
- Use the naming game to name the parents
- Let learners know that each one of us has a name and God knows it
- Note that some learners do not have parents but have guardians so take care of that.



## LESSON 2: People found at home (Nuclear family)

**Bible Reference: Genesis 1:27-28**

Key message	COMPETENCES
I thank God for the gift of my family members	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>identifies the people found in his/her home.</li> <li>appreciates God for his/her parents, sisters and brothers.</li> <li>prays for his/her parents, sisters and brothers.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Communication skills</li> <li>Self-awareness</li> <li>Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Articulate, accuracy, audibility</li> <li>Self-identification</li> <li>Talking about people in one's home</li> <li>Knowing ones position and responsibility in the family.</li> </ul>

**Values:** Appreciation, respect, love,

**Instructional Strategies:** guided discovery, recitation, think pair share.

**Instructional Resources:** Bible, a chart showing family members in a home (nuclear family).

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to sing a song thanking God for the family members</li> <li>Display the chart showing the nuclear family (father, mother and children), and ask the learners to identify them.</li> </ul>	<ul style="list-style-type: none"> <li>Sing any other local song glorifying God for his/her family members.</li> <li>Observe and identify the people found at home: father, mother, and children through guided discovery.</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to name the brothers and sisters they have at home</li> <li>• Share the Bible verses from Genesis 1:27-28, explain how we were created in God's image.</li> <li>• Guide learners to recite /sign the key message as discussed in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Name their own brothers and sisters individually</li> <li>• Listen to the Bible message and say a prayer for the family members.</li> <li>• Listen and recite / sign the key message <i>"I thank God for the gift of my family members"</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner identifies the members of the nuclear family
- Assess as the learner says his/her prayer thanking God for his/her family members

**Sample activity:** Drawing mother, father and children

Saying a prayer

Thank you, God, for my father

My mother

My brothers and

My sisters

**HINT FOR THE TEACHER**

- There are many categories of people at home but this lesson focuses on the people found in a nuclear family namely father, mother and the children
- The father, mother and children originated from God's creation when God created male and female in His own image and likeness. He blessed them and said to them; "Be fruitful and increase in number, that is why we have many children at home and only one father and mother.

## LESSON 3: Different people found at home, namely uncle, aunt, grandfather, grandmother

### Bible Reference: Genesis 5:1-6 Adam's family

Key message	COMPETENCES
I am proud of my family.	<p><b>THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>identifies members of the extended family.</li> <li>prays for members of the extended family.</li> <li>draws and names different people found at home.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Self- awareness</li> </ul>	<ul style="list-style-type: none"> <li>Knowing one's position and responsibility.</li> </ul>
<ul style="list-style-type: none"> <li>Decision making</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance</li> </ul>

**Values:** Love, co-operation, concern, responsibility, respect

**Instructional Strategies:** guided discovery, storytelling, group discussion, question and answer.

**Instructional Resources:** Bible, a chart showing the extended family

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to say a known prayer thanking God for their nuclear family.</li> <li>Through guided discovery, ask learners to identify other members</li> </ul>	<ul style="list-style-type: none"> <li>Say / sign a prayer for the nuclear family learnt in the previous lesson</li> <li>Identify other members of the family apart from father and mother in their groups.</li> </ul>

Teacher's Activities	Learner's Activities
<p>of the family apart from father and mother.</p> <ul style="list-style-type: none"> <li>• Share the Bible story from Genesis 5:1-6 about the family of Adam which had grand children</li> <li>• Guide learners to draw/braille a picture of an extended family.</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the story and say what they learn</li> <li>• Draw/braille a picture of an extended family</li> <li>• Recite / sign the key message <i>"I am proud of my family."</i></li> </ul>

### Guidance on Assessment:

- Listen and assess as the learner names members of the extended family
- Observe and assess as the learner draws a picture of members of the extended family
- Assess as learners prays for the extended family

**Sample activity:** -Drawing a picture of members of the extended family  
 -Saying a prayer

*"God thank you for my grandfather, My grandmother, My aunts and my uncles. Thank you for all of us, Amen"*

### Hint for the Teacher

- Let learners know that the nuclear family is part of the extended family.
- Guide learners to say prayers individually.
- Tell them to always share love and things they have.

## WEEK NINE

### LESSON 1: Friends, visitors and neighbours at home (other people in our home)

**Bible Reference:** Luke 19:1-5 Jesus Christ and Zacchaeus

Key message	COMPETENCES
Jesus Christ loves us all.	<p><b>THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>identifies their friends, visitors and neighbours at home.</li> <li>shows love and care for their friends, visitors, neighbours.</li> <li>Role plays welcoming visitors and their neighbours at home.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Friendship formation</li> <li>Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>Sharing, working in groups</li> <li>Playing with others</li> <li>Using appropriate language</li> <li>Interacting freely with others</li> <li>Caring for others</li> <li>Knowing how to behave when with different people under different circumstances</li> </ul>

**Values:** Sharing, co-operation, respect

**Instructional Strategies:** Guided discovery, storytelling, role play

**Instructional Resources:** Bible, a chart showing people in home on a party

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to identify the different people who come to their homes through guided discovery</li> <li>• Tell the Bible story about Jesus Christ and Zacchaeus from Luke 19:1-10. Emphasise that Jesus Christ visited Zacchaeus</li> <li>• Guide learners to role play welcoming visitors</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• In groups, learners identify the different people who come to their homes.</li> <li>• Listen to the Bible story and saying what they learn from the story.</li> <li>• Roles play welcoming visitors at home.</li> <li>• Recite / sign the key message as discussed. <i>“Jesus’ loves us all.”</i></li> </ul>

### Guidance on Assessment:

- Assess as the learner tells who visited Zacchaeus
- Assess as the learner tells what Zacchaeus did for the visitors
- Assess as the learner suggests what he/she will do if visitors/ friends/neighbors come at home.

**Sample activity:** Role playing welcoming visitors

### Hint for the Teacher

Emphasis the need to welcome people at home but caution learners to be careful not to open for anyone before report to any elder at home.

## LESSON 2: Ways in which parents help their children

**Bible Reference:** Luke 2:41-51

Key message	COMPETENCES
God wants me to be obedient to my parents.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>gives different ways in which parents help their children.</li> <li>demonstrates obedience for his/her parents.</li> <li>says a prayer for his/her parents.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Interpersonal relationship</li> </ul>	<ul style="list-style-type: none"> <li>Sharing with others, use of polite language, caring for others</li> <li>Helping others, forgiving others</li> <li>Interacting freely with others</li> </ul>

**Values:** responsible, love, respect, appreciation

**Instructional Strategies:** think -pair -share and story telling

**Instructional Resources:** Bible, a chart showing children with their parents at home

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to discuss in pairs what parents do for them.</li> <li>Tell/sign the Bible story of Jesus Christ in the temple and his parents looking for him from Luke 2:41-51</li> <li>Guide learners to say a prayer for the parents</li> <li>Guide learners to recite / sign the key message.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss in pairs what parents do for them.</li> <li>Listen to the story and say / sign what the parent's work.</li> <li>Pray for their parents</li> <li>Recite / sign and discuss the meaning of the key message "God wants me to be obedient to my parents."</li> </ul>

**Guidance on Assessment:**

- Assess as the learner identifies ways in which his/her parents/guardians help him/her.
- Says a prayer for his/her parents

**Sample activity:**

Saying a prayer  
God keep my parents' health  
Help them as they work.

**Hint for the Teacher**

**NB:** Some learners do not have parents. Encourage them to talk about and pray for their guardians

Some of the ways in which parents /guardians help their children are material or non-material and these include:

- Feeding them
- Showing them love
- Providing medical care
- Buying clothes
- Paying school fees
- Protecting them
- Encouraging them to work hard etc.
- Guiding them.

**LESSON 3: Roles of children at home**

**Bible Reference:** Luke 2: 51,

Key message	COMPETENCES
I will obey my parents so that I am blessed.	<p><b>THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>• identifies roles of children at home.</li> <li>• demonstrates his/her roles when at home.</li> <li>• says a prayer asking God to help him/her obey her/his parents.</li> </ul>



Life skills	Indicators
<ul style="list-style-type: none"> <li>• Interpersonal relationship</li> <li>• Friendship formation</li> </ul>	<ul style="list-style-type: none"> <li>• Interacting freely with others</li> <li>• Caring for others, sharing with others</li> <li>• Working together</li> <li>• Using polite language</li> </ul>

**Values:** responsibility, cooperation, sharing, honesty

**Instructional Strategies:** guided discovery, group discussion and Story telling

**Instructional Resources:** Learners' text book, a chart showing Jesus Christ helping his earthly father Joseph

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to discuss the roles of children at home.</li> <li>• Tell the Bible story about Jesus Christ helping and being obedient to Mary and Joseph his earthly parents. Emphasis the need to be obedient and help their parents</li> <li>• Guide learners to say / sign a prayer</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss roles of children at home through think-pair-share</li> <li>• Listen to the story and saying what they learn from the story</li> <li>• Say a prayer asking God to help them obey their parents</li> <li>• Recite/ sign and discuss meaning of the key message <i>"I will obey my parents so that I am blessed."</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner mentions the roles of children at home
- Listen and assess as the learner says a prayer

**Sample activity:** Saying a prayer

God help me to obey my parents

**Hint for the Teacher**

Guide learners and emphasize that roles given to them at home are not a punishment but training them to live a happy life in future.

Some of the roles of children at home include:

- Fetching water
- Washing plates
- Sweeping the compound
- Respecting elders
- Looking after animals
- Cooking food

## WEEK TEN

### LESSON 1: Respect for people in our homes

**Bible Reference:** Ephesians 6:1-4, Exodus 20:12

Key message	COMPETENCES
I should respect elders	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>identifies ways of respecting elders.</li> <li>demonstrates how to respect elders.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Critical thinking</li> <li>Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Talking about one's potential, feelings and emotions</li> <li>Talking about one's culture e.g., tribe, home religion</li> <li>Knowing one's position and responsibility</li> </ul>
<ul style="list-style-type: none"> <li>Friendship formation</li> </ul>	<ul style="list-style-type: none"> <li>Caring for others</li> <li>Using polite language</li> </ul>

**Values:** responsible, love, concern, appreciation, respect

**Instructional Strategies:** Role play, storytelling, think pair share

**Instructional Resources:** Bible, flash cards showing pictures of children showing respect to elders

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share how they respect their parents</li> <li>• Tell the Bible verses from Ephesians 6:1-4 explain clearly that it is their Christian duty to obey their elders</li> <li>• Guide learners to role play respect for elders.</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share how they respect parents.</li> <li>• Listen to Bible message and saying what they have learnt</li> <li>• Role plays how to respect elders.</li> <li>• Recite / sign and discuss the meaning of the key message <i>"I should respect elders"</i></li> </ul>

### Guidance on Assessment

- Assess as the learner identifies any three ways in which he/she can show respect to elders.
- observe and assess as the learner demonstrates ways of respecting elders'

**Sample activity:** Role playing respecting elders.

### Hint for the Teacher

Some of the ways of showing respect are:

- Greeting (according to culture)
- Thanking them
- Helping them with work
- Listening to their instructions and advices
- Keeping the home.

## LESSON 2: The use of respecting parents

**Bible Reference:** Ephesians 6:1-4

Key message	COMPETENCES
I will respect my father and mother so that I get blessings.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>identifies the reasons for respecting parents.</li> <li>mentions how to show respect to parents.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Communication skills</li> <li>Critical thinking</li> <li>Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>Talking about one's potential, feelings and emotions</li> <li>Talking about one's culture e.g. tribe, home religion</li> <li>Knowing ones position and responsibility</li> </ul>
<ul style="list-style-type: none"> <li>Friendship formation</li> </ul>	<ul style="list-style-type: none"> <li>Caring for others</li> <li>Using polite language</li> <li>Showing concern</li> </ul>

**Values:** Respect, love, cooperation, concern, obedience

**Instructional Strategies:** guided discovery, think-pair-share

**Instructional Resources:** Bible

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to say / sign the ways they respect parents</li> <li>Re-share the Bible message in Ephesians. 6:1-4 and ask</li> </ul>	<ul style="list-style-type: none"> <li>Say / sign ways they respect parents through think-pair-share</li> <li>Listen and say / sign what God requires them to do and the promise given answering questions.</li> </ul>

Teacher's Activities	Learner's Activities
<p>learners what God wants them to do.</p> <ul style="list-style-type: none"> <li>• Share the reasons for respecting parents through guided discovery</li> <li>• Guide the learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share the reasons for respecting parents.</li> <li>• Recite / sign and discuss the meaning of the key message.</li> </ul> <p><i>"I will respect my father and mother so that I get blessings."</i></p>

### Guidance on Assessment:

- Assess as the learner gives the reasons why he/she should respect his/her parents.

**Sample activity:** Reciting/signing Exodus 20:12: "Respect your father and mother, so that you may live a long life"

### Hint for the Teacher

Guide learners to identify the importance of respecting parents. These include:

- To observe God's command of "Respect your father and mother"
- To show love to our parents
- To get blessings from God and our parents
- To be loved.

## LESSON 3: Ways of thanking others at home

**Bible Reference:** Mathew 10:42

Key message	COMPETENCES
It is good for me to thank others	<p><b>THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>• identifies the ways of thanking others.</li> <li>• demonstrates thanking others at home.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Interpersonal relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating individual differences,</li> </ul>
<ul style="list-style-type: none"> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Taking a decision, making right choice, finding different ways of doing things</li> </ul>

**Values:** love, appreciation, obedience, joyfulness

**Instructional Strategies:** storytelling, guided discussion, role play, demonstration.

**Instructional Resources:** Bible, a picture of children thanking their parents and other people at home,

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share how they thank others. Give a learner a gift and then the learner says "Thank you". That is one way of appreciating.</li> <li>• Share with the learners the Bible message from Mathew 10:42 and explain how Jesus Christ encourages us to give rewards.</li> <li>• Guide learners to identify ways of thanking others through guided discussion</li> <li>• Guide learners to role play thanking others</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share how they appreciate others by demonstration.</li> <li>• Listen to the Bible message and say what they learn.</li> <li>• Identify ways of thanking others.</li> <li>• Role play thanking others</li> <li>• Recite / sign the key message as discussed in the lesson. <i>"It is good for me to thank others"</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner gives ways of showing respect to others

**Sample activity:**

Sing a song

Thank you, Jesus,

For loving me

Thank you, Jesus,

For loving me

Thank you, Jesus,

For loving me

Thank you, Jesus Christ, for loving me

Alleluia x4

Thank you, Jesus Christ, for loving me

**Hint for the Teacher**

Some of the ways of appreciating others are:

- Giving gifts
- Praying for them
- Praising them
- Respecting them



## WEEK ELEVEN

### LESSON 1: Different things in the environment

**Bible Reference: Genesis 1:1-31**

Key message	COMPETENCES
Everything God created is good.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>identifies different things in the environment.</li> <li>thanks, God, for the different things He created.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Taking a decision</li> <li>Making right choice</li> <li>Finding different ways of doing things</li> </ul>
<ul style="list-style-type: none"> <li>Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Innovativeness</li> <li>Logical reasoning</li> </ul>

**Values:** Responsibility, concern, care, love

**Instructional Strategies:** Storytelling, recitation, think-pair-share

**Instructional Resources:** School environment, a chart showing the things God created

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to identify the things they saw while coming to school.</li> <li>Tell/sign the creation story from Genesis 1:1-31. Emphasise that God created everything.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the things they saw while coming to school through think-pair-share</li> <li>Listen to story of creation and answer questions</li> <li>Identify things God created from a chart.</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide the learners to identify things God created from a chart</li> <li>• Guide learners to recite /sign a rhyme thanking God for the things He created.</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Recite / sign a rhyme thanking God for the creation</li> </ul> Recite / sign and discuss the meaning of the key message. <i>"Everything God created is good."</i>

**Guidance on Assessment:**

- Observe and assess as the learner identifies the things God created
- Assess as the learner says a prayer thanking God for His creation

**Sample activity:** Recite rhyme

Around me, I see many things  
 God created them  
 People, plants, animals  
 Insects, soil, water  
 Thank you, God,

**Hint for the Teacher:**

Guide learners to appreciate the importance of every creature made by God.

## LESSON 2: Uses of things in the environment (house)

**Bible Reference:** Isaiah 32:2

Key message	COMPETENCES
I thank God for the shelter/house where I stay.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions the uses of the house</li> <li>• identifies the types of houses in our environment</li> <li>• thanks, God, for the shelter/house he/she stays in</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• self- awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about one's home</li> <li>• Making choices</li> </ul>
<ul style="list-style-type: none"> <li>• Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Being open, expressing one's point of view</li> </ul>

**Values:** appreciation, care, responsibility

**Instructional Strategies:** recitation, think pair share

**Instructional Resources:** A chart showing different types of houses people stay in.

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share experiences about the houses they stay in</li> <li>• Share the text in the Bible with learners (Isaiah 32:2)</li> <li>• Guide learners through think- pair - share to mention the uses of a house.</li> <li>• Guide learners to draw the houses they stay in</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share experiences about the houses they stay in through think-pair-share</li> <li>• Listen to the Bible message and saying what they learn</li> <li>• Share the uses of houses to people</li> <li>• Draw the houses they stay in</li> <li>• Recite/sign the key message <i>"I thank God for the shelter/house I stay in."</i></li> </ul>

**Guidance on Assessment:**

- Observe and assess as the learner draws a picture of a house
- Assess as the learner mentions the use of a house.
- Observe and assess as the learner thanks God for the house he/she stays in

**Sample activity:** Draw and colour a picture of a house.

**Hint for the Teacher**

- Give learners enough time to draw and colour their pictures of houses.

## LESSON 3: Uses of plants to people

**Bible Reference: Genesis 2:16.**

Key message	COMPETENCES
God gave me plants to eat	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies the uses of plants to people</li> <li>• names different parts of plants we eat</li> <li>• thanks, God, for the plants we eat</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Self esteem</li> <li>• Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing likes and dislikes</li> </ul>
<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• Making a choice</li> <li>• Find ways of caring for the plants.</li> </ul>

**Values:** sharing, love, care, appreciation

**Instructional Strategies:** guided discovery, group discussion, think-pair –share.

**Instructional Resources:** Bible, real plants for food, models of different food items, a chart showing different plants used for food

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share experience about the food they eat at home.</li> <li>• Share the Bible verse from Genesis 2:16, about plants and what to do with them</li> <li>• Guide learners to give the uses of plant and thank God for the plants.</li> </ul>	<ul style="list-style-type: none"> <li>• Share experience about the food they eat.</li> <li>• Listen to Gen 2:16 and say / sign what they learnt through think-pair-share.</li> <li>• Identify the uses of plants to plants through group discussion and thank God for the plants'</li> <li>• Share (eat) the fruits as a class</li> <li>• Recite / sign and discuss the meaning of the key message as discussed in the lesson.</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"><li>• Guide learners to share the fruits brought in class.</li><li>• Guide the learners to recite / sign the key message</li></ul>	

**Guidance on Assessment:**

- Assess as the learner mentions any three uses of plants
- Observe and assess as the learner shares fruits with others

**Sample activity:** Sharing the fruits and other edible plants

Saying a prayer;

*“Thank you, God, for giving us the plants for food”*

**Hint for the Teacher**

- Tell the learners to come with some of those plants we eat
- Bring some plants to class.
- Then let them eat all that can be eaten after the lesson.

## WEEK TWELVE

### LESSON 1: Uses of light to people

**Bible Reference: Genesis 1:14-15**

Key message	COMPETENCES
I use light to see.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions things that give light to people.</li> <li>• gives reasons why God created light.</li> <li>• thanks, God, for the light.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Creative thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Logical reasoning</li> <li>• Innovativeness</li> </ul>
<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to questions appropriately</li> <li>• Making the best use of the information that you have</li> </ul>

**Values:** Appreciation, love

**Instructional Strategies:** storytelling, group discussion, observation

**Instructional Resources:** a chart showing the sun, moon, stars, lamp, bulb, torch

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to identify the things that give light to people from the chart</li> <li>• Tell a Bible story about light from Genesis 1:14-15. Share with learners the use of light to people as</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and name the things that give light to people</li> <li>• Listen to the Bible verse and tell the use of light to people in group discussion.</li> <li>• Say / sign a prayer thanking God for the light.</li> </ul>

Teacher's Activities	Learner's Activities
<p>reflected in the Bible verse, through discussion.</p> <ul style="list-style-type: none"> <li>• Guide learners to say / sign a prayer thanking God for the light</li> <li>• Guide learners to recite / sign the key message.</li> </ul>	<ul style="list-style-type: none"> <li>• Recite / sign and discuss the meaning of the key message. <i>"I use light to see."</i></li> </ul>

### Guidance on Assessment:

- Listen and assess as the learner mentions what God created to give light.
- Assess as the learner mentions the use of light.
- Assess as the learner says a prayer thanking God for the light.

