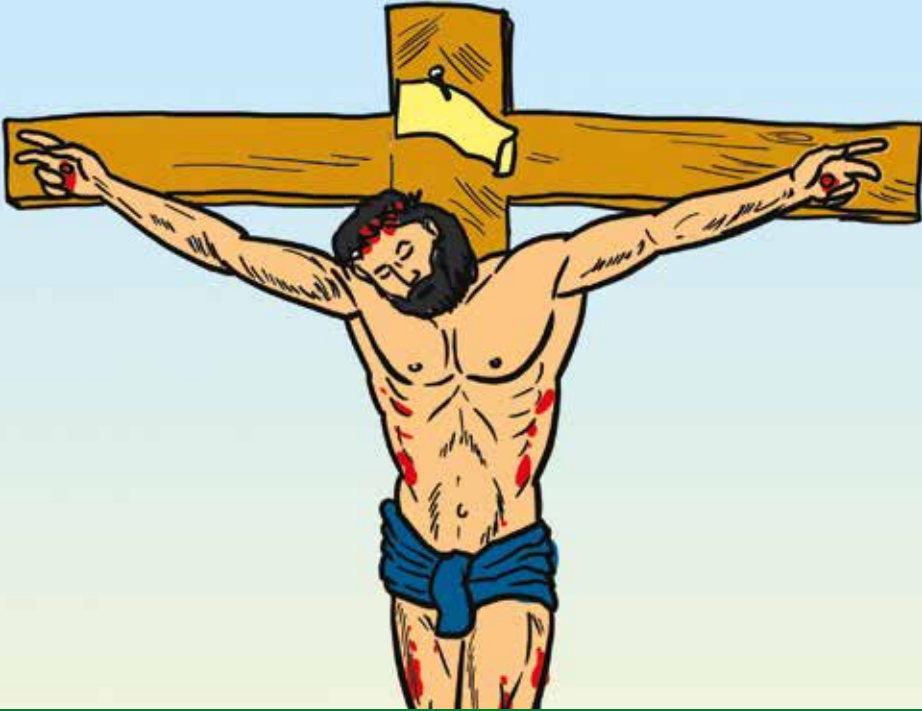




NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



CHRISTIAN RELIGIOUS EDUCATION

TEACHER'S RESOURCE BOOK





TEACHER'S RESOURCE BOOK

**CHRISTIAN
RELIGIOUS
EDUCATION**

PRIMARY THREE



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A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

FIRST EDITION

National Curriculum Development Centre
P.O. Box 7002,
Kampala- Uganda
www.ncdc.co.ug

ISBN: 978-9970-494-93-4

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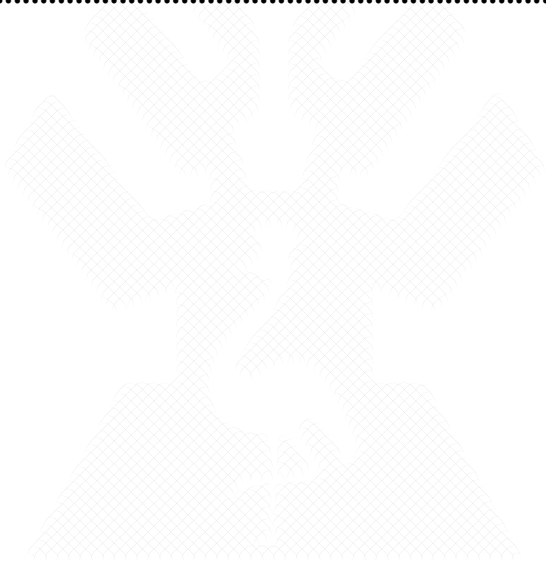
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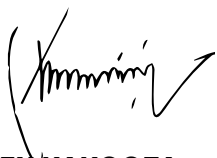
FOREWORD

One of the National Aims and Objectives of Education in Uganda is to inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship. This can be achieved through effective teaching and learning of Christian Religious Education (CRE).

This Teacher's Resource Book has been designed for Primary Three teachers to enable them to effectively deliver lessons in Christian Religious Education (CRE). The Teacher's Resource Book presents the breakdown of lessons in the CRE syllabus and provides a variety of suggested methods to be used by the teacher during lesson delivery.

The Teacher's Resource Book further provides a variety of suggested activities, key messages and verses of the week that are meant to make learning engaging, relevant and interesting. 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 P3 Christian Religious Education content presented in the P3 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.



ALEX KAKOOZA

PERMANENT SECRETARY

MINISTRY OF EDUCATION AND SPORTS

ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those persons who worked tirelessly towards the production of this Primary Three 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, and to both the Quality Assurance Committee (QAC) and Academic Steering Board (ASB) whose contributions have helped to guide the development and finetuning of this resource book.

Special gratitude is extended to the CRE Panel Members who put together all the necessary information and guidance to ensure the Teacher's Resource Book is completed.

Last but not least, to all those who worked behind the scenes to finalize the work on this Teacher's Resource Book.

The National Curriculum Development Centre takes responsibility of any shortcomings that might be identified in this publication and welcomes suggestions that effectively address the inadequacies. Send your concerns to: National Curriculum Development Centre (NCDC), P.O Box 7002, Kampala or email to admin@ncdc.go.ug



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DIRECTOR,
NATIONAL CURRICULUM DEVELOPMENT CENTRE



LIST OF ACRONYMS

- CRE:** Christian Religious Education
- MoES:** Ministry of Education and Sports
- NCDC:** National Curriculum Development Centre





INTRODUCTION

Christian Religious Education (CRE) is an important part of the primary school curriculum. It is intended to achieve the aims and objectives of Primary Education which focus on the moral and character aspects of education. They 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.

This book is designed to enable you guide the learners to develop moral, ethical and spiritual values. You are advised to teach CRE as provided for on the curriculum to enable the learners to develop good morals and spiritual values. This shall enable them to develop a high level of discipline and improve their academic performance so as to live in peace with others in society.

The Purpose of the Teacher's Resource Book

The Teacher's Resource Book has been provided to improve the teaching and learning of Christian Religious Education. It provides a breakdown of the syllabus content into teachable lessons for the entire year. Use the Teacher's Resource Book together with the CRE content in the Thematic Curriculum, the Bible and other support materials during preparation and teaching of CRE.

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 could not easily follow the themes which were identified to teach other learning areas. The content of the CRE syllabus is presented after the 12th theme in the P3 Curriculum.

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

- Relating the Biblical content to real-life experiences.
- Key messages the learners need to understand and appreciate the content.

- Suggested activities, methods, instructional materials that promote the teaching and learning of Christian Religious Education.
- Information on how to continuously assess the learners on knowledge, morals and attitudinal change.

How to Use the Teacher's Resource Book

The Teacher's Resource Book should be used:

- in reference to the Thematic Curriculum for P3.
- during scheming and lesson planning.
- by studying the suggested activities for each lesson and identifying the relevant examples in real-life situations.
- in conjunction with the key message during each lesson by encouraging the learners to live the message.
- in relation to the biblical messages.
- in connection with real-life experiences in the family, school or community.

Use or adopt the sample activities provided in the Teacher's Resource Book during the teaching and learning process. The learners' activities can be carried out as a whole class, in groups, in pairs or individually. The assessment of individual learner is emphasised even in group work to enable you evaluate achievement of competences of each learner. You are free to use any other appropriate methods that promote effective teaching and learning of Christian Religious Education.

The medium of instruction at P3 level is the language which the learners are familiar with. For effective delivery of the lessons, you will need to translate content including songs, rhymes, poems and stories into the relevant language of instruction.

The General Procedure of Teaching Christian Religious Education

The life theme approach is used to teach Christian Religious Education. The teaching and learning process starts with the learner's experience followed by the experience of others. These experiences are then looked at in light of the Bible. The learners are then encouraged to respond to the message and to live it.

In summary, the teaching and learning experience should be guided by the following procedure:

1. **Our Experience:** Relate what you are to teach to real-life situations.
2. **God's Message:** Refer to the main content from the Bible for a particular lesson. This is the heart of a CRE lesson.
3. **Our Response:** This is where the learners reflect, suggest and practise how to live by God's message (re-living the message).

The Lesson Plan Structure in the Teacher's Resource Book

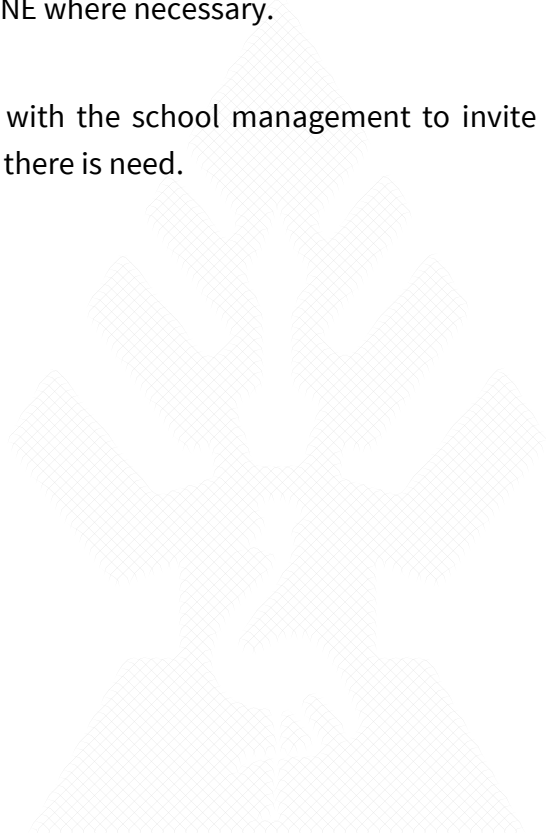
Each lesson in the Teacher's Resource Book is structured as follows:

- i) **Theme:** This is as provided in the P3 Curriculum.
- ii) **Sub-theme:** This is as provided in the P3 Curriculum.
- iii) **Learning outcome:** This is as provided in the P3 Curriculum
- iv) **Lesson:** Indicates the actual content, skills and values to be taught in 30 minutes.
- v) **Bible Reference(s):** These are Bible verses relevant to the content of a given lesson.
- vi) **Key message:** This is derived from the Bible reference, and has been related to the experiences of the learners. It is a simple statement which the learners can understand.
- vii) **Key term(s):** There are key terms which you may need to study in advance and get appropriate translations before lesson delivery. These are derived from the Bible/content in the curriculum.

- viii) **Competences:** These are picked from the curriculum. However, in some instances, they may have been rephrased for clarity.
- ix) **Life skills:** You are expected to observe these as the learners express themselves and relate with others while carrying out different activities in and outside the class. Look for opportunities to help the learners develop them as lifelong skills.
- x) **Values:** You are expected to guide the learners acquire these values as they work together in and outside the class.
- xi) **Methods:** Suggested methods have been included under each lesson in this resource book, but you are free to use any other methods which you find practical and appropriate to deliver the content.
- xii) **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 when available.
- xiii) **Suggested activities:** Activities both for the teacher and the learners have been provided in tables to guide you when preparing a detailed lesson for each day. Always remember the general procedure followed to teach a CRE lesson (**Our Experience, God's Message, Our Response**).
- xiv) **Guidance on assessment:** Activities to assess the learners' progress are provided after each lesson. You are expected to record each learner's progress.
- Note:** Remember to assess values and attitudes in addition to knowledge.
- xv) **Sample activity:** Relevant sample activities, such as rhymes, poems, stories, exercises, project work, songs, role-plays, prayers and Bible text, have been suggested for each lesson. You may use any other appropriate activity where need be.

- xvi) **Notes for the teacher:** Guidance or notes have been provided for you to use as you prepare to teach the content.
- xvii) **Learners with Special Learning Needs:** Special Needs Education is an important aspect in education today. You will need to identify learners with special needs in your class and cater for them. Seek guidance from specialists in SNE where necessary.

Note: Always arrange with the school management to invite a resource person to support you whenever there is need.



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Sample Scheme of Work for Christian Religious Education

THEME: CHRISTIANS GROW IN JESUS CHRIST

Learning Outcome

The learner shall be able to:

- i) talk about the events in the life of Jesus Christ, such as Ascension and the Pentecost.
- ii) accept the work of the Holy Spirit in the day-to-day Christian life.

Wk	Pd	Theme	Sub-theme	Competences	Content	Methods	Suggested activities	Life skills/ indicators and values	Instructional material	Ref.	Remarks
1	1	Christians grow in Jesus Christ	Jesus Christ gives us the Holy Spirit	The learner: <ul style="list-style-type: none"> • expresses his/her feelings freely. • tells who promised the Holy Spirit. • recites John 14:16. 	Our experience Sharing experiences of how they feel if someone they love goes away	<ul style="list-style-type: none"> • Story telling • Recitation • Rote 	<ul style="list-style-type: none"> - Telling a story - Listening to the story - Answering questions - Singing a song - Reciting a verse - Saying a prayer 	Indicators <ul style="list-style-type: none"> • Effective communication: confidence, articulation, logical flow of ideas • Critical thinking: logical reasoning 	Chart showing verses to be recited	Bible P3 Thematic curriculum	

Wk	Pd	Theme	Sub-theme	Competences	Content	Methods	Suggested activities	Life skills/ indicators and values	Instructional material	Ref.	Remarks
				<ul style="list-style-type: none"> sings a song about the Holy Spirit. thanks, God, for the promise of the Holy Spirit. 	<p>God's Message John 14:15-16</p> <p>The promise of the Holy Spirit patience trust, faith,</p> <p>Our response</p> <ul style="list-style-type: none"> Singing a song saying a prayer thanking God for the promise of the Holy Spirit 			<p>Values</p> <ul style="list-style-type: none"> Appreciation Trustworthiness patience Faith 			

Sample Lesson Plan for Christian Religious Education

Date	Class	Time	Duration	Subject	No. of Learners
20/08/2016	P3	2.00–2.30 pm	30 min	CRE	80

Theme: Christians Grow in Jesus Christ

Sub-theme: Jesus Christ gives us the Holy Spirit

Lesson: The promise of the Holy Spirit

Key message: I thank Jesus Christ for the promise of the Holy Spirit (the spiritual helper)

Competences: The learner:

- expresses his/her feeling freely.
- tells who promised the Holy Spirit.
- recites John 14:16.
- sings a song about the Holy Spirit.
- asks God for the help of the Holy Spirit.

Life skills indicators: Effective communication: confidence, articulation, Logical flow of ideas, critical thinking: logical reasoning

- Values:**
1. Appreciating Jesus Christ's promise of the Holy Spirit
 2. Being trustworthy
 3. Being patient
 4. Having faith

Methods:	Storytelling, recitation, rote
Instructional materials:	Manila cards, markers
Reference:	Bible

Time	Steps	Teacher's Activity	Learner's Activity
05 min	1	<p>Our Experience</p> <ul style="list-style-type: none"> Asking the learner to express his/her feelings when a loved one goes away. 	<ul style="list-style-type: none"> Expressing his/her feelings when a loved one goes away
15 min	2	<p>God's message</p> <ul style="list-style-type: none"> Sharing the Bible story about the promise of the Holy Spirit; <i>John 14: 15-16</i> and asking questions: <ul style="list-style-type: none"> Who promised the Helper? Why did Jesus Christ promise the Helper? How did the 	<ul style="list-style-type: none"> Listening to the Bible story and answering questions correctly Reciting <i>John 14: 16, "I will ask the father to give you a helper who will stay with you forever"</i>

Time	Steps	Teacher's Activity	Learner's Activity
		disciples feel? - Who is a Helper? (Holy Spirit) • Guiding the learners to recite <i>John 14: 16</i>	
10 min	3	Our response • Guiding the learner to sing a song • Asking the learner to say a prayer thanking God for the promise of the Holy Spirit	• Singing a song: " <i>Jesus Christ promised the Holy Spirit</i> " with confidence • Saying a prayer correctly

Self-evaluation

Areas of strength:

Areas of improvement:

Way forward:

TERM I WEEK 1

THEME: CHRISTIANS GROW IN JESUS CHRIST

SUB-THEME: Traditions

Learning Outcome

The learner tells the different traditions in light of biblical teachings for the purposes of building social harmony.

LESSON 1: Traditional Customs

Reference: *Mark 7: 1-15*; the clean and unclean practices

Key message: I should respect and appreciate my traditional customs as Jesus Christ did.

KEY TERM: Customs – beliefs

COMPETENCES

The learner:

- i) identifies some of his/her traditional customs.
- ii) relates the traditional customs with the biblical teaching.
- iii) practises his/her traditional customs.

Life skills	Indicators
Interpersonal relationship	- Respect, sharing
Self-awareness	- Respect, appreciation

Values

- Appreciation
- Respect
- Sharing

Methods: Demonstration, storytelling, guided discovery

Instructional materials: Bible, a chart showing how they greet in their area.

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Using think-pair-share, guide the learners to greet in their culture Displaying the chart showing how they greet in their area Explaining Bible text <i>Mark 7:1-15</i> and asking questions about it Guiding the learners to sing a song Guiding the learners to recite <i>Matthew 15:3</i> 	<ul style="list-style-type: none"> Giving different ways he/she greets in his/her culture Talking about a picture from known custom Identifying customs from this Bible text which are related to his/her customs Singing a song in the sample activity Reciting <i>Matthew 15: 3; And Jesus Christ said, why do you break God's commands for the sake of your tradition?</i>

Reciting the key verse of the week: *Matthew 15:11; "What goes into a man's mouth does not make him unclean but what comes out of his mouth makes him unclean."*

Guidance on Assessment

Assess the learner on the ability to identify at least three traditional customs.

Sample Activity

Singing a song:

I love my culture

I love the way we greet in our culture

I will always love my culture

LESSON 2: Societal Practices

Reference: Bible—*Luke 7: 44-46*; Jesus Christ anointed by a sinful woman

Key message: Observing the traditional practices which please God

Key terms:

- Practices
- Anointing
- Habits

COMPETENCES

The learner:

- i) relates Jesus Christ' teaching with his/her traditional practices.
- ii) appreciates his/her traditional practices.
- iii) observes his/her traditional practices.

Life skills

- Effective communication: fluency, articulation, audibility
- Critical thinking: Giving reasons for actions taken, taking decision

Values: Respect, concern, togetherness

Methods: Storytelling, guided discovery, think-pair-share

Instructional materials: Drum, shakers, costumes

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to talk about practices they know in their society • Reading the Bible text in <i>Luke 7:44-46</i> • Asking questions about the Bible text • Guiding the learners to prepare for a role-play 	<ul style="list-style-type: none"> • Talking about different societal practices he/she knows • Listening to the Bible text • Answering questions about the Bible text • Role-playing the message in the Bible

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to thank God for their customs Guiding the learners to recite <i>Matthew 15:3</i> 	<p>text</p> <ul style="list-style-type: none"> Thanking God for his/her customs. Reciting <i>Matthew 15:3</i>; "... and Jesus Christ said; why do you break God's commands?"

Guidance on Assessment

Assess the learner on:

- naming at least 3 traditional practices in his/her culture.
- reciting *Matthew 15:3*.
- saying a prayer.

Sample Activity

Saying a prayer:

Thank you, Lord

For you gave us

Different cultures and names

Amen.

Notes for the Teacher

Definition of terms

Practices – Knowledge of how something is usually done

Anointing – Putting oil on someone/setting a side

Habits – An automatic pattern of behaviour

- The learners should be made aware that among the Jews, the tribe to which Jesus Christ belonged, washing of the feet was one of the traditional practices.*
- Traditional practices differ from one tribe/country to another.*
- There are good and bad traditions.*
- We promote good traditions in line with the teachings in the Bible.*

LESSON 3: Societal Practices and Values

Reference: Bible—*John* 13:4-7; Jesus Christ washes the disciples' feet

Key message: I need to be humble when serving others like Jesus Christ did.