### Sample activity: Singing a song

If possible, translate it in your local language so long as it has things related to light.

We praise Him, we praise Him,  
 We praise Him, in the morning,  
 We praise Him, in the noon time,  
 We praise Him, when the sun goes down

### Hint for the Teacher

- Guide learners to discuss the importance of light e.g. God created light for separating the day from night, to give light to people, to show the time, days, years and seasons.

## LESSON 2: Uses of fire to people

**Bible Reference:** Acts 28:2-3

**Key message:** Fire makes me warm.

Key message	COMPETENCES
I use light to see.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions things that give light to people.</li> <li>• gives reasons why God created light.</li> <li>• thanks, God, for the light.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Logical reasoning</li> <li>• Innovativeness</li> </ul>

**Values:** Sharing, appreciation, responsibility, care

**Instructional Strategies:** demonstration, recitation, observation

**Instructional Resources:** A chart showing different uses of fire

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share experiences about the use of fire at their homes</li> <li>• Share with learners the Bible verses from Acts 28:2-3 about fire</li> <li>• Demonstrate on a chart how fire is used</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share how fire is used at their home.</li> <li>• Identify the uses of fire as reflected in the Bible verses</li> <li>• Identify more uses of fire through observation.</li> <li>• Recite / sign and discuss the meaning of the key message. "<i>Fire makes me warm</i>"</li> </ul>



**Guidance on Assessment:**

- Assess the learner as he/she gives the use of fire
- Assess the learner as he/she thanks God for the fire

**Sample activity:** Drawing a picture of people sitting near the fire to get warmth.

**Hint for the Teacher**

God created many things including fire, the reason why He created fire include:

- Provide warmth
- For cooking food
- For drying seeds
- For sometimes drying clothes

**NB:** Caution learners about the dangers of playing with fire.

**LESSON 3: Uses of domestic animals to people**

**Bible Reference:** Genesis 9: 2-3, Mathew 21:2 Entry to Jerusalem

Key message	COMPETENCES
I thank God for all the animals	<p><b>THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>• identifies the uses of animals to people.</li> <li>• thanks, God, for creating the animals.</li> <li>• cares for animals.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Logical reasoning</li> <li>• innovativeness</li> <li>• Finding different ways of caring for the animals.</li> </ul>

**Values:** sharing, appreciation, responsibility, care

**Instructional Strategies:** Storytelling, think-pair-share, observation

**Instructional Resources:** Bible, a chart showing different animals

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share experiences about the animals they have in their homes</li> <li>• Display a chart with animals and guide learners to identify different animals</li> <li>• Tell the learners the Bible verses from Genesis 9:2-3 about use of animals through story telling</li> <li>• Guide learners to draw</li> <li>• Say / sign a prayer to thank God the animals.</li> <li>• Guide learners to recite / sign the key message.</li> </ul>	<ul style="list-style-type: none"> <li>• Share about the animals they have at home individually</li> <li>• Observe the chart and identifying animals.</li> <li>• Identify the uses of animals from the Bible story</li> <li>• Say a prayer of thanking God for the animals.</li> <li>• Draw an animal</li> <li>• Recite / sign and discuss the meaning of the key message. <i>"I thank God for all the animals"</i></li> </ul>

### Guidance on Assessment:

- Observe and assess as the learner identifies animals
- Assess as the learner mentions the uses of animals to people.
- Observe and assess as the learner draws an animal

### Sample activity:

Drawing one animal

Thanking God for the animals

### Hint for the Teacher

Some of the uses of animals include:

- For transport
- For digging
- For milk and meat(food)
- For hides and skins
- For money (income)

## WEEK THIRTEEN

### LESSON 1: Things made by people

**Bible Reference:** 1 Kings 6:11-14, Genesis 2:15

Key message	COMPETENCES
God gave me knowledge to make things.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies things made by people.</li> <li>• applies knowledge God gave him/her to make his/her own items.</li> <li>• appreciates people for making things to use.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Taking a decision</li> <li>• Making a right choice</li> </ul>
<ul style="list-style-type: none"> <li>• Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Logical reasoning</li> <li>• Initiating new ideas</li> <li>• Innovativeness</li> </ul>

**Values:** Appreciation, care, love, responsibility

**Instructional Strategies:** project method, storytelling

**Instructional Resources:** Bible, manmade items i.e., furniture, models. A chart showing things made by man

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Take learners outside the class room and guide them to identify things made by man i.e. buildings, furniture</li> <li>• Share the Bible story from</li> <li>• 1 Kings 6:1-14 and how God gave man knowledge to make things from His creation i.e., building the temple of God.</li> <li>• Guide learners to make their own things</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the environment and mentioning some things made by man.</li> <li>• Listen to the story and tell what the men did and what they learn from the story</li> <li>• Make one item of his/ her own choice</li> <li>• Recite/signs and discusses the meaning of the key message <i>"God gave me knowledge to make things."</i></li> </ul>

**Guidance on Assessment:**

- Observe and assess as the learner identifies things made by man
- Observe and assess as the learner makes any one item from local materials in the environment

**Sample activity:**

Making different things

Saying a Prayer

God thank you for the knowledge  
you gave us to make things

**Hint for the Teacher**

- Let learners know that God gave man knowledge to make thing from the environment
- Collect materials for making different things well in advance
- Guide learners to make things of their own choice

## LESSON 2: Materials used to build a house

**Bible Reference:** 1 Kings 5:3- 18, Genesis 2:15

Key message	COMPETENCES
God will help me build a house for myself one day.	<p><b>THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>• mentions the materials used to build a house.</li> <li>• mentions the materials used by King Solomon to build the Lord’s temple.</li> <li>• appreciates God for the materials used for building.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Logical reasoning, innovativeness</li> <li>• Initiating new ideas, finding different ways of doing things</li> </ul>

**Values:** Appreciation, responsibility

**Instructional Strategies:** Field trip, guided discovery, storytelling

**Instructional Resources:** Real objects such as sand, bricks, wood, clay

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> <li>• Take learners outside the class asks them to observe the structures and identify the materials used to build a house such as bricks, wood, iron sheets</li> <li>• Sharing the Bible story from</li> <li>• 1 Kings 5:3-18 and tell the learners some of the materials King Solomon used to build God’s</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the structures in the school environment and identify the materials used to build.</li> <li>• Listen to the Bible story and identify the materials King Solomon used to build the temple of the Lord.</li> <li>• Identify the real materials used for building through observation</li> </ul>

Teacher's Activities	Learner's Activities
<p>Temple i.e. precious timber made out of cedar trees</p> <ul style="list-style-type: none"> <li>• Display real materials and guide learners to identify those used for building</li> <li>• Guide learners to model their own houses</li> <li>• Guide learners to thank God for creating materials for us to use when building.</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Model a house using the materials available</li> <li>• Say a prayer thanking God for the materials provided for building</li> <li>• Recite/sign and discuss the meaning of the key message <i>"God will help me build a house for myself one day."</i></li> </ul>

**Guidance on Assessment:**

- Observe and assess as the learner identifies the materials for building
- Observe and assess as the learner models his/her own house

**Sample activity:**

Modeling own houses

Saying a prayer;

*"Thank you God for giving as the knowledge to build"*

**Hint for the Teacher:**

- Collect materials for modeling in advance
- Guide learners to mention materials used for building.
- Guide learners to model houses of their choice using the materials available.

## LESSON 3: Plants

**Bible Reference:** 1 Kings 2:4-15, Genesis 2:15

Key message	COMPETENCES
I thank God for the beautiful plants.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>identifies different plants in the environment.</li> <li>appreciates God for the gift of plants.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Logical reasoning, innovativeness</li> <li>Initiating new ideas, finding different ways of doing things</li> </ul>

**Values:** Appreciation, responsibility, respect, care, cooperation, love

**Instructional Strategies:** demonstration, storytelling, observation, think-pair-share

**Instructional Resources:** Real plants and a chart showing different plants

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Using field trip guide learners to identify plants around the school compound</li> <li>Ask them to mention plants grown by their parents</li> <li>Share the Bible story from Genesis 2:4-15; God planted a garden and made all kinds of trees to grow out of the ground</li> </ul>	<ul style="list-style-type: none"> <li>Identify plants around the school through observation</li> <li>Name plants they grow at home through think-pair-share</li> <li>Listen to the Bible story and say what they learn from the story through answering questions</li> <li>Draw plants of their own choice</li> <li>Pray thanking God for the plants.</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to draw plants of their choice through demonstration</li> <li>• Guide learners to thank God for plants</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Recite the key message. <i>"I thank God for the beautiful plants."</i></li> </ul>

**Guidance on Assessment:**

- Observe and assess as the learner identifies the plants in the school compound
- Observe and assess as the learner draws a plant

**Sample activity:** Singing a song related to plants

**Hint for the Teacher**

- Explain the Bible Text Gen 2:4-15, "God planted a garden and all the different types of plants which were pleasing to the eye and good for food, He gave man responsibility to care for them".
- Emphasize that it is their responsibility to care for the plants in the environment such as school, home and community.
- Let learners know that destroying plants annoys God.



## TERM II

### THEME: DISCOVERING GOD'S GIFT TO ME

SUB-THEME: DISCOVERING MORE OF GOD'S GIFT TO ME

**Learning outcome:** The learner is able to discover, understand and appreciate and cares for God's creation.

## WEEK ONE

### LESSON 1: God's creation

**Bible Reference: Genesis 1:1-31; The story of creation**

Key message	COMPETENCES
I am happy with God's creation.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies things in the environment that God created</li> <li>• draws four things that God created</li> <li>• appreciates God for His creation</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Logical reasoning</li> <li>• Innovativeness</li> </ul>
<ul style="list-style-type: none"> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating facts</li> <li>• Making a choice</li> </ul>

**Values:** appreciation, respect, care, responsibility

**Instructional Strategies:** Field trip, guided discovery, storytelling, observation

**Instructional Resources:** Bible, the environment

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Through field trips, take learners out of the class to observe different things in the environment</li> <li>• Tell/sign the Bible story of Genesis 1:1-31.</li> <li>• Guide learners to name different things they see in the environment</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and identify things in the environment.</li> <li>• Listen to the Bible story and name the things God created</li> <li>• Name things they see in the environment through guided discovery.</li> <li>• Recite / sign and discuss the meaning of the key message <i>"I am happy with God's creation."</i></li> </ul>

**Guidance on Assessment:**

- Observe and assess as the learner draws four examples of God's creation.

**Sample activity:**

Reciting a rhyme

"Oh, my God

He made you and me,

Plants and water,

Fish and birds,

Sun and moon,

Mummy and Daddy,

Thank you, God,"

**Hint for the Teacher**

- Let the learners know that God created many things which include, people, plants, water, fish, birds, insects, sun, moon, stars and human beings
- (Genesis 1:24) "God made them all and He was pleased with what He saw"

## LESSON 2: Uses of God's creation

**Bible Reference:** Genesis 1:29; "I have provided all kinds of grain and all kinds of fruits for you to eat"

Key message	COMPETENCES
Everything God created is useful I thank God for the things He created.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>names things that God created.</li> <li>gives the uses of God's creation.</li> <li>appreciates the uses of God's creation.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Logical reasoning, finding different ways of doing things</li> <li>Innovativeness, making a choice</li> </ul>

**Values:** Appreciation, sharing, caring

**Instructional Strategies:** Think pair share, guided discussion, observation.

**Instructional Resources:** A chart showing the things God created real objects.

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to name some of the things God created</li> <li>Display the chart showing the things God created. Guide learners to give the uses of some of the things God created</li> <li>Guide learners to say a prayer thanking God for His creation.</li> <li>Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>Identify things God created through think-pair-share.</li> <li>Observe pictures on the chart and mention the uses of the different things</li> <li>Say a prayer thanking God for the creation</li> <li>Recite / sign and discuss the meaning of the key message. <i>"Everything God created is useful."</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner names any four things which God created
- Assess as the learner gives the uses of the things God created

**Sample activity:**

Saying a prayer thanking God for His creation

“Oh God, we praise you

You created all things

For us to use

Thank you, God,

Amen”.

**Hint for the Teacher**

- Some of the uses of the things God created:
- Plants and animals give us food
- Water for drinking, fish keeping.
- Sun and moon give us light
- Animals give us transport  
(Genesis1:24) “God made them all and He was pleased with what He saw”

## LESSON 3: Uses of Plants

**Bible Reference:** Genesis 1:29-30; “God provided all kinds of grains and all kinds of fruits for eating”

Key message	COMPETENCES
Plants give me food.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies different types of plants in the environment.</li> <li>• gives the uses of plants.</li> <li>• thanks, God, for creating plants.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Logical reasoning, innovativeness</li> <li>• Logical flow of ideas, accuracy, verbal and non-verbal expression</li> </ul>

**Values:** Appreciation, care, sharing,

**Instructional Strategies:** think- pair -share, recitation, observation

**Instructional Resources:** A chart showing plants and their uses

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to identify different types of plants in the environment.</li> <li>• Share the Bible verses from Genesis 1:29-30 and guide learners to give the uses of plants.</li> <li>• Guide learners to say / sign a prayer thinking God for the plants</li> <li>• Encourage learners to recite / sign the key message.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and identify different types of plants in the environment through observation.</li> <li>• Listen to the message and give the use of plants through think-pair-share</li> <li>• Say/sign a prayer thanking God for the plants.</li> <li>• Recite / sign and discuss the meaning of the key message <i>"Plants give me food."</i></li> </ul>

### Guidance on Assessment:

- Assess as the learner gives two uses of plants.

### Sample activity:

Saying a prayer;

*"Thank you God for the plants*

*Which give us food,*

*The trees which give us shelter,*

*Amen"*

### Hint for the Teacher

- Emphasise the uses of plants for good health.
- Some of the uses of plants are: food, medicine, firewood, timber, shelter and oxygen (air).
- (Genesis 1:24) "God made them all and He was pleased with what He saw"

## WEEK TWO

### LESSON 1: Animals

**Bible Reference:** Genesis 1:24-25; “God made animals both wild and domestic”

Key message	COMPETENCES
God was happy when He made all kinds of animals.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies the names of animals.</li> <li>• draws the animals God created.</li> <li>• appreciates the gift of animals.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Friendship formation</li> <li>• Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Love the animals</li> <li>• Playing with the animals</li> <li>• Logical reasoning</li> <li>• Finding different ways of doing things</li> </ul>

**Values:** Appreciation, love and concern

**Instructional Strategies:** Think –pair- share, recitation and observation

**Instructional Resources:** Bible, the school neighborhood, models of animals and a chart showing animals

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> <li>• Take learners out of class to observe the animals in the neighborhood or to the school farm.</li> <li>• Share the story about creation of animals from Genesis 1:24-25</li> <li>• Guide learners to draw animals after observing those on a chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and naming animals in the school neighborhood or to the school farm and give them names.</li> <li>• Listen to the story and say/sign what they learn.</li> <li>• Draw animals from a displayed chart.</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Recite / sign discuss the meaning of the key message <i>"God was happy when He made all kinds of animals."</i></li> </ul>

### Guidance on Assessment:

- Assess as the learners name any four animals correctly.
- Observe and assess as the learner draws any two animals.

**Sample activity:** Drawing any two animals from the chart.

### Hint for the Teacher

- Display a chart with both domestic and wild animals.
- Allow learners to copy animals from the chart as they draw. They may not be perfect at this level. Appreciate learners as they draw pictures of animals.
- God made them all and He was pleased with what He saw (Genesis 1:24)

## LESSON 2: Uses of Animals

**Bible Reference:** Mathew 21:2; "To find a donkey"

Key message	COMPETENCES
The animals God created are useful.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies animals created by God.</li> <li>• gives the uses of animals.</li> <li>• appreciates animals as part of God's creation.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to questions appropriately</li> <li>• Confidence, verbal and non- verbal expression</li> </ul>

**Values:** responsibility, care, love, respect

**Instructional Strategies:** storytelling, think-pair-share, observation

**Instructional Resources:** Bible, a chart showing animals and their uses i.e. oxen and camels or donkeys transporting things/goods, meat, milk

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask learners what they think about animals (good or bad).</li> <li>• Tell the Bible story from</li> <li>• 1 Kings 8:62-63 and Mathew 21:2,</li> <li>• Display a chart for learners to identify other uses of animals.</li> <li>• Guide learners to recite /sign a rhyme</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share what they think about animals Some will say they are good and others will say they are bad</li> <li>• Listen to the Bible message and mention some of the uses of animals.</li> <li>• Identify the uses of animals as reflected on the chart through observation.</li> <li>• Recite /sign a rhyme through</li> <li>• Recite /sign and discuss the meaning of the key message as. <i>"The animals God created are useful."</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner gives the uses of animals to us.
- Assess as the learner recites the rhyme



### Sample activity: Reciting a rhyme

I like a cow  
 It gives me milk  
 I like a hen  
 It gives me eggs  
 Thank you, God, for  
 The cow and the hen

**NB:** Use other animals in addition to those in the rhyme

- Drawing different animals (optional)

### Hint for the Teacher

- These are some of the uses of animals are: -, for meat, money, skin and hides, manure, transport sacrifice and bride price, sacrifice etc.
- You may learners to recite rhymes, sing songs about animals or act as animals e.g. how they move and the sounds they make
- God made them all and He was pleased with what He saw (Genesis 1:24)

## LESSON 3: Sources and Uses of light

**Bible Reference:** Genesis 1:2-5 “Let there be light Genesis 1:14-15, Let light appear”

Key message	COMPETENCES
God made light to help me see.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions the sources of light.</li> <li>• identifies the uses of light.</li> <li>• demonstrates appreciation to God for the light He made.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to questions appropriately</li> </ul>
<ul style="list-style-type: none"> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal and non-verbal expression, meaningfully</li> </ul>

**Values:** Appreciation, love, responsibility

**Instructional Strategies:** storytelling, group discussion, guided discovery

**Instructional Resources:** Bible, a chart showing the different sources of light

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share experience about the sources of light they use at home</li> <li>• Discuss with the learners the sources of light and their uses through guided discussion</li> <li>• Share with the learners the verses in Genesis 1:2-5 and 1:14-15 related to light through storytelling</li> <li>• Guide learners to say /sign a prayer thanking God</li> <li>• Guide learners to recite /sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share about the sources of light they use at home through guided discovery.</li> <li>• Name the sources of light and their uses.</li> <li>• Listen to the Bible message and give the sources of light</li> <li>• Say/sign a prayer thanking God for the sources of light</li> <li>• Recite/sign and discuss the meaning of the key message. <i>"God made light to help me see,"</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner identifies the sources of light correctly.
- Assess as the learner mentions the uses of light with correct articulation of words.
- Assess as the learner says / signs a prayer thanking God for creating light

**Sample activity:**

Saying/signing a prayer  
*Thank you, God, for creating  
The moon and the stars  
They give me light.*

**HINT FOR THE TEACHER**

Sources of light (Natural sources)

- Sun, moon, stars, glow worms

Sources of light (Artificial Sources)

- Candle, lamp, fire, bulbs, torches
- God looked at everything he had made and He was pleased (Genesis 1:31)

**NOTE:** Do not mention the words “artificial” and “natural” at this time. All the learners need to know are the different sources of light

## WEEK THREE

### LESSON 1: Sources of water and its uses

**Bible Reference:** Genesis 1:6-10, 1:20-22

Key message	COMPETENCES
God gave me water for life.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies sources of water.</li> <li>• mentions use of water.</li> <li>• shows appreciation to God for the sources of water.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to questions appropriately</li> <li>• Logical flow of ideas, confidence verbal and non- verbal expression</li> </ul>

**Values:** appreciation, love, care

**Instructional Strategies:** guided discovery, demonstration

**Instructional Resources:** A bottle of water, a chart showing water sources, any source of water near the school

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask learners to mention where they get water i.e. taps tanks, boreholes, steam</li> <li>• Ask learners to demonstrate what they use water for i.e., drinking.</li> <li>• Share the Bible text from Genesis 1:20-22 and</li> </ul>	<ul style="list-style-type: none"> <li>• Mention the sources of water through guided discovery.</li> <li>• Demonstrate how they use water.</li> <li>• Listen to the Bible text and say what they learn</li> <li>• Recite/sign a rhyme; thank you God.</li> <li>• Recite / sign and discuss the meaning of the key message</li> </ul>