Key terms:

- Values – morals
- humble - modest

COMPETENCES

The learner:

- i) identifies ways showing humility in society.
- ii) role-plays Jesus Christ washing the disciples' feet.
- iii) demonstrates how to humble oneself before others.
- iv) promises to follow good practices.

Life skills	Indicators
Self-awareness	- Self-appreciation
Effective communication	- Fluency, confidence, accuracy
Critical thinking	- Responding to questions appropriately, giving reasons for taking a decision

Values: Responsibility, appreciation, love

Methods: Role-play, guided discovery, storytelling, think-pair-share

Instructional materials: Water, a basin, towel, Bible

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners through think-pair-share to give reasons why a they kneel down, hug, bend, shake hands while greeting • Telling a Bible story about Jesus Christ washing the feet; <i>John</i> 13-4- 	<ul style="list-style-type: none"> • Responding to the question why they greet while using those actions. • Listening to and identify the story on the value of being humble • Role-playing Jesus Christ washing

Suggested Teacher's Activities	Suggested Learner's Activities
<p>7 and asking relevant questions</p> <ul style="list-style-type: none"> Guiding the learners to role-play the Bible message Guiding the learners to share lessons learnt from the story Guiding the learners to recite <i>Matthew 15:3</i> 	<p>the disciple's feet</p> <ul style="list-style-type: none"> Sharing lessons learnt from the Bible story Reciting the verse of the week; <i>Matthew 15:3; "... and Jesus Christ replied "Why do you break God's commands for the sake of your tradition?"</i>

Guidance on Assessment

Assess the learner on:

- telling the value of being humble.
- practising humbleness.

Sample Activity

- A prayer asking God to help him/her
- Demonstrate how to show respect and being responsible.

Notes for the Teacher

- Values –Something that is important to you
- Humble - to make yourself less important than others

WEEK 2

LESSON 1: Societal Traditional Customs

Reference: Bible—*Mark 7:1-15*; Clean and unclean practices

Key message: I respect my good traditional customs.

Key terms:

- Customs- beliefs
- Unclean - impure

COMPETENCES

The learner:

- gives examples of good practices in his/her society.
- says a prayer thanking God for the good practices in his/her society.
- mentions good practices in his/her society.

Life skills

- Critical thinking: taking decision, giving reasons for, responding to
- Decision making: acceptance, asking questions
- Self-awareness: self-appreciation

Values: respect, love, appreciation, sharing

Methods: storytelling, guided discussion, think-pair-share

Instructional materials: Bible, materials (for naming, mourning)

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners through think-pair-share to give some of the good practices in their society • Telling the story in <i>Mark 7:1-15</i> 	<ul style="list-style-type: none"> • Giving the good practices in the society • Listening to the Bible and giving some examples of good practices • Saying a prayer thanking God for the good practices

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to say a prayer Guiding the learners to recite <i>Matthew 15:3</i> 	<ul style="list-style-type: none"> Reciting <i>Matthew 15:3</i>; "... and Jesus Christ replied, "Why do you break God's command for the sake of your traditions?"

Guidance on Assessment

Assess the learner on:

- giving any 3 examples of good practices in the society.
- saying a prayer.

Sample Activity

Making a spontaneous prayer thanking God for good practices in society:

God, I thank you

The good practices of my society

I can kneel to pray

And to greet my parents.

Notes for the Teacher

- Customs – something that is done by people in a particular society because it is the tradition
- Unclean – morally or spiritually bad.
- Examples of good practices
 - Greeting people
 - Washing hands before eating
 - Sharing
 - Helping others
- Encourage the learners to identify some of the good practices from the Bible text.

LESSON 2: Importance of Traditional Practices and Values

Reference: Bible—*Mark 7:1-15*; The Clean and Unclean Practices

Key message: I need to respect my traditional values.

Key terms:

- Values – standards of behaviour that must be observed by all the members in that community
- Tradition - an inherited or customary pattern of thought, action or behaviour
- Practices - application or use of thoughts, beliefs, or behaviour
- Habits – certain things that you often do and regularly, sometimes without knowing

COMPETENCES

The learner:

- i) mentions the importance of good traditional practices.
- ii) follows the good practices.
- iii) promises to respect his/her traditional values.

Life skills and indicators

- Self-awareness: self-appreciation, identification
- Self-esteem: self-appreciation
- Decision making: asking questions, acceptance

Values: appreciation of the good practices

Methods: storytelling, think-pair-share, role-play

Instructional materials: Bible, a chart showing some of the good traditional customs

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Using think-pair-share, ask the learners why they would leave a seat for an elder and they sit on the floor 	<ul style="list-style-type: none"> • Giving reasons why he/she would leave a seat for an elder and he/she sits down • Listening to the story and giving the

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Telling the story from the Bible; <i>Mark 7:1-5</i> • Guiding the learners to recite <i>Matthew 15:3</i> • Guiding the learners to role-play children helping an elder person carry luggage • Guiding the learners to say a prayer 	<p>importance of good traditional values</p> <ul style="list-style-type: none"> • Reciting <i>Matthew 15:3</i>; “... and Jesus Christ replied, “Why do you break God’s command for the sake of your traditions?” • Role-playing children helping an elderly person carry luggage • Saying a prayer thanking God for the good practices

Guidance on Assessment

Assess the learner on:

- identifying the importance of at least two good traditional practices.
- saying a prayer.

Sample Activity

Recite a rhyme:

In need to show respect
 In need to be disciplined
 I need to be humble
 For peace and unity

Notes for the Teacher

- Meaning of the following:
 - Values: Your ideas about what is right and wrong, or what is important in life
 - Traditional practices: ideas and methods that have been there (existed) for a long time
 - Habits: something that you do regularly
- Importance of good traditional practices
 - Showing respect
 - Showing discipline
 - Showing belongingness

- Showing humbleness
- Showing unity/peace
- For identification
- Guiding question on Bible text
- Why were the Pharisees unhappy with the Disciples of Christ not washing hands?

LESSON 3: Traditions and Customs from other Cultures

Reference: Bible—*John 4:7-9*; Jesus Christ talks with a Samaritan woman

Key message: Respect other people's customs as Jesus Christ did

Key terms: Culture, circumcision, prostrating

COMPETENCES

The learner:

- i) identifies some valuable customs from other people's culture.
- ii) respects other people's customs.

Life skills	Indicators
<ul style="list-style-type: none"> • Self-awareness: 	<ul style="list-style-type: none"> - Self-identification - Talking about one's culture
<ul style="list-style-type: none"> • Interpersonal relationship: 	<ul style="list-style-type: none"> - Knowing how to be with other people - Respecting other people's culture

Values: Appreciating others for what they are

Methods: Storytelling, guided discovery, rote

Instructional material: Bible

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners to describe how they greet in their culture • Telling a story in <i>John</i> 4:1-4 • Telling the learners that their customs and other people's customs are equally valuable • Guiding the learners to sing a song • Asking the learners to recite Matthew 15:3 • Guiding the learners to say a prayer 	<ul style="list-style-type: none"> • Describing how he/she greets in his/her culture • Listening to the story and giving the ways Jesus Christ respected other people's culture • Sing the song • Reciting Matthew 15:3; "... and Jesus Christ said, why do you break God's command for the sake of your traditions?" • Saying a prayer thanking God for other people's cultures

Guidance on Assessment

Assess the learner on identifying valuable practices in other people's cultures.

Sample Activity

Sing a song:

We're one in the Spirit

We're one in the Lord

We're one in the Spirit

We're one in the Lord

Notes for the Teacher

- *Culture is the way of life.*
- *Explain the customs of other tribes other than yours (of the learners).*
- *Question for God's message and Jesus Christ respected other people's society.*
- *Jesus Christ (a Jew) using a cup of a Samaritan woman (sinner, stranger).*
- *Jesus Christ respected other people's customs and taught his followers to do the same.*

WEEK 3

LESSON 1: Importance of other People's Customs and Practices

Reference: *John 4:7-9*; Jesus Christ and the Samaritan woman

Key message: It is good to respect other people's customs.

Key term: Samaritan – charitable or helpful person

Competences

The learner:

- i) identifies the importance of other people's customs and practices.
- ii) respects other people's customs.
- iii) gives thanks to God for other people's customs and practices.

Life skills	Indicators
<ul style="list-style-type: none"> • Decision making: 	<ul style="list-style-type: none"> - Accepting to practise other customs and practices
<ul style="list-style-type: none"> • Interpersonal relationship: 	<ul style="list-style-type: none"> - Living with people of different customs and practices - Interacting feely with people of different customs and practices

Values

- Respecting other people's cultures
- Appreciating other people's customs and practices

Methods: Guided discovery, storytelling

Instructional materials: Bible, strip cards

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Grouping the learners to identify the good customs in their ethnic groups • Explaining to the learners that customs help us to live together peacefully • Explain the Bible story in <i>John 4: 7-9</i>; “The Samaritan Woman” that Jesus Christ was able to bring unity between the Jews and the Samaritans. • Guide the learners to sing the song “A good Samaritan” • Guide the learners to recite <i>Matthew 15: 3</i> • Guide the learners to say a prayer. 	<ul style="list-style-type: none"> • Identifying the good practices in other people's culture • Telling the importance of customs • Identifying the importance of other people's culture from the Bible story. • Singing a song • Reciting <i>Matthew 15: 3</i>; “<i>And Jesus Christ replied, why do you break God's commands for the sake of your traditions?</i>” • Saying a prayer asking God to help him/her respect other peoples' customs

Guidance on Assessment

Assess the learner on:

- writing the importance of other people's customs and practices.
- saying a prayer.

Sample Activity

Song:

A Good Samaritan, a Good Samaritan.

Notes for the Teacher

- *Samaritan – Are the non-Jews (sinners)*
- *Guided questions on Bible text: What is the importance of other people's customs?*

LESSON 2: Christian Practices/Customs

Reference: Bible—Acts 2: 44-46; Fellowship of Believers

Key message: I belong in the family of believers.

Key terms:

- Believers - followers
- Fellowship - communion

COMPETENCES

The learner:

- i) identifies some Christian customs and practices.
- ii) practices Christian customs in his/her daily life.
- iii) prays for those in need.

Life skills	Indicators
<ul style="list-style-type: none"> • Peer resistance 	- Standing for one's value and beliefs
<ul style="list-style-type: none"> • Empathy 	- Supporting others in need, caring for others, comforting others

Values

- Sharing with the needy
- Sharing the word of God
- Caring for others
- Co-operating with others as a believer

Methods: Group work, project method

Instructional materials: Items to use in the community

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to identify some of the school activities they do 	<ul style="list-style-type: none"> • Listing school activities done regularly

Suggested Teacher's Activities	Suggested Learner's Activities
<p>regularly (assembly, sports day, Parents' Day).</p> <ul style="list-style-type: none"> • Read and explain the Bible text in <i>Acts 2: 44-46</i> • Sharing with the learners that as the church (family of believers) we have things which bring us together • Guiding the learners to draw people praying • Asking the learners to recite <i>Matthew 15: 3</i> • Guiding the learners to start preparing for a project 	<ul style="list-style-type: none"> • Listening to the Bible text and identifying Christian customs which bring us together • Naming things in the church which bring Christians together • Drawing people praying • Reciting <i>Matthew 15: 3</i>; "<i>Jesus Christ replied "Why do you break God's commands for the sake of your traditions"</i> • Preparing for a project

Guidance on Assessment

Assess the learner on:

- identifying at least 4 Christian customs and practices.
- drawing people praying.

Sample Activity

Project Work

Organize the learners to go out in the community to assist people in need.

NB: Do not forget to pray for the needy.

Notes for the Teacher

- *Possession (property)*
- *Believers (followers of Christ)*
- *Fellowship (getting together for prayer and sharing)*

Things that bring us together (God's message)

Praying, singing, sharing, church services/Mass, praise and worship as with Christmas carols.

Preparing for the project

- Organize the learners to visit people in the community in the next lesson.
- Guide the learners to select who to visit because you cannot visit everyone.
- Guide the learners to agree on what they are going to do when they visit.

LESSON 3: Importance of Christian Practices and Customs (project)

Reference: Bible—*John 2: 1-12; The wedding at Cana*

Key message: I should help the needy.

Key term: Needy – a person lacking the necessities of life; very poor

COMPETENCES

The learner:

- i) mentions the importance of Christian practices and customs.
- ii) helps the needy.
- iii) prays for the needy.

Life skills	Indicators
<ul style="list-style-type: none"> • Interpersonal relationship 	<ul style="list-style-type: none"> - Interacting freely with the needy - Caring for the handicapped - Respecting the needy
<ul style="list-style-type: none"> • Empathy 	<ul style="list-style-type: none"> - Supporting others in need - Using appropriate language when relating with others - Comforting others

Values

- Accepting the needy in the class
- Sharing with the needy
- Showing love to the needy

Methods: Storytelling, project method

Instructional materials: Items to use in the project

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to identify people who need help in the community • Reading and explaining the story about the wedding at Cana in <i>John 2: 1-12</i> • Asking the learners through think-pair-share to tell how they can help those in need • Asking the learners to recite; <i>Matthew 15: 3</i> • Guiding the learners to visit the needy in the school community 	<ul style="list-style-type: none"> • Listing the people who need help in the community. • Listening to the story from the Bible and answering questions. • Talking about how they can help those in need. • Reciting <i>Matthew 15: 3, . . . and Jesus Christ replied, "Why do you break God's commands for the sake of your traditions?"</i> • Visiting the needy

Guidance on Assessment

Assess the learner on:

- listing down any two examples of the needy people in the community.
- giving two importance of helping the needy.

Sample Activity

A follow-up on the project on helping the needy.

Notes for the Teacher

- *Needy (person who needs help)*
- *Give the learners opportunity to find information by themselves*

WEEK 4

THEME: CHRISTIANS GROW IN JESUS CHRIST

SUB-THEME: Leadership

Learning Outcomes

The learner:

- explains the concept and qualities of good leadership in his/her society.
- identifies the qualities of good leadership in his/her community

LESSON 1: Leadership in the Family

Reference: Bible—*Genesis* 18:9-16; A Son is Promised to Abraham

Key message: I shall obey my parents

Key term: Tent - shelter

COMPETENCES

The learner:

- i) identifies leaders in the family.
- ii) respects leaders in the family.
- iii) prays for the family members.

Life Skills	Indicators
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> - Stating one's position and responsibility, talking about one's potential, feelings and emotions
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> - Working in groups, loving leaders in the family, showing concern for other family members, taking up leadership roles, caring for family members, being responsible when taking roles

Values

- Appreciating the family leaders
- Respecting the family leaders

Methods: Think-pair-share, role-play, storytelling

Instructional material: A chart showing family members

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners through think-pair-share to mention people we find at home and their roles • Sharing with the learners the story in <i>Genesis 18: 9-15</i> • Preparing the learners to role-play family members • Guiding the learners to pray for the family members • Guiding the learners to recite <i>Romans 13: 4</i> 	<ul style="list-style-type: none"> • Naming people we find at home and their roles • Listening and answering questions about the Bible story • Role-playing family members • Saying a prayer for the family members • Reciting <i>Romans 13:4</i>; “For the one in authority is God’s servant for your good”

Guidance on Assessment

Assess the learner on:

- drawing and naming the family members at home.
- writing down one role of the father/ mother in the home.

Sample Activities

1. Drawing and naming the family members.
2. Writing down the roles of the father and mother.
3. Saying a prayer:

Dear God, I thank you for what you gave me in our family. Amen.

Notes for the Teacher

- *Tent: a portable shelter made of cloth supported by poles and ropes*
- *Son: a male child*
- *Leaders in a family: father (heads a family), mother*
- *Also give roles of the family members: father, mother, child*
- Some learners do not have fathers, therefore, guide them to identify other leaders in a home.

LESSON 2: Leadership in the Village

Reference: Bible—*Exodus 14:13-26*; Moses leads the children of Israel out of Egypt

Key message: I should love and respect my leaders.

Key term: Staff—a long stick which Moses used

COMPETENCES

The learner:

- i) identifies leaders in the village.
- ii) lists qualities of a leader in the village.

Life Skills	Indicators
<ul style="list-style-type: none"> • Self-esteem 	<ul style="list-style-type: none"> - Playing leadership role - Possessing confidence in oneself - Expressing one's likes and dislikes - Talking about oneself
<ul style="list-style-type: none"> • Problem solving 	<ul style="list-style-type: none"> - Taking decision when leading others - Making the right choice - Finding different ways of solving problems as a leader

Values

- Co-operating with others
- Patience – being patient in situations that challenge leadership
- Being responsible in carrying out leadership roles

Methods: Think-pair-share, guided discovery, role-play

Instructional material: A long stick (staff) which Moses used

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners through think-pair-share to mention village leaders • Reading the story about Moses in <i>Exodus. 14: 13-26</i>, and asking questions • Guiding the learners to list qualities of a leader • Guiding the learners to role-play Moses leading the Israelites out of Egypt • Guiding the learners to pray for their village leaders • Guiding the learners to recite a verse 	<ul style="list-style-type: none"> • Mentioning village leaders and describing how they are chosen • Listening to the story about the leadership of Moses and describing how he was a leader • listing the qualities of a leader • Role-playing Moses leading the Israelites out of Egypt • Praying for his/her village leaders • Reciting <i>Roman's 13: 4</i>; "For the one in authority is God's servant for your good"

Guidance on Assessment

Assess the learner on:

- identifying village leaders.
- answering questions about the story.

Sample Activity

Reciting a prayer:

God,

I thank you for all my leaders

I pray you guide and protect them. Amen.

Notes for the Teacher

- *Definition of terms:*
 - *Afraid: being worried of something/someone*
 - *Honour: the respect you give or receive*
 - *Victory: success you achieve*
 - *Stuff: a huge stick*
- *Village Leaders*
 - *Local Council 1 (LC1)*
 - *Local Council 2 (LC2)*
 - *Youth Council*
 - *Women Council*

LESSON 3: Leadership in the School

Reference: Bible—*Luke 2: 46-51*; The boy Jesus Christ in the temple

Key message: I shall respect school leaders.

Key term: leadership- management

COMPETENCES

The learner:

- i) identifies leaders at school.
- ii) leads others at school.
- iii) explains how to obey leaders at school.

Life Skills	Indicators
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> - Self-identification, ability to identify oneself as a leader - Stating one's position and responsibility in leadership - Evaluating one's ability in leadership
<ul style="list-style-type: none"> • Interpersonal relationship 	<ul style="list-style-type: none"> - Knowing how to live with different people. - Identifying individual differences

Values

- Respecting leaders in the school
- Appreciating roles of leaders in the school

Methods: Storytelling, role-play, guided discussion, recitation

Instructional material: Costumes

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to identify leaders found in their school • Ask the learners to give some of the roles of the leaders in the school • Ask the learners to explain how to obey leaders at school • Telling the learners, the Bible story of Jesus Christ in the temple in <i>Luke 2: 46-51</i> • Guiding the learners to role-play the leaders in the school • Asking the learners to recite <i>Romans 13: 4</i> 	<ul style="list-style-type: none"> • Naming the leaders found at School • Mentioning the roles of leaders in the school • Explaining how to obey leaders at schools • Listening to the Bible story and answering questions • Role-playing the leaders in the school • Reciting <i>Roman's 13: 4;</i> <i>"For the one in authority is God's servant for your good"</i>

Guidance on Assessment

Assess the learner on:

- identifying any 3 leaders in the school.
- taking about the role of leaders in the school.

Sample Activity

Match school leaders to their roles:

- | | | |
|-----------------|---|----------------|
| - head teacher | - | rings the bell |
| - class teacher | - | heads a school |
| - timekeeper | - | heads a class |

Notes for the Teacher

Talking about roles of leaders at school: head teacher, class teacher, and timekeeper

WEEK 5

LESSON 1: Leadership in the Community

Reference: Bible—*1 Samuel* 16:1-10; Samuel Anoints David as King

Key message: Leadership comes from God

Key terms: Anointing, community

COMPETENCES

The learner:

- i) identifies leaders in the community.
- ii) respects for leaders in the community.
- iii) prays for the leaders in the community.