Teacher's Activities	Learner's Activities
emphasize that God created water sources <ul style="list-style-type: none"> <li>• Lead learners to recite/sign a rhyme. "Thank you, God,"</li> <li>• Guide learners to recite / sign the key message</li> </ul>	<i>"God gave me water for life."</i>

### Guidance on Assessment:

- Assess as the learner identifies the sources of water correctly.
- Assess as the learner mentions the correct use of water.
- Assess the learner recites a rhyme thanking God

### Sample activity:

Reciting /signing a rhyme

Thank you God,

You gave us water,

Water for drinking,

Water for washing,

Bathing and mopping,

Water for plants,

Water for animals,

Thank you, God,

### Hint for the Teacher

- Tell learners that God created water bodies and man also made some using the knowledge God gave him i.e., water tanks, taps, boreholes and wells.
- Water is used for; cooking, drinking, washing, mopping, bathing, watering plants and giving to animals.
- God looked at everything He had made and He was very pleased (Genesis 1:31)

## LESSON 2: People

**Bible Reference:** Genesis 1:27-28

Key message	COMPETENCES
I am created in God's image.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>identifies the first people God created.</li> <li>thanks God for creating him/her.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Self-identification, knowing ones positions and responsibility</li> </ul>
<ul style="list-style-type: none"> <li>Self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Self –appreciation, talking about self</li> </ul>

**Values:** love, respect, care

**Instructional Strategies:** guided discovery, storytelling

**Instructional Resources:** Bible, a chart showing people of different race and colour

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to sing a song related to people "God thought of making man"</li> <li>Display a chart and let learners identify the different people</li> <li>Re-tell/re-sign the story of the creation of man from Genesis 1-26-28 to the learners</li> <li>Using guided discovery, ask learners to identify the people God created first.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a song related to people.</li> <li>Identify people from the chart whom God created through guided discovery.</li> <li>Listen to the story and say what they learn.</li> <li>Identify the people God created first</li> <li>Recite/sign and discuss the meaning of the key message "<i>I am created in God's image.</i>"</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to recite the key message</li> </ul>	

**Guidance on Assessment:**

- Observe and assess as the learner identifies the first people God created correctly
- Observe and assess as the learner correctly identifies people from the chart
- Assess as the learner thanks God for creating him/her

**Sample activity: Singing a song**

God thought of making man by joining all the bones,  
Thinking of the greatest one,  
God thought of me,  
Joined together  
Head bone to the neck bone

.....

or

**Reciting a rhyme:**

I don't care,  
Which tribe I, belong to  
As long as  
I know God is there,  
I am happy, God loves me

**Hint for the Teacher**

- Use a few parts in the song at this level
- Emphasis that although we are of different races, colour, tribes, cultures etc. we were all created by God and so we are all made in His image
- God looked at everything He had made and He was very pleased

## LESSON 3: Taking care of God's creation

**Bible Reference:** Genesis 2:15

Key message	COMPETENCES
God made me to take care of His creation.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>explains how he/she takes care of God's creation.</li> <li>demonstrates how she/he takes care of the things God created around the school.</li> <li>appreciates the beauty of God's creation.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>self-evaluation, knowing ones positions and responsibility</li> </ul>
<ul style="list-style-type: none"> <li>Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Finding different ways of doing things</li> </ul>

**Values:** Care, love, responsibility, concern

**Instructional Strategies:** demonstration, recitation, brainstorming, think-pair-share

**Instructional Resources:** Bible, the school environment, tools to use

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Ask learners to tell what they would do to a cow that is hungry and the garden that is bushy through brainstorming</li> <li>Guide the learner to identify ways of taking care of God's creation.</li> <li>Share with the learners a verse in Genesis 2:15 related to caring for the creation</li> </ul>	<ul style="list-style-type: none"> <li>Tell/sign what they would do to a cow that is hungry and the garden that is bushy.</li> <li>Identify ways of caring for God's creation through think-pair-share</li> <li>Listen to the verse and tell what God wants them to do</li> <li>Take care of the plants in the school compound.</li> </ul>



Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide the learners to take care of the plants around the school through demonstration</li> <li>• Guide learners to recite/sign the key message.</li> </ul>	<ul style="list-style-type: none"> <li>• Recite/sign and discuss the meaning of the key message <i>"God made me to take care of His creation."</i></li> </ul>

### Guidance on Assessment:

- Assess as the learner identifies any two ways of taking care of God's creation correctly.
- Observe and assess as learner takes care of the things God created around the school

**Sample activity:** Caring for some plants and animals within or around the school

### Hint for the Teacher

Some of the ways we can care for God's creation are:

- Digging the land, weeding the crops, feeding the animals and birds, sharing with others, planting and protecting trees and cleaning the water sources
- God looked at everything He had made and He was very pleased.

## WEEK FOUR

### LESSON 1: Jesus Christ as a child: given a name

**Bible Reference:** Matthew 1: 18-24

Key message	COMPETENCES
I have a name.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions how and when children are given names.</li> <li>• tells/signs when Jesus Christ was given a name.</li> <li>• appreciates the name given to him/her.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Self-identification</li> <li>• Talking about one's culture e.g. tribe, home</li> </ul>
<ul style="list-style-type: none"> <li>• Self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Self-appreciation, talking about one self</li> </ul>

**Values:** Love, respect, appreciation

**Instructional Strategies:** Guided discovery, storytelling

**Instructional Resources:** Bible, name tags

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to mention where and how children are given names through guided discovery</li> <li>• Share the Bible text from Matthew 1:18-24 related to the birth and naming of Jesus Christ through storytelling</li> <li>• Guide learners to identify their names from the name tags</li> </ul>	<ul style="list-style-type: none"> <li>• Mention how and where children get names</li> <li>• Listen to the Bible story and say who gave Jesus Christ a name by answering questions</li> <li>• Identify own names from the mixed up name tags</li> <li>• Tell/sign how they feel when called by those names</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask learners to tell how they feel when called by those names i.e. at home, school and give out name tags</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Recite/sign and discuss the meaning of the key message "<i>I have a name.</i>"</li> </ul>

### Guidance on Assessment:

- Assess as the learner tells/signs how he/she got a name
- Assess as the learner tells/signs how Jesus Christ got a name correctly
- Assess as the learner tells/signs who gave him/her a name

### Sample activity: Saying a prayer

God, I thank you  
 For giving me a name  
 I am happy, I have a name  
 Amen.

### Hint for the Teacher

- Ask learners to find out from their parents how they got their names. This should be done the day before this lesson
- Guide learners to tell how and where we get names i.e., we get names in church through baptism, home and community from elders and friends.
- Share how Jesus Christ got a name "She will have a son and you will name him Jesus"

## LESSON 2: Jesus's family

**Bible Reference:** Mathew 1:18-24

Key message	COMPETENCES
I belong to my parent's family.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions the family of Jesus.</li> <li>• identifies the earthly parents of Jesus.</li> <li>• develops love for his/her home and family.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about self, self -appreciation</li> </ul>
<ul style="list-style-type: none"> <li>• Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Self-identification, talking about one's culture e.g., tribe, home</li> </ul>

**Values:** Respect, love, appreciation

**Instructional Strategies:** Guided discovery, storytelling, recitation

**Instructional Resources:** Bible, a chart showing Jesus Christ and his parents

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share experiences about their families.</li> <li>• Display a chart and let learners identify the parents of Jesus Christ through guided discovery</li> <li>• Share with the learners Bible story Mathew 1:18-24 about the family of Jesus</li> <li>• Guide learners to recite /sign a rhyme "East or West, Home is the best"</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share experience about their families individually</li> <li>• Observing pictures on the chart and identifying Jesus' parents</li> <li>• Listen to the Bible story and name the earthly parents of Jesus Christ</li> <li>• Recite/sign a rhyme</li> <li>• Recite/sign and discuss the meaning of the key message <i>"I belong to my parent's family."</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner names the earthly parents of Jesus Christ correctly
- Assess as the learner thanks God for his/her parents

**Sample activity: Reciting/ signing a rhyme**

East or West  
 Home is best  
 God gave me Daddy  
 God gave me Mummy  
 Sister and Brother, I love them all.

**Hint for the Teacher**

- Let learners know that in a family, we have parents and Jesus Christ had parents who were Mary and Joseph's son of David from Nazareth. They were his earthly parents.

**LESSON 3: Jesus' childhood**

**Bible Reference:** Luke 2:41-47, The boy Jesus Christ in the temple

Key message	COMPETENCES
I should always pay attention in church.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• describes what Jesus Christ did when in the temple.</li> <li>• tells / signs what she/he does in church.</li> <li>• says what he/she is going to do to be like Jesus.</li> </ul>

Life skills	Indicators
• Communication skills	• Confidence, meaningfulness, logical flow of ideas, verbal and non-verbal
• Interpersonal relationship	• Interacting freely with others, knowing how to behave when with different people, under different circumstances

**Values:** Togetherness, respect, responsibility

**Instructional Strategies:** recitation, storytelling

**Instructional Resources:** Bible, a chart showing Jesus Christ in the temple sitting with the Jewish teachers, teachers guide.

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask learners to tell/sign how they behave when they go to church.</li> <li>• Tell/sign the Bible story from Luke 2:41-47 related to Jesus Christ in the temple listening and answering question asked by the Jewish teachers</li> <li>• Guide learners to tell what they learn from the story</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Tell/sign how they behave when they go to church i.e., sing, dance, listen, read the Bible, play etc.</li> <li>• Listen to the Bible story and tell what Jesus Christ did when he was with the Jewish teachers</li> <li>• Say/sign what they learn for the story</li> <li>• Recite/sign and discuss the meaning of the key message <i>"I should always pay attention in church."</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner tells/signs what they do in church
- Listen and assess as the learner correctly tells what Jesus Christ did when with the teachers in the temple
- Listen and assess as the learner suggests what he/she is going to do to be like Jesus

**Sample activity:** Retelling/Resigning the story of Jesus Christ in the temple

**Hint for the Teacher**

- Tell the learners that during Jesus' childhood, he was - humble, obedient, loyal and good listener.
- Share with the learners what they are going to do to be like Jesus

## WEEK FIVE

### LESSON 1: Respect and obedience to elders

**Bible Reference:** Luke 2:41-52

Key message	COMPETENCES
I must respect elders.	<p><b>THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>identifies how he/she shows respect and obedience to his/her elders.</li> <li>explains how Jesus Christ showed respect and obedience to the teachers, elders and his parents.</li> <li>suggest what he/she is going to do to be like Jesus.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Confidence, meaningfulness, logical flow of ideas, verbal and non-verbal</li> </ul>
<ul style="list-style-type: none"> <li>Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>Listening and valuing what others say, responding to questions, giving reason for action taken</li> </ul>

**Values:** Obedience, respect, concern, love

**Instructional Strategies:** storytelling, role play, demonstration

**Instructional Resources:** Bible and chart showing a girl and a boy greeting

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to role play how they express respect and obedience to their elders using their life experience i.e. greeting, thanking</li> <li>• Tell/sign the Bible story from Luke 2:41-52 Jesus Christ being obedient to his parents and asking learners how Jesus Christ showed respect and obedience to the teachers and his parents.</li> <li>• Demonstrate to learners how they can express respect and obedience to their elders.</li> <li>• Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Role plays how they express obedience and respect to their elders.</li> <li>• Listen to the text and answering questions.</li> <li>• Observe and mention ways how they express obedience and respect to their elders</li> <li>• Recite/sign and discuss the meaning of the key message <i>"I must respect elders."</i></li> </ul>

### Guidance on Assessment:

- Assess as the learner suggests how he/she is going to show obedience and respect to elders
- Observe and assess as the learner shows respect and obedience to the elders.

**Sample activity:** Demonstrating showing respect to elders

### Hint for the Teacher

- Emphasise obedience and respect for elders and parent as Jesus Christ did.
- Some of the ways of showing obedience and respect to elders are:
- Greeting elders (some kneel according to culture/others hug)
- Thanking, sharing, responding to instructions (doing work), praying for them



## LESSON 2: Discipline of Jesus

**Bible Reference:** Luke 2:41-52

Key message	COMPETENCES
God wants me to disciplined like Jesus Christ	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>tells/signs how Jesus Christ was behaving.</li> <li>describes ways of showing discipline.</li> <li>reflects on Jesus's discipline.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Communication skills</li> <li>Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Confidence, meaningfulness, logical flow of ideas, verbal and non-verbal</li> </ul>
<ul style="list-style-type: none"> <li>Interpersonal relationship</li> </ul>	<ul style="list-style-type: none"> <li>Forgiving others, sharing with others, caring for others, knowing how to behave when with different people, under different circumstances</li> </ul>

**Values:** Cooperation, sharing, respect

**Instructional Strategies:** Guided discovery, recitation, story telling

**Instructional Resources:** Bible

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Tell/sign a story of a girl who was disciplined at school and teachers loved her</li> <li>Share the Bible verse from Luke 2:51.</li> <li>Guide learners to pray to God to help them to be disciplined</li> <li>Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the story and answering questions.</li> <li>Listen to the Bible verse and tell the lesson they learn</li> <li>Say a prayer asking God to help them to be disciplined</li> <li>Recite/sign the key message as discussed in the lesson.</li> </ul>

**Guidance on Assessment:**

- Assess as the learner tells/signs how Jesus Christ showed discipline.
- Listen and assess as the learner suggests what he/she is going to do to be disciplined
- Observe and assess as the learner reflects discipline

**Sample activity: Saying a prayer**

God help me learn to be disciplined

At home,

At school

And in the community

**Hint for the Teacher**

- Compose a story to bring out the idea of discipline

## LESSON 3: Jesus' work

**Bible Reference:** Mathew 4:12-17 Jesus Christ begins his work in Galilee.

Key message	COMPETENCES
God wants me to serve Him.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• tells/signs how Jesus Christ worked in different places.</li> <li>• mentions ways she/he can serve God.</li> <li>• appreciates Jesus' work.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Standing by one's principles, defending one's decision</li> </ul>
<ul style="list-style-type: none"> <li>• Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Being open, listening and valuing what others say.</li> <li>• Volunteering, responding to questions</li> </ul>

**Values:** Cooperation, appreciation, responsibility

**Instructional Strategies:** Guided discussion, storytelling, discussion

**Instructional Resources:** Bible, DVDs showing Jesus Christ working, pictures of people working.

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to tell the work different people in the community do.</li> <li>• Tell the learners the Bible story from Mathew 4:12-17 about how Jesus Christ begun his ministry of preaching</li> <li>• Guide learners to share the lessons learnt</li> <li>• Guide learners to mention how he/she can serve God</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Tell/sign the work different people in the community do.</li> <li>• Listen and identify how Jesus Christ begun his ministry through group discussion.</li> <li>• Share the lesson learnt from the story by the use of a chart.</li> <li>• Mention how he/her can serve God.</li> <li>• Recite/sign and discuss the meaning of the key message <i>“God wants me to serve Him.”</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner tells/signs what Jesus Christ did correctly
- Assess as the learner recites Mathew 4:17

**Sample activity:** Reciting Mathew 4:17

“...turn away from your sins  
Because the kingdom of heaven is near”

**Hint for the Teacher**

- Using the Bible text from Mathew 4:12-17, guide learners to identify the ministry Jesus Christ performed like; preaching, teaching, praying, guide people and healing the sick

## WEEK SIX

### LESSON 1: Jesus Christ performed miracles

**Bible Reference:** Mathew 15:29-31

Key message	COMPETENCES
I believe that Jesus Christ can do a miracle for me.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions some of the miracles performed by Jesus.</li> <li>• appreciates the miracles Jesus Christ performed.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Using a polite language, sharing</li> </ul>
<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for others, comforting others, guiding others</li> </ul>

**Values:** concern, love,

**Instructional Strategies:** guided discovery, storytelling

**Instructional Resources:** Bible and a chart showing Jesus Christ praying for a sick person

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Tell/sign a story of the children who were saved in an accident or any other related story.</li> <li>• Share with the learners the Bible story from Mathew 15:29-31 and explain some of the miracles Jesus Christ performed.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the story and say what they learn.</li> <li>• Listen to the teacher's explanation and say what they learn from the story.</li> <li>• Say/sign a prayer thanking Jesus Christ for the miracles</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to say/sign a prayer thanking Jesus.</li> <li>• Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Recite/sign and discuss the meaning of the key message <i>"I believe that Jesus Christ can do a miracle for me."</i></li> </ul>

### Guidance on Assessment:

- Assess as the learner mentions any of the miracles performed by Jesus Christ correctly.

**Sample activity:** Saying a prayer thanking Jesus Christ for the miracles he performed

### Hint for the Teacher

Examples of the miracles Jesus Christ performed:

- Healing the sick
- Making the lame to walk
- Opening the eyes of the blind
- Healing the crippled
- He made the dumb talk
- He cursed demons out of people
- He raised the dead

## LESSON 2: Jesus' life of prayer

**Bible Reference:** Mark 1:35, Luke 6:12, Luke 22:41.... And knelt down and prayed.

Key message	COMPETENCES
I have to humble myself and pray always.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies the people Jesus Christ prayed for.</li> <li>• appreciates Jesus' prayer.</li> <li>• says prayers.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>- Supporting others, caring for others, comforting others</li> </ul>
<ul style="list-style-type: none"> <li>• Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>- Meaningfulness, confidence</li> <li>- Verbal and non-verbal expression</li> </ul>

**Values:** love, concern

**Instructional Strategies:** guided discovery, recitation, storytelling

**Instructional Resources:** Bible, a chart showing Jesus Christ praying on the mountain

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask two or three learners to imagine that one of their friends is sick. Let them pray for him/her.</li> <li>• Ask learners to mention some of the groups of people Jesus Christ prayed for through guided discovery.</li> <li>• Share with the learners the Bible verses where Jesus Christ prayed Mark 1:35, Luke 6:12 and Luke 22:41 through storytelling.</li> <li>• Guide learners to say a prayer</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Pray for their friend whom they imagined that he/she was sick.</li> <li>• Name/sign some of the groups of people Jesus Christ prayed for</li> <li>• Listen to the way Jesus Christ prayed and saying what they learn</li> <li>• Say/sign a prayer</li> <li>• Recite/sign the key message <i>"I have to humble myself and pray always."</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner identifies the groups of people Jesus Christ prayed for correctly.
- Prays for other people

**Sample activity: Saying a prayer**

Help me God to always  
 Pray for other people  
 And pray for myself  
 Like Jesus Christ did

**Hint for the Teacher**

Some of the people Jesus Christ prayed for are:

- Non-believers
- Believers to overcome temptations
- The Sick people
- The Lame people
- The Blind people
- For himself

**NB.** Let learners know that even though we pray for others, we ought to pray for ourselves as well.

**LESSON 3: Ways children do well for others**

**Bible Reference:** 1 John 2:10, “Those who love their brothers.....,”  
 Proverbs 14:31.... Kindness shown to the poor is an act of worship.

Key message	COMPETENCES
I will show love to others.	<p><b>THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>• explains how Jesus Christ was good to others.</li> <li>• identifies the ways he/she can do well to others.</li> <li>• demonstrates goodness to others.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing with others, playing with others, use of polite language</li> </ul>
<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• supporting others, caring for others, comforting others</li> </ul>

**Values:** Love, appreciation, togetherness

**Instructional Strategies:** Think- pair- share, recitation, guided discussion

**Instructional Resources:** Bible, classroom environment of children

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask learners to pick anything they have and share</li> <li>• Guide learners to identify ways of doing well to others through guided discussion</li> <li>• Guide learners to demonstrate goodness to others</li> <li>• Share the Bible verses from</li> <li>• 1 John 2:10, proverbs 14:31</li> <li>• Guide learners to recite 1 John 2: 10</li> <li>• Sing/sign a song</li> </ul>	<ul style="list-style-type: none"> <li>• Share what they have with others in the class.</li> <li>• Identify ways of doing well to others.</li> <li>• Demonstrate goodness to others</li> <li>• Listen to the message from the Bible and say/sign what they learn through think-pair- share</li> <li>• Recite/sign 1 John 2:10 "Those who love their brothers and sisters live in the light"</li> <li>• Sing/sign a song "Don't be selfish"</li> </ul>

**Guidance on Assessment:**

- Assess as the learner tells/signs ways in which children can do good to others.
- Listen and assess as the learner suggest what he/she is going to do for others



**Sample activity:** Singing a song (use the *tune of “Read your Bible, pray every day”*)

Do not be selfish

Share what you have x3

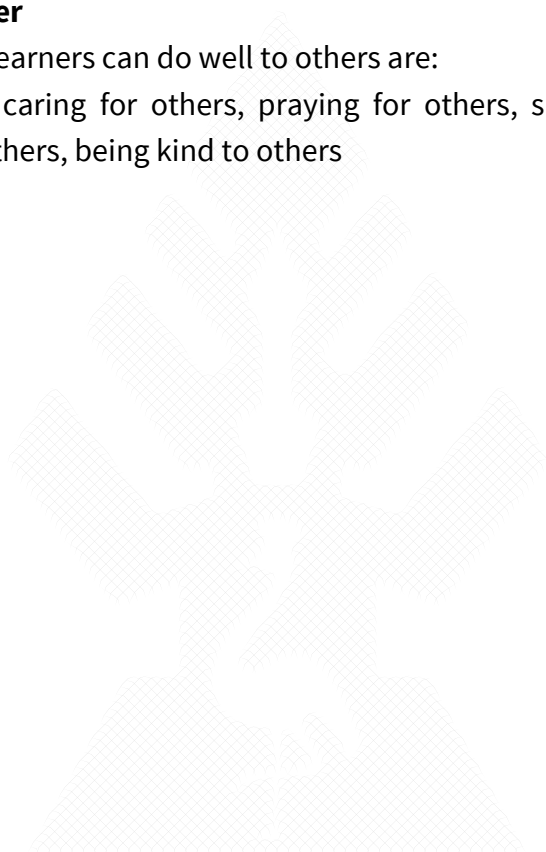
Don't be selfish

Share what you have if you want to grow.

**Hint for the teacher**

Some of the ways learners can do well to others are:

- Loving others, caring for others, praying for others, sharing with others, working with others, being kind to others



## WEEK SEVEN

SUB-THEME: GOD'S FAMILY AND JESUS CHRIST OUR BROTHER, THE SON OF GOD.

**Learning Outcome:** The child is able to discover, understand and appreciate God's creation and care for it.

### LESSON 1: Jesus' teaching about serving others.

**Bible Ref:** John 13:1-7, Ephesians 6:5

Key message	COMPETENCES
God wants me to serve others with love	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>explains what Jesus Christ taught about serving others.</li> <li>appreciates what Jesus Christ taught about serving others.</li> <li>serves others.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>Sharing with others, playing with others, use of polite language</li> </ul>
<ul style="list-style-type: none"> <li>Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>Volunteering, listening and valuing what others say, supporting others, caring for others, comforting others</li> </ul>

**Values:** loving, sharing, appreciation

**Instructional Strategies:** Guided discussion, recitation and storytelling.

**Instructional Resources:** The Bible, a chart showing Jesus Christ washing the disciple's feet

Suggested teachers activities	Suggested learners activities
<ul style="list-style-type: none"> <li>• Ask five learners to come in front, then send them to go and bring different items from outside e.g. stones leaves, flowers etc.</li> <li>• Guide learners to mention what Jesus Christ taught his disciples about serving others through guided discussion</li> <li>• Share with the learners the Bible story in John 13: 1-17 about Jesus Christ washing the disciple's feet</li> <li>• Guide learners to sing/sign the song</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Go out to pick what the teacher will have sent them.</li> <li>• Mention what Jesus Christ taught about serving others</li> <li>• Listen to the Bible text in John 13:1-17 and saying what they learn about serving others</li> <li>• Sing/sign the song “Give me joy in my heart”</li> <li>• Recite/sign and discuss the meaning of the key message as discussed in the lesson. <i>“God wants me to serve others with love”</i></li> </ul>

### Guidance on assessment

- Assess as the learner explains what Jesus Christ did to serve others
- Observe and assess as the learner serves others

### Sample: Activity: Singing a song

Give me joy in my heart

Keep me serving

Give me joy in my heart

I pray **(Alleluia)**

Give me joy in my heart

Keeping serving

Keep me serving till the break of the day.

**Hint for the teachers:**

- Emphasize the need to serve others without discrimination as Jesus Christ did

## LESSON 2: What do we do when serving others?

**Bible Reference:** John 13:1-17, Jesus Christ washes the disciples' feet John 13:34-35 the new commandment

Key message	COMPETENCES
I should serve others with love.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• tells what he/she should do when serving others.</li> <li>• develops love to serve others.</li> <li>• serves others.</li> </ul>

Life skills	Indicators
• Interpersonal skills	• Sharing with others, playing with others, use of polite language
• Leadership skills	• Volunteering, listening and valuing what others say, supporting others, caring for others, comforting others

**Values:** cooperation, respect, love, care

**Instructional Strategies:** demonstration, think-pair-share, story telling

**Instructional Resources:** Bible, a chart illustrating Jesus Christ washing the disciples' feet

Teacher's activities	Learner's activities
• Guide learners to share experiences about who served them at home	• Share experiences about who serves them at home through think-pair-share

Teacher's activities	Learner's activities
<ul style="list-style-type: none"> <li>• Display a chart showing Jesus Christ washing the disciples' feet</li> <li>• Share with the learners the Bible message from John 13:34-35, John 13:1-17 emphasize the need to love one another as we serve through story telling</li> <li>• Guide the learners to tell what they are to do to serve others.</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and tell what Jesus Christ was doing</li> <li>• Listen Bible message and say lessons learnt</li> <li>• Share what they should do when serving others following Jesus's example</li> <li>• Recite/sign and discuss the meaning of the key message <i>"I should serve others with love."</i></li> </ul>

**Guidance on assessment**

- Assess as the learner tells/sign what he/she would should do when serving others
- Observe and assess as the learner serves others

**Sample activity:** Singing a song

Give me joy in my heart  
 Keep me serving  
 Give me joy in my heart  
 I pray **(Alleluia)**  
 Give me joy in my heart  
 Keeping serving  
 Keep me serving until the break of day.

### Hint for the teacher

Guide learners to identify what we should do when serving others i.e

- Showing love
- Listening to others
- showing respect
- Being exemplary

## LESSON 3: Ways we can serve other as taught by Jesus

**Bible Reference:** Luke 19:12-24. The parable of the Gold coins

Key message	COMPETENCES
I will be faithful when serving.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies ways in which we can serve others as taught by Jesus.</li> <li>• appreciates the way he/she serve can others as taught by Jesus.</li> <li>• serves others in different ways.</li> </ul>

Life skills	Indicators
• Interpersonal skills	• Share with others, playing with others use of polite language
• Leadership skills	• Volunteering, listening, and valuing what others say, supporting others, caring for others, comforting others

**Values:** unity, love, faithfulness

**Instructional Strategies:** Demonstration, recitation, role play

**Instructional Resources:** Bible, water and soap

Teacher's activities	Learner's activities
<ul style="list-style-type: none"> <li>• Have one child pour water for others to wash their hands</li> <li>• Share with learners the Bible story from Luke 19:12 – 24. emphasize faithfulness when serving</li> <li>• Guide learners to role play serving</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Pour water for others to wash their hands. Let them share the lesson learnt</li> <li>• Listen to the Bible and say the lesson they learn</li> <li>• Role play serving others</li> <li>• Recite/sign and discuss the meaning of the key message <i>“I will be faithful when serving.”</i></li> </ul>

### Guidance on assessment:

- Assess as the learner identifies any two ways of serving others.
- Observe and assess as the learner serves others

**Sample activity:** Role playing serving others

### Hints to the teacher:

The ways in which a person can serve others as taught by Jesus Christ are:

- Being humble
- By sharing
- By helping others at school and at home
- By being obedient
- Through cooperation when working
- Being responsible when working in order to serve others

## WEEK EIGHT

### LESSON 1: Importance of doing good work

**Bible Reference** Luke 19:12 – 24, Ephesians 6:8

Key message	COMPETENCES
I will always do good work.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>tells the importance of doing good work.</li> <li>develops good attitude towards work.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Interpersonal relationship</li> </ul>	<ul style="list-style-type: none"> <li>Interacting freely with others, caring for others, sharing with others, working together, Sharing,</li> </ul>
<ul style="list-style-type: none"> <li>Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>using polite language</li> </ul>

**Values:** cooperation, responsibility, respect

**Instructional Strategies:** recitation, guided discovery, storytelling

**Instructional Resources:** Bible, a chart showing people working

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Tell/sign to the learners a story of a boy who always did his work very well and everyone likes him</li> <li>Re-tell/re-sign to the learners the Bible story of the Gold coin. Emphasize the importance of doing good work i.e., get reward, love respect etc.</li> <li>Guide learners to recite a rhyme</li> <li>Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the story and say what they learnt from the story through guided discovery</li> <li>Listen to the Bible message and saying what they learn</li> <li>Recite/sign a rhyme</li> <li>Recite/sign and discuss the meaning of the key message <i>"I will always do good work."</i></li> </ul>



**Guidance on Assessment:**

- Assess as the learner correctly tells/signs the importance of doing good work.
- Observe and assess as the learner works with others

**Sample activity:** Reciting a rhyme

Hullo my Friend  
Let me tell you something,  
Discipline first  
Smartness second  
Good work yes  
Laziness no

**Hint for the Teacher**

Importance of doing good work includes:

- It makes God happy
- One gets reward/gifts such as money
- Get food, get money
- Get promotions, love

## LESSON 2: Importance of working together

**Bible Reference:** Nehemiah 2:17

Key message	COMPETENCES
I will work with others.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• gives ways how working together brings cooperation and unity among people.</li> <li>• develops an attitude of working together with others.</li> <li>• works with others.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Collaboration skills</li> <li>• Communication skills</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Interacting freely with others,</li> <li>• knowing how to be with different people under different circumstances</li> <li>• working in groups, use of polite language</li> <li>• Using persuasive language</li> </ul>

**Values:** Cooperation, unity, togetherness, sharing, patience

**Instructional Strategies:** Think- pair -share, recitation, story telling

**Instructional Resources:** A chart showing people working together

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share experiences on how they do work at home and school</li> <li>• Share the Bible verse from Nehemiah 2:17 related to how people cooperate and unite as they work together through story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Share how they do work at home and school through think-pair-share</li> <li>• Listen to the Bible verse and give lessons learnt</li> <li>• Sing/sign a song. "The more we work together, together x2"</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to sing/sign a song</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Recite/sign and discuss the meaning of the key message "<i>I will work with others.</i>"</li> </ul>

### Guidance on Assessment:

- Assess as the learner tells/sign why it is good to work together
- Observe and assess as the learner works with others

### Sample activity: Singing a song

The more we work together, together x 2  
 The more we work together,  
 The Happier shall be.

### Hint for the Teacher

Emphasize that working together brings cooperation and unity among people.

## LESSON 2: Prayer

### Bible Reference: Mathew: 7:7-11

Key message	COMPETENCES
I should always pray to God.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• recites a prayer.</li> <li>• develops the interest to pray</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Talking personal problems</li> <li>• Finding different ways of doing things</li> </ul>
<ul style="list-style-type: none"> <li>• Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• confidence, verbal and non-verbal expression, logical flow of ideas</li> </ul>

**Values:** appreciation, cooperation

**Instructional Strategies:** recitation, storytelling

**Instructional Resources:** Bible, a chart showing people praying

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Lead learners in a prayer for wisdom to perform well</li> <li>• Share the Bible story from Mathew 7:7-11 through story telling</li> <li>• Guide learners to say own prayers quietly</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Say/sign a prayer for wisdom as a class</li> <li>• Listen to the Bible story and say what they learn</li> <li>• Say/sign individual prayers quietly</li> <li>• Recite/sign the key message as discussed in the lesson. <i>"I should always pray to God."</i></li> </ul>

**Guidance on Assessment:**

- Observe and assess as the learner recites/signs a prayer with confidence
- Assess as the learner says/signs what he/she will always do

**Sample activity:** Saying/signing a prayer

God thank you for my life,  
 My parents, teachers  
 And my friends, Amen

**Hint for the Teacher**

Emphasize the need to pray always even when alone

## WEEK NINE

### LESSON 1: When do we pray?

**Bible Ref:** James 5:13 -15 Praying in all situations

Key message	COMPETENCES
I will pray all the time.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>identifies different situations when he/she needs prayer.</li> <li>gets encouraged to pray always.</li> </ul>

Life Skills	Indicators
<ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Taking a right decision, finding different ways of doing things, being patient, talking about personal problems that need prayer, accepting advice</li> </ul>

**Values:** Appreciation, respect, love

**Instructional Strategies:** guided discussion, think-pair-share

**Instructional Resources:** Bible, a chart showing children praying

Teacher's activities	Learner's activities
<ul style="list-style-type: none"> <li>Ask the learners to identify some situations when they need prayer i.e. sickness.</li> <li>Share with the learners the Bible message from James 5:13-15 emphasize the need to pray in all situations either happy or sick</li> <li>Guide learners to say a prayer for the sick</li> <li>Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>In pairs identify situations when they have to pray</li> <li>Listen to the Bible message and say what they learn.</li> <li>Pray for those who are sick</li> <li>Recite/sign and discuss the meaning of the key message <i>"I will pray all the time."</i></li> </ul>

**Guidance on assessment**

- Assess as the learner identifies situations which required him/her to pray.
- Observe and assess as the learner prays

**Sample: Activity:** Saying/signing a prayer

God heal the people who are sick

**Hint for the teachers:**

- Explain to the learners that we talk to God through prayer. So encourage them to pray all the time.

## LESSON 2: Importance of prayer

**Bible Reference:** Mathew 7:7-11,

Key message	COMPETENCES
When I pray God hears me.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• explains why he/she prays</li> <li>• appreciates the importance of a prayer</li> </ul>

Life Skills	Indicators
<ul style="list-style-type: none"> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Taking a right decision, finding different ways of doing things</li> <li>• Talking about personal problems that need prayer</li> <li>• Accepting advice</li> </ul>

**Values:** Respect, appreciation, cooperation.

**Instructional Strategies:** storytelling, think-pair-share, recitation, memorisation.

**Instructional Resources:** Bible, a chart showing pictures of people praying.

Teacher's activities	Learner's activities
<ul style="list-style-type: none"> <li>• Guide learners to share why they pray</li> <li>• Share with the learners the Bible message from Mathew 7:7-11 through story telling</li> <li>• Share with the learners the importance of prayer.</li> <li>• Guide learners to pray</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share with others why he/she pray through think-pair-share</li> <li>• Listen to the Bible message and tell why they pray.</li> <li>• Give the importance of prayer through guided discussion</li> <li>• Pray as a class</li> <li>• Recite/sign and discuss the meaning of the key message <i>"When I pray God hears me."</i></li> </ul>

### Guidance on assessment

- Listen and assess as the learner gives the reason why he/she prays
- Observe and assess as the learner prays

**Sample activity:** Memorising verse Mathew 7:8

"...Everyone who asks will receive"

### Hint for the teacher:

#### The importance of prayer may include:

- Glorifying God
- Praising God
- Thanking God
- Asking for forgiveness and being forgiveness
- Requesting and getting what we need.

## LESSON 3: The Lord's Prayer

**Bible Reference:** Mathew 6:5-13

Key message	COMPETENCES
God answers my prayers.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>recites/signs the Lord's prayer</li> <li>appreciates Jesus Christ for teaching us how to pray</li> </ul>

Life Skills	Indicators
<ul style="list-style-type: none"> <li>Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Fluency, articulation, audibility, confidence, logical flow of ideas, verbal and non-verbal expression</li> </ul>

**Values:** Appreciation, respect

**Instructional Strategies:** Recitation, demonstration

**Instructional Resources:** The Bible

Teacher's activities	Learner's activities
<ul style="list-style-type: none"> <li>Guide learners to share the prayers they say at home</li> <li>Share with the learners the Lord's Prayer through demonstration. Emphasise that Jesus Christ taught his disciples how to pray and calls us to pray</li> <li>Lead them to appreciate Jesus Christ for teaching us how to pray</li> <li>Guide learners to recite the Lord's Prayer several times</li> </ul>	<ul style="list-style-type: none"> <li>Share the prayers they say at home individually</li> <li>Listen to the Lord's prayer and repeating after the teacher</li> <li>Appreciate Jesus Christ for teaching us how to pray</li> <li>Recite/sign the Lord's Prayer after the teacher</li> </ul>



**Guidance on assessment:**

- Listen and assess as the learner says/signs the Lord's Prayer with proper articulation of words

**Sample activity:** Reciting/signing the Lord's Prayer

**Hint for the teacher**

- Teach the Lord's prayer slowly
- Do not expect learners to be perfect in this one lesson
- Ensure proper articulation of words



## WEEK TEN

### LESSON 1: The Church

**Bible Reference: John 2:14-16, Jesus Christ clears the temple.**

Key message	COMPETENCES
The church is a house of worship.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• talks about a church</li> <li>• relates a church with God's word</li> <li>• appreciates the activities done in the church for God's glory</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Standing for one's value and belief, standing by one's principle</li> <li>• Talking about one's religion, self-identification</li> <li>• knowing one's position and responsibility</li> </ul>

**Values:** Patience, responsibility, togetherness

**Instructional Strategies:** Recitation, guided discussion, story telling

**Instructional Resources:** Bible, a picture of a church

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask learners to mention the things they can find in the church</li> <li>• Guide learners to name the activities people carry out in the church through guided discussion</li> <li>• Share the Bible from John 2:14-16 through storytelling,</li> <li>• emphasis respect for the church as a house of God</li> </ul>	<ul style="list-style-type: none"> <li>• Name the things they can find in the church.</li> <li>• Identify the activities people carry out in the church</li> <li>• Listen to the Bible story and say what they learn</li> <li>• Recite/sign the verse from psalms</li> <li>• Recite/sign and discuss the meaning of the key message</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to recite Psalm 122:1.</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• “The church is a house of worship.”</li> </ul>

### Guidance on Assessment:

- Assess as the learner tells/signs what a church is
- Observe and assess as the learner draws a picture of a church
- Assess as the learner identifies things found in a church

### Sample activity: -Reciting Psalm 122:1

“I was glad when they said to me,  
Let us go into the house of the Lord”

- Drawing a church

### Hint for the Teacher

Let the learners know that a church is a body of Christ or church is a place of worship for Christians.

- Some of the things found in the church - Bible, seats, table, pulpit, cross, hymn books
- Some of the activities done in the church
  - Worshipping
  - Reading and listening to the word
  - Praying

## LESSON 2: Christians in the Church

**Bible Reference:** Corinthians 12:12-20- One body with many parts

Key message	COMPETENCES
I am part of the body of Christ	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>identifies Christians in the church who make one body.</li> <li>appreciates Christian unity as one body in the church.</li> <li>demonstrates love to be part of the body of Christ.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>Standing for one's value and belief, standing by one's principle, talking about one's religion, self-identification, knowing one's position and responsibility</li> </ul>

**Values:** Responsibility, self confidence

**Instructional Strategies:** Recitation, think- pair -share.

**Instructional Resources:** Bible, a chart showing a church with people in it

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Ask learners to say their Christian names.</li> <li>Ask learners to mention Christians found in the church who make one body</li> <li>Share with the learners the Bible message from 1 Corinthians 12:12-20 and emphasize that we are the body of Christ.</li> </ul>	<ul style="list-style-type: none"> <li>Say/sign their Christians names</li> <li>Mention Christians found in the church through think -pair-share</li> <li>Listen to the Bible message and saying what they learn</li> <li>Draw the church with people in it.</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Draw the church with people in it.</li> <li>• Guide learners to recite/sign the key verse</li> </ul>	<ul style="list-style-type: none"> <li>• Recite/sign and discuss the meaning of the key message "I am part of the body of Christ."</li> </ul>

### Guidance on Assessment:

- Observe and assess as the learner draws a church with people in it
- Assess as the learner names people found in the church.