Life Skills	Indicators
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> - Identifying him/herself as a leader in his/her community - Stating his/her position and responsibility
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> - Being open to others, listening and valuing what others say, standing in for one's rights

Values

- Respecting leaders in the community
- Cooperating with leaders

Methods: Role-play, guided discovery, brainstorming

Instructional materials: Bible, a cart showing David being anointed

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners in a brainstorming session to mention leaders in the community and how they become leaders • Reading <i>1 Sam 16: 1-10</i> in which David is anointed King, and asking questions. • Guiding the learners to role-play leaders in the community (Sub-County chiefs/mayors) • Guiding the learners to pray for the leaders in their community. 	<ul style="list-style-type: none"> • Mentioning leaders in his/her community and describing how leaders are chosen in the community • Listening to Bible story and answering questions • Role-playing leaders in the community • Praying for the leaders in the community • Reciting <i>Roman's 13:4</i> <i>For the one in authority is God's servant for your good.</i>

Guidance on Assessment

Assess the learner on:

- identifying at least two leaders in the community.
- re-telling the story about David.

Sample Activity

A prayer:

O Lord, we thank you for our leaders

Give them wisdom

To do what is right.

Amen.

Notes for the Teacher

- *Leadership: position of heading others to help them become better people*
- *Community: group of people who live and work together*
- *Anoint: to put water/oil on someone's head as part of a religious ceremony*

LESSON 2: Leadership in the Clan

Reference: Bible—1 Samuel 16:9-11; Saul Made a King of Israel

Key message: I know that leadership comes from God.

Key term: Leadership - the action of leading a group of people or an organization

COMPETENCES

The learner:

- i) identifies leaders in the clan.
- ii) mentions some qualities of a leader identified in the clan.

Life Skills	Indicators
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> - identifies him/herself as a leader in his/her family - States his/her position and responsibility
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> - Sharing with others, listening and valuing what others say, standing for one's rights

Values

- Respecting other people's views
- Cooperating with others
- Being honest to others

Methods: Role-play, think-pair-share, guided discovery, storytelling

Instructional materials: Bible and paper for group tasks

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners through think-pair-share to identify clan/tribal leaders • Asking the learners to mention some 	<ul style="list-style-type: none"> • Identifying leaders in his/her clan/tribe and how they are chosen • Mentioning some qualities in the leaders identified

Suggested Teacher's Activities	Suggested Learner's Activities
<p>of the qualities in the leaders identified</p> <ul style="list-style-type: none"> • Telling the learners, a story in <i>1 Sam</i> 10: 9-11 in which Saul is Made a King of Israel • Guiding the learners to role-play the clan/tribal leaders (King, Chief) • Guiding the learners to recite a poem • Guiding the learners to recite a verse 	<ul style="list-style-type: none"> • Listening to the Bible story and describing how Saul became a leader • Role-playing clan/tribal leaders • Reciting a poem • Reciting <i>Roman's</i> 13:4; <i>"For the one in authority is God's servant for your good"</i>

Guidance on Assessment

Assess the learner on:

- identifying clan/tribal leaders.
- explaining how Saul became a leader.

Sample Activity

A poem on leaders:

Leaders, leaders, leaders

Leaders at home

Leaders at school

Leaders in the community

Leaders everywhere

Let's love and respect leaders

For they are chosen by God.

Notes for the Teacher

- Naming the different clan leaders.
- *Giving roles of the clan/tribal leaders.*

LESSON 3: Examples of Good Leaders in the Old Testament

Reference: Bible—*Joshua* 1:1-9; The Lord Commands Joshua

Key message: I will lead by example.

Key term: Servant - helper

COMPETENCES

The learner:

- i) names examples of good leaders in the Old Testament
- ii) relates the good leaders in the Old Testament to the leaders of today

Life Skills	Indicators
<ul style="list-style-type: none"> • self-awareness 	<ul style="list-style-type: none"> - Talking about one's potential, feelings and emotions, being able to state one's position and responsibility, making the right choices
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> - Being open to others, listening and valuing what others say, expressing one's point of view, giving reasons for action plan, responding to questions

Values

- Being trustworthy as a leader
- Being honest to those he/she leads
- Appreciating other people's views

Methods: Recitation, think-pair-share, guided discovery

Instructional materials: Flash cards having of different good leaders in the Old Testament

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to mention good learners in their school or community • Telling a story from the Bible <i>Joshua</i> 1: 1-9 and asking questions • Guiding the learners to name good leaders in the Bible • Asking the learners to read names of the good leaders in the Bible written on the flash card. • Guiding the learners to share the lessons learnt • Guiding the learners to sing a song • Guiding the learners to read a verse • Guiding the learners to say a prayer thanking God for the good leaders 	<ul style="list-style-type: none"> • Mention good leaders in his/her school or community • Listening and answering questions about the Bible story • Naming good leader in the Bible • Reading the names of good leaders from the Old Testament • Sharing lessons learnt • Singing the song "Father Abraham" • Reciting <i>Roman's</i> 13:4 <i>for the one in authority is God's servant for your good.</i> • Saying a prayer

Guidance on Assessment

Assess the learner on:

- writing two examples of good leaders in the Old Testament.
- writing qualities of a good leader.

Sample Activity

Writing down two examples of good leaders in the Old Testament.

1. Writing down the qualities of a good leader.
2. Singing a song:

Father Abraham had many sons

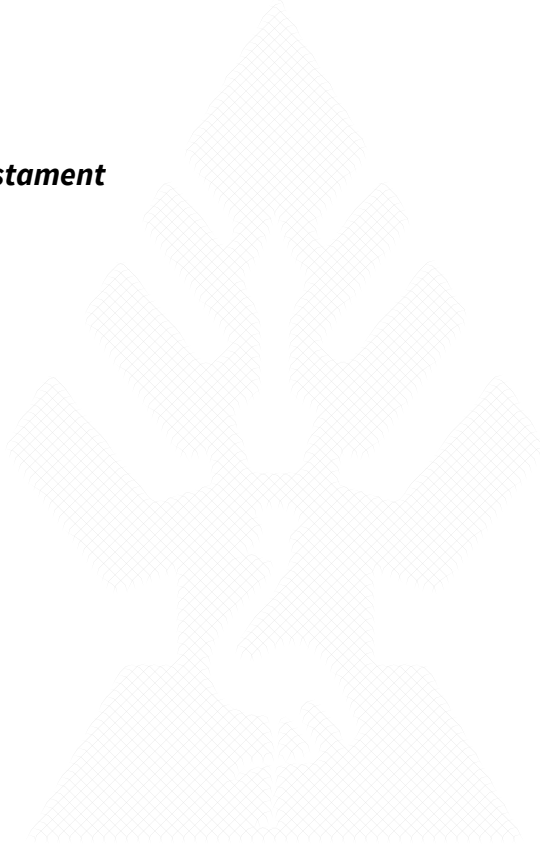
Many sons had father Abraham.....

Notes for the Teacher

- *Servant: is a helper*
- *Emphasise the qualities of Joshua as a good leader:*
- *Obedient*
- *Honour*
- *Respect*
- *Humble*

Leaders in the Old Testament

- *Joshua*
- *Abraham*
- *Noah*
- *King Solomon*
- *King Saul*



WEEK 6

LESSON 1: Jesus Christ as a Leader

Reference: Bible—*John 2:13-16*; Jesus Christ Goes to the Temple, *Mark 9: 35*

Key message: I shall follow Jesus Christ's example as a good leader.

Key term: Temple - a building devoted to the worship of God.

Competences

The learner:

- i) identifies activities that were taking place in the temple.
- ii) explains how Jesus Christ showed his leadership.
- iii) respects the church as a house of God.

Life Skills	Indicators
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> - Being open to people, expressing one's point of view, standing in for one's rights, responding to questions
<ul style="list-style-type: none"> • Decision making 	<ul style="list-style-type: none"> - Refusing to be involved in bad action, discouraging others from being involved in bad actions, giving instructions

Values

- Being responsible
- Being honest

Methods: Role-playing, storytelling guided discussion

Instructional materials: Real objects, tomatoes, onions, money, clothes

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to mention activities which take place in the church • Telling the learners, the story from the Bible <i>John 2: 13-16 "Jesus Christ in the</i> 	<ul style="list-style-type: none"> • Mentioning activities which take place in the church • Listening to the Bible story and answering questions.

Suggested Teacher's Activities	Suggested Learner's Activities
<p><i>Temple and asking questions”</i></p> <ul style="list-style-type: none"> Guiding the learners to prepare to role-play Jesus Christ in the temple Guiding the learners to say a prayer asking God to help take care of the church 	<ul style="list-style-type: none"> Preparing and roleplaying Jesus Christ in the temple Praying to God to help him/her to take care of the church

Guidance on Assessment

Assess the learner on:

- writing three activities that take place in the church.
- participating in the role-play.

Sample Activities

- A role-play
- Writing activities that take place in the church.

Notes for the Teacher

- Temple: place of worship*
- Mention activities that take place in church*
- Materials found in church: mat, rosary, candle, cross*
- Prepare materials for the role-play*
- Give the learners opportunity to choose parts they are to play*
- Ask the learners the lessons learnt.*

LESSON 2: Qualities of Good Leadership Today

Reference: Bible—1 Timothy 3:1-7; Leaders in the Church

Key message: God wants me to be a good leader like Jesus Christ.

Key term: Qualities – abilities/nature

COMPETENCES

The learner:

- i) identifies qualities of a good leadership.
- ii) reflects qualities of a good leadership.
- iii) prays for church leaders.

Life Skills	Indicators
<ul style="list-style-type: none"> • Non-violent conflict resolution 	<ul style="list-style-type: none"> - Resolving issues without fighting, using appropriate language, negotiating with others, accepting defeat honourably, coping with stress
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> - Reasoning logically, initiating new ideas, being innovative, finding different ways of doing things

Values

- Being trustworthy
- Co-operating with others
- Appreciating other peoples' ideas

Methods: Guided discussion, think-pair-share, rote

Instructional material: A chart showing qualities of a good leader

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to identify a leader they know and mention their qualities • Telling a story of a chairperson of one village who behaves well (Has good qualities) • Reading <i>1 Timothy 3:1-7</i>, and asking questions • Guiding the learners through rote to recite a poem about the qualities of good leaders • Guiding the learners to share the lessons learnt 	<ul style="list-style-type: none"> • Identifying a leader whom she/he knows and mention his/her qualities • Listening to the story and answering questions • Listening to the Bible text and answering questions • Reciting the poem on qualities of a good leader • Sharing the lessons learnt

Guidance on Assessment

Guide the learners on:

- giving four qualities of good leadership.
- explaining why some leaders are not good.

Sample Activity

Answering question about the story

Guiding questions about the story

1. What is the name of the chairperson?
2. What does he/she do that is good to the people?
3. Give qualities of a good leader.

Poem

*Leaders, Leaders, Leaders
 Be humble and sober
 Respectful and faithful
 All in all, be God-fearing*

Notes for the Teacher

- Quality: *ability*
- Remember to say a prayer

LESSON 3: Demonstration of Leadership through Service

Reference: Bible—*John 13:1-17; Jesus Christ Washes His Disciples' Feet*

Key message: As a leader chosen by God, I will be a good example to others.

Key terms: Disciples, festival, betray

COMPETENCES

The learner:

- explains how Jesus Christ offered service.
- names leaders in the church.
- develops a desire to be a leader in church.

Life Skills	Indicators
<ul style="list-style-type: none"> • Interpersonal relationship 	<ul style="list-style-type: none"> - Forgiving others, interacting freely with others, caring and sharing with others, working together, reacting appropriately, respecting other learners' ideas, appreciating individual differences
<ul style="list-style-type: none"> • Negotiation 	<ul style="list-style-type: none"> - Using persuasive language - Responding to others appropriately

Values

- Co-operating with others
- Loving and caring for other things
- Showing concern for others

Methods: Role-play, storytelling, think-pair-share

Instructional materials: Bible, towel, water, basin

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Using think-pair-share, asks the learners to mention some of the leaders in church • Telling a story in <i>John 13:1-17</i>, and asking questions • Preparing the learners to role-play Jesus Christ washing the disciples' feet. • Guiding the learners to share the lessons learnt • Guiding the learners to sing a song 	<ul style="list-style-type: none"> • Mentioning leaders in the church • Listening to the Bible story and answering questions • Role-play Jesus Christ washing the disciples' feet • Sharing the lessons learnt • Singing a song "Jesus Christ' love is very wonderful" • Reciting <i>John 13:14-15</i> "...wash one another's feet. I have set an example for you"

Guidance on Assessment

Assess the learner on:

- giving two names of the disciples of Jesus Christ they know.
- sharing the lessons learnt from Jesus Christ's washing of the disciples' feet.
- naming two leaders who serve in the church devotedly.

Sample Activity

Song:

Jesus Christ' love

Is very wonderful x4

Oh! Wonderful love

Notes for the Teacher

1. Talk about

- Jesus Christ removing His garment
- Jesus Christ tied a towel to His waist
- Jesus Christ poured water in the basin
- Jesus Christ washed and dried the disciples' feet

2. Disciples of Jesus Christ: Names of some disciples

- Mark, Simon, Mathew, Simon Peter, John

3. Most beloved disciple was John

- Who refused his feet to be washed? Simon Peter
- Who betrayed Him? Judas Iscariot
- Who denied Him? Simon Peter

4. Leaders in church

- Priest, Bishop, Pastor, Reverend, Catechist, Chaplain, Chairperson Mothers' or Fathers' Union

5. Festival: an occasion with different performances

6. Betray: being disloyal to someone

7. Disciples: someone who strongly believes in another person and follows him/her

8. Garment: piece of cloth

WEEK 7

SUB-THEME: Messengers of God

Learning Outcome

The child accepts and follows the different ways through which God reveals Himself to people.

LESSON 1: How God Talks to His People

Reference: Bible—*Jonah* 1 and 3; *Jonah Goes to Nineveh*

Key message: I am God’s messenger.

Key term: Prophets - messengers

COMPETENCES

The learner:

- i) identifies ways in which God talks to his people today.
- ii) describes the work of the prophets.

Life Skills	Indicators
<ul style="list-style-type: none"> • Decision making 	<ul style="list-style-type: none"> - accepting others as God’s messengers - giving instructions according to God’s call - talking about the consequences of decisions made by others
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> - Confidence in what he/she communicates - Communicating God’s message to others - Logical flow of ideas

Values

- Being responsible for delivering messages
- Showing concern for others

Methods: Guided discussion, storytelling

Instructional material: A chart showing God's messengers today

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners to share experiences on how they get information from other people • Sharing the Bible story in <i>Jonah</i> 1 and 3, and ask questions • Sharing with the learners the different ways God calls His people • Guiding the learners to identify God's messengers today • Guiding the learners to share the lessons learnt • Guiding the learners as they sing a song 	<ul style="list-style-type: none"> • Sharing experience of how he/she gets information • Listening and answering questions about the Bible story • Telling how God calls His people • Naming God's messengers today • Sharing the lessons learnt • Singing a song: "When God calls me"

Guidance on Assessment

Assess the learner on:

- mentioning two ways God talks to His people.
- singing a song.

Sample Activity

A song:

*When God calls me
I will answer
When God calls me
I will answer
When He calls me
I will answer
I will be somewhere
Working for the Lord.*

Notes for the Teacher

- *Prophet: a person sent by God to people*
- *Messenger: someone who takes messages to others*
- *Proclaim: to say something important that is true*
- *How to get information:*
 - *Through others, through letters, attending meetings, through phone calls, through listening to the radio, through watching news.*
- *Bible text: talk about:*
 - *God told Jonah the messages for others*
 - *He told people the message*
 - *People listened to the message*
 - *God forgave His people*
- *Help the learners to realize that we need to listen to the messengers of God and do well to others as God wrote.*
- *Guiding questions:*
 1. *What did God send to His people?*
 2. *What were the things the people were forbidden to eat? (cattle, sheep)*
 3. *Things to wear (sack cloth – people and animals were to wear them)*
- *God's messengers*
 - *priest, teachers, friends, children, parents*

LESSON 2: Examples of God's Messengers in the Bible

Reference: Bible—*Isaiah* 6:1- 8; God Talks through Prophets

Key message: When God calls me, I will answer.

Key term: Almighty - having complete power; omnipotent

COMPETENCES

The learner:

- i) mentions examples of God's messengers in the Bible.
- ii) develops a desire to be God's messenger.

Life Skills	Indicators
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> - Being fluent in delivering messages - Being audible while communicating - Being confident when speaking - Logical flow of ideas in communication
<ul style="list-style-type: none"> • Problem-solving 	<ul style="list-style-type: none"> - Taking a decision to do things - Finding different ways of doing things through critical thinking

Values

- Showing concern for others
- Being honest
- Enduring hard situations

Methods: Guided discovery, guided discussion

Instructional material: A chart showing God's messengers in the Bible

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to mention messengers in their schools/community • Telling the story of Isaiah's call; <i>Isaiah</i> 6:1- 8 and asking question about it • Guiding the learners to share the lessons learnt • Guiding the learners to sing the song 	<ul style="list-style-type: none"> • Mentioning messengers in the schools/communities • Listening to the Bible story and answering questions. • Sharing the lessons learnt • Singing the song: "When he calls me . . ."

Guidance on Assessment

Assess the learner on:

- naming five messengers of God in the Bible.
- singing a song.

Sample Activity

Sing the song:

"When he calls me ..."

Notes to the Teacher

- *Flaming: a very angry argument*
- *Almighty: having complete power/very great*
- *Guilt: the unhappy feelings caused by knowing/thinking that you have done something*
- *Guiding questions:*
 1. *Whom did God call? Isaiah*
 2. *How did Isaiah respond? "Send me Lord/I will go."*

LESSON 3: Qualities of God's Messengers

Reference: Bible—*Genesis 18:1-15*; The Three Visitors

Key message: God wants me to follow His commands.

Key terms:

- Bowing – to bend your head or body forward to show someone respect
- Command – an order given to someone which must be obeyed

COMPETENCES

The learner:

- i) discusses the qualities of a good messenger in the Bible.
- ii) describes the qualities of God's messengers.
- iii) says a prayer thanking God for His messengers.

Life Skills	Indicators
<ul style="list-style-type: none"> • Decision making 	<ul style="list-style-type: none"> - Accepting to take commands - Giving instructions on how to do things - Telling the consequences of the decisions made
<ul style="list-style-type: none"> • Problem-solving 	<ul style="list-style-type: none"> - Taking the right decisions - Making a choice to action - Finding different ways of doing things through critical thinking
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> - Using polite language when talking to people - Showing concern for others - Loving others

Values

- Thanking others for the contributions they have made
- Enduring situations
- Being honesty

Methods: Guided discussion, storytelling

Instructional material: A chart showing the three visitors appearing to Abraham

Suggested Teacher's Activities	Suggested Learner's activities
<ul style="list-style-type: none"> • Guiding the learners to play a game “hide and seek” • Guiding the learners to share experiences of how they feel when they get visitors • Telling the story from the Bible of the 3 men appearing to Abraham • Guiding the learners to share the lessons learnt from the story • Guiding the learners to sing a song 	<ul style="list-style-type: none"> • Playing a game • Responding to the questions the teacher has asked • Listening to the Bible story and answering questions • Sharing the lessons learnt • Singing a song: “Father Abraham”

Guidance on Assessment

Assess the learner on:

- mentioning three qualities of God’s messengers in the Bible.
- singing a song.

Sample Activity

Role-playing the three visitors in *Gen 18:1-5*

Notes for the Teacher

1. *Example of the play:*

Hide something in your hand.