**Sample activity:** Drawing the church with people in praying.

### Hint for the Teacher

- Groups of people in the church are:
  - Children (boys and girls)
  - Adults (men and women)
  - Reverends/ Prophets/ Apostles/ Pastors/Evangelists/Reverend sisters

## LESSON 3: The Children are members in one family

**Bible Reference:** Mark 10:13-16: – Jesus Christ blesses little children, Luke 18:15-17, let the children come to me.

Key message	COMPETENCES
Jesus Christ loves me this I know.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• explains how children are members in one family of God.</li> <li>• loves to be a member in the family of God.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• Standing for one's value and belief</li> <li>• Standing by one's principle</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about one's religion</li> <li>• Self-identification, knowing one's position and responsibility</li> </ul>

**Values:** Responsibility, self confidence

**Instructional Strategies:** recitation, think- pair -share.

**Instructional Resources:** Bible, a chart showing people including children praising God in the church, a chart showing Jesus Christ with the children

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask learners to talk about the members in their family i.e. father, mother and children.</li> <li>• Guide the learners to identify the different members in the family of God through brainstorming</li> <li>• Share the Bible message from Luke 18:15-17 about the children through storytelling. Emphasize that the children are part of God's family</li> <li>• Guide the learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Talk/sign about the members of their families as a class</li> <li>• Identify the different members in one family of God including children</li> <li>• Listen to the Bible story and saying what they learn</li> <li>• Recite/sign and discuss the meaning of the key message <i>"Jesus Christ loves me this I know."</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner explains why children are members in the family of God.
- Assess as the learner tells/signs what Jesus Christ said about the children

**Sample activity:** Singing a song

Jesus Christ loves me x4

Halleluiah ooo

Jesus Christ loves me

Or

Jesus Christ loves me

Yes, I know

For the Bible tells me so

Little ones to Him

They are weak but He is strong

Yes, Jesus Christ loves me x3

The Bible tells me so

**Hint for the Teacher**

- Emphasize that children are part of God's family

## WEEK ELEVEN

### LESSON 1: Showing love and concern for each other

**Bible Reference:** Luke 5:17-25 Jesus Christ teaches and heals

Key message	COMPETENCES
Jesus Christ can heal me.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>identifies how to show love and concern for each other.</li> <li>show love and concern for others.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Communication skills</li> <li>Leaders</li> </ul>	<ul style="list-style-type: none"> <li>supporting others, caring for others</li> <li>using appropriate language, comforting other</li> </ul>
<ul style="list-style-type: none"> <li>Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>Interacting freely with others</li> <li>Knowing how to behave when with other people under different circumstances</li> </ul>

**Values:** concern, love, responsibility, cooperation

**Instructional Strategies:** Think pair share, role play, and storytelling.

**Instructional Resources:** Bible, a chart illustrating the Good Samaritan and the wounded man



Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to mention the people who show love and concern to them and how they show it</li> <li>• Tell/sign the Bible story from Luke 5:17-25 about the good Samaritan</li> <li>• Guide learners to role play the Good Samaritan</li> <li>• Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Mention the people who show love and concern to them through think –pair- share</li> <li>• Listen to the Story and say what they learn</li> <li>• Role play the Good Samaritan helping the wounded man</li> <li>• Recite/sign and discuss the meaning of the key message “<i>Jesus Christ can heal me.</i>”</li> </ul>

### Guidance on Assessment:

- Assess as the learner tells/signs how the Good Samaritan showed love and concern to the wounded man
- Assess as the learner suggests how he/she can show love and concern to other learners in class

**Sample activity:** Role playing the Good Samaritan

### Hint for the Teacher

Tell learners that we can show love and concern by:

- Praying for others
- Helping others
- Giving food, pencils
- Sharing things like food
- Escorting them home when sick
- Playing together
- Comforting when sick etc.

## LESSON 2: Becoming a member of God’s Family

**Bible Ref:** Mathew 3:13-17, Luke 3: 21-22 The Baptism of Jesus

Key message	COMPETENCES
I am a member of God’s family	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• Explains ways in which we become members of God’s family.</li> <li>• demonstrates love to be part of God’s family.</li> </ul>

Life Skills	Indicators
<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Having concern with others, care for others</li> <li>• Acceptance</li> </ul>

**Values:** Joy, obedience

**Instructional Strategies:** Think-pair-share, storytelling, guided discovery.

**Instructional Resources:** The Bible, a chart showing Jesus Christ being baptised

Suggested teachers activities	Suggested learners activities
<ul style="list-style-type: none"> <li>• Ask learners explain where they got names</li> <li>• Share with the learners the Bible story from Luke 3: 21-22 and use a chart to explain the baptism of Jesus</li> <li>• Tell the learners that we also become members of God’s family through baptism</li> <li>• Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share how they got names through think –pair- share</li> <li>• Listen to the Bible story and say what they learn</li> <li>• Explain how they become members of God’s family</li> <li>• Recite/sign and discuss the meaning of the key message <i>“I am a member of God’s family.”</i></li> </ul>

### Guidance on assessment

- Observe and assess as the learner draws a picture of Jesus Christ being baptised

**Sample: Activity:** Drawing a picture of Jesus Christ being baptised

### Hint for the teachers:

- Emphasis that through baptism we become members of God's family
- Different churches have different forms of Baptism e.g. sprinkling and immersing in water.

## LESSON 3: Ways of respecting and valuing other members of God's family

**Bible Reference:** Mark 12:13-17. The question about paying taxes

Key message	COMPETENCES
It is good to show respect to others.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies ways of respecting and valuing other members of God's family.</li> <li>• demonstrates respect for other members of God's family.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Caring, using appropriate language, comforting others, listening to others</li> </ul>
<ul style="list-style-type: none"> <li>• Interpersonal relations</li> </ul>	<ul style="list-style-type: none"> <li>• Forgiving others, interacting freely with others,</li> <li>• Knowing how to behave when with different people, under different circumstances</li> </ul>

**Values:** love, respect, appreciation

**Instructional Strategies:** Think- pair- share, guided discovery, storytelling.

**Instructional Resources:** Bible, a chart showing people greeting one another

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share how the show respect to the members of their family</li> <li>• Share with learners the Bible message from Mark 12:13-17 through story telling</li> <li>• Guide learners on how they can show respect to others through guided discovery</li> <li>• Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share how they show respect through think-pair-share</li> <li>• Listen to the Bible message and sharing what they learn.</li> <li>• Share how they can show respect</li> <li>• Recite/sign and discuss the meaning of the key message <i>"It is good to show respect to others."</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner mentions how he/she can show respect and value other members of God's family.
- Shows respect to other people

**Sample activity:** Saying/signing a prayer

God help me  
to respect other people. Amen

**Hint or the Teacher**

- Emphasise the importance of respecting all members of the God's family

## WEEK TWELVE

### LESSON 1: Symbols used in church

**Bible Reference:** Luke 11:28

Key message	COMPETENCES
I believe in the symbols used in church.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies the symbols used in church.</li> <li>• names the symbols used in church.</li> <li>• appreciates the symbols used in church.</li> </ul>

Life skills	Indicators
• Self- awareness	• Self- identification, talking about one's culture- religion
• Leadership skills	• Standing for one's values and beliefs, standing by one's principle

**Values:** love, respect, appreciation

**Instructional Strategies:** Think pair share, storytelling

**Instructional Resources:** Bible, models, a chart showing symbols used in church

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• In pairs, guide learners to identify and name anything they see people use in church</li> <li>• Share with the learners the Bible message from Luke 11:28 through storytelling</li> <li>• Guide learners to identify the symbols used in church from a chart i.e. Bible, cross, rosary, holy water, anointing oil, ash</li> <li>• Let learners recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name things used in the church through think-pair-share</li> <li>• Listen to the Bible message and say what they learn</li> <li>• Identify symbols used in church from a chart</li> <li>• Recite/ sign and discuss the meaning of the key message <i>"I believe in the symbols used in church."</i></li> </ul>

**Guidance on Assessment:**

- Observe and assess as the learner names and identifies the symbols correctly
- Observe and assess as the learner demonstrates how Christians make a symbol of a cross.

**Sample activity:** Drawing the symbol of a cross

**Hint for the Teacher**

Let learners know that there are many symbols used in various churches like;

- The cross as a symbol of God's love for us,
- Bible as the word of God,
- anointing oil,
- robes,
- holy water,
- altar
- ash

## LESSON 2: The baptism of Jesus

**Bible Reference:** Mark 1:9-11, 1 Thessalonians 2:13

Key message	COMPETENCES
I was baptised with water	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>names the person who baptised Jesus</li> <li>mentions things used in baptism</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Responding to questions appropriately, taking a decision</li> </ul>
<ul style="list-style-type: none"> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Making choice</li> </ul>

**Values:** obedience, honesty, cooperation, respect

**Instructional Strategies:** role play, storytelling, think-pair-share

**Instructional Resources:** water, a chart illustrating Jesus Christ being baptized

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to mention the activities done in church by the reverend/priest.</li> <li>Re-tell to the learners the Bible story from mark 1: 9-11 showing how Jesus Christ was baptised by John in river Jordan</li> <li>Guide learners to identify what was used during baptism</li> <li>Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>Mention activities done in church by the church leaders through think-pair-share.</li> <li>Listen to the story and identify what was used to baptise Jesus</li> <li>Identify and role play what was used to baptise them</li> <li>Recite/sign and discuss the meaning of the key message <i>"I was baptised with water."</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner identifies what was used to baptise Jesus Christ
- Assess as the learner mentions who baptised Jesus
- Assess as the learner identifies things used during baptism

**Sample activity:** Role playing a priest baptising a baby in church

**Hint for the Teacher**

Let learners know that during baptism, the following things are used depending on the church:

water, Bible, cross, rosary, candle, prayer/Hymn books.

## LESSON 3: The Bible as the word of God

**Bible Reference:** 1 Thessalonians 2:13, Luke 11: 28

Key message	COMPETENCES
Read the Bible every day if you want to grow.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• tells how the Bible is a word of God.</li> <li>• shows respect for the Bible as the word of God.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Peer resistance</li> </ul>	<ul style="list-style-type: none"> <li>• Standing for one's values and beliefs</li> <li>• Defending one's decision</li> </ul>
<ul style="list-style-type: none"> <li>• Decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance, making choice</li> </ul>

**Values:** appreciation, sharing, respect

**Instructional Strategies:** recitation, think-pair-share

**Instructional Resources:** Bible, teachers guide.



Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to sing/sign a song; "Read your Bible pray every day"</li> <li>• Share the Bible reading from Luke 11: 28 and 1 Thessalonians 2:13 emphasize that a Bible is a word of God which we read and hear</li> <li>• Guide learners to sing/sign the song again</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Sing/sign a song as a class</li> <li>• Listen the word of God and saying what they learn through think-pair-share</li> <li>• Sing/sign a song "Read your Bible...."</li> <li>• Recite/sign the key message "<i>Read the Bible every day if you want to grow.</i>"</li> </ul>

### Guidance on Assessment:

- Assess as the learner sings/signs a song about the Bible.

### Sample activity: Singing/signing a song

Read your Bible  
 Pray every day x3  
 Read your Bible  
 Pray every day  
 If you want to grow

### Hint for the Teacher

- Guide the learner to differentiate between a Bible and other books,
- Stress that they should value, respect and handle the Bible well because it is the word of God

## TERM III

### THEME: DISCOVERING GOD'S GIFT TO ME

SUB-THEME: DISCOVERING MORE OF GOD'S GIFT TO ME

**Learning outcome:** The learner is able to discover, understand, appreciate and care for God's creation

### WEEK ONE

#### LESSON 1: Jesus' friendship to others

**Reference:** John 11:17-27 Jesus Christ comforts the sister of Lazarus

Key message	COMPETENCES
I will comfort my friends.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>identifies how Jesus Christ expressed friendship</li> <li>appreciates Jesus' love for others</li> <li>shows love to others</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Leadership skills</li> <li>Interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>Caring for others, listening to other people's problems, comforting people with problems</li> </ul>

**Values:** concern, love

**Instructional Strategies:** storytelling, guided discussion, recitation

**Instructional Resources:** Bible, a chart showing Jesus Christ raising Lazarus from the dead

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to share experience about expressing friendship to others.</li> </ul>	<ul style="list-style-type: none"> <li>In groups they share experience how they express friendship to others</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Tell/sign the Bible story from John 11-17-27 emphasize how Jesus Christ was touched and raised Lazarus from the dead</li> <li>• Ask learners questions about how Jesus Christ expressed friendship</li> <li>• Guide learners to share how they can express friendship to others through guided discussion</li> <li>• Guide learners to sing/sign a song</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the story and say what they have learnt</li> <li>• Tell/sign how Jesus Christ expressed friendship to the sisters of Lazarus</li> <li>• Share how they can express friendship to others</li> <li>• Sing/sign a song "Oh God is good"</li> <li>• Recite and discuss the meaning of the key message <i>"I will comfort my friends."</i></li> </ul>

### Guidance on Assessment:

- Assess as the learner identifies right ways of expressing friendship
- Assess as the learner correctly tells/signs how Jesus Christ expressed friendship to others
- Listen and assess as the learner says how he/she will express friendship

### Sample activity: Singing/signing a song

Oh God is good x3  
 God is good to me  
 He comforts the lonely  
 God is good to me  
 He heals the sick x3  
 God is good to me.

You can teach a related song in the local language

### Hint for the Teacher

- Some of the ways of expressing friendship to other people
- Comforting them, visiting them, praying for them, inviting them to our homes
- Giving them what they need, giving them gifts, being kind to them,
- showing them love, praying for them, giving them food, helping them
- Encourage learners to express friendship to other because Jesus Christ is calling upon us to do his work

## LESSON 2: Jesus Christ heals the sick

**Reference:** Mark 5:22-24, 35-43

Key message	COMPETENCES
Jesus Christ heals me.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions situations when he/she was sick.</li> <li>• tells/signs how Jesus Christ showed friendship to the sick.</li> <li>• discusses/signs ways how he/she can show friendship to the sick.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for others, supporting others, comforting other, guiding others</li> </ul>

**Values:** Empathy, love, sharing, cooperation

**Instructional Strategies:** Think pair share, storytelling, recitation

**Instructional Resources:** Bible, Chart showing Jesus Christ praying for the sick,

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to narrate situations when they were sick</li> <li>• Tell/sign to the learners the Bible story from Mark 5:22-24, 35-43 about Jesus Christ healing Jairus' daughter</li> <li>• Guide learners to sing/sign the song</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Tell/sign situations when they were sick and how they were helped through think-pair-share.</li> <li>• Listen to the Bible story and say what they learn</li> <li>• Sing/sign the song</li> <li>• "Jesus Christ loves me"</li> <li>• Recite/sign and discuss the meaning of the key message <i>"Jesus Christ heals me."</i></li> </ul>

### Guidance on Assessment:

- Assess as the learner gives the situations when he/she was sick and what happened.
- Assess as the learner correctly tells/signs how Jesus Christ cared for the sick.
- Listen and assess as the learner says what he/she is going to do to care for the sick

**Sample activity:** Singing/signing the song

*"Jesus Christ loves me"*

### Hint for the Teacher

- Let learners know how Jesus Christ showed that he was a friend to all. As a friend, he cares for us when we are sick.
- God uses the people who live with/ near us to take us for treatment and pray for us to get well.
- We should pray and help those who are sick.

## LESSON 3: Jesus Christ with little children

**Reference:** Matthew 19: 13-15; Let the children come to me

Key message	COMPETENCES
Thank you, Jesus Christ, for loving me	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies different ways of showing friendship</li> <li>• identifies the way Jesus Christ showed friendship to little children</li> <li>• shows friendship to others</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Collaboration skills</li> </ul>	<ul style="list-style-type: none"> <li>• using polite language, working together, playing with other, sharing</li> </ul>
<ul style="list-style-type: none"> <li>• Interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Interacting freely with others, caring for others</li> </ul>

**Values:** Love, cooperation, sharing

**Instructional Strategies:** Storytelling, memorization, think-pair-share, demonstration

**Instructional Resources:** Bible, a chart illustrating Jesus Christ blessing little children

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share different ways of showing friendship to others</li> <li>• Share the Bible story from Matthew 19: 13-15 and emphasize how Jesus Christ showed friendship to young children</li> <li>• Guide learners memorize Mark 10-14 through demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Share different ways of showing friendship to others through think-pair-share</li> <li>• Listen to the story and say what they learn.</li> <li>• Memorize Mark 10:14 "Let the children come to me"</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to pray asking God to help them be friendly to others</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Pray to God to help them be friendly to all people.</li> <li>• Recite/sign and discuss the meaning of the key message <i>“Thank you, Jesus Christ, for loving me.”</i></li> </ul>

### Guidance on Assessment:

- Assess as the learner mentions different ways of showing friendship
- Observe and assess as the learner demonstrates how Jesus Christ showed friendship to children

### Sample activity: Saying a prayer:

Jesus, thank you for loving me,  
 Help me love other people, Amen

### Hint for the Teacher

- Some of the ways people show love and friendship to children are:
- caring for them when they are sick, carrying them (parents)
- giving them food, blessing them
- not shouting at them, not beating them,
- allowing children to be with them
- Emphasize that Jesus Christ loved children and wants children to love Him as a friend and show love to other people by caring for them.

## WEEK TWO

### LESSON 1: Doing what is right

**Reference:** Galatians 6:9-10: So, let us not become tired of doing good

Key message	COMPETENCES
God helps me to do good to all people.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions the good behavior.</li> <li>• appreciates the right things he/she has ever done.</li> <li>• does what is right.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>supporting</b> others, caring for others, guiding others, comforting others</li> </ul>
<ul style="list-style-type: none"> <li>• Interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Forgiving others, sharing with others, interacting freely with others</li> </ul>

**Values:** empathy, co-operation, care

**Instructional Strategies:** play way method, demonstration, storytelling

**Instructional Resources:** Bible, pictures of children doing different activities

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask learners to greet each other by shaking hands.</li> <li>• Guide learners to mention things that show that someone has done what is right through demonstration</li> <li>• Share the Bible verses from Galatians 6:9-10 about doing well through storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet each other by shaking hands through play way method</li> <li>• Mention things which show that someone has done what is right</li> <li>• Listen to the Bible verse and say what they learnt.</li> </ul>



Teacher's Activities	Learner's Activities
Emphasize the need to do what is right • Guide learners to recite the Key message	• Recite/sign and discuss the meaning of the key message <i>"God helps me to do good to all people."</i>

### Guidance on Assessment:

- Assess as the learner mentions any two things that show that someone has done what is right.
- Listen and assess as the learner suggests what he/she is going to do in the right way.

**Sample activity:** Saying a prayer

"God help me  
To do what is right always".

### Hint for the Teacher

- Some of the ways to show you are doing the right thing are:
  - Speaking the truth
  - Assisting others
  - Playing with others
  - Listening to others
  - Respecting others
  - Not stealing
  - Not dodging school

## LESSON 2: The Cross-as a sign of God’s love

**Reference:** Mark 15:21-32, Jesus Christ is crucified, Mathew 27:32-44

Key message	COMPETENCES
Jesus Christ is our savior	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• talks about the cross as a symbol of love.</li> <li>• appreciates Jesus Christ’s death for his/her sins.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Using appropriate language,</li> <li>• copying with stress, accepting defeat</li> <li>• Making critical decisions for the different emotions, being sensitive about other people’s feelings, emotional management</li> </ul>

**Values:** love, endurance

**Instructional Strategies:** storytelling, recitation

**Instructional Resources:** Bible, a crucifix, a chart showing the cross of Jesus Christ

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> <li>• Make a sign for the cross, and then ask learners what it is.</li> <li>• Guide learners to say/sign what God has given to us through the cross as a symbol of God’s love through guided discussion</li> <li>• Share the Bible story from Mathew 27:32-44 about Jesus Christ’ crucifixion</li> </ul>	<ul style="list-style-type: none"> <li>• Look and tell\ sign the name of the cross.</li> <li>• Tell/sign what God has given to us through the cross as a symbol of God’s love.</li> <li>• Listen to the Bible story and say what they learn.</li> <li>• Tell\ sign why the cross is a symbol of God’s love</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to tell why the cross is a symbol of love. Emphasize that Jesus Christ died for our sins because God loved us very much.</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Recite/sign and discuss the meaning of the key message  <i>"Jesus Christ is our savior."</i></li> </ul>

### Guidance on Assessment:

- Assess as the learner recites why the cross is a symbol of God's love.

### Sample activity:

- Drawing the cross

- Singing a song

Jesus x2

Jesus my savior

I love you Jesus

Of course, I do, do, and do

Or

Jesus loves me x 4

Hallelujah

Oh! Oh! Oh

You can teach a related song in the local language

### Hint for the Teacher

- The cross means as a symbol of God's love
- Life, Resurrection, Love itself, Concern, Care
- Healing, Forgiveness, Washing of our sins

## LESSON 3. The meaning of the resurrection of Jesus Christ to us

**Reference:** Mark 16:1-7, Luke 24:6, He is not here he has been raised.

Key message	COMPETENCES
Thank you God for raising Jesus Christ from the dead	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>explains the meaning of the resurrection of Jesus Christ to us.</li> <li>appreciates the resurrection of Jesus.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Meaningfulness, logical flow of ideas, confidence</li> </ul>
<ul style="list-style-type: none"> <li>Copying with emotions</li> </ul>	<ul style="list-style-type: none"> <li>Narrating past experiences</li> </ul>

**Values:** appreciation, love, patience

**Instructional Strategies:** Storytelling, recitation, brainstorming

**Instructional Resources:** Bible, chart illustrating the tomb where Jesus' body was laid with his clothes laid aside

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Through brainstorming, let learners to tell what happens when a bean seed is planted</li> <li>Guide the learners to discuss the meaning of resurrection of Jesus Christ to us through guided discussion</li> <li>Share the Bible story from Mark 16:1-17 and explain the meaning of Jesus' resurrection to us</li> </ul>	<ul style="list-style-type: none"> <li>Tell/sign what happens when a bean seed is planted into the soil after a week</li> <li>Discuss the meaning of resurrection of Jesus Christ to us</li> <li>Listen and telling what they learn from the story</li> <li>Give the meaning of the resurrection of Jesus Christ that we will also be raised from the dead</li> <li></li> </ul>

Teacher's Activities	Learner's Activities
• Guide learner to sing song about the resurrection of Jesus	• Sing/sign a song about the resurrection of Jesus.

**Guidance on Assessment:**

Assess as the learner gives the meaning of Jesus' resurrection to him/her

**Sample activity:** Singing /signing a song "He rose from the dead"

**Hint for the Teacher**

The resurrection of Jesus Christ to us may mean:

- hope for eternal life
- courage
- God's power
- victory

## WEEK THREE

### LESSON 1: Jesus' appearance to His disciples

**Reference:** Mark 16:14-18

Key message	COMPETENCES
I believe in Jesus Christ the Son of God with all my heart.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>mentions what Jesus Christ told His disciple to do.</li> <li>tells other people about Jesus Christ.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Interpersonal relations</li> </ul>	<ul style="list-style-type: none"> <li>Reacting appropriately</li> </ul>
<ul style="list-style-type: none"> <li>Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>Supporting others, guide others</li> </ul>

**Values:** sharing, caring, patience

**Instructional Strategies:** think- pair- share, story telling

**Instructional Resources:** Bible, a chart showing Jesus Christ appearing to the disciples

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Asking learners to describe what they expect from a visitor who comes home</li> <li>Tell/sign the Bible story from Mark 16:14-18, when Jesus Christ appeared to His disciples and encouraged them to preach the gospel.</li> <li>Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>Share what they expect from a visitor who comes home through think-pair- share</li> <li>Listen to the Bible story and say what they learn</li> <li>Recite/sign and discuss the meaning of the key message</li> </ul> <p><i>"I believe in Jesus Christ the Son of God with all my heart."</i></p>

**Guidance on Assessment:**

- Assess as the learner mentions what Jesus Christ asked His disciples to do.

**Sample activity:** Sing a song;

Go tell it on the mountains  
 Over the hills and every where  
 Go tell it on the mountains  
 That Jesus Christ is alive

**Hint for the Teacher**

- Explain to the learner that when Jesus Christ appeared to His disciples, he comforted them because he saw that they had lost hope. He encouraged them to have faith, believe, and preach the gospel. As children of God, we should believe and have faith.

**LESSON 2: Celebrating Easter Festival****Reference:** Luke 24:1-7, the resurrection of Jesus

Key message	COMPETENCES
I am happy Jesus Christ rose from the dead.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>explains why we celebrate Easter.</li> <li>role plays celebrating Easter.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance, making choice</li> </ul>
<ul style="list-style-type: none"> <li>Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Logical flow of ideas, verbal and non-verbal expression, audibility, confidence</li> </ul>

**Values:** co-operation, togetherness, responsibility**Instructional Strategies:** storytelling, think-pair-share, brainstorming**Instructional Resources:** Bible

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share real life experience about how they feel when hungry and there is no hope of getting food.</li> <li>• Tell/ sign the Bible story from Luke 24:1-7 about the resurrection of Jesus Christ (buried on Friday and rose from the dead-on Sunday)</li> <li>• Share with the learners why we celebrate Easter through brainstorming</li> <li>• Guide learners to role play celebrating Easter</li> <li>• Guide learners to sing/sign the resurrection song “He is risen”</li> </ul>	<ul style="list-style-type: none"> <li>• Share their real-life experience about starvation through think-pair-share</li> <li>• Listen to the Bible story and say what they learn</li> <li>• Tell/sign why Easter is celebrated (to remember the resurrection of Jesus)</li> <li>• Role plays celebrating Easter</li> <li>• Sing/sign the resurrection song</li> </ul>

**Guidance on Assessment:**

- Assess as the learner explains why they celebrate Easter correctly

**Sample Activity:** Sing the Easter greeting

He is risen  
 He is risen indeed  
 Alleluia, Alleluia  
 or  
 He is risen  
 Risen risen  
 He is risen  
 Risen the Lord



### Hint for the Teacher

- Remind the learners about what happened on the resurrection day.
- Emphasize that we celebrate Easter to prove that Jesus Christ is alive
- Guide learners to sing the Easter song or any local song about resurrection

## LESSON 3: Singing songs of Praise about Jesus' friendship

**Reference:** Mathew 19:13-15, Mark 5: 22-24 Luke 24:1-7,

Key message	COMPETENCES
God calls me to love and care for others.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions how he/she is to respond to God's message</li> <li>• sings songs of praise</li> </ul>

Life skills	Indicators
• Critical thinking	• Caring for others, showing concern, listening to others
• Communication skills	• Confidence, audibility, verbal and non-verbal expression articulation

**Values:** togetherness, responsibility, love

**Instructional Strategies:** role -play, guided discussion, recitation

**Instructional Resources:** The Bible, costumes, pictures showing people celebrating together

Teacher's Activities	Learner's Activities
• Remind learners to share stories where he/she expressed his/her friendship to others, i.e. sharing with	<ul style="list-style-type: none"> <li>• Share the stories through guided discussion</li> <li>•</li> </ul>

Teacher's Activities	Learner's Activities
the hungry, praying for others, visiting the sick • Guide learners to sing/sign songs about Jesus' friendship and resurrection	• Sing/sign songs about Jesus' friendship and resurrection

**Guidance on Assessment:**

- Observe and assess as learners sing songs of praise with confidences and correct articulation of words
- Assess as the learner suggests how he/she will respond to God's message

**Sample activity:** Singing songs of praise

**Hint for the Teacher**

- Dedicate this lesson to singing songs of praise about Jesus' friendship and resurrection learnt in the previous lessons
- Involve o learners in the selection of songs to be sung during this lesson

## WEEK FOUR

### LESSON 1: God provided food for the people

**Reference:** Exodus 16:4, 11-18: God provides Manna and quails

Key message	COMPETENCES
Thank you, God, for providing food to me always.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies the different needs of people in life</li> <li>• explains how God provided for the people according to the Bible</li> <li>• prays to God to meet his/her needs</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Effective Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal and non-verbal expression</li> </ul>
<ul style="list-style-type: none"> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy, logical flow of ideas, taking a decision, finding different ways of doing things</li> </ul>
<ul style="list-style-type: none"> <li>• Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting others, caring for others</li> </ul>

**Values:** responsibility, concern, endurance, empathy

**Instructional Strategies:** storytelling, think pair share, recitation, guided discussion

**Instructional Resources:** Bible, food items, water

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to identify peoples' needs</li> <li>• Share with the learners the Bible story from Exodus 16:4, 11-18 about how God provide for the Israelites.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify people's needs through think-pair-share</li> <li>• Listen to the Bible story say what they have learn</li> <li>• Mention how people's needs were provided by God</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to mention ways how God provided for peoples' needs through guide discussion</li> <li>• Guide learner to share how they can meet other people's needs</li> <li>• Guide learners to sing/sign a song</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share how they can meet other people's needs through think-pair-share</li> <li>• Recite/sign and discuss the meaning of the key message</li> <li>• Sing/sign a song "Oh God is good" <i>"Thank you God for providing my need always."</i></li> </ul>

### Guidance on Assessment:

- Assess as the learner tells/signs how God provided for the Israelites
- Listen and assess as the learner suggests how he/she can provide for people's needs

### Sample activity: Singing/signing a song

Oh God is good x3

Oh God is good

He is so good to me

### Hint for the Teacher

- During the journey from Egypt God provided the following to the children of Israel
  - Manna- Bread provided to Israelites by God
  - Quails – Birds provided to the Israelites
- Let learners know that our food is provided by God through our parents so we should thank God for provision of food and other needs every day.

## LESSON 2: God provided water for the people

**Reference:** Exodus 17:1-7 water from the rock

Key message	COMPETENCES
God gives me water to use everyday	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• tells how God provided water for the Israelites</li> <li>• tells how God provides water for us</li> <li>• thanks, God, for His provisions</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal and non- verbal expression, logical flow of ideas</li> <li>• Taking a decision, finding different ways of doing things</li> </ul>

**Values:** patience, care, concern, endurance, responsibility

**Instructional Strategies:** demonstration, guided discussion, recitation

**Instructional Resources:** Bible, a stick

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share experience about how they get water for use</li> <li>• Share with the learners the Bible story from Exodus 17:1-7 about how God provided water to the Israelites</li> <li>• Guide the learners to recite/sign Exodus 17:6</li> <li>• Guide learners to demonstrate what Moses did</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share how they get water to use through guided discussion.</li> <li>• Listen to the Bible story, say what they learn and thank God for the water</li> <li>• Recite/sign Exodus 17:6 "Strike the rock and water will come out of it for the people to drink"</li> <li>• Demonstrate striking the rock</li> </ul>

Teacher's Activities	Learner's Activities
	<ul style="list-style-type: none"> <li>Recite/sign and discuss the meaning of the key message <i>"God gives me water to use everyday"</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner explains how God provided water to the Israelites in the desert
- Observe and assess as the learner demonstrates how Moses strike the rock needs for water.
- Assess as the learner says a prayer thanking God for water

**Sample activity:** Saying a prayer

God I thank you  
 For providing us  
 With water  
 Amen.

**Hint for the Teacher**

- Let the learners know that God provides for us when we are in need.
- He provides us with water from the rivers, rain, lakes etc.
- Other sources where we get water: taps, boreholes, wells, rocks, mountains

## LESSON 3: How people in the Bible met their needs

**Reference:** Exodus 17:1-7 water from the rock

Key message	COMPETENCES
God gives me water to use everyday	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>tells how people in the Bible met their needs.</li> <li>demonstrates how he/she can meet the needs of other people.</li> <li>prays for those who help him/her to meet the life needs.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Taking a decision, finding different ways of doing things</li> </ul>
<ul style="list-style-type: none"> <li>• Collaboration skills</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing, working in groups, being responsible, use of polite language</li> </ul>

**Values:** love, cooperation, care

**Instructional Strategies:** Demonstration, think-pair-share, storytelling, role play

**Instructional Resources:** Bible, food items and drinks

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Tell a story of how a friend helped you when you had nothing to eat and ask learners to tell similar stories</li> <li>• Share with the learners the Bible message from Galatians 6: 2-3 about meeting the needs of others through story telling</li> <li>• Demonstrate to the learners how they can meet people's needs to day</li> <li>• Guide learners to pray for those who provide him/her with day today's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the story and tell similar stories and answer questions.</li> <li>• Listen to the Bible story and saying what the learn</li> <li>• Share what they can do to meet other people's needs through think-pair-share</li> <li>• pray for those who help him/her to meet the life needs</li> </ul>

**Guidance on Assessment:**

- Assess as the learner tells/signs what Paul taught about meeting the needs of others
- Listen and assess as the learner suggests what he/she is going to do to meet other people's needs.

**Sample activity:** Role playing meeting people's needs

**Hint or the Teacher-**

- Revise the lesson on how God met the needs of people (lesson 2)
- Let learners understand that when any one gives you what you need, he/she is meeting your needs.
- Emphasize sharing what we have.

## WEEK FIVE

### LESSON 1: How people in the Bible met their needs

**Reference:** Acts 2:42-47

Key message	COMPETENCES
I praise God for providing for my needs.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• Explain how people in the bible met their need.</li> <li>• appreciates the way people in the Bible met their needs</li> <li>• shares with others</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Collaboration skills</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing, working in groups, being responsible, use of polite language</li> <li>• Caring, comforting others</li> </ul>

**Values:** Cooperation, love, responsibility

**Instructional Strategies:** Storytelling, guided discussion,

**Instructional Resources:** Bible, different things for sharing

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to mention different ways of meeting our needs at home</li> <li>• Share the Bible story from Acts 2:42-47 to identify how people in the Bible met their needs i.e. through fellowship, sharing</li> <li>• Guide learners to share how they can meet other people's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Mention different ways of meeting our needs at home through guided discussion</li> <li>• Listen and identify how people in the Bible met their needs</li> <li>• Share how they can meet others needs following the example learnt in the story individually</li> </ul>



Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share the things they brought in class</li> <li>• Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share what they have with others</li> <li>• Recite/sign and discuss the meaning of the key message "<i>I praise God for providing for my needs.</i>"</li> </ul>

### Guidance on Assessment:

- Assess as the learner tells/signs how people's need were met
- Listen and assess as the learner suggests how he/she is going to meet other people's
- observe and assess as the learner shares what he/she has with others

**Sample activity:** Sharing the things they have

### Hint for the Teacher-

Emphasis that people meet others needs in different ways such as fellowship, sharing meals, prayers, performing miracles, money, clothing etc.

## LESSON 2: The need of people around us

**Reference:** Mathew 25:35-46: for I was hungry

Key message	COMPETENCES
It is good to know and meet the needs of people around me.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions the needs of people around us</li> <li>• develops attitude of helping people around him/her</li> <li>• tells what she/he can do to help others in need</li> <li>• Bible met their needs</li> <li>• shares with others</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Collaboration skills</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing, working in groups, being responsible, use of polite language</li> </ul>
<ul style="list-style-type: none"> <li>• Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Caring, guide others, using appropriate language, listening others</li> </ul>

**Values:** love, concern, responsibility,

**Instructional Strategies:** storytelling, guided discussion, recitation

**Instructional Resources:** Bible, a chart showing people being given different things, things to give to those in need, pictures

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to mention the different needs of people like food, clothes, pens, education, shelter e</li> <li>• Share with the learners a Bible message from Mathew 25:35-46 where Jesus Christ was telling the final judgment to all those who shared their things with people around them through story telling</li> <li>• Guide learners to tell what they are going to do to care for people's needs</li> <li>• Guide learners to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Mention the different needs of people through guided discussion</li> <li>• Listen to the Bible message and say what they learn and what Jesus Christ wants us to do</li> <li>• Share how they are going to care for others</li> <li>• Recite/sign and discuss the meaning of the key message <i>"It is good to know and meet the needs of people around me."</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner tell/signs the lesson learnt from the Bible message
- Listen and assess as the learner says what he/she is going to do to care for others.
- Observe and assess as the learner cares for others

**Sample activity:** Singing/signing a song (Note: *you may not sing it all at this level*)

Whatsoever you do  
 To the least of my brothers that you do unto me  
 When I was little you taught me to read  
 When I was lonely you gave your love  
 Now enter into the home of my father.  
 When I was hungry you gave me some food  
 When I was thirsty you gave me a drink  
 Now enter into the home of my father.

**Hint for the Teacher**

- Guide learners to identify the needs of people around us like food, clothes, shelter, money, treatment

## LESSON 3: How Jesus Christ showed concern for the disabled people

**Reference:** Mathew 15:29- 31; Jesus Christ heals many people

Key message	COMPETENCES
I should show concern to the disabled. <b>Verse of the week:</b> Acts 2: 44 “They shared their belongings with one another”	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• tells how God showed concern for the disabled people</li> <li>• shows concern for the disabled people</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• supporting others, caring for others, listening to others, comforting others, guiding others, using appropriate language</li> </ul>
<ul style="list-style-type: none"> <li>• Collaboration skills</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing, playing with others, working together, using polite language</li> </ul>

**Values:** love, responsibility

**Instructional Strategies:** Storytelling, think- pair- share

**Instructional Resources:** Bible, a chart showing normal children helping those with disability

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask learners to identify and name groups of people with disabilities</li> <li>• Share with the learners the Bible story Mathew 15:29-31 about Jesus Christ healing many through story telling</li> <li>• Guide learners to suggest what they are going to do to help people with disabilities.</li> <li>• Guide learners to say a prayer for the people with disability</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name groups of people with disabilities through think- pair –share.</li> <li>• Listen to the story and say what they learn</li> <li>• Share what they are to do to show concern to people with disabilities</li> <li>• Say a prayer for the people with disability</li> </ul>

**Guidance on Assessment:**

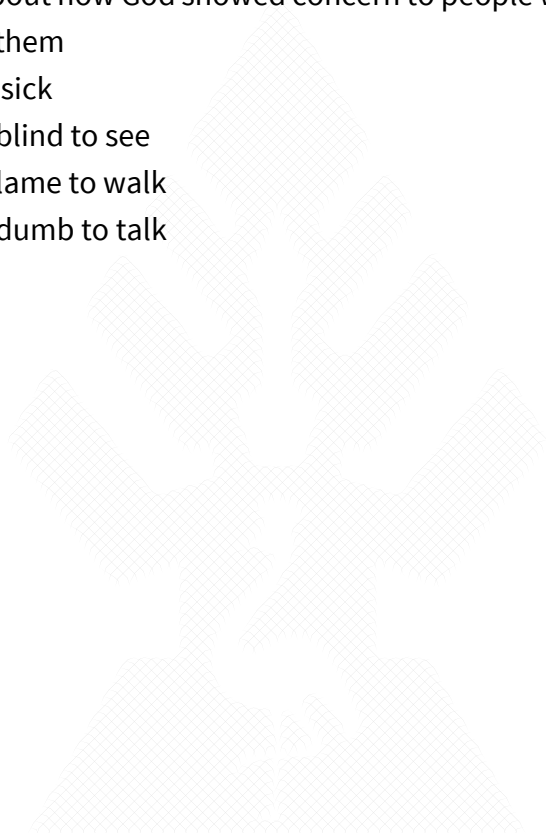
- Assess as the learner tells/signs how Jesus Christ showed concern
- Listen and assess as the learner suggests how he/she is going to show concern to people with disability

**Sample activity:** - Saying a prayer

- God guide me to care for people with disabilities.

**Hint for the Teacher-**

- Guide learners to identify examples of people with disabilities like the blind, the lame, the dumb
- Then talk about how God showed concern to people with disabilities like;
- Praying for them
- Healing the sick
- Making the blind to see
- Making the lame to walk
- Making the dumb to talk



## WEEK SIX

### LESSON 1: How Jesus Christ showed concern to the sick

**Reference:** Mathew 17:14-20: Jesus Christ healing a demon possessed boy

Key message	COMPETENCES
Jesus Christ heals all my sickness	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>tells the types of sicknesses that he/ she has ever seen people suffering from</li> <li>retells how Jesus Christ expressed his love to the demon possessed boy</li> <li>develops concern to help the sick</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>supporting others, caring for others, guiding others, comforting others, being open, volunteering</li> </ul>

**Values:** concern, love, responsibility

**Instructional Strategies:** Storytelling, guided discussion, think-pair-share

**Instructional Resources:** Bible, a chart illustrating Jesus Christ praying for somebody

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to mention some strange diseases</li> <li>Share with the learners the Bible story from Mathew 17:14-20 through story telling</li> <li>Guide learners to share how they can help people who are sick through guided discussion</li> <li>Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>Mention strange diseases they know through think-pair-share.</li> <li>Listen to the Bible story and say what they learn.</li> <li>Share how they can help people who are sick</li> <li>Recite/sign and discuss the meaning of the key message "<i>Jesus Christ heals all my sickness</i>"</li> </ul>

**Guidance on Assessment:**

- Assess as the learner mentions any type of sicknesses that he/ she has ever seen people suffering from.
- Assess as the learner tells how Jesus Christ expressed his love to the demon possessed boy
- Observe and assess as the learner suggests how he/she is going to help the sick

**Sample activity:** Saying a prayer

God guide me  
To help people who are sick

**Hint for the Teacher**

- Ways of helping the sick;
  - taking them to hospital,
  - comforting them,
  - praying for them,
  - reporting to elders/parent/teachers

**LESSON 2: Jesus Christ and the hungry people**

**Reference:** Mark 8:1-10: Feeding of the five thousand people

Key message	COMPETENCES
Jesus Christ cares for my needs	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• tells how Jesus Christ showed concern to the hungry</li> <li>• develops the attitude to care for the hungry in his/her community</li> </ul>

Life skills	Indicators
• Leadership skills	• supporting others, caring for others, listening to others, comforting others, guiding others
• Collaboration skills	• Sharing, using polite language

**Values:** love, patience, caring, sharing

**Instructional Strategies:** storytelling, guided discussion

**Instructional Resources:** Bible, food to share

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share situations of being fed after staying without food for the whole day</li> <li>• Share with the learners the story of the feeding of the 5000, from Mark 8-1-10 where Jesus Christ showed concern and provided food through storytelling</li> <li>• Guide learners to share how they are going to show concern to the hungry through guided discussion</li> <li>• Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share situations when she/he was fed after staying without food for the whole day individually</li> <li>• Listen to the Bible story and say what they learn</li> <li>• Share how they will show concern for those who are hungry</li> <li>• Recite/sign and discuss the meaning of the key message <i>“Jesus Christ cares for my needs”</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner tells how Jesus Christ showed concern to the hungry
- Observe and assess as the learner shares with others

**Sample activity:** Saying a prayer

God provide food  
 for the hungry in the community  
 At home, in prison,  
 And on the streets



**Hint for the Teacher-**

Ask learners whether they have starved for the whole day.