Say, “I have got something in my hand”

Ask the learners to respond, “Do you believe me?”

(Some may doubt and others may believe you)

Whoever says, “Yes”, first gets a gift.

Say, “If you wanted the gift, you had to believe what I said.”

2. God's message

- Use actual words as said by the visitors.
- Sarah doubted the message.
- Emphasise that the visitors were angels.
- Abraham and Sarah were happy.
- Talk about Sarah and Abraham.

Questions from the message for the learners to respond orally.

- a) What was the message that God sent to them?
- b) Who brought the message?
- c) Why didn't Sarah believe the message?
- d) Did the message turn out to be true or not?

Song

Father Abraham had many sons
Had many sons father Abraham
And am one of them and so are you
So, let us praise the Lord

3. Qualities of God's messenger

- Obedient
- Humble
- Welcomed people (visitors)

WEEK 8

SUB-THEME: Messengers of God

Learning Outcome

The learner accepts and appreciates the different ways through which God's message reveals itself.

LESSON 1: Children as Messengers of God

Reference: Bible—*Mark* 10:13-16; Let the Little Children Come to me

Key message: I am a messenger of God.

Key term: Messenger— a go-between

COMPETENCES

The learner:

- i) explains why children are God's messengers according to the Bible.
- ii) recognizes herself/himself as God's messenger.

Life Skills	Indicators
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> - Identifies herself/himself, talking about one's feelings, potential; knowing one's position and responsibility
<ul style="list-style-type: none"> • Self-esteem 	<ul style="list-style-type: none"> - Appreciating oneself, talking about oneself

Values: Being responsible as God's messengers

Methods: Think-pair-share, storytelling

Instructional materials: A chart showing Jesus Christ with young children, costumes

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners through think-pair-share to mention the qualities they would use to choose a class monitor (trustworthy, humble) • Telling a story from the Bible about Jesus Christ and the children according to <i>Mark 10:13-16</i> • Guiding the learners to share the lessons learnt • Guiding the learners to sing a song • Guiding the learner to recite a verse 	<ul style="list-style-type: none"> • Mention the qualities he/she would use while choosing class monitor • Listening to the Bible story and answering questions • Sharing the lessons learnt • Singing a song: "Jesus loves me" • Reciting verse <i>Mark 10:14</i> <i>"Let the children come to me and do not stop them because the kingdom of God belongs to such as these"</i>

Guidance on Assessment

Assess the learner on:

- singing a song.
- saying a prayer.

Sample Activity

Saying a prayer:

Oh God, I thank you

For loving me

Guide me in all I do.

Guide me to be your messenger.

In Jesus Christ name I pray.

Amen.

Singing a song:

Jesus loves me

Jesus loves me

Notes for the Teacher

- *Bible text: guiding questions*
 1. *Who told the young children to come to him?*
 2. *Who will enter the Kingdom of God?*
- *Emphasize what Jesus Christ said about young children.*

LESSON 2: Prophet Isaiah and the Coming of Jesus Christ

Reference: Bible—*Isaiah 7:13-17*; The Sign of Emmanuel

Key message: I should not fear any danger because God is with me.

Key term: Emmanuel—God is with us

COMPETENCES

The learner:

- i) shares the message Prophet Isaiah's tells the Israelites.
- ii) describes her/his dependence on God in difficult situations

Life Skills	Indicators
<ul style="list-style-type: none"> • Problem-solving 	<ul style="list-style-type: none"> - Taking right decisions, evaluating facts, finding different ways of doing things through critical thinking
<ul style="list-style-type: none"> • Coping with stress 	<ul style="list-style-type: none"> - Being patient in difficult situations, accepting advice, talking about personal problems, forgiving others

Values: Being hopeful

Methods: Guided discovery, storytelling

Instructional material: The sign of Emmanuel

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners to tell the meaning of their names • Sharing the message Prophet Isaiah tells the Israelites in <i>Isaiah 7: 14-17</i>, and asking questions. • Guiding the learners to share the lessons learnt • Guiding the learners to sing a song: "Emmanuel ... God is with us". • Guiding the learners to recite a verse 	<ul style="list-style-type: none"> • Telling meanings of her/his name • Listening to Prophet Isaiah's message, <i>Isaiah 7:14-17</i> and answering the questions • Sharing the lessons learnt • Singing the song: "Emmanuel ... God is with us" • Reciting verse <i>Mark 10:14</i>; "... "Let the children come to me and do not stop them because the kingdom of God belongs to such as these"

Guidance on Assessment

Assess the learner on:

- giving the meaning of the word Emmanuel.
- stating why God showed the sign of Emmanuel through Prophet Isaiah to the Israelites.
- sharing the lesson learnt.

Sample Activity

Singing a song:

"Emmanuel ... God is with us"

Notes for the Teacher

- *The meaning of Emmanuel is "God is with us".*
- *God gave the sign of Emmanuel (God is with us) to Isaiah to show that He was concerned with the suffering of His people and He would be with them and fight for them.*
- *Ask the following questions from Isaiah 7:14-17*
 1. *Give the meaning of the name, Emmanuel. (God is with us.)*
 2. *Explain the reasons for giving the sign of Emmanuel to Isaiah. (Syria and Samaria had been fighting Israel, so God made the promise to fight for His nation.)*

LESSON 3: Prophet Micah and the Coming of Jesus Christ

Reference: Bible—*Micah* 5:2-5, A Promised Ruler from Bethlehem

Key message: Jesus Christ brings peace.

Key term: Bethlehem – the city of Judah

COMPETENCES

The learner:

- i) mentions the reasons why God promised the ruler from Bethlehem.
- ii) talks confidently about God’s mercy to His people.

Life Skills	Indicators
<ul style="list-style-type: none"> Problem-solving 	<ul style="list-style-type: none"> Taking a decision, evaluating facts
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Logical flow of ideas

Values: Being patient in difficult times

Methods: Storytelling, guided discovery

Instructional material: A chart showing Prophet Micah’s message

Suggested Teacher’s Activities	Suggested Learner’s Activities
<ul style="list-style-type: none"> Guiding the learners to sing the song “Emmanuel . . . God is with us” Telling the story from the Bible about Prophet Micah’s message in <i>Micah</i> 5: 2-5 Guiding the learners to share the lessons learnt Guiding the learners to sing a song Guiding the learners to recite a verse 	<ul style="list-style-type: none"> Sing a song Listening to the story of Micah’s message in <i>Micah</i> 5: 2-5, and answering questions. Sharing the lessons learnt Singing the song: “He is king forever” Reciting <i>Mark</i> verse 10: 14 “ . . . Let the children come to me and do not stop them because the kingdom of God belongs to such as these”

Guidance on Assessment

Assess the learner on:

- telling why God promised a ruler to the Israelites in Bethlehem.
- singing a song: “He is King forever”.

Sample Activities

1. Writing reason why God promised a ruler.
2. Singing the song: “He is king forever”.

He is King

Oh,

He is King forever.

1. *Jesus Christ our Saviour*

He is King,

Oh,

He is King forever.

2. *He has overcome*

He is King

Oh,

He is King forever.

Notes for the Teacher

- God allowed the Israelites to suffer, but He later rescued them from their captivity.
- The disobedience of the Israelites to God annoyed Him. He allowed their enemies to defeat them and take them as captives.
- When they had suffered enough, God promised them a ruler to rule them with the Lord’s strength and majesty.
- *The questions in the activities are:*
 1. *Who was the Prophet God sent to promise a ruler to the people of Bethlehem? It was prophet Micah.*
 2. *What led to the children of Bethlehem to be captured? – They had disobeyed God.*
 3. *Give two promises of God to the people of Bethlehem:*
 - a) *Woman will give birth to a son to rule His people.*
 - b) *His people will live in peace.*

WEEK 9

LESSON 1: John the Baptist and the Coming of Jesus Christ

Reference: Bible—*Matthew 3:1-6*; John the Baptist Prepares the Way for Jesus Christ

Key message: I should prepare for the coming of Jesus Christ.

Key terms:

- Wilderness – desert/swamp/a place where people do not live
- Repent – to feel and show that you are sorry for something bad/wrong that you have done and ask for forgiveness

COMPETENCES

The learner:

- i) shares the message of John Baptist to the people of Israel with the class.
- ii) mentions ways he/she can prepare his/her life for the Lord.

Life Skills	Indicators
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> - Stating one’s position and responsibility - Making choices
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> - Articulation - Logical flow of ideas verbally and non-verbal

Values: Showing concern for others

Methods: Storytelling, recitation, role-play

Instructional materials: Costumes (back cloth, kanzu, belt), a chart showing John the Baptist preaching to the people

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Telling a story of a man called Chemos <i>who warned people of the attack from the Northeast</i> • Telling the Bible story about John the Baptist in <i>Matthew 3: 13</i>, and asking questions • Guiding the learners to shares the lessons learnt • Guiding the learners to prepare for a role-play • Guiding the learners to recite a verse 	<ul style="list-style-type: none"> • Listening and narrating similar experiences in daily living • Listening to the story in <i>Mathew 3: 1-3</i>, and answering questions • Sharing the lessons learnt • Role-playing the preaching of John, the Baptist • Reciting <i>Matthew 3:2</i>; “<i>Turn away from your sins because the Kingdom of heaven is near</i>”

Guidance on Assessment

Assess the learner on:

- naming the person who preached about the coming of Jesus Christ.
- reciting the verse from the Bible correctly.

Sample Activity

Role-playing John, the Baptist in the wilderness calling people to repent; *Matthew 3:1*.

Notes for the Teachers

- *Tell the story of Chemos who warned people of the attack from the Northeast.*
- *One-night Chemos shouted using a loudspeaker in his village telling people of enemies from Northeast who were coming to attack the village.*
- *He told them to run away. Some people obeyed and moved to the neighbouring village. Those who disobeyed were attacked and killed by enemies at 3:00 am.*
- *Asking the following guiding questions:*
 1. *Who gave the message?*
 2. *To whom was the message given?*

3. *What was the message?*
 4. *What did the people do?*
- *Guide the learners after explaining the story of John the Baptist to answer the following guiding questions from Matthew 3:1-6, 11.*
 1. *Who is giving the message?*
 2. *To whom is he giving the message?*
 3. *What is his message?*
 4. *Whom is he talking about?*
 5. *What did the people of Israel do?*
 - *Emphasise that God spoke through John to His people because He wanted them to change their bad ways. God wants us to respond to John's message.*

LESSON 2: Angels are Messengers of God

Reference: Bible—Genesis 18:1-5; The Three Visitors, Genesis 12:1, 21:1-8

Key message: God wants me to believe the message He sends to us.

Key term: Favour – something done to help another person

COMPETENCES

The learner:

- i) tells the message of the three visitors (angels) to Abraham and Sarah.
- ii) promises to listen and believe God's message.
- iii) prays thanking God for His messengers.

Life Skills	Indicators
• Problem-solving	- taking the right decision, making the right choice, finding different ways of doing things
• Self-esteem	- Self-appreciation, expressing one's mind

Values: Appreciating others

Methods: Guided discussion, demonstration, role-play

Instructional materials: Bible, costumes and materials for the role-play

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Singing a song: “Jesus loves me” • Narrating the Bible story about the three visitors in <i>Gen 18:1-8</i>, and asking questions • Guiding the learners to share the lessons learnt • Asking the learners to recite a verse • Guiding the learners to say a prayer 	<ul style="list-style-type: none"> • Singing a song • Listening to the story and answering questions • Sharing the lessons learnt • Reciting Matthew 3:2; “Turn away from your sins because the Kingdom of heaven is near” • Saying a prayer thanking God for the angels

Guidance on Assessment

Assess the learner on:

- re-telling the story of the three visitors to Abraham.
- mentions the message that was given to Abraham and Sarah.
- saying a prayer thanking God for His messengers.

Sample Activity

Re-telling the story of the three visitors who came to Abraham.

Notes for the Teacher

- *Inform the learners that God sometimes sends messages through angels without us knowing. The three visitors were angels but Sarah did not believe the message and laughed.*
- *In Gen 21:1-2 and 6 – both Sarah and Abraham were happy.*
- *The guiding questions the learners should answer from the text during the teaching include:*
 1. *What was the message God sent to Abraham and Sarah?
Sarah will have a son.*

2. *How did Sarah respond to the message?*

Sarah did not believe the message at first because she was old and could no longer have children.

3. *Did the message come true or not?*

It came true.

4. *Emphasise that when God's message is given, we should believe even if it seems impossible.*

- *Lead the learners to role-play the three visitors.*
- *Conclude the lesson by singing a song: Father Abraham.*

LESSON 3: The Need to Listen and Respond to God's Message

Reference: Bible—Acts 12:1-12; Peter's miraculous escape from prison

Key message: God sends his messengers to answer our prayers.

Key term: Passover - a meal which was eaten by Israelites before their deliverance from Egypt

COMPETENCES

The learner:

- i) role-plays the story of Peter's prison escape and the angel.
- ii) prays for the people in trouble.

Life Skills	Indicators
<ul style="list-style-type: none"> • Problem-solving 	<ul style="list-style-type: none"> - Taking the right decision, finding different ways of doing things through critical thinking
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> - Being open, volunteering
<ul style="list-style-type: none"> • Empathy 	<ul style="list-style-type: none"> - Supporting others, caring, comforting others

Values

- Being honest
- Co-operating with others
- Being patient

Methods: Storytelling, group discussion, recitation

Instructional material: A chart showing Peter in prison

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Narrating the story of a child kidnapped and found after the parents, church and school prayed • Telling the story of Peter's escape from prison in <i>Acts 12: 1-12</i> and asking questions • Guiding the learners to role-play Peter and the angel • Guiding the learners to say a prayer asking God for protection • Asking the learners to recite a verse 	<ul style="list-style-type: none"> • Listening to the story and telling similar stories from daily experiences • Listening to story of Peter in <i>Acts 12:1-12</i>, and answering questions • Role-playing the story of Peter • Saying a prayer asking God to protect him/her as He protected Peter • Reciting <i>Matthew 3:2</i> "Turn away from your sins because the Kingdom of heaven is near"

Guidance on Assessment

Assess the learner on:

- correctly answering questions about Peter's escape.
- sharing lessons learnt.
- saying a prayer asking God for protection.

Sample Activities

Answering questions

1. Why did God's angel rescue Peter?
2. What did Peter's friends do when he was in Prison?
3. Role-playing Peter's story.

Notes for the Teacher

- *While explaining Acts 12:1-12, ask questions like: Why did the angel rescue Peter?*
 - *Because he was good and followed God's commandments.*
- *Emphasize that Peter's rescue was the result of his friends' continuous prayers. Peter trusted and obeyed the messenger. God's messenger set him free.*
- *Organize the learners to role-play the story of Peter, the angel and the friends.*
- *Guide the learners to pray for people in trouble.*
- *Emphasis that when we pray hard for someone in trouble, God listens and sends help through a person whom we can call his angel.*

WEEK 10

SUB-THEME: Sorrow and Joy in Life

Learning Outcome

The learner understands, appreciates and practises Christian events including Lent, Holy Week and Easter in order to manage different life situation.

LESSON 1: The Temptation of Jesus Christ

Reference: Bible—*Matthew 4:1-11*; The temptation of Jesus Christ, and *Mark 1:9-12*; Baptism and testing of Jesus Christ

Key message: God wants me to draw closer to Him through Jesus Christ.

Key term: Temptation – the wish to do or have something that you know you should not do or have

COMPETENCES

The learner:

- i) tells how Jesus Christ was tempted by Satan.
- ii) mentions how Jesus Christ responded to the temptation.

Life Skills	Indicators
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> - Self-identification, stating one's position and responsibility
<ul style="list-style-type: none"> • Non-violent conflict resolution 	<ul style="list-style-type: none"> - Resolving issues without fighting, using appropriate language, coping with stress

Values

- Accepting the word of God
- Enduring suffering

Methods: Storytelling, guided discussion, recitation

Instructional materials: costumes, stones

Suggested Teacher's Activities	Suggested Learner's activities
<ul style="list-style-type: none"> • Through guided discussion, let the learners share experiences when good comes out of hardship • Telling the story from the Bible about the temptation of Jesus Christ in <i>Matthew 4:1-12</i>, and asking questions • Asking the learners to recite <i>Mathew 4:10</i> • Guiding the learners to say the Lord's prayer 	<ul style="list-style-type: none"> • Sharing experiences when good comes out of hardship • Listening to the story and answering questions • Reciting <i>Matthew 4:10</i>; "Go away Satan, the scripture says, "Worship the Lord your God and serve him alone" • Saying the Lord's prayer

Guidance on Assessment

Assess the learner on:

- telling how Jesus Christ was tempted by Satan.
- mentioning how Jesus Christ responded to the temptation.
- saying the Lord's prayer.

Sample Activity

Reciting the Lord's Prayer.

Notes for the Teacher

- Use the following guiding questions while teaching.
 1. Who tempted Jesus Christ?
 2. What suffering did Jesus Christ go through?
 3. How did Jesus Christ respond to His suffering?
 4. What lessons do you draw from Jesus Christ's suffering during Lent?

LESSON 2: The Time and Purpose of Jesus Christ' Stay in the Desert

Reference: Bible—*Matthew* 4:2, 17

Key message: Enduring suffering prepares me for God's service.

Key terms:

- Satan - the evil spirit that misguides people
- Enduring - remain firm as under trial or bearing suffering or hardships patiently or without giving in.

COMPETENCES

The learner:

- i) tells the time Jesus Christ stayed in the wilderness.
- ii) tells the purpose of Jesus Christ' stay in the wilderness.

Life Skills	Indicators
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> - Being open, pressing one's point of view - Giving reasons for action, standing in for one's right
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> - Responding to questions appropriately, taking a decision

Values: Enduring in difficult situations

Methods: Storytelling, guided discussion

Instructional material: A chart showing Jesus Christ being tempted by Satan

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Asking the learners to mention the suffering they have ever gone through in life Sharing with the learners the days Jesus Christ spent in the wilderness and how He responded to Satan in <i>Matthew 4:2, 17</i> Guiding the learners to sing "<i>Jesus Christ overcame Satan's power</i>" Asking the learners to recite <i>Matthew 4:10</i> 	<ul style="list-style-type: none"> Sharing experiences about the suffering he/she has ever gone through Telling the days Jesus Christ spent in the wilderness and how He responded to the temptation of Satan Singing Jesus Christ overcame Satan's power Reciting <i>Matthew 4:10</i>; '<i>Go away Satan, the scripture says, "Worship the Lord your God and serve him alone".'</i>

Guidance on Assessment

Assess the learner on:

- mentioning how long Jesus Christ stayed in the wilderness.
- mentioning who tempted Jesus.
- giving the purpose of Jesus Christ' suffering.

Sample Activity

A prayer:

God help me overcome Satan's power.

In Jesus Christ's Name

Amen.

Notes for the Teacher

- Use the following guiding questions to ask the learners.

Note: In answering the guiding questions read Matthew 4:2 & 17

- What suffering did Jesus Christ go through in the wilderness? – He suffered from hunger.
- How many days did He suffer in the wilderness? – It took forty days.
- What was the purpose of His suffering? – It was to prepare Him for God's work of salvation by dying on the Cross. / That He may bring salvation into the world.

LESSON 3: Lent

Reference: Bible—Matthew 6:16–18

Key message: I need to repent and forgive others.

Key terms:

- Lent – period before Easter
- Fasting – Not eating for a period of time for religious/health reasons.

COMPETENCES

The learner:

- i) mentions the activities done during Lent.
- ii) gives reasons why he/she should fast.