If yes, how did they feel?

In God's message: -

- a. From the story, how did Jesus Christ show concern to the crowd?
- b. How long had the crowd been with Jesus?

Emphasize that Jesus Christ is compassionate and does not want to see people hungry. Therefore, we should also be compassionate and care for others.

**LESSON 3: Our concern and care to other people**

**Reference:** Luke 7:11-17 Jesus Christ raised the widow's son

Key message	COMPETENCES
I will always show concerned care for other people	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• tells what happens to treat patients</li> <li>• tells how Jesus Christ showed concern for the widow's son</li> <li>• shows concern to others</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Copying with emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing emotions</li> <li>• Identifying other people's emotions and feelings</li> <li>• Being sensitive about people's feelings.</li> <li>• Making critical decisions for different emotions</li> </ul>

**Values:** concern, care

**Instructional Strategies:** storytelling, guided discussion, recitation

**Instructional Resources:** Bible, picture of children helping elderly or disabled persons

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to tell what happens to untreated patients.</li> <li>• Share with learners the story concern for the widows' son from Mark 8:1-10</li> <li>• Guide learners to share how they can show concern to those in sorrow through guided discussion</li> <li>• Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Tell what happens to untreated patients through think-pair-share</li> <li>• Listen to the bible story and say what they learn.</li> <li>• sharing what they can do to those in sorrow</li> <li>• Recite/sign and discuss the meaning of the key message <i>"I will always show concerned care for other people."</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner tells how Jesus Christ showed concern for the widow's son
- Listen and assess as the learner says a prayer

**Sample activity:** Saying a prayer

"God comfort those in sorrow

Those who have lost their beloved ones"

**Hint for the Teacher-**

- Let learners know that Jesus Christ showed concern for those in sorrow
- We should also show concern to those in sorrow by giving them company and praying for them. In doing so we also serve God

## WEEK SEVEN

### Lesson 1: The role of children in the family

**Reference:** Ephesians 6:1-4: Children respect your parents.

Key message	COMPETENCES
I will help my parents	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>Identifies the role of children in the family.</li> <li>Mentions the importance of children to the family.</li> <li>Carries out his/her role as a child.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>knowing one's position and responsibility</li> <li>caring for oneself</li> </ul>
<ul style="list-style-type: none"> <li>Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>Interacting freely with other, knowing how to behave when with different people under different situations, sharing with others, volunteering</li> </ul>

**Values:** love, honesty, respect, cooperation

**Instructional Strategies:** storytelling, role play

**Instructional Resources:** Bible, materials for the role play

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to share experiences about the things they do at home</li> <li>Share the Bible verses from Ephesians 6:1-4 and guide learners to identify the role of children to their parents through story telling</li> </ul>	<ul style="list-style-type: none"> <li>Share what they do at home as children individually</li> <li>Listen to the verses and identify their roles as children to their parents</li> <li>Role play some of the roles children carry out at home</li> </ul>

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to organize and role play the activities children do at home</li> <li>• Guide learners to share what they are going to do to fulfill their roles</li> </ul>	<ul style="list-style-type: none"> <li>• tell what they are going to do as children at home</li> </ul>

### Guidance on Assessment:

- Assess as the learner identifies the role of children in the family
- Assess as the learner suggests what he/she is going to do a child at home
- Observe and assess as the learner carries out his/her roles

**Sample activity:** Role play doing work at home as children

### Hint for the Teacher-

- Prepare the materials for the role play well in advance
- Discuss the work children do at home after the role play
- **Some of the roles of children at home are:**
  - Helping parents with home chores
  - Taking care of him/her self
  - Respecting others at home
  - Working with others at home

## LESSON 2: The role of a mother in the family

**Reference:** Ephesians 6: 1-4; parents do not provoke your children

Key message	COMPETENCES
I shall respect and love my mother	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions the role of a mother in the family.</li> <li>• prays for her/his mother.</li> <li>• develops love for his/her mother</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Collaboration skills</li> <li>• Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing with others</li> <li>• use of polite language</li> </ul>
<ul style="list-style-type: none"> <li>• Interpersonal relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for others, sharing with others</li> <li>• appreciating individual differences</li> <li>• working together</li> </ul>

**Values:** Responsibility, trustworthiness, faithfulness, appreciation

**Instructional Strategies:** Role play, storytelling, brainstorming

**Instructional Resources:** Bible, materials for the role play.

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners share experiences about what their mothers do at home</li> <li>• Sharing the Bible verses from Ephesians 6:4</li> <li>• Share with the learners what is expected of their mother in a family through guided discussion</li> <li>• Guide learners to recite / sign Ephesians 6:4</li> <li>• Guide learners to pray for his/her mother</li> </ul>	<ul style="list-style-type: none"> <li>• Share what their mothers do at home through brainstorming</li> <li>• Listen to the Bible verses and say what they learn.</li> <li>• Share what their mothers should do in a family (roles of mothers)</li> <li>• Recite/sign Ephesians 6:4 "bring them up with Christian discipline and instruction."</li> <li>• Pray for his/her mother</li> </ul>

**Guidance on Assessment:**

- Assess as the learner correctly mentions the role of a mother in the family
- Observe and assess as the learner shows love and respect for his/her mother.

**Sample activity:** Praying for mothers

God thank you  
 For the gift of my mother  
 keep her health  
 Amen

**Hint for the Teacher**

**Remember some children do not have their biological mothers. So handle this lesson with care**

Some of the roles may be:

- Cooking food
- Welcoming visitors
- Taking care of children
- Training children to do work
- Respecting others

### Lesson 3: The role of a father in the family

**Reference:** Ephesians 6: 1-4; parents do not provoke your children

Key message	COMPETENCES
I shall respect and love my father	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions the role of the father in the family</li> <li>• develops love for his/her father</li> <li>• prays for her/his father</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing with others, caring for others</li> <li>• interacting freely with others</li> <li>• forgiving others</li> </ul>
<ul style="list-style-type: none"> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• supporting others, guiding others</li> </ul>

**Values:** responsibility, respect, love

**Instructional Strategies:** storytelling, role play, guided discovery, think-pair-share

**Instructional Resources:** Bible, a chart showing a father working together with his family

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share experiences about what their fathers do at home</li> <li>• Share the Bible verses from Ephesians 6:4</li> <li>• Share with the learners what is expected of their fathers in a family through guided discussion</li> <li>• Guide learners to recite Ephesians 6:4</li> <li>• Guide learner to pray for his/her father</li> </ul>	<ul style="list-style-type: none"> <li>• Share what their fathers do at home individually</li> <li>• Listen to the Bible verses and say what they learn from it.</li> <li>• Share what their fathers should do in a family (roles of fathers)</li> <li>• Recite Ephesians 6:4 "...bring them up with Christian discipline and instruction"</li> <li>• Pray for his/her father</li> </ul>

**Guidance on Assessment:**

- Assess as the learner mentions the role of a father in the family
- Observe and assess as the learner shows love and respect for his/her father.

**Sample activity:** Praying for fathers

God thank you  
 For the gift of my father  
 keep him health  
 Amen

**Hint for the Teacher**

- ***Remember some children do not have their biological fathers, so handle this lesson with care***
- The roles of the father in the family may include; The head of a family, pays school fees, buys food at home, provides shelter, trains children to behave well and do work

## WEEK EIGHT

### LESSON 1: The role of children in the community

**Reference:** Ephesians 6: 1-3: Children respect elders

Key message	COMPETENCES
I have a role to play in my community	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions various roles children play in the community.</li> <li>• explains the importance of children to the community parents.</li> <li>• describes how children should show respect to the people in the community.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Self-identification</li> <li>• Talking about one's culture e.g. tribe, home, religion</li> <li>• Knowing one's position and responsibility</li> </ul>
<ul style="list-style-type: none"> <li>• Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing with others, caring for others</li> <li>• knowing how to behave when with different people, under different</li> </ul>

**Values:** concern, respect, cooperation, trustworthy, obedient

**Instructional Strategies:** Guided discovery, brainstorming

**Instructional Resources:** Bible, a chart showing children helping an old man and woman.



Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask learners to mention their roles at home through brainstorming</li> <li>• Share the Bible message from Ephesians 6:1-3</li> <li>• Guide learners to mention their roles in the community through guided discussion</li> <li>• Guide learners to sing</li> </ul>	<ul style="list-style-type: none"> <li>• Identify their roles at home i.e. sweeping the compound.</li> <li>• Listen to the Bible message and say what they learnt.</li> <li>• Tell/sign they roles as children in the community</li> <li>• Sing / sign the song “The more we work together”</li> </ul>

### Guidance on Assessment:

- Assess as the learner says what he/she is going to do so as to relate well with people in the community
- Observe and assess as the learner relates with people in the community

### Sample activity: Singing a song, (or any other related song)

The more we work together,  
 Together, together  
 The more we work together,  
 The happier we will be  
 You are my friend  
 Am your friend  
 And your friend is  
 My friend  
 The more we work together  
 The happier we will be

### Hint for the Teacher-

- Some of the roles of children in the community
- Being obedient to the elders
- Helping them with work
- Doing community work i.e. sweeping the church

- Respecting elders
- Helping the old
- Emphasis that as a Christian child he/she is child to all people around him/her so, he/she should obey and respect them.

## LESSON 2: The role of the community to the children

**Reference:** Ephesians 6: 4;

Key message	COMPETENCES
The community nurtures me	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• identifies the role of community to the children</li> <li>• appreciates the community</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Self-identification, caring for oneself</li> <li>• Knowing one's position and responsibility</li> </ul>
<ul style="list-style-type: none"> <li>• Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Being open minded, volunteering to do work, standing in for one's rights</li> <li>• Listening and evaluating what others say</li> </ul>

**Values:** cooperation, respect, trustworthy

**Instructional Strategies:** Guided discovery, think –pair- share

**Instructional Resources:** Bible, a chart showing children working together with elders in the community

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask learners to mention the role of their parents at home. e.g. providing food</li> <li>• Discuss the role of the community to the children. Emphasize that the community also has a role to play in their upbringing e.g. teaching them morals, fosters sense of belonging and identity</li> <li>• Guide learners to discuss what they can do to live in peace with the community</li> <li>• Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• identify the role of parents at home through think-pair-share</li> <li>• Identify the role of the community to children.</li> <li>• share what they can do to live in peace with the community</li> <li>• Recite/sign and discuss the meaning of the key message <i>"The community nurtures me."</i></li> </ul>

### Guidance on Assessment:

Assess as the learner mentions at list three roles of the community to the children.

**Sample activity:** Singing a song, "The more we work together"

### Hint for the Teacher

- Some of the roles of the community to the children
  - Feeding them
  - Teaching them morals
  - Caring for them
  - Showing them love
  - Giving the protection

As a community, we need to bring up and treat children in a good way.

## LESSON 3: The role of the Church to the children

**Reference:** 1 Samuel 1:21-28

Key message	COMPETENCES
I am created to serve God	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• Tells the benefits of being in the church.</li> <li>• Retells the story of dedication of Samuel to God.</li> <li>• Respects church services.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Self-identification</li> <li>• Talking about one's culture e.g. tribe, home, religion</li> <li>• Knowing one's position and responsibility</li> </ul>
<ul style="list-style-type: none"> <li>• Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing with others, caring for others</li> <li>• knowing how to behave when with different people, under different</li> </ul>

**Values:** love, concern, responsibility

**Instructional Strategies:** Storytelling

**Instructional Resources:** Bible, a chart showing children in Sunday school

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to mention where they go on Sundays and what benefit do they get</li> <li>• Share with the learner the Bible story from 1 Samuel 1:21-28</li> <li>• Guide learners to recite 1 Sam 1:28</li> </ul>	<ul style="list-style-type: none"> <li>• Mention where they go on Sunday and the benefits of being there</li> <li>• Listen to the story of Samuel dedication to God and say what they learn</li> <li>• Recite 1 Sam 1:28 "I am dedicating him to the Lord"</li> </ul>

### Guidance on Assessment:

- Assess as the learner mentions the benefits of belonging to the church
- Assess as the learner reciting 1 Samuel 1:28

**Sample activity:** Sing a song, "The more we work together"

### Hint for the Teacher

- Let the learners know that the church is important in guiding the children on how to worship God and to grow up as God fearing children.
- They should appreciate the role of the church and always attend church service on Sunday.
- Some of the benefits from church
  - guided on how to pray
  - loved by Sunday school teacher(s)

## WEEK NINE

### LESSON 1: Being honest

**Reference:** Exodus 20:16; Do not accuse any one falsely

Key message	COMPETENCES
I must be honest and fair to others	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>reflects honesty when relating with others</li> <li>appreciates people who are honest</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>being open, expressing one's point of view, standing in ones right</li> </ul>
<ul style="list-style-type: none"> <li>Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>confidence, use of verbal and non-verbal communication, meaningfully</li> </ul>

**Values:** respect, love

**Instructional Strategies:** Guided discussion, brainstorming

**Instructional Resources:** Bible

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to give their experience and what they did when a person took away his/her things like eats, pencil</li> <li>Share with the learners the Bible verse from Exodus 20:16</li> <li>Guide learners to share what they can do to be honest to others through guided discussion</li> <li>Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>Share the experiences of how they felt and what they did through brainstorming</li> <li>Listen to the Bible verse and say what they learn</li> <li>Tell/sign what they can do to be honest</li> <li>Recite/ sign and discuss the meaning of the key message <i>"I must be honest and fair to others."</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner says what he/she is going to do to be fair and honest

**Sample activity:** Sing a song

Oh, God is good x 3  
He is so good to me

**Hint for the Teacher**

Guides learners that we show honesty by:

- Being faithful
- Loving others
- Caring for others
- Serving others
- Helping others
- Caring for others things

**LESSON 2: Honesty and fairness at home**

**Reference:** Mark 10:13-16: Jesus Christ blessed little children

Key message	COMPETENCES
Jesus Christ is honest and fair in what He does	<p><b>THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>• identifies how Jesus Christ showed fairness and honesty to little children</li> <li>• illustrates Jesus Christ with the little children</li> <li>• mentions how he/she can show fairness and honesty at home</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• verbal and non- verbal expression</li> <li>• Articulation, confidence</li> </ul>
<ul style="list-style-type: none"> <li>• Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>• forgiving others, respecting other people's property, working together</li> </ul>

**Values:** love, patience, endurance

**Instructional Strategies:** Storytelling, recitation, think pair share

**Instructional Resources:** Bible, chart showing Jesus blessing children

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to share their experiences about what happens when a visitor comes home</li> <li>• Display the chart showing Jesus Christ blessing the little children and re-tell the story from Mark 10:13-16</li> <li>• Guide learners to share how they can be fair and honest at home</li> <li>• Guide learners to draw a picture</li> <li>• Guide a learner to recite the key message.</li> </ul>	<ul style="list-style-type: none"> <li>• Share their own experiences about a visitor at home through think-pair-share</li> <li>• Listen to the story and observe the illustration on the chart and tell how Jesus Christ showed honesty and fairness to the little children</li> <li>• Share how they can show honest and fairness at home</li> <li>• Draw a picture of Jesus Christ with little children</li> <li>• Recite /sign and discuss the meaning of the key message <i>“Jesus is honest and fair in what He does”</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner says how he/she can show honest and fairness at home
- Assess as the learner identifies things which show that he/she is fair and honest

**Sample activity:** Sing a song

Jesus Christ loves me x4  
 Halleluya Oh, Oh, Oh  
 Jesus Christ loves me



### Hint for the Teacher

Let learners know that:

- Jesus Christ was fair to welcome little children and bless them.
- He also gave them an assurance that the kingdom of God belonged to them
- His disciples were not fair and honest to stop young children from going to Jesus.

My children our love should not be with just wars and talk. (1 John: 18)

## LESSON 3: Honesty and fairness at School

**Reference:** Mathew 14:13-21, 1 John 3:18: Jesus Christ feeds the crowd

Key message	COMPETENCES
Being honest and fair to others is good.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• explains the need for honesty and fairness at school</li> <li>• shows honesty and fairness to others</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• verbal and non- verbal expression</li> <li>• Articulation, confidence</li> </ul>
<ul style="list-style-type: none"> <li>• Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>• forgiving others, respecting other people's property, working together</li> </ul>

**Values:** trustworthiness, honest, responsibility

**Instructional Strategies:** Storytelling, think- pair- share

**Instructional Resources:** Bible,

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Ask learners to share experiences in cases where they have been trusted and honest and where they have not been</li> <li>• Share with the learners the Bible story from 1 Kings 3:16-28 about the two women arguing for the child. emphasize honesty and fairness reflected by the King through story telling</li> <li>• Guide the learners to share what they are going to do to be fair and honest at school</li> <li>• Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share where they have been trusted and where they have not individually</li> <li>• Listen to the Bible story and say what they learn through answering questions</li> <li>• Share what they are going to do to be fair and honest at school through think-pair-share</li> <li>• Recite/sign and discuss the meaning of the key message <i>“Being honest and fair to others is good.”</i></li> </ul>

**Guidance on Assessment:**

- Assess as the learner explains how King Solomon showed fairness and honesty
- Listen and assess as the learner suggest what he/ she is going to do to be honest and fair and honest
- Observe and assess as the learner reflects fairness and honesty at school

**Sample Activity:** Sing a song

Don't be selfish  
Be fair and honest

**Hint for the Teacher-**

- Let learners know that;
  - When you are fair and honest you gain trust from people
  - Fairness leads to success in life.
  - When you are honest and fair, you are loved by everyone

## WEEK TEN

### Sub Theme: God's family and His love.

#### Lesson 1: My body as God's gift to me

**Reference:** Psalms 139:13-15: You put my bones together

Key message	COMPETENCES
My body is a gift from God.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions the different parts of his/her body.</li> <li>• writes a poem thanking God for her/his body.</li> <li>• shows appreciation for his/her body as a gift from God.</li> </ul>

Life skills	Indicators
• Self esteem	• Self-appreciation, talking about self
• Self-awareness	<ul style="list-style-type: none"> <li>• Self-identification, talking about one's potential, feelings and emotions</li> <li>• Making choices, caring for oneself</li> </ul>

**Values:** appreciation, love, respect

**Instructional Strategies:** Guided discovery, think pair share

**Instructional Resources:** Bible, a chart showing a boy and a girl

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Using the think pair share, guide learners to mention the different parts of their bodies</li> <li>• Share with the learners the Bible Message Psalms 139:13-15 about God putting the different parts of the body together.</li> <li>• Guide learners to sing a song about different parts of the body in appreciation of God's work</li> <li>• Guide learners to write a poem thanking God for his/her body</li> <li>• Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs, they mention the different parts of their bodies e.g. Head, shoulder, chest, waist, legs</li> <li>• Listen to the message and say what they learn</li> <li>• Sing / sign a song about the different parts of the body joined together by God</li> <li>• Write a poem thanking God for his/her body</li> <li>• Recite/sign and discuss the meaning of the key message "My body is a gift from God."</li> </ul>

**Guidance on Assessment:**

- Assess as the learner identifies the parts of the body
- Assess as the learner sings a song about the body parts
- Assess as the learner thanks God for his/her body

**Sample Activity:** Singing a song (*or any other related song*)

God thought of making man  
 By joining all the bones  
 Out of the greatest one God thought of me  
 Join together head bone to shoulder bone  
 Join together to the back bone  
 Back bone to the leg bone  
 God thought of me  
 Shading parts of the body.

**Hint for the Teacher-**

- Different parts of the body: head, neck, shoulder, chest, legs, chest, waist, knee etc.
- Encourage the learners to praise God for their body parts.