Life Skills	Indicators
<ul style="list-style-type: none"> • Interpersonal relationship 	- Forgiving others, appreciating individual differences
<ul style="list-style-type: none"> • Empathy 	- Caring for others, guiding others, comforting others, sharing with others in time of need

Values

- Showing concern for others
- Sharing with others

Methods: Guided discovery, storytelling, recitation, think-pair-share

Instructional materials: Pens, pencils, rubber books, a picture of a needy person

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Telling a story of a boy who used to go to school without shoes but never gave up and in the end performed well (you can give any name to the boy) • Sharing a Bible text about fasting in <i>Matthew 6:16-18</i>, and asking questions • Guiding the learners tell what is done during Lent • Guiding the learners to compose a prayer asking for forgiveness • Guiding the learners to recite <i>Matthew 4:10</i> 	<ul style="list-style-type: none"> • Listening to the story and answering questions • Telling what one should do during fasting according to the Bible • Identifying what is done during Lent • Saying the composed prayer on forgiveness • Reciting <i>Matthew 4:10</i>; '<i>Jesus Christ said to him, "A way from me, Satan, for it is written worship the Lord our God and serve him alone".</i>'

Guidance on Assessment

Assess the learner on:

- correctly telling what is done during Lent.
- reciting a composed prayer confidently.

Sample Activity

Saying own prayer on forgiveness

Notes for the Teacher

- *Using the story told about the boy who endured going to school barefoot, ask the learners the following guiding questions:*
 1. *Who is the boy in the story?*
 2. *What didn't he have?*
- *Bible text*
 1. *What were people doing during the fasting period?*
 2. *What should people do during fasting period?*

WEEK 11

LESSON 1: Palm Sunday -Triumphant Entry into Jerusalem

Reference: Bible—*John* 12:12–19

Key message: I welcome Jesus Christ with joy as the King of Kings.

Key terms:

- Crowd – large gathering
- Passover – Jewish holiday
- Colt – the young male horse
- Hosanna – song of joy/praise

COMPETENCES

The learner:

- i) explains how Jesus Christ entered Jerusalem.
- ii) appreciates Jesus Christ' act of entering Jerusalem as King.

Life Skills	Indicators
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> - Saying what one wants or believes in without fear
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> - Showing a clear sense of one's position and responsibility
<ul style="list-style-type: none"> • Interpersonal relationships 	<ul style="list-style-type: none"> - Interacting freely with others, exercising ability to deal with different people - Working together, reacting appropriately

Values: Appreciation

Methods: Role-play, storytelling, recitation, rote

Instructional material: A chart showing Jesus Christ's entry into Jerusalem on a donkey

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to share experiences about how they welcome visitors in their homes/school • Telling a story from the Bible in <i>John</i> 12:12-19, and asking questions • Guiding the learners to role-play Jesus Christ entering Jerusalem • Guiding the learners to sing a song by rote • Guiding the learners to recite a verse 	<ul style="list-style-type: none"> • Sharing experiences about ways he/she welcomes visitors at home/school • Listening and answering questions about the Bible story • Role-playing Jesus Christ entering Jerusalem • Singing “Hosanna, Hosanna ...” • Reciting <i>John</i> 12:13 “...Praise God! God bless him who comes in the name of the Lord”

Guidance on Assessment

Assess the learner on:

- explaining how Jesus Christ entered Jerusalem.
- reciting the verse.
- Singing a song.

Sample Activity

Singing a song:

Hosanna x2

Hosanna in the Highest.

Lord we lift up your name with our hearts full of praise

Be exalted, O Lord our God

Hosanna in the highest

Notes for the Teacher

- *Guide the learners to share how they receive visitors at home/school.*
 - i) *line up by the roadside*
 - ii) *wave to the visitor as he/she passes*
 - iii) *clapping*
 - iv) *build walkways (as in Buganda for the King)*
 - v) *plant bananas*
 - vi) *decorate place*
- *Ask the learners why they do the above.*
 - a) *because of joy*
 - b) *to show respect*
 - c) *to show that the visitor is welcome*
 - d) *to show love*
- *God's message: Questions*
 1. *Ask the learners if they remember what happened in their church on Palm Sunday.*
 2. *What did Jesus Christ use while entering Jerusalem?*
 3. *How does God want us to welcome Jesus Christ?*
- *As a King*

Jesus Christ was humble and simple

LESSON 2: The Holy Week—Jesus Christ Predicts His Death

Reference: Bible—Matthew 17:22

Key message: I need to obey God's will in all situations.

Key term: Holy Week – week for remembering the suffering of Jesus Christ

COMPETENCES

The learner:

- i) *retells Jesus Christ prediction of His death.*
- ii) *appreciates Jesus Christ's prediction of His death.*

Life Skills	Indicators
<ul style="list-style-type: none"> Coping with emotions 	<ul style="list-style-type: none"> Identifying other people's emotions and feelings Being sensitive about people's feelings Recognizing causes of different emotions Making critical decision for different emotions

Values

- Enduring difficult situations
- Showing patience in difficult situations
- Being obedient

Methods: Guided discussion, storytelling

Instructional material: A chart showing people praying

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to predict their career path Sharing with the learners a message from the Bible where Jesus Christ predicted his own death in <i>Matthew 17:22</i>, and asking questions. Guiding the learners to sing a song: "Holy, Holy, Holy Lord God Almighty" Asking the learners to recite <i>John 12:25</i> 	<ul style="list-style-type: none"> Predicting his/her career path Listening to the message from <i>Matthew 17:22</i>, and answering questions Singing a song on forgiveness and fasting Reciting <i>John 12:13</i> "...Praise God! God bless him who comes in the name of the Lord"

Guidance on Assessment

Assess the learner on:

- re-telling Jesus Christ prediction of His death correctly.
- reciting *John 12:25* correctly.

Sample Activity

Singing a song:

“Holy, holy, holy, holy
 God Almighty.

Notes for the Teacher

- Ask questions from the Bible text pointing out the key aspects in Jesus Christ’s prediction of His death e.g.
 1. How did Jesus Christ feel about his death – Jesus Christ was troubled.
 2. What was the response of the crowd when Jesus Christ talked about His death
 - The law says the Messiah will live forever.
- Emphasise the need to accept and obey God’s will even in difficult times.

LESSON 3: The Last Supper

Reference: Bible—*Luke 22:12-20*

Key message: I remember Jesus Christ by taking part in the Holy Communion.

Key terms:

- Disciples – followers of God
- Betray - being disloyal/letting down someone who trusts you

COMPETENCES

The learner:

- i) explain how Jesus Christ had the Last Supper with His disciples.
- ii) participates in the Holy Communion in remembrance of Jesus Christ.

Life Skills	Indicators
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> - Faithfulness, trustworthiness, use of polite language while with others
<ul style="list-style-type: none"> • Interpersonal relationship 	<ul style="list-style-type: none"> - Forgiving others, caring for others, sharing with others

Values: Appreciating individual differences

Methods: Role-play, storytelling, recitation

Instructional materials: Water and cups or containers, bread/biscuits

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners to share experiences of when and with whom they share meals at home • Telling the story from the Bible about the Last Supper in <i>Luke 22:12-20</i>, and ask questions • Guiding the learners to share the lessons learnt • Guiding the learners to role-play the Last Supper • Guiding the learners to sing a song • Guiding the learners as they draw Jesus with the disciples having the Last Supper 	<ul style="list-style-type: none"> • Sharing experiences about what happens at home • Listening and answering questions • Role-playing the Last Supper • Singing a song: "Have you been to Jesus Christ for the cleansing power" • Drawing the Last Supper <ul style="list-style-type: none"> • Reciting John 12:13 "...Praise God! God bless him who comes in the name of the Lord"

Guidance on Assessment

Assess the learner on:

- drawing Jesus Christ with the disciples having the Last Supper.
- telling why Jesus Christ had the Last Supper with His disciples.
- naming the disciple who betrayed Jesus Christ.

Sample Activity

Singing a Song:

Have you been to Jesus

For a cleansing power

Are you washed ...

Notes for the Teacher

- *Share with the learners why Jesus Christ wanted to have the Last Supper with the disciples – way to remember him, to be united with him.*
- *Talk about:*
 - *meaning of bread and wine*
 - *emphasize Jesus Christ's message: "Do this to remember me"*
 - *the disciple who betrayed Jesus Christ*



WEEK 12

LESSON 1: Easter Events - The Crucifixion and Death of Jesus Christ

Reference: Bible—*Luke 23:26-49*

Key message: Jesus Christ died for my sins.

Key terms:

- Crucifixion – the act of killing someone by fastening them with nails on the cross and leaving them there to die
- Death – is sleep in which we wake up in the presence of God

COMPETENCES

The learner:

- i) mentions what happened during Jesus Christ’s crucifixion and death.
- ii) draws Jesus Christ on the Cross.
- iii) says a prayer thanking Jesus for dying for him/her.

Life Skills	Indicators
<ul style="list-style-type: none"> • Coping with emotions 	<ul style="list-style-type: none"> - Identifying other people’s emotions and feelings - Being sensitive about other people’s feelings - Not letting emotions affect your decisions
<ul style="list-style-type: none"> • Coping with stress 	<ul style="list-style-type: none"> - Showing patience in difficult situations - Forgiving others even when in pain

Values

- Appreciates Jesus Christ's death for the forgiveness of his/her sins.
- Enduring difficult situations
- Being faithful

Methods: Guided discovery, demonstration

Instructional material: Chart having Jesus Christ on the Cross

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to sing a song: "Have you been to Jesus Christ for the cleansing power" • Sharing the Bible story about the Crucifixion of Jesus Christ in <i>Luke 23: 26-46</i> • Guiding the learners to sing a song • Guiding the learners as they draw Jesus Christ on the Cross • Guiding the learners to recite a verse 	<ul style="list-style-type: none"> • Singing a song • Listening and answering questions • Drawing Jesus Christ on the Cross • Singing a song related to the death of Jesus Christ • Reciting <i>Luke 23:34; Jesus Christ said, "Father, forgive them, for they do not know what they are doing"</i>

Guidance on Assessment

Assess the learner on:

- drawing Jesus Christ on the Cross.
- mentioning at least 2 things which happened to Jesus Christ on the Cross.
- Saying a prayer thanking Jesus for dying for him/her.

Sample Activity

Singing a song:

Have you been to Jesus for the cleansing blood?

Are you washed in the blood of the lamb?

Are your garments spotless?

Are they whiter than snow?

Are you washed in the blood of the lamb?

Notes for the Teacher

- *Crucifixion, whipped, crown, thorns, Cross*
- Guiding question about the story:
 1. *Why do you think Jesus Christ chose to die for us? – He did so because he loved us.*
- What Jesus Christ went through
- He willingly gave His life for our sins to be forgiven.
- Events that happened:
 - a. *Jesus Christ was whipped.*
 - b. *A crown of thorns was forced onto His head (show it)*
 - c. *He carried the Cross*
 - d. *He was crucified*

LESSON 2: The Resurrection of Jesus Christ

Reference: Bible—*Luke 24:1-17*; Jesus Christ has risen

Key message: I am happy because God raised Jesus Christ from the dead.

Key term: Resurrection – coming back to life from death

COMPETENCES

The learner:

- i) tells when Jesus Christ rose from the dead.
- ii) mentions what is done in church on Easter Sunday.

Life Skills	Indicator
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> - Logical flow of ideas, accuracy, articulation

Values

- Sharing joy with others
- Appreciating the resurrection of Jesus Christ

Methods: Guided discussion, storytelling

Instructional material: A chart showing the resurrection of Jesus Christ

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners to share experiences on what they did when someone they love went away and came back after sometime • Telling the Bible story about the resurrection of Jesus Christ in <i>Luke 24:1-7</i>, and asking questions • Guiding the learners to share the lessons learnt • Guiding the learners to sing a song "He is risen" • Guiding the learners to recite <i>Luke 23:34</i> 	<ul style="list-style-type: none"> • Sharing experiences • Listening and answering questions • Sharing the lessons learnt about the resurrection of Jesus Christ • Singing the song • Reciting <i>Luke 23:34</i>; "Jesus Christ said, Father, forgive them, for they do not know what they are doing"

Guidance on Assessment

Assess the learner on:

- telling when Jesus Christ resurrected from the dead.
- correctly naming the people who first saw Jesus Christ.
- mentioning what he/she does on Easter Sunday.

Sample Activity

Singing a resurrection song:

Source: UYP Hymn: 54 or a local tune

He is risen, risen, risen

He is risen, risen the Lord

Or

Leader: O be joyful

All: O Halleluiah

Leader: We now live in Jesus Christ

All: O Halleluiah

Notes for the Teacher

Bible text

- On Good Friday, Jesus Christ seemed dead to us.
- On Easter Sunday, Jesus Christ's resurrection brought new life

Guiding questions to be asked:

1. *Are you happy that Jesus Christ rose from the dead?*
2. *What do you remember on Easter Sunday?*
3. *What is done in church on Easter Sunday?*
 - a) *Resurrection – return of Jesus Christ to life*
 - b) *Tomb – a large stone structure or underground room where someone, especially an important person, is buried*
 - c) *Rolled – to remove something*
 - d) *Puzzled – confused and unable to understand something*
 - e) *Bow – to bend the top part of your body to show respect*
 - f) *Dead – no longer alive*

LESSON 3: The Appearance of Jesus Christ to His Disciples

Reference: Bible—*Luke 24:13-35*; The Walk to Emmaus

Key message: I should be happy that Jesus Christ is alive.

Key term: Appearance – arrival

COMPETENCES

The learner:

- i) role-plays how Jesus Christ appeared to His friend on the way to Emmaus.
- ii) believes that Jesus Christ can appear to him/her.

Life Skills	Indicators
<ul style="list-style-type: none"> • Assertiveness 	- Expressing one's point of view
<ul style="list-style-type: none"> • Effective communication 	- Logical flow of idea meaningfully and accuracy

Values

- Sharing information
- Appreciating others' views

Methods: Recitation, storytelling, role-play, rote

Instructional material: Costumes

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners how they feel when the person they love very much returns after a long period. • Sharing the Bible story in <i>Luke 24:13-35</i>, and asking questions • Guiding the learners to role-play Jesus Christ appearing to His friends 	<ul style="list-style-type: none"> • Sharing his/her experiences • Listening to the Bible text and answering questions • Role-playing Jesus Christ appearing to His friends on the road to Emmaus. • Singing a song

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to sing a song: "Come into His presence singing" Guiding the learners to recite the key verse of the week 	<ul style="list-style-type: none"> Reciting Luke 23:34; 'Jesus Christ said, "Father, forgive them, for they do not know what they are doing".'

Guidance on Assessment

Assess the learner on:

- writing three categories of people Jesus Christ appeared to.
- mentioning the lessons that he/she learnt from Jesus Christ appearing to different people according to the Bible.

Sample Activity

Singing a song:

Come into his presence singing
Alleluia Alleluia Alleluia
Come into his presence singing
Jesus Christ is risen, Jesus Christ is risen
Come into his presence singing
Jesus Christ is Lord, Jesus Christ is Lord

Notes for the Teacher

- Bible text:*
 - How Jesus Christ meet His friends on the road to Emmaus.*
 - They were talking together about what had happened to Jesus Christ.*
 - Jesus Christ sat down to eat with them.*
 - They recognized Him when He broke the bread.*
 - Although He disappeared, they were very happy to see that He was alive.*
 - Disciples learning that Jesus Christ was alive.*
 - We should be happy because Jesus Christ is alive and He is always with us.*
- Encourage the learners to tell the others at home that Jesus Christ is alive.

TERM II WEEK 1

THEME: CHRISTIANS GROW IN JESUS CHRIST

SUB-THEME: Jesus Christ gives us the Holy Spirit

Learning Outcome

The learner understands events in Jesus' life: Accession and Pentecost, and appreciates the work of the Holy Spirit in day-to-day Christian life.

LESSON 1: The Promise of the Holy Spirit

Reference: Bible—*John 14:15-21*

Key message: I thank Jesus Christ for the promise of the helper – the Holy Spirit

Key term: Promise - assurance that one will do something or that a particular thing will happen

COMPETENCES

The learner:

- i) tells who promised the Holy Spirit.
- ii) recites John 14:16.
- iii) sings a song about the Holy Spirit.
- iv) says a prayer thanking God for the help of the Holy Spirit.

Life skills	Indicators
<ul style="list-style-type: none"> • Effective communication 	- Articulation, confidence, logical flow of ideas
<ul style="list-style-type: none"> • Creative thinking 	- Logical reasoning

Values

- *Appreciating Jesus Christ's promise of the Holy Spirit*
- *Being trustworthy*
- *Being patient*
- *Having faith*

Methods: Recitation, storytelling, rote

Instructional material: A chart showing the verse to be recited

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners to share how they feel when a person they love goes away • Sharing the Bible text about the promise of the Holy Spirit according to <i>John 14:15-16</i>, and asking questions • Guiding the learners to recite <i>John 14:16</i> • Guiding the learners to sing a song • Asking the learners to say a prayer thanking God for the promise of the Holy Spirit thanking 	<ul style="list-style-type: none"> • Expressing his/her feelings when a loved one goes away • Listening to the story text and responding to questions • Reciting <i>John 14:16</i>; “<i>I will ask the father to give you a helper who will stay with you forever</i>” • Singing a song: “<i>Jesus Christ promised the Holy Spirit</i>” • Saying a prayer thanking God for the promise of the Holy Spirit

Guidance on Assessment

Assess the learner on:

- telling who promised the Holy Spirit.
- singing a song about the Holy Spirit.
- saying a prayer thanking God for the help of the Holy Spirit.

Sample Activity

Singing a song:

“Jesus Christ promised the Holy Spirit”

Jesus Christ promised the Holy Spirit

Come Holy Spirit x2

Jesus Christ promised us the Holy Spirit

We love you x2

Notes for the Teacher

- *We all feel sad when our loved ones go away. Children cry e.g., when mothers/fathers leave home, and we feel afraid and sad.*
- *When Jesus Christ told His disciples that He was going away, they felt afraid and sad. Jesus Christ knew how they felt.*
- *He promised to send the Holy Spirit as the helper.*
- *The questions in the activities could be answered as follows:*
- *Why did Jesus Christ promise the Holy Spirit? – To help the disciples, counsel them and teach them.*
- *We need to thank Jesus Christ for the Holy Spirit and ask for the Holy Spirit to help us in our lives.*

LESSON 2: Events of the Pentecost

Reference: Bible—Acts 2:1-4; The Holy Spirit Came at the Pentecost

Key message: I am ready to receive the Holy Spirit.

Key term: Pentecost - when the Holy Spirit came down and rested on the Apostles

COMPETENCES

The learner:

- draws the Holy Spirit coming down to the Apostles on the day of the Pentecost.
- prays for the help of the Holy Spirit.

Life skills	Indicators
• Effective communication	- Logical flow of ideas, articulation, confidence
• Creative thinking	- Logical reasoning in answering questions

Values: Appreciation of the events of the Pentecost

Methods: Storytelling, guided discussion, rote

Instructional materials: Bible, a chart showing the Holy Spirit coming down to the Apostles

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners to share their experiences when they were promised gifts and how they felt either when it was fulfilled or unfulfilled. • Telling the Bible story about the coming of the Holy Spirit in Acts 2: 1-4, and asking questions • Guiding the learners to draw the Holy Spirit coming down to the Apostles • Guiding the learners to sing a song • Asking the learners to recite <i>John 14: 16</i> 	<ul style="list-style-type: none"> • Sharing experiences about when his/her promise was either fulfilled or unfulfilled, and his/her feelings in each of these occasions • Listening to the story and answering questions • Drawing the Holy Spirit coming down to the Apostles • Singing a song: '<i>Fire, fire, fire fall on me</i>' • Reciting <i>John 14: 16</i>; "<i>I will ask the Father to give you a helper who will stay with you forever</i>"

Guidance on Assessment

Assess the learner on:

- drawing what happened on the day of the Pentecost.
- praying to ask God for the help of the Holy Spirit.

Sample Activities

1. Drawing the Holy Spirit coming down to the Apostles of Jesus.
2. Sing a song:

Fire Fire Fire

Fire fall on me x2

On the day of Pentecost,

Fire fall on me

Notes for the Teacher

- *Emphasise the need to keep promises.*

- *Jesus Christ kept His promise to the Apostles – on the day of the Pentecost the Holy Spirit appeared and helped the Apostles to speak openly about Jesus in different languages.*
- *Help the learners to answer the questions from Acts 2: 1–4.*
 -*How did the Holy Spirit appear to the Apostles? – in form of tongues of fire.*
 -*What happened to the Apostles on the day of the Pentecost? - They spoke in tongues and acted as Jesus Christ wanted*
- *Emphasise the need to have the Holy Spirit to help us think, speak and act like Jesus Christ.*

LESSON 3: The Work of the Holy Spirit—Revealing the Truth about God

Reference: Bible—*John 16:12 -15*

Key message: The Holy Spirit reveals the truth about God.

Key term: Reveals – tells

COMPETENCES

The learner:

- explains the work of the Holy Spirit.
- role-plays what happened when the Holy Spirit helped Peter and John to be brave.
- gives thanks to God for the gift of the Holy Spirit.

Life skills	Indicators
• Effective communication	- Confidence in answering questions, articulation, accuracy, logical flow of ideas
• Creative thinking	- Logical reasoning in identifying the work of the Holy Spirit

Values

- Sharing ideas about the work of the Holy Spirit
- Appreciating the work of the Holy Spirit

Methods: Recitation, guided discussion, rote

Instructional material: A chart showing the Holy Spirit coming down to the Apostles on the day of the Pentecost

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Telling a story of a child who broke a flask and did not tell the parents and asking the learners to share similar experiences • Sharing the Bible story on the work of the Holy Spirit in <i>John</i> 4:1-13, and asking questions • Guiding the learners to sing: "Let Your Living Water Flow" • Guiding the learners to pray asking God for the help of the Holy Spirit • Guide the learners to recite <i>John</i> 16:13 	<ul style="list-style-type: none"> • Sharing similar experiences and expressing his/her feelings about such behaviour • Listening to the Bible story and answering questions • Listening to the Bible text and responding to the questions • Praying for the help of the Holy Spirit • Reciting <i>John</i> 16:13; "<i>Whenever the spirit comes, who reveal the truth about God, he will lead you into all the truth</i>"

Guidance on Assessment

Assess the learner on:

- mentioning the work of the Holy Spirit.
- naming situations when he/she needs the help of the Holy Spirit.
- praying to ask God for the help of the Holy Spirit.

Sample Activities

1. Singing a song: "Let your Living Water Flow".
2. Answering questions about the work of the Holy Spirit.

Notes for the Teacher

- *The guiding questions on our daily experience:*
 - *Have you ever seen someone who did something wrong and later hid the truth?*
 - *What did you do?*
 - *Were you afraid of telling the truth? Why?*

- *In God's message:*
 - a) *How did the Apostles feel when Jesus Christ left them? – They were afraid and sad.*
 - b) *What did they do? – They hid.*
 - c) *What did Jesus Christ promise to send to them? – The Holy Spirit.*
 - d) *What happened to the Apostles on the day of Pentecost? – The Holy Spirit came down to them.*
 - e) *What did Peter and John do? – They spoke God's word with courage.*

- *Emphasise that the Holy Spirit reveals the truth, and that we need to ask the Holy Spirit to give us courage when:*
 - *we do wrong and fail to tell the truth.*
 - *we are doing the right things by speaking openly.*
 - *we are in danger.*

WEEK 2

LESSON 1: The Gift of the Holy Spirit—Peter Heals the Crippled Man

Reference: Bible—Acts 3:1-10

Key message: The Holy Spirit will help me to give what I have.

Key terms:

- Crippled: somebody who is lame.
- Beggar: a needy person who asks for help.
- Heal: to get well from sickness.

COMPETENCES

The learner:

- i) names the gift of the Holy Spirit that Peter had.
- ii) appreciates the gifts of the Holy Spirit.

Life skills	Indicators
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> - Being open and speaking boldly the word of God - Listening and valuing what others say - Volunteering in using my gifts
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> - Responding to questions appropriately

Values

- Using the gifts of the Holy Spirit
- Avoid misusing the gifts of the Holy Spirit

Methods: Storytelling, guided discussion, rote, recitation

Instructional material: A chart showing Peter healing the lame man

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners through guided discussion to mention the gifts they give to their friends and why • Telling the Bible story in <i>Acts 3:1-10 about Peter healing the lame man</i>, and asking questions • Guiding the learners to sing: "Let Your Living Water Flow" • Asking the learners to recite <i>John 14:16</i> 	<ul style="list-style-type: none"> • Mentioning the gifts that he/she gives to his/her friends, such as sweets, books, and giving reasons • Listening to the story and responding to the questions appropriately • Singing the song: "Let Your Living Water Flow" • Reciting <i>Acts 3:6</i>; "I give you what I have"

Guidance on Assessment

Assess the learner on:

- mentioning the types of gifts that he/she gives to others.
- naming the gift of the Holy Spirit that Peter had.

Sample Activity

Singing a song: "Let Your Living Water Flow"

*Let your living water flow over my soul
 Let your Holy Spirit come and take control
 Of every situation that has troubled my mind
 All my sins and burdens onto you I roll
 Jesus x3
 Father x3
 Spirit x3*

LESSON 2: The Gift of the Holy Spirit—Philip and the Ethiopian Official

Reference: Bible—Acts 8:26-40

Key message: The Holy Spirit will help me to give what I have.

Key term: Spirit—inner-self, life-force, that which gives the flesh life

COMPETENCES

The learners:

- i) mentions the gift of the Holy Spirit that Philip had.
- ii) names the man Philip preached to.

Life skills	Indicators
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> - Being open and speaking boldly the word of God - Listening and valuing what others say - Volunteering in using my gift
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> - Responding to questions appropriately.

Values

- Appreciating the gifts of the Holy Spirit
- Being honest when using the gifts of the Holy Spirit

Methods: Storytelling, recitation, rote

Instructional material: A chart showing Philip and the Ethiopian official

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Telling a story of a woman who met someone who was lost and directed him • Telling the Bible story in Acts 8: 26-40 about Philip and the Ethiopian officer 	<ul style="list-style-type: none"> • Listening and answering questions about the story of the woman who helped the lost man • Listening to the Bible story and answering questions

Suggested Teacher's Activities	Suggested Learner's Activities
and asking questions <ul style="list-style-type: none"> • Guiding the learners to share the lessons learnt from the story • Guiding the learners to sing: "Let your Living Water Flow" • Asking the learners to recite <i>John</i> 14:16 	<ul style="list-style-type: none"> • Sharing the lessons learnt • Singing the song: "Let Your Living Water Flow" • Reciting <i>Acts</i> 3:6 "I give you what I have"

Guidance on Assessment

Guide the learner on:

- mentioning the gift of the Holy Spirit that Philip had.
- sharing lessons learnt.

Sample Activity

Sing a song: "Let Your Living Water Flow".

LESSON 3: The Gift of the Holy Spirit—Peter and Cornelius

Reference: Bible—*Acts* 10:1-35

Key message: God is pleased when I pray.

Key terms:

Devout: committed

Prayer: supplication

Regularly: Everyday

COMPETENCES

The learner:

- i) tells the gift of the Holy Spirit that Cornelius and Peter had.
- ii) tells who visited Cornelius and Peter.

Life skills	Indicators
<ul style="list-style-type: none"> Assertiveness 	<ul style="list-style-type: none"> Being open and speaking boldly the word of God Listening and valuing what others say Volunteering in using my gift
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately

Values

- Appreciating the gifts of the Holy Spirit
- Honesty in using the gifts of the Holy Spirit

Methods: Storytelling, guided discovery, recitation, rote

Instructional material: A chart showing Peter and Cornelius

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to share experiences of the dreams they have ever had while sleeping Telling the Bible story in <i>Acts 10:1-34</i> about Peter and Cornelius, and asking questions Asking the learner to identify the gift of the Holy Spirit in the verses read Guiding the learners to share the lessons learnt Guiding the learners to sing: "Let your Living Waters Flow" Asking the learners to recite <i>John 14:16</i> 	<ul style="list-style-type: none"> Sharing experiences identifying the gifts of the Holy Spirit from the verses read Listening to the story and answering questions Singing the song: "Let your Living Water Flow" Sharing the lessons learnt Reciting <i>Acts 3:6</i> "I give you what I have"

Guidance on Assessment

Guide the learner on:

- telling the gift of the Holy Spirit that Peter and Cornelius had.
- naming who spoke to Cornelius and Peter.
- sharing the lessons learnt.

Sample Activity

Sing a song: “**Let Your Living Water Flow**”.

Notes for the Teacher

- Emphasise the different gifts given to different people.
- You can guide the learners to mime giving out gifts.

WEEK 3

LESSON 1: The Gift of the Holy Spirit – Performing Miracles

Reference: Bible—Acts 5:12-16

Key message: The Holy Spirit will help me to give what I have.

Key term: Miracles - wonders

COMPETENCES

The learner:

- i) names the gifts of the Holy Spirit that Peter had.
- ii) gives thanks God for the gifts of the Holy Spirit.

Life skills	Indicators
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> - Being open and speaking boldly the word of God - Listening and valuing what others say - Volunteering in using my gift
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> - Responding to questions appropriately

Values: Appreciating the gifts of the Holy Spirit

Methods: Storytelling, recitation

Instructional material: A chart showing Peter healing the paralyzed

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners to share experiences when they got something they were not expecting and how they felt • Sharing the Bible story in Acts 5:12-16 about miracles and wonders of the Holy Spirit and asking questions • Guiding the learners to sing: "Let your Living Water Flow" 	<ul style="list-style-type: none"> • Sharing experiences • Listening to the Bible story and responding to the questions appropriately • Singing the song: "Let your Living Water Flow" • Saying a prayer thanking God for the gifts of the Holy Spirit • Reciting Acts 5:12 "By the hands of the

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to say a prayer thanking God for the gifts of the Holy Spirit Asking the learners to recite Acts 5: 12 	<i>apostles were many signs and wonders”</i>

Guidance on Assessment

Assess the learner on:

- mentioning what the Apostles did.
- telling what the people did according to the story.
- reciting Acts 5:12.

Sample Activities

1. Writing 2 things the Apostles did.
2. Singing a song about the Holy Spirit.
3. Reciting Acts 5:12.

LESSON 2: The Gifts of the Holy Spirit—Using God's Gifts

Reference: Bible—*Romans*12:6-13

Key message: I will use my gifts to serve God.

Key term: Accordance – agreement

COMPETENCES

The learner:

- i) identifies the gifts of the Holy Spirit.
- ii) explains how the gift of the Holy Spirit should be used.
- iii) prays to God to enable him/her to use the gifts of the Holy Spirit well.

Life skills	Indicators
• Decision making	- Accepting to use the gifts of the Holy Spirit
• Self-awareness	- Knowing one's position and responsibility, self-identification
• Assertiveness	- Volunteering, being open

Values: Appreciating the gifts of the Holy Spirit

Methods: Storytelling, guided discussion

Instructional material: A chart showing people doing different types of work

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to share what they love or like to do • Sharing a Bible text in <i>Romans</i> 12:6-13 about the different gifts and asking questions • Guiding the learners to share the lessons learnt • Guiding the learners to pray asking God to help them use the gifts He gave them well • Asking the learners to recite a verse 	<ul style="list-style-type: none"> • Mentioning what he/she loves to or likes to do • Listening to the message and answering questions • Sharing lessons learnt • Praying to ask God to help him/her use his/her gifts well • Reciting <i>1Corinthians</i> 12:5; "There are different ways of serving but the same Lord is served"

Guidance on Assessment

Assess the learner on:

- telling how people in the Bible used their gifts.
- explaining how the gifts of the Holy Spirit should be used.
- telling how she/he uses her/his gifts.

Sample Activity

Saying a prayer:

God help me use the gifts you gave me
To serve people around me
And to serve you, Amen,

Notes for the Teacher

- *There are people in the community whom God has given different gifts and they use them well e.g. carpenters, footballers, singers, artists etc.*
- *In a class, learners have different gifts which include: writing well, singing, drawing etc.*
- *Guide the learners to mention more gifts they have and encourage them to use them to serve others.*
- *Emphasise that God wants us to use all the gifts given to us well to serve others.*
- *Asking the learners to identify the different gifts among them.*

LESSON 3: Importance of the Gift of the Holy Spirit to Christians Today

Reference: Bible—*1Corinthians 12:4-11; Romans 12:6-8*

Key message: I will use the gifts of the Holy Spirit to help others.

Key terms:

- Service – doing something for the good of others
- Tongues – different languages

COMPETENCES

The learner:

- i) identifies the different gifts of the Holy Spirit in the Bible.
- ii) appreciates the different gifts of the Holy Spirit for the service of God's people.

Life skills	Indicators
• Decision making	- Accepting to use the gift of the Holy Spirit
• Self-awareness	- Knowing one's position and responsibility, self-identification
• Assertiveness	- Volunteering, being open

Values

- Respecting other people's gifts of the Holy Spirit
- Appreciating the gifts of the Holy Spirit

Methods: Demonstration, recitation

Instructional materials: Bible, flash cards with the meaning of the key terms

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to recite a prayer thanking God for the different gifts given to them • Retell the Bible messages in 1Corinthians12:4-11 and <i>Romans</i>12:6-8 • Guiding the learners to prepare demonstrations of different gifts • Guiding the learners to share the lessons learnt • Asking the learners to memorise <i>Romans</i> 12:6 	<ul style="list-style-type: none"> • Reciting a prayer thanking God for the different gifts • Listening to the messages • Choosing and demonstrating different gifts • Sharing lessons learnt • Memorising <i>Romans</i> 12:6; "So we are to use our different gifts in accordance with the grace that God has given us"

Guidance on Assessment

Assess the learner on:

- naming at least 3 different gifts God has given different people.
- naming what he/she would like to do using the different gifts he/she has.

Sample Activity

Demonstrating different gifts

Notes for the Teacher

- *Organize the learners for the demonstration.*
Let them demonstrate some of the gifts in Romans 12:6-8.
- Talk about the importance of the gifts of the Holy Spirit to us as Christians.

WEEK 4

SUB-THEME: Jesus Christ gives us the Holy Spirit

Learning Outcome

The learner tells and demonstrates harmonious and joyful aspect of worship with others.

LESSON 1: The Work of the Holy Spirit in the Joint Activities of Christians—Sharing the Good News

Reference: Bible—Acts 2:38-47

Key message: I must turn away from my sins.

Key term: Christian – is a community of believers in Christ

COMPETENCES

The learner:

- i) identifies the work of the Holy Spirit among Christians.
- ii) prays to God for the work of the Holy Spirit among Christians.

Life skills	Indicators
• Decision making	- Accepting to use the gifts of the Holy Spirit
• Self-awareness	- Knowing one's position and responsibility, self-identification
• Assertiveness	- Volunteering, being open

Values

- Cooperating with others
- Sharing with others

Methods: Storytelling, guided discussion

Instructional material: A chart showing the Apostles preaching to the people

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners to identify work done by different people in church • Sharing with the learners the work of the Holy Spirit from a Bible text in <i>Acts 2:38-47</i> and asks questions • Guiding the learners to share lessons learnt • Asking the learners to recite <i>Acts 2:44</i> 	<ul style="list-style-type: none"> • Identifying the work done by people such as praying, teaching, preaching and singing • Listening to the reading and answering questions • Sharing lessons learnt • Reciting <i>Acts 2:44</i>; "<i>And all that believed were together and had all things in common</i>"

Guidance on Assessment

Assess the learner on:

- identifying the work of the Holy Spirit among Christians today.
- singing a song about the work of the Holy Spirit in the church today.

Sample Activities

1. Demonstrating activities, they do in church:
 - taking the learners in church (readings)
 - praying in Sunday school (intercession)
 - singing
 - acting in church drama, carols
 - cleaning the church etc.

Notes for the Teacher

- *The learners may be asked questions like:*
 - a) *Identify the work of the Holy Spirit in the church today.*
Answers: preaching, teaching, healing, deliverance.
 - b) *Suggest ways in which he/she can work in the church under the guidance of the Holy Spirit.*
Responses could be: cleaning the church, singing, reading the Bible, playing musical instruments in the church

Lesson 2: The Guidance of the Holy Spirit—Sharing Possessions

Reference: Bible—Acts 4:31-37

Key message: I need to share what I have with others.

Key term: Possession – material things you own (wealth and belongings)

COMPETENCES

The learner:

- i) identifies what believers shared according to the Bible.
- ii) identifies things he/she can share with others.
- iii) shares what he/she has with others.

Life skills	Indicators
• Decision making	- Accepting to use the gifts of the Holy Spirit
• Self-awareness	- Knowing one's position and responsibility, self-identification
• Assertiveness	- Volunteering, being open
• Interpersonal relationships	- Caring for others, sharing with others - Working together

Values

- Sharing possessions
- Appreciating the gift of the Holy Spirit to serve

Methods: Project work, storytelling

Instructional materials: Different items for sharing

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to say a prayer thanking God for the different gifts • Sharing the Bible story in Acts 4: 32-37, and asking questions • Organizing the learners to visit the community and share out what they have collected from among them and the staff • Guiding the learners to recite Acts 2: 44 	<ul style="list-style-type: none"> • Saying a prayer thanking God for the different gifts • Listening, to the story in Acts 4:32-37 and responding to the questions • Visiting the community to share what they have • Reciting Acts 2:44; <i>“And all that believed were together and had all things in common”</i>

Guidance on Assessment

Assess the learner on:

- identifying what believers shared according to the Bible.
- Identifying the things, he/she can share with the community.
- sharing with others in the community.

Sample Activities

1. Preparing for the visit to the nearby community.
2. Distributing things to people in the community.
3. Praying for the community members.

Notes for the Teacher

- *Agree on where you are going and select the people you are to visit.*
- *Ask the learners to prepare in advance the things they would give to the people in the community.*

LESSON 3: The Guidance of the Holy Spirit –Praying Together (Visit to the Community)

Reference: Bible—Acts 4:31-35

Key message: The Holy Spirit guides us as we pray together.

Key term: Holy Spirit - the third person of the Trinity; God as spiritually active in the world.

COMPETENCES

The learner:

- i) tells why it is important to pray together.
- ii) distributes items to the nearby community members.
- iii) prays together with other people in the community.

Life skills	Indicators
• Decision making	- Accepting to use the gifts of the Holy Spirit
• Self-awareness	- Knowing one's position and responsibility, self-identification
• Assertiveness	- Volunteering, being open
• Interpersonal relationships	- Caring for others, sharing with others - Working together

Values: Appreciating the need to pray together

Methods: Project work, recitation, group work

Instructional material: A chart showing the things to pray for

Suggested Teacher's Activities	Suggested Learner's Activities
• Guiding the learners to say a prayer thanking God for the different gifts	• Saying a prayer thanking God for the different gifts

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Sharing the Bible story in Acts 4: 31-32 and asking questions • Guiding the learners on a visit to the community • Guiding the learners to give out items to the community members and praying with them • Guiding the learners to recite Acts 2: 44 	<ul style="list-style-type: none"> • Listening to the story and responding to the questions • Visiting the community • Giving out items and praying with the community • Reciting Acts 2:44; <i>“And all that believed were together and had all things in common”</i>

Guidance on Assessment

Assess the learner on:

- participating in community visits.
- sharing what they have with the community.

Sample Activity

Giving out things to people in the community and praying with them.

Notes for the Teacher

Organize the learners in groups and give them different activities to do i.e. preaching, praying, distributing the gifts.