**Lesson 2: Parents are a gift from God**

**Reference:** Ephesians 6:1-4: It is your duty to respect your parents.

Key message	COMPETENCES
My parents are a gift to me.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions ways how she/he respects the parents.</li> <li>• appreciates parents as a gift from God</li> <li>• demonstrates how to respect his / her parent</li> </ul>

Life skills	Indicators
• Friendship formation	<ul style="list-style-type: none"> <li>- Use of polite language</li> <li>- working together</li> </ul>
• Interpersonal relationship	<ul style="list-style-type: none"> <li>- Interacting freely with others caring for others</li> <li>- Sharing with others</li> </ul>

**Values:** responsibility, cooperation, respect, love, obedience

**Instructional Strategies:** Guided discussion, think -pair -share

**Instructional Resources:** Bible, a chart showing a nuclear family

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to mention what they do to show respect to their parents</li> <li>• Share with the learners a Bible message from Ephesians 6:1-4 which talks about respect for parents</li> <li>• Guide learner to share what they are going to do for their parents as a way of showing respect through guided discussion</li> <li>• Guide learners to say a prayer thanking God for their parents as gifts</li> <li>• Guide learners to recite/sign the key message</li> </ul>	<ul style="list-style-type: none"> <li>• Share what they do to show respect to their parents through think- pair –share</li> <li>• Listen to the message and say what they learn</li> <li>• Share what they are going to do for their parents to show respect</li> <li>• Say / sign a prayer thanking God for giving them parents as gifts</li> <li>• Recite/sign and discuss the meaning of the key message <i>“My parents are a gift to me.”</i></li> </ul>

### Guidance on Assessment:

- Assess as the learner says what he/she is going to do for his/her parents as a way of showing respect
- Assess as the learner says a prayer for his/her parents

### Hint for the Teacher-

- Some of the ways learners show respect:
  - Kneel while greeting parents
  - Listen and obey them
  - Thanking the parents for a gift
  - Fetching water for parents
  - Work hard and behave well at school
  - Go where you have been sent quickly
  - Does not answer back or rudely to the parents
- Encourage learners to know that God created them in their mother's womb.

## LESSON 3: Babies as a gift to me

**Reference:** Luke 2:5-6

Key message	COMPETENCES
Time came for the baby to be born	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>identifies ways how to respect babies</li> <li>appreciates babies as a gift from God</li> <li>demonstrates love for babies</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>caring for others, supporting others</li> <li>comforting other, guiding others</li> </ul>
<ul style="list-style-type: none"> <li>Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>interacting freely with others</li> <li>sharing with others, reacting appropriately</li> </ul>

**Values:** care, love, appreciation, patience

**Instructional Strategies:** storytelling, guided discovery, thin-pair-share

**Instructional Resources:** Bible, materials making/ modeling doll babies

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to share experiences about the babies they have at home</li> <li>Share with the learners the Bible verse from Luke 2:5-7</li> <li>Guide learners to make doll babies</li> <li>Guide learners to say a prayer thanking God for the babies</li> </ul>	<ul style="list-style-type: none"> <li>Share own experiences about their babies through think-pair-share</li> <li>Listen to the Bible message and say what they learn</li> <li>Make/model doll babies</li> <li>Recite the prayer thanking God for the babies</li> </ul>

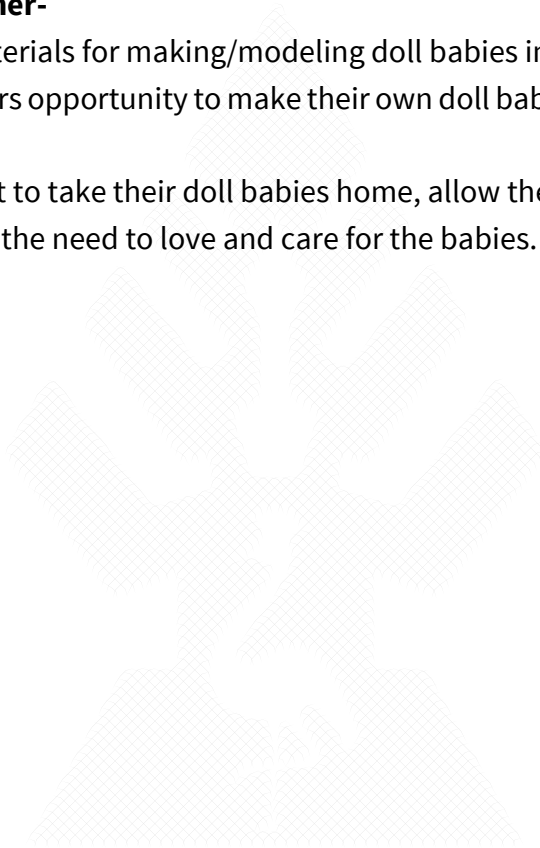
**Guidance on Assessment:**

- Assess as the learner tell what he/she is going to do to care for the babies
- Observe and assess as the learner makes a baby

**Sample activity:** Making doll babies (use local materials like banana fibers)

**Hint for the Teacher-**

- Collect materials for making/modeling doll babies in advance.
- Give learners opportunity to make their own doll babies and display them in class.
- If they want to take their doll babies home, allow them.
- Emphasize the need to love and care for the babies.





## WEEK ELEVEN

SUB THEME: GOD'S FAMILY AND HIS LOVE.

### LESSON 1: Caring for God's creation (Animals as gifts from God)

**Reference:** Genesis 1:24,

Key message	COMPETENCES
Love God's creation	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>names different way of caring for God's creation.</li> <li>appreciates God's creation.</li> <li>draws and names animals created by God.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Initiating new ideas</li> <li>Finding different ways of doing things</li> </ul>
<ul style="list-style-type: none"> <li>Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>verbal and non-verbal expression, articulation</li> </ul>

**Values:** responsibility, cooperation, appreciation

**Instructional Strategies:** Storytelling, project work, think-pair-share

**Instructional Resources:** Bible, models of animals, containers for feeding animals and collecting water

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>Guide learners to share experiences about the animals they have at home</li> <li>Share with the learners the Bible message in Genesis 2:15-20 through</li> </ul>	<ul style="list-style-type: none"> <li>Share their own experiences as to how they care for the animals at home through think-pair-share</li> <li>Listen to the Bible message and share what they learn</li> </ul>

Teacher's Activities	Learner's Activities
storytelling Emphasize care for animals <ul style="list-style-type: none"> <li>• Guide learners to suggest how they would care for the animals</li> <li>• Give learners opportunity to care for any animal around the school</li> <li>• Guide learners to draw and name the animals</li> <li>• Guide learners to recite a prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest ways how they would care for the animals.</li> <li>• Care for the animals around the school</li> <li>• Draws and names the animals created by god</li> <li>• Recite the prayer thanking God for the animals</li> </ul>

**Guidance on Assessment:**

- Assess as learners correctly tells two ways how he/she can care for God's creation
- Observe and assess as the learner demonstrates care for the animals

**Sample activity:** Caring for the animal(s) around

**Hint for the Teacher-**

Some of the different ways of caring for animals

- Feeding animals
- treating them
- cleaning where they stay

## LESSON 2: Plants as gifts from God

**Reference:** Gen 1:11-21: Let earth produce all kinds of plants.

Key message	COMPETENCES
Plants are very important for us	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• names different ways of caring for plants as God's creation.</li> <li>• thanks God for the plants.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Initiating new ideas</li> <li>• Finding different ways of doing things</li> </ul>
<ul style="list-style-type: none"> <li>• Negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Using persuasive language</li> <li>• Requesting and responding appropriately</li> </ul>

**Values:** responsibility, cooperation, appreciation

**Instructional Strategies:** Storytelling, project work, observation

**Instructional Resources:** Bible, containers for collecting water, hoes, plants in the school compound

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners share experiences about the plants they have at home</li> <li>• Share with the learners the Bible message in Genesis 2:15-20</li> <li>• Guide learners to suggest how they would care for the plants in the environment</li> <li>• Guide learners name some of the plants in the school compound</li> <li>• Guide learners on how to care for plants outside their classroom through demonstration</li> <li>• Guide learners to recite a prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Share own experiences about the plants they have at home</li> <li>• Listen to the message and say what they learn</li> <li>• Suggest ways how they would care for the plants through think-pair-share</li> <li>• Name some of the plants in the school compound</li> <li>• Care for the plants and flowers in the school compound (watering)</li> <li>• Recite / sign a prayer thanking God for the plants</li> </ul>

**Guidance on Assessment:**

- Assess as the learner gives two ways in which we can care for the plants correctly

- Observe and assess as the learner cares for the plants and flowers in the school compound

**Sample activity:** Caring for the plants and flowers in the school compound

**Hint for the Teacher-**

- Some of the different ways of caring for God’s creation;
  - Weeding plants
  - Watering plants
  - spraying
  - planting more

**Hint for the Teacher-**

- Take the learners outside the classroom to see different types of plants
- Let them mention the names of some of the plants they know.
- Guide them on how to care for the plants

## LESSON 3: Caring for other people

**Reference:** Mathew 9:27-30, healing the blind

Key message	COMPETENCES
God cares for us	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• mentions ways of caring for others.</li> <li>• appreciates how God cares for us.</li> <li>• demonstrates care for others.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for other people</li> <li>• guiding others, supporting others</li> </ul>
<ul style="list-style-type: none"> <li>• Interpersonal relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing with others</li> <li>• Reacting appropriately</li> <li>• Working together with others people</li> <li>• Appreciating individual differences</li> </ul>

**Values:** Appreciation, patience, love

**Instructional Strategies:** Guided discovery, storytelling, think- pair -share

**Instructional Resources:** Bible, a chart showing helping other children

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide learners to mention how they would care for a sick friend in class.</li> <li>• Share with the learners the Bible story from Mathew: 9:27-30 about how Jesus Christ cared for the blind and dumb</li> <li>• Guide learners to say a prayer thanking God for the care</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs the learners share how they would care for the sick.</li> <li>• Listen to the story from the Bible and say what they learn</li> <li>• Say / sign a prayer to thank God for the care He gives to us.</li> </ul>

**Guidance on Assessment:**

- Assess as the learner mentions two different ways of caring for friends
- Assess as the learner explains how Jesus Christ cared for the blind and mute
- Observe and assess as the learner cares for others

**Sample activity:** Recite the prayer

No one can see God  
 We can see God through his creation  
 We must care for his creation  
 Amen

**Notes for the Teacher-**

How we care for other people by giving:  
 food, shelter, clothing, treatment, company

## WEEK TWELVE

SUB THEME: GOD'S FAMILY AND HIS LOVE.

### LESSON 2: The birth of Jesus Christ Announced

**Reference: Luke 3:1-20** The preaching of John the Baptist

Key message	COMPETENCES
Jesus Christ came for me.	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>describes how he/she prepares to receive a visitor in the home.</li> <li>tells how the preaching of John the Baptist prepared people for the coming of Jesus Christ.</li> <li>sing/signs a song about the coming of Jesus Christ.</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>confidences, articulation, audibility</li> <li>verbal and nonverbal expression</li> </ul>
<ul style="list-style-type: none"> <li>Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>Being open,</li> <li>Expressing one's point of view</li> </ul>

**Values:** sharing, appreciation, love, togetherness

**Instructional Strategies:** demonstration, role play, think-pair-share

**Instructional Resources:** Bible, a chart showing John the Baptist preaching in the wilderness

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide the learners to prepare to receive an important visitor to their school mentioning what they will need.</li> <li>• Share with the learners the Bible story from Luke 3:1-20 about John the Baptist preaching about the coming of Jesus Christ through story telling</li> <li>• Guide learners to sing a chorus concerning preparation for the coming of Jesus</li> <li>• Guide learner to recite the key message</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs they mention what they will need when receiving an important visitor.</li> <li>• Listen to the Bible and say what they learn</li> <li>• Sing a chorus for the preparation for the coming of Christ "Give me joy."</li> <li>• Recite/sign and discuss the meaning of the key message <i>"Jesus Christ came for me."</i></li> </ul>

### Guidance on Assessment:

- Assess as the learner tells who announced the coming of Jesus
- Assess as the learner appreciates the message of John the Baptist

### Sample activity: Singing a song

Give me joy in my heart, keep me praising  
 Give me joy in my heart, I pray  
 Give me joy in my heart, keep me praising  
 Keep me praising till the break of day,

### Chorus:

Sing Hosanna! Sing Hosanna!  
 Sing Hosanna! To the king of kings!  
 Sing Hosanna! To the king

### Hint for the Teacher

Choose any other song within the local area used for welcoming a visitor or preparing for an important person.

## LESSON 2: Jesus Christ's Birth in Bethlehem

**Reference:** Luke 2:1-17: The birth of Jesus Christ

Key message	COMPETENCES
	<p><b>THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>• sings a joyful religious song / hymn to welcome the birth of Jesus Christ</li> <li>• retells the story of the birth of Jesus Christ</li> <li>• Celebrates the birth of Jesus Christ during Christmas</li> </ul>

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• confidences, articulation</li> <li>• audibility</li> <li>• verbal and nonverbal expression</li> </ul>
<ul style="list-style-type: none"> <li>• Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Being open,</li> <li>• Expressing one's point of view</li> </ul>

**Values:** appreciation, sharing, cooperation, love, togetherness

**Instructional Strategies:** Storytelling

**Instructional Resources:** Bible, a chart illustrating baby Jesus Christ in a kraal with his earthly parents



Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> <li>• Guide the learners to sing the joyful song to welcome the birth of Jesus Christ.</li> <li>• Tell/sign the Bible story from Luke 2:1-17, about the birth of Jesus Christ.</li> <li>• Guide learners to retell the story of the birth of Jesus Christ from the Luke 2:1-17</li> </ul>	<ul style="list-style-type: none"> <li>• Sing the joyful song to welcome the birth of Jesus Christ (Give me joy in my heart,</li> <li>• Listen to the story and say what they learn</li> <li>• Retell the story of Jesus' birth</li> </ul>

### Guidance on Assessment:

- Assess as the learner retells the story of the birth of Jesus Christ correctly
- Assess as the learner says what he/she is going to do to always remember to celebrate the birth of Jesus Christ

### Sample activity: Sing a song (or any other related song)

Give me joy in my heart, keep me praising  
 Give me joy in my heart, I pray  
 Give me joy in my heart, keep me praising  
 Keep me praising till the break of day,

### Chorus:

Sing Hosanna! Sing Hosanna!  
 Sing Hosanna! To the king of kings!  
 Sing Hosanna! To the king

### Hint for the Teacher

- Use any song in the locality which can be used to welcome Jesus' birth if the given one cannot be sang.
- Organize relevant questions from the bible text to consolidate the story Luke 2:1-17.

## LESSON 3: Role plays the birth of Jesus Christ

**Reference:** Luke 2:1-17: The birth of Jesus Christ

Key message	COMPETENCES
	<b>THE LEARNER:</b> <ul style="list-style-type: none"> <li>• explains the birth of Jesus Christ</li> <li>• appreciates the birth of Jesus Christ</li> <li>• role plays the birth of Jesus Christ</li> </ul>

COMPETENCES: THE LEARNER:

- explains the birth of Jesus Christ
- appreciates the birth of Jesus Christ
- role plays the birth of Jesus Christ

Life skills	Indicators
<ul style="list-style-type: none"> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• confidences, articulation, audibility</li> <li>• verbal and nonverbal expression</li> </ul>
<ul style="list-style-type: none"> <li>• Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Being open,</li> <li>• Expressing one's point of view</li> </ul>

**Values:** Cooperation, sharing, appreciation, love

**Instructional Strategies:** Role play, Demonstration, recitation.

**Instructional Resources:** Bible, costumes

**Dedicate this lesson for the role play**

- Guide learners to prepare for the role play of the birth of Jesus Christ
- Let the learners take the roles of i.e., Mary, Joseph, shepherds, angel,
- Give them time to practice before they role play

**Guidance on Assessment:**

- Observe and assess as the learner participates in the role play

**Sample activity:** role playing the birth of Jesus Christ

**Hint for the Teacher**

- Collect the materials for the role play in advance
- Inform the children early so that they bring some of the materials from home
- At this age, children need time to practice in order to develop confidence
- Start the rehearsal in lesson 2 and lesson 3 will be for actual role play.
- Do not mind if the learners cannot use the actual words or are shy. They will get it with practice.
- You may sing already learnt song(s) about the birth of Jesus

## REFLECTIVE SELF ASSESSMENT

### Introduction

In Religious Education learner's reflection on what they have learnt is very important. It enables learners to learn from religion and not merely about religion.

Learning from religion involves evaluating religion beliefs and values that learners have studied and reflecting on one's own belief in light of what he/she has learnt. This will enable you as the teacher to monitor attitude formation on learners after interacting with the content.

The current approaches in teaching RE have been rightly criticized because they lack tools for assessing attitude development. They give emphasis on cognitive competences which involve terminal examinations, yet values are not simply important for examination purposes but as a way of life.

In this resource book, reflexive assessment tool has been provided as a guide designed to help you the teacher to nature, monitor and assess attitude development.

#### **NOTE:**

- Attitudinal change may not be achieved in one lesson or even more reflexive assessment therefore has to be carried out continuously
- You as the teacher of RE should be engaged in monitoring the learner to help them achieve the desired attitude formation
- Choose any topic to help in formulating the assessment
- Check learner's attitudes as you interact with them
- State your remarks on the values attained such as sharing, cooperation

## SAMPLE REFLECTIVE SELF-ASSESSMENT TOOL FOR CHRISTIAN RELIGIOUS EDUCATION

This questionnaire is intended to guide the learner's self-assessment of his/her Attitude and values developed through learning Christian Religious Education.

### Sample Reflective Self-assessment of your attitude

**Name:**

.....Joy.....Class.....P1.....Term  
.....1.....Year .....2019.....

**A: The level to which you think you now possess the following skills (Your present attitude level)**

**Levels:** 5 Very good at this, 4 Good at this. 3 Slightly good at this, 2 not good at this, 1 Poor at this.

Topic	Area of self-assessment/ reflection	Number	Remarks
1	Knowing my name		
2	Thanking God for creating my body parts		
3	Caring for my body		

**B: How important do you think it is that you should possess/acquire the following skills?**

**Levels:** 5 very important, 4 important, 3 slightly important, 2 slightly not important, 1 Not important

Topic	Area of self-assessment/ reflection	Number	Remarks
1	Knowing my name		
2	Thanking God for creating my body parts		
3	Caring for my body		

## COMPETENCE BASED ASSESSMENT

### Introduction:

In Christian Religious Education like any subject learners should continuously be assessed. The type of assessment base on competence is called Competence Based Assessment (CBA). Teaching and learning is a continuous process which is assessed gradually basing on specific competences (This type of assessment process provides a way of building the skills and knowledge learners need at the end of the lesson as stipulated by the learning outcome.

Therefore, a religious education teacher should get familiar with competence based assessment which aims at assessing specific competences (abilities) and learn how to get and manage scores that are accumulated over time. Therefore, this section specifies the assessment tool and the scoring process. The scores attained are cumulatively computed to come out with the final score of a particular child.

To ease the process of assessing learners should be grouped. Each group will have five learners. Assess five learners on a given competence every day. At least assess your learner twice on each competence during the term. It is most important that you follow up with learners who are not achieving the competence.

It may be difficult to record directly in the Continuous Assessment Monitoring form (CAM Form) during the lesson but you may keep the records on a small sheet of paper and record in CAM form during break-time or after school. Do this on daily basis.

FOR EXAMPLE: IN THEME 1 LESSON 2

**Learning outcome:** The learner is able to discover, understand and appreciate God’s creation and care for it.

**Competences:** The learner:

- mentions his/ her name
- gives the meaning of his/her name
- says a prayer thanking God for his/her name

**Learning outcome:** The learner is able to discover, understand and appreciate God’s creation and care for it.

Competences		Mentions own name				Gives the meaning of own name				Says a prayer thanking god for his/her name				Discusses the message			
		Articulation	Fluency	Accuracy	Self-expression	Articulation	Fluency	Accuracy	Self-expression	Articulation	Fluency	Accuracy	Self-expression	God knows my name.	How I prove	Lessons learnt	Benefits I get
LL	Indicators																
N	Name																
o																	
1	Nakalema Joan	△															
2	Ssentongo Ivan	/															
3	Otim Joel																
4	Akello Itesi																
5	Chellangat Musa																
6	Ibrahim Bilal																
7	Namutebi Husnat																
8	Natukunda Lucky																




Here are the symbols to be used in the CAM form to represent learner’s achievements.

Level 3: The learner’s performance exceeds the competence gets a triangle. Symbol (Excellent). △

Level 2: The learner’s performance meets the competence gets two lashes. Symbol (Very good). ∟

Level 1: The learner’s performance that does not yet meet the competence gets one slash. Symbol (Tried). /

Use symbols while scoring individual Childs' performance basing on competence indicators. Use the following symbols below:

SN	Symbol	Grade
1		Excellent
2		Very good
3		Tried







**NCDC**

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