WEEK 5

SUB-THEME: The Worshipping Community

Learning Outcome

The learner demonstrates the harmonious and joyful aspects of worship with others.

LESSON 1: Reasons for Worshipping God

Reference: Bible—*Psalms* 96:1-13

Key message: I will always worship God.

Key terms:

- Worship – praying and singing in a religious setting in order to show respect and love for God
- Devotions – prayers and other religious acts

COMPETENCES

The learner:

- i) gives reasons for worshipping God.
- ii) worships God.

Life skills	Indicators
<ul style="list-style-type: none"> • Decision making 	<ul style="list-style-type: none"> - Accepting to worship God, telling the consequences of not worshipping God
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> - Being open in worshipping God, standing for one's religion, responding to questions about worship

Values: Appreciates worshipping God

Methods: Demonstration, recitation

Instructional materials: Pictures of people worshipping

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Asking the learners to mention what they always do for their parents, teachers, and why Sharing <i>Psalms</i> 96:1-13 with the learners and asking questions Guiding the learners to worship God Asking the learners to recite <i>1 Thessalonians</i> 5:18 	<ul style="list-style-type: none"> Mentioning what he/she does at home, school and church and why he/she does so. Listening to Bible text and answering questions Worshipping God by singing and praising Reciting <i>1 Thessalonians</i> 5:18; <i>"Be thankful in all circumstances. This is what God wants from you in your life in union with Christ Jesus Christ"</i>

Guidance on Assessment

Assess the learner on:

- singing a song of worship.
- giving reasons why we should worship God.

Sample Activity

1. Singing a worship song:

*What the Lord has done for me
 I cannot tell it all x 3*

Or, any other local song in local language

Notes for the Teacher

- Children are expected to give the importance of honouring their parents which include: they receive gifts, live longer, are protected etc.*
- Questions on the importance of worshipping God (from the text) could be:*
 - What is the importance of worshipping God?*
 - enables us receive blessings*
 - God saves us*
 - makes God hear and respond to our cry to be merciful to us*
 - enable us seek the Lord's face*
 - Strengthens our relationship with God*

- *Share the following message about God*
 - God is powerful
 - He created us
 - Protects us
 - Provides food, rain etc. for us
- *We worship God as a way of thanking Him for what He has done, what He is doing now and what He has promised to do.*

LESSON 2: Ways of Honouring/Respecting Leaders and Elders

Reference: Bible—*Luke 18:9-14*

Key message: I need to respect leaders.

Key term: Honour – giving respect to leaders and elders

COMPETENCES

The learner:

- i) identifies ways of respecting elders and leaders.
- ii) gives reasons for respecting leaders and elders.
- iii) respects leaders and elders.

Life skills	Indicators
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> - Using polite language when talking to leaders and elders, loving the leaders, being faithful to leaders
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> - Logical reasoning in answering questions
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> - Responding to questions appropriately

Values: Appreciate the need to respect leaders and elders

Methods: Guided discussion, recitation, think-pair-share, role-play

Instructional material: A chart showing different leaders

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners through guided discussion to name the people they respect and why they do so • Explaining <i>Proverbs 3:1-2</i> and asking questions about it • Asking the learners to memorize <i>Exodus 20:12</i> • Preparing the learners to role-play showing respect to elders and leaders 	<ul style="list-style-type: none"> • Naming people he/she respects and giving reasons for respecting them. • Listening, reading <i>Proverbs 3:12</i> and answering questions. • Memorizing <i>Exodus 20:12</i>; <i>“Respect your father and mother, so that you may live a long time in the land that I am giving you”</i> • Role-playing showing respect to elders and leaders

Guidance on Assessment

Assess the learner on:

- naming the people whom he/she respects and why he/she does so.
- giving reasons for the special honour she/he gives leaders and elders.

Sample Activities

1. Saying a prayer asking God to help them honour leaders and elders.
2. Naming 4 people they show respect to.

Notes for the Teacher

- *The learners may be asked questions such as:*
 1. *Name the people given special honour: parents, elders, leaders*
 2. *Give reasons why they are honoured:*
 - *Gave birth to us*
 - *Provide the daily needs*
 - *God commands us to do so*
- *In God's message, ask questions such as:*
 1. *Who are the leaders and elders in your community? Father, mother, aunt, uncle, grandparents, elder brothers and sisters*

2. Why do we give them special honour?

God commands us in Proverbs 3:1-2: to get blessings, to live longer, for God to bring peace and prosperity

- Emphasize that giving special honour to leaders and elders brings blessings to us, so we should honour people whether they are relatives or not because it pleases God.

LESSON 3: Singing Songs of Worship and Praise to God

Bible reference: Psalm 135: 3.

Key message: I will worship the Lord alone wherever I will be.

Key term: worship - praying and singing in a religious setting in order to show respect and love for God

Praise – to worship or glorify God

COMPETENCES

The learner:

- tells the importance of worshipping God.
- identifies songs of worship.
- worships God.

Life skills	Indicators
<ul style="list-style-type: none"> • Interpersonal relationships 	<ul style="list-style-type: none"> - Interacting freely with others - Sharing with others - Working together - Appreciating individual differences

Values: Appreciate the need to worship God

Methods: Recitation, rote

Instructional material: Costumes

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learner to select a song of his or her choice. • Encouraging the learners to sing a song of their choice. • Select a Bible song and teaching it to the learners. • Guiding the learners to say a prayer thanking God for the gift praise. 	<ul style="list-style-type: none"> • Selecting a song of his or her choice • Singing a chosen song with the teachers' guidance • Listening to the teacher and pronouncing the words in the song correctly • Saying a prayer of thanksgiving for the gift of praise.

Guidance on Assessment

Assess the learner on singing and worshipping.

Sample Activity

Singing and worshipping God

Notes for the Teacher

- Remind the learners of the importance of worshipping God.
- Organize different worship songs to sing with the learners.
- Give the learners opportunity to select the songs to sing as they worship God.
- Let the learners lead in the worship songs.
- Guide them whenever they find challenges in singing the songs.
- Remember to thank God for the opportunity to worship Him.
- Encourage the learners to worship God always.

WEEK 6

LESSON 1: Bible Aspects of Worship—Offering

Reference: Bible—*Mark 12:41-14, 1 Corinthians 9:1*

Key message: God appreciates my offering.

Key term: Offering – something given back to God

COMPETENCES

The learner:

- i) identifies ways of giving back to God.
- ii) re-tells the story of giving to God.
- iii) gives offering to God.

Life skills	Indicators
• Decision making	- Accepting to give offering
• Problem solving	- Making choice on what to offer, taking a decision to offer
• Creative thinking	- Logical reasoning

Values

- Appreciated giving offering
- Honest in giving the offering

Methods: Storytelling, guided discovery

Instructional materials: Items offered i.e. coins, paper money, and foodstuff

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to talk about things that are given back to God • Sharing the Bible story of the widow offering in <i>Mark 12:41-44</i>, and asking questions 	<ul style="list-style-type: none"> • Mentioning things that are offered to God • Listening and answering questions • Sharing the lessons learnt • Reciting <i>2 Corinthians 9:7</i>; "... for

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to share the lessons learnt Guiding the learners to recite <i>1 Corinthians 9:1</i> 	<i>God loves a cheerful giver"</i>

Guidance on Assessment

Assess the learner on:

- mentioning any four items offered in church.
- offering to God as a form of worship.
- reciting *2 Corinthians 9:7*.

Sample Activity

Demonstrating giving offertory in church.

Notes for the Teacher

- Ways of worship or forms of worship which are the same as giving back to God. We give back to God because everything belongs to Him.*
- In Mark 12:41-44, the widow gave out all the money she had because she knew that God is the one who gave her. God appreciated her gift little as it was.*
- We should give back to God, regardless of the size as long as it comes from the heart. This is an act of worship to God.*

LESSON 2: Biblical Aspects of Worship—Praising

Reference: *Psalms 100:1-5; 135:3*

Key message: I praise God for His goodness.

Key term: Praise - an act of worshipping God

COMPETENCES

The learner:

- memorises *Psalms 100:1-2*.
- sings praising songs to God.

Life skills	Indicators
<ul style="list-style-type: none"> Assertiveness 	<ul style="list-style-type: none"> Being able to praise the Lord, expressing one's belief through praise
<ul style="list-style-type: none"> Peer resistance 	<ul style="list-style-type: none"> Standing for one's belief and values in praising the Lord

Values

- Cooperating with others in praising the Lord
- Honest in praising the Lord

Methods: Demonstration, guided discovery

Instructional materials: Bible, drums, shakers, piano, guitar, keyboard

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to role-play a prize giving ceremony for: well-behaved class monitor, hardworking and smart pupil, and praising each saying well done, excellent followed by shaking of hands Sharing messages on praise in <i>Psalm</i> 100:1-5 and asking relevant questions Sharing <i>Psalm</i> 135:3 with the learners and asking question Asking the learners to recite <i>Psalm</i> 100:1-5 Guiding the learners to sing praise songs 	<ul style="list-style-type: none"> Role-playing a prize-giving ceremony to well-behaved, smart and hardworking pupils Listening to the explanation of <i>Psalm</i> 99:5, 100:1-5 and answering questions Listening and answering questions Singing praise songs Reciting <i>Psalm</i> 100:1-5 "<i>sing to the lord all the world, worship Him with joy, come before him with happy songs</i>"

Guidance on Assessment

Assess the learner on:

- memorizing *Psalms* 100:1-2.
- singing praise songs.

Sample Activity

Singing a praise song:

The Lord is so good, I will lift Him higher

Everywhere I go, I will lift Him higher

Or

Any local song praising God like Yahweh x6

Akuna Mungu Kama Yahweh

Or

Praise him, Praise Him ...

Notes for the Teacher

- Using questions for God's message such as:
 - a) *Why do we worship? – To praise God.*
 - b) *Why do we need to praise God? - Because of His goodness.*

LESSON 3: Biblical Aspect of Worship—Praying

Reference: *Luke* 18:8

Key message: I will always pray thanking God.

Key terms:

- Prayer – an address (such as a petition/request) to God for help or expression of thanks
- Supplication – a prayer requesting for help from God as part of a religious service

COMPETENCES

The learner:

- i) says the Lord's prayer.
- ii) writes a short simple prayer.
- iii) says his/her own written prayer.

Life skills	Indicators
<ul style="list-style-type: none"> • Problem solving 	<ul style="list-style-type: none"> - taking a decision to pray, making a choice of what to pray for, finding different ways of praying
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> - Giving reasons for this prayer, making the best use of his prayer

Values

- Patience in his/her prayer
- Endurance in his/her prayer
- Honest when praying

Methods: Storytelling, recitation

Instructional materials: Bible, materials for role-play

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to mention what happens whenever there is a problem • Sharing Bible story in <i>Luke 18:1-8</i> about the widow and the Judge and asking questions • Guiding the learners to share the lessons learnt • Guiding the learners to recite <i>Matthew 4:10</i> 	<ul style="list-style-type: none"> • Mentioning what happens whenever there is a problem • Listening to the story and answering questions • Sharing lessons learnt • Reciting <i>Matthew 4:10</i>; "<i>Worship the Lord your God and serve only Him</i>"

Guidance on Assessment

Assess the learner on:

- mentioning what happens whenever there is a problem.
- listing what Jesus Christ did in preparation for His Ministry.
- writing a prayer to use in daily living.

Sample Activities

1. Saying the Lord's prayer.
2. Writing a short simple prayer.

Notes for the Teacher

- *Emphasise the importance of prayer.*
- *Let the learners read their own prayers which they have written.*

WEEK 7

LESSON1: Christian Joint Activities and Worshipping God in the Church

Reference: *Psalm 47:1; 95:1-2*

Key message: I will sing to the Lord for His greatness.

Key term: Thanksgiving - a celebration to acknowledge divine goodness

COMPETENCES

The learner:

- i) identifies different activities that take place in church.
- ii) participates in church activities.

Life skills	Indicators
<ul style="list-style-type: none"> • Interpersonal relationships 	<ul style="list-style-type: none"> - Interacting freely with others in the church - Knowing how to relate with different people in the church - Working together in church - Appreciating individual differences in the church

Values

- Cooperating with others
- Sharing with others
- Working together

Method: Guided discovery

Instructional materials: Drums, keyboard (where possible), a chart showing people in church worshipping

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners to identify activities they do in the church • Sharing with the learners Bible messages in <i>Psalms</i> 47:1; 96:6. • Guiding the learners to mention activities they do together in the church • Guiding the learners to share the lessons learnt • Asking the learners to recite <i>Psalms</i> 95:6. • Guiding the learners to say a prayer asking God to help them participate in church activities 	<ul style="list-style-type: none"> • Identifying activities e.g. sweeping, mopping • Reading, listening and answering questions in <i>Psalms</i> 47:1; 95:1-2 • Mentioning activities done together in the church • Sharing the lessons learnt • Reciting <i>Psalms</i> 95:6; “Come let us bow down and worship Him, let us kneel before the Lord, our maker” • Saying a prayer asking God to help them participate in church activities

Guidance on Assessment

Assess the learner on:

- naming three different activities done together in church.
- saying a prayer.

Sample Activity

Reciting a prayer asking God to help him/her participate in church activities

Notes for the Teacher

- *Allow the learners to mention the activities in the church.*
- *Help them to know the activities in the scriptures praising God, etc.*
- *Emphasise that participation in these activities is important for everybody who is a child of God regardless of age.*

LESSON 2: Worshipping God at Home

Reference: Acts 10:30-33

Key message: Even when we pray at home, God hears us.

Key term: Worshipping - adoring

COMPETENCES

The learners:

- i) tells how he/she worships at home.
- ii) participates in worship at home.

Life skills	Indicators
<ul style="list-style-type: none"> Problem solving 	<ul style="list-style-type: none"> Taking a decision to pray at home Making choice for the prayers at home Finding different ways of praying at home
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning in answering questions

Values

- Responsibility for worshipping
- Appreciates the need to worship

Methods: Think-pair-share, guided discovery, storytelling

Instructional material: chart having people in a home worshipping

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to mention activities they do at home Sharing the story of Cornelius in Acts 10:30-33, and asking questions Guiding the learners to share the lessons learnt 	<ul style="list-style-type: none"> Sharing the different activities, he/she does at home Listening to the story and answering questions Sharing the lessons learnt Reciting <i>Psalms 95:6</i> "Come let us

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners role-playing family members praying Guiding the learners as they draw family members worshipping Letting the learners sing a song after prayer 	<p><i>bow down and worship Him, let us kneel before the Lord, our maker”</i></p> <ul style="list-style-type: none"> Role-playing family members praying <i>Singing a song about prayer</i>

Guidance on Assessment

Assess the learner on:

- explaining how he/she worships at home.
- participating in worship.

Sample Activities

- Roleplaying family members praying at home.
- Singing a song:

Read your Bible

Pray every day x 3

Read your Bible

Pray every day

If you want to grow

If you want to grow x 2

Read your Bible

Prayer everyday

If you want to grow

Notes for the Teacher

Prepare the learners to role-play:

- Organize the learners in family groups.
 - Let the learners take roles of family members.
 - Let each group agree on which item to pray for as a family.
 - Guide each family to pray for their items.
 - Give opportunity to the learners to share the items they prayed for.
- *Share how God wants us to worship Him:*
 - by fellowshiping together
 - by praying for one another
 - by agreeing on what we pray for
 - reading *the word of God*

LESSON 3: Worshipping God with Others

Reference: Bible—Acts 2:42-47; The fellowship of the believers

Key message: I can pray with others.

Key term: Fellowship – group of Christians sharing the word of God

COMPETENCES

The learner:

- i) identifies things done during worshipping.
- ii) develops love to worship with others.

Life skills	Indicators
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> - Sharing the word of God with others - Praying with others - Showing concerns for others in fellowship
<ul style="list-style-type: none"> • Coping with emotions 	<ul style="list-style-type: none"> - Identifying other people's emotions and feelings - Being sensitive about people's feelings

Values

- Sharing the word of God in fellowship
- Concern for others
- Appreciates the need for worshipping together

Methods: Guided discovery, recitation, storytelling

Instructional material: Bible

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners to share experiences where they do different things with others e.g. at home, at school • Sharing the message from the Bible in <i>Acts 2:42-47</i> and asking questions • Guiding the learners to tell why it is important to pray with others • Guiding the learners to recite a verse • Guiding the learners to sing a song while holding hands 	<ul style="list-style-type: none"> • Sharing experiences on the different things he/she does together with others • Listening to the Bible message and answering questions • Telling why it is important to pray with others • Reciting <i>Psalms 95:6</i>; "<i>Come let us bow down and worship Him, let us kneel before the Lord, our maker</i>" • Singing a song while holding hands: "Oh God is Good"

Guidance on Assessment

Assess the learner on singing songs of worship.

Sample Activity

Singing a song:

O God is good x 3
 God is good to me.

Notes for the Teacher

Talk about the guidance of the Holy Spirit, in sharing the good news, meals, praying together

Remind the learner about the postures of prayer.

WEEK 8

LESSON 1: Personal Prayer: Thanksgiving Prayer

Reference: *Mark 1:35, Matthew 6:6*

Key message: I will give thanks to the Lord.

Key term: Personal prayer – a form of prayer said alone

COMPETENCES

The learner:

- i) sings the song of thanksgiving.
- ii) writes thanksgiving prayer.
- iii) says a personal prayer thanking God.

Life skills	Indicators
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> - Being honest in prayer - Standing in for one's faith - Volunteering to pray for others
<ul style="list-style-type: none"> • Peer resistance 	<ul style="list-style-type: none"> - Defending one's decision to pray
<ul style="list-style-type: none"> • Self-esteem 	<ul style="list-style-type: none"> - Expressing likes and dislikes - Self-appreciation

Values

- Honest in my personal prayer
- Saying personal prayer privately

Methods: Storytelling, recitation

Instructional materials: pencils and paper

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to sing a song: "Oh God is Good" • Sharing <i>Matthew 6:6</i> from the Bible and asking questions • Guiding the learners to share the lesson learnt • Guiding the learners to write a thanksgiving prayer • Reciting <i>Matthew 6:6</i> 	<ul style="list-style-type: none"> • Singing a song: "Oh God is God" • Listening to the text and answering questions • Saying a thanksgiving prayer • Sharing lessons learnt • Writing and saying a thanksgiving prayer • Recites <i>Matthew 6:6</i>; "<i>But when you pray, go to your room, close the door and pray to your Father who is not seen. And your Father who sees what you do in private, will reward you</i>"

Guidance on Assessment

Assess the learner on:

- writing a thanksgiving prayer.
- reciting *Matthew 6:6*.
- saying a thanksgiving prayer.

Sample Activity

Singing a thanksgiving song:

I will enter His gates with thanksgiving in my heart.

I will enter his courts with praise,

I will say this is the day that the lord has made.....

Notes for the Teacher

- Talk about the importance of giving thanks to God

Question: why do we give thanks to God?

- *Because His love is eternal*
- *God's faithfulness lasts forever*
- *He cares for us*
- *God provides for us*
- *God is so good to everyone.*

- Share with the learners' situations, which require offering thanksgiving prayer.
- Guide the learners to sing a thanksgiving song.

LESSON 2: Personal Prayer—Confession Prayer

Reference: Bible—*Daniel 9:5*

Key message: I should confess my sins to God.

Key term: Sin – evil/wickedness

COMPETENCES

The learner:

- identifies the different kinds of sins.
- mentions what she/he does when she/he sins.
- confesses her/his sins.

•

Life skills	Indicators
<ul style="list-style-type: none"> • Problem solving 	<ul style="list-style-type: none"> - Taking a decision to confess - Making a choice not to sin
<ul style="list-style-type: none"> • Coping with stress 	<ul style="list-style-type: none"> - Forgiving others who do wrong to him/her - Accepting advice from others

Values

- Going for confession in private
- Appreciates the need to confess

Methods: Guided discovery, recitation

Instructional materials: Bible, chart with the confession prayer

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to identify their weaknesses. Sharing the Bible text in <i>Daniel</i> 9:5 and asking oral questions about the text Reciting <i>Daniel</i> 9:5 Guiding the learners to recite a confession prayer 	<ul style="list-style-type: none"> Tell his/her friends experiences of the wrong things she/he has ever done and be able to repent. Listening to the Bible text and answering questions Reciting <i>Daniel</i> 9:5; “<i>We have sinned, we have been evil, we have done wrong, we have rejected what you commanded us to do and we have turned away from what you told us was right</i>” Reciting a confession prayer

Guidance on Assessment

Assess the learner on:

- reciting *Daniel* 9:5.
- reciting the confession prayer.

Sample Activity

Saying a confession prayer.

Almighty God,

We confess that we have sinned in our thoughts, in our words, in what we have done, and in what we have failed to do. We are like lost sheep, unable to help ourselves. Have mercy on us Lord, forgive those who confess their sins as you promised.

In Jesus Christ our Lord, Amen.

Notes for the Teacher

- Let the learners know that Daniel prayed when they had sinned. Let them understand that the way you ask for forgiveness (confess) from someone you have wronged is the same way you should confess before God.

- *Share how the people in the Bible sinned.*
 - *How did the people sin?*
 - * *Rejected God's commands*
 - * *Turned away from what they were supposed to do*
 - *What do you do when you sin?*
- *Find out if the learners are confirmed. If so, say the whole prayer.*
- *Share with the learners' situations which require confession.*

The sins we commit include:

- *Stealing*
 - *Abusing others*
 - *Refusing to do what we are told*
 - *Fighting*
 - *Disobeying parents/teachers*
 - *Killing*
-
- *Share with the learners the importance of confession.*

LESSON 3: Personal Prayer: Petition Prayer

Reference: Bible—*Psalms* 35:1-8, *2 Samuel* 12:15-17

Key message: I pray to God for help

Key term: Petition – supplication/request made to God

COMPETENCES

The learner:

- i) tells when he/she should make a petition to God.
- ii) makes a petition to God.
- iii) prays for the needy.

Life skills	Indicators
<ul style="list-style-type: none"> • Problem solving 	<ul style="list-style-type: none"> - Taking and making a petition - Finding different ways of presenting a petition
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> - Being open while making a petition prayer - Giving reasons for petition

Values

- Being patient in his/her petition
- Enduring in his/her petition
- Honesty in his/her petition

Methods: Storytelling, guided discovery, recitation

Instructional material: A chart showing people confessing their sins before a Reverend Father. Or a chart containing petition prayers for the learners to recite

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to share experiences when one of the family members was sick. What did they do? (Prayed, gave medication, and took the patient to hospital?) Sharing the Bible text in <i>2 Samuel</i> 12:15-17 how David pleaded before God, and asking questions Sharing the lessons learnt Guiding the learners recite a verse 	<ul style="list-style-type: none"> Sharing experiences when one of the family members was sick and what he/she did Listening to the Bible text and answering questions Sharing the lessons learnt Reciting <i>2 Samuel</i> 12:15 “<i>But if you do not listen to the Lord but disobey His commands, He will be against you</i>”

Guidance on Assessment

Assess the learner on:

- reciting *2 Samuel* 12:15.
- saying a petition prayer.

Sample Activity

Saying a petition prayer below:

Remember me, oh Lord

I have walked before you faithfully.

I have done what is good in your eyes.

Remember me I pray. Amen.

Notes for the Teacher

- Petition – a serious request made to an authority requiring an action to be taken. Authority can be parents, teachers, leaders in government, religious leaders, leaders among the learners, etc.
- Share with the learners' situations which require petition.
- Encourage the learners to write their own petition and say them.
- Share with the learners the importance of a petition.

WEEK 9

SUB-THEME: The Teaching of Jesus Christ

Learner Outcome

The learner appreciates Jesus Christ's character and the teaching about good conduct in order to demonstrate responsible behaviour in day-to-day life.

LESSON 1: Values that Jesus Christ Taught—Responsibility

Reference: Bible—*Matthew 21:28-32*; The parable of the two sons

Key message: It is good to be responsible.

Key term: Responsibility - the duty to deal with something or of having control over someone

COMPETENCES

The learner:

- i) answers questions about the story.
- ii) identifies the value of being responsible.
- iii) mentions the dangers of behaving irresponsibly.
- iv) promises to live a responsible life.

Life skills	Indicators
• Interpersonal relationship	- Reacting appropriately
• Self-awareness	- Knowing one's position and responsibility
• Decision making	- Acceptance, refusal

Values: Develops a sense of responsibility in everything she/he does

Methods: Role-play, storytelling

Instructional material: Bible

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Narrating a story of two class leaders (you can name one who collects the learners' books and the one who does not collect the books). • Telling the Bible story in <i>Matthew 21:28-32</i> of the two sons, and asking questions • Guiding the learners to role-play the two sons • Guiding the learners to share the lessons learnt • Guiding the learners to say a prayer asking God to help them be responsible 	<ul style="list-style-type: none"> • Listening to the story and answering questions • Role-playing the parable of the two sons • Sharing the lessons learnt • Saying a prayer asking God to help him/her to be responsible

Guidance on Assessment

Assess the learner on:

- answering questions about the parable of the 2 brothers.
- saying a prayer asking God to help him/her be responsible.

Sample Activity

Role-playing the 2 sons

Notes to the Teacher

- Responsible – accountable/answerable
- Vineyard – *estate*
- Tell the learners that one time we may
- fail to carry out our responsibilities.

LESSON 2: Values that Jesus Christ Taught—Honesty

Reference: Bible—*Luke 19:1-8*; Zacchaeus the Tax Collector

Key messages: God loves honest people

Key term: Honest – truthful/straight forward

COMPETENCES

The learner:

- i) answers questions about the story of Zacchaeus.
- ii) Can identify honest people in the school/ community.
- iii) says a prayer asking God to help him/her to be honest.

Key message: It is good to be honest.

Key term: Honest – truthful, free of deceit, sincere

Life skills	Indicators
<ul style="list-style-type: none"> • Interpersonal relationship 	- Responding appropriately
<ul style="list-style-type: none"> • Self-awareness 	- Knowing one's position and responsibility
<ul style="list-style-type: none"> • Decision making 	- Acceptance, refusal

Values

- Practising honesty in everything she/he does
- Sharing with others
- Caring for others

Methods: Role-play, storytelling

Instructional materials: Bible, a chart showing Zacchaeus on the tree

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to share experiences when they felt guilty of not being honest and what they did after • Telling the Bible story in <i>Luke 19:1-8</i> about Jesus Christ and Zacchaeus • Guiding the learners to share the lessons learnt • Guiding the learners to say a prayer asking God to help them be honest • Guiding the learners to sing a song: "Don't Be Selfish" 	<ul style="list-style-type: none"> • Sharing experiences • Listening to the story and answering questions • Sharing the lessons learnt • Saying a prayer asking God to help them to be honest • Singing a song: "Don't Be Selfish"

Guidance on Assessment

Assess the learner on:

- answering questions about Zacchaeus' story.
- saying a prayer.

Sample Activity

Singing a song about values:

Don't be selfish

Share what you have

Share what you have

Share what you have.

Don't be selfish

Share what you have

If you want to grow.

Notes for the Teacher

- *Share with the learners the importance of being honest.*
- *If time allows, let the learners say a confession prayer for being dishonest.*
- *Suggested questions:*
 - *Why did Zacchaeus return the money?*
 - *Why did he give more than he had stolen?*
- *Emphasise that:*
 - *after meeting Jesus Christ, he repented.*
 - *he gave back all the money he had stolen.*
 - *he became Jesus Christ's follower.*
 - *Jesus Christ wants us to love God and others.*
 - *God commanded us not to steal.*
 - *God commanded us not to lie.*
 - *if we are honest, we make God happy and we will be happy too.*

LESSON 3: Values that Jesus Christ Taught—Service

Reference: Bible—*Matthew 14:13-21*; The Feeding of the Five Thousand

Key message: I have learnt to offer service for Jesus Christ.

Key term: Service - provision

COMPETENCES

The learner:

- i) answers questions about the feeding of the five thousand.
- ii) participates in a role-play.
- iii) says a prayer.

Life skills	Indicators
• Interpersonal relationship	- Relating appropriately with others
• Empathy	- Caring for others
• Decision making	- Acceptance, refusal

Values: Develops a sense of responsibility in everything she/he does

Methods: Role-play, storytelling

Instructional material: Items for the role-play

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to share experiences about the time they may have been hungry and what happened • Telling the Bible story in <i>Matthew 14:13-21</i> about the feeding of the five thousand, and asking questions • Guiding the learners to role-play the feeding of the five thousand • Guiding the learners to share the lessons learnt • Guiding the learners to say a prayer asking God to help them offer service to others 	<ul style="list-style-type: none"> • Sharing experiences • Listening to the story and answering questions • Role-playing the story of the feeding of the five thousand • Sharing the lessons learnt • Saying a prayer asking God to help offer service to others

Guidance on Assessment

Assess the learner on:

- answering questions about the feeding of the five thousand.
- participating in a role-play.
- Saying a prayer.

Sample Activity

Role-playing the feeding of the five thousand.

Notes for the Teacher

- *Organize the learners for the role-play.*
- *Prepare materials and items for the role-play in advance.*
- *Give the learners opportunity to pick parts they want to act.*
- *Say a pray after the role-play.*

WEEK 10

SUB-THEME: The Teaching of Jesus Christ

Learning Outcome

The learner appreciates Jesus Christ's character and teaching about good conduct in order to demonstrate responsible behaviour in day-to-day life.

LESSON 1: Personal Abilities—Talents

Reference: Bible—*Matthew 25:14-30, Luke 19:12-27*

Key Message: I should use the talents God gave me well.

Key term: Talent - gift/ability

COMPETENCES

The learner:

- i) identifies different talents.
- ii) demonstrates his/her talent(s).
- iii) tells the lessons learnt from Jesus Christ's teaching on talents.

Life Skills	Indicators
Effective Communication	- Articulation, meaningfulness
Self-awareness	- Self-identification, self-evaluation - Talking about one's potential
Self-esteem	- Self-appreciation, talking about self

Values: Appreciates the talent he/she has

Methods: Demonstration, storytelling

Instructional materials: A chart showing people doing different activities

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to share personal experiences on the talents they have • Sharing with the learners the parable of the talents in <i>Matthew 25:15-30</i> • Explaining what the parable of the talents means • Guiding learners to demonstrate some of the talents they have. • Guiding the learners to share the lessons learnt from the parable • Guiding the learners to identify their talents. • Guiding the learners to sing a song about talents • Guiding the learners to say a prayer asking God to help them use their talents well 	<ul style="list-style-type: none"> • Sharing own experiences about his/her talents • Listening and answering questions about the parable • Telling what the parable of the talents means • Demonstrating his/her talents • Singing a song about talents • Allowing each learner to use his/her talent at school or home. • Saying a prayer asking God to help her/him use her/his talents well

Guidance on Assessment

Assess the learner on:

- mentioning different talents.
- demonstrating the talents, she/he has.
- telling the lessons learnt.

Sample Activity

Singing a song: This is the way

This is the way I play my drum . . .

Notes for the Teacher

- Explain the meaning of talent.
- Guide the learners to identify their own talents.
- Emphasise that we are not all created equal as each one of us may have a different talent.

LESSON 2: Importance of Talents

Reference: Bible—*Matthew 25:14-30*

Key message: I should use the talents God gave me well.

Key term: Talent - gift/ability

COMPETENCES

The learner:

- i) mentions the importance of talents.
- ii) Shares the lessons learnt from the story of talents.
- iii) uses the talents God gave him/her.

Life Skills	Indicators
Effective communication	- Articulation, meaningfulness
Self-awareness	- Self-identification, self-evaluation - Talking about one's potential
Self-esteem	- Self-appreciation, talking about self

Values: Appreciates the talent he/she has

Methods: Demonstration, guided discussion

Instructional material: A chart showing people doing different activities

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to retell the parable of the talents. • Sharing the importance of the talents with the learners • Guiding the learners to share the lessons learnt from the story • Guiding the learner to say a prayer asking God to help them use their talents to help other people. 	<ul style="list-style-type: none"> • Retelling the parable of the talents • Telling the importance of the talents • Sharing the lessons learnt from the parable of the talents • Saying a prayer asking God to help him/her use his/her talents well

Guidance on Assessment

Assess the learner on:

- mentioning the importance of talents.
- sharing the lessons learnt.
- using the talents God gave him/her.

Sample Activity

Singing a song: This is the way I play . . .

This is the way I play my drum . . .

Notes for the Teacher

- Help the learners to understand that talents help us to:
 - serve God.
 - work.
 - succeed in life.
 - serve other people.
 - earn a living.

LESSON 3: Demonstrating Different Talents

(This lesson is designed to allow the learners to practise what was learnt in lesson 1 and 2 of week 10.)

Reference: Bible—*Matthew 25:14-30*

Key message: I should use my talents to succeed.

Key term: Talents - abilities

COMPETENCES

The learner:

- i) practises some of the talents.
- ii) share the lessons learnt from the demonstration.

Life Skills	Indicators
Self-awareness	<ul style="list-style-type: none"> - Self-identification, self-evaluation - Talking about one's potential
Self-esteem	<ul style="list-style-type: none"> - Self-appreciation, talking about self
Interpersonal relationships	<ul style="list-style-type: none"> - Knowing how to live with different people - Appreciating individual differences
Assertiveness	<ul style="list-style-type: none"> - Being open, expressing one's point of view

Values

- Respecting people with different talents
- Appreciating other people's talents

Methods: Role-play, guided discovery

Instructional material: Costumes

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learner to identify different personal abilities of people 	<ul style="list-style-type: none"> • Identifying different abilities of people
<ul style="list-style-type: none"> • Asking the learner questions about the importance of different personal abilities of people 	<ul style="list-style-type: none"> • Mentioning the importance of different personal abilities of people
<ul style="list-style-type: none"> • Guiding the learner to demonstrate how to use personal abilities 	<ul style="list-style-type: none"> • Demonstrating how to use personal abilities
<ul style="list-style-type: none"> • Teaching a song about different personal abilities 	<ul style="list-style-type: none"> • Singing a song about different personal abilities, • Pronouncing the words in the song correctly

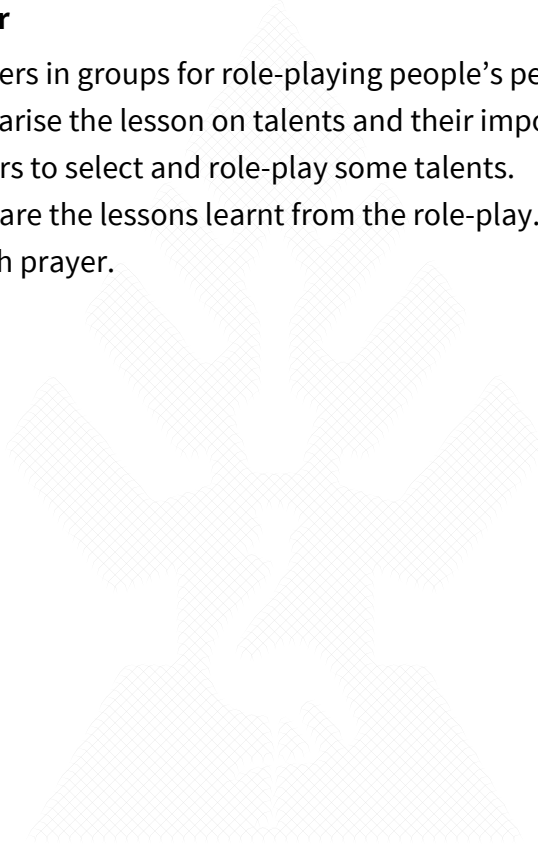
Guidance on Assessment

Assess the learner on:

- role-playing people's personal abilities.
- sharing the lessons learnt.

Notes for the Teacher

- Organise the learners in groups for role-playing people's personal abilities.
- Review and summarise the lesson on talents and their importance.
- Guiding the learners to select and role-play some talents.
- Let the learners share the lessons learnt from the role-play.
- End the lesson with prayer.



Week 11

SUB-THEME: The Teaching of Jesus Christ

Learning Outcome

The learner appreciates Jesus Christ's character and teaching about good conduct in order to demonstrate responsible behaviour in day-to-day life.

LESSON 1: Characteristics of God Found in Jesus Christ— Love, kindness

Reference: Bible—*John* 3:16, *Mathew* 5:43-48

Key message: I should show love and kindness to others like Jesus Christ did.

Key terms:

- Characteristics – qualities of someone or something by which they are identified
- Kindness – kind behaviour toward someone

COMPETENCES

The learner:

- identifies characteristics of God found in Jesus Christ.
- tells when Jesus Christ showed love and kindness to others.
- tells the lessons learnt from Jesus Christ.

Life Skills	Indicators
Effective Communication	- Articulation, meaningfulness, accuracy, logical flow of ideas
Friendship formation	- Love, concern, care

Values: Appreciates Jesus Christ's love and kindness to others

Methods: Guided discussion, rote

Instructional material: A chart showing Jesus Christ holding children

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to share personal experiences about love and kindness • Sharing with the learners through guided discovery the characteristics of God in Jesus Christ • Guiding the learners through discussion to identify when Jesus Christ showed love and kindness to different people in <i>John</i> 3:16 & <i>Matthew</i> 5:43-48 • Guiding learners to share the lessons learnt from Jesus Christ's character • Guiding learners to sing a song • Guiding learner to say a prayer asking God to help them show love and kindness to others as Jesus Christ did 	<ul style="list-style-type: none"> • Sharing own experiences about love and kindness • Mentioning the characters of God in Jesus Christ • Identifying when Jesus Christ showed love and kindness to different people • Sharing the lessons learnt from Jesus Christ's character • Singing a song about Jesus Christ's love • Saying a prayer asking God to help her/him pray for others like Jesus Christ did

Guidance on Assessment

Assess the learner on:

- mentioning some of the characteristics of God in Jesus Christ.
- naming incidences when Jesus Christ showed love and kindness to others.
- sharing the lessons learnt.

Sample Activity

Singing a song:

Oh, how I love Jesus Christ x3
 Because he first loved me

Notes for the Teacher

- Talk about how God showed love to Adam and Eva and to us.
- Jesus Christ showed love to others and to us.
- Emphasise that God wants to see these characteristics in us.

LESSON 2: Characteristics of God Found in Jesus Christ— Power and Authority

Reference: Bible—*Mark 4:35-41 & John 14:12-14*

Key message: I believe in the power and authority of Jesus Christ.

Key term: Authority - power

COMPETENCES

The learner:

- identifies characteristics of God found in Jesus Christ.
- tells when Jesus Christ showed authority and power.
- shares the lessons learnt from Jesus Christ.

Life Skills	Indicators
Effective Communication	- Accuracy, meaningfulness, logical flow of ideas
Friendship formation	- Love, concern, care
Assertiveness	- Being open, expressing one's point of view - Giving reasons for action plan

Values: Respecting the authority of Jesus Christ

Methods: Role-play, storytelling

Instructional material: A chart showing Jesus Christ calming the storm

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to talk about people they know who have power and authority Sharing with the learners the characteristics of God in Jesus Christ Guiding the learners to identify when Jesus Christ showed power and authority in <i>John 14: 12-14</i> & <i>Mark 4: 35-41</i>) Guiding the learners to share the lessons learnt from Jesus Christ's character Guiding the learners to say a prayer asking God to help them respect Jesus Christ's power and authority 	<ul style="list-style-type: none"> Naming people who have power and authority Mentioning the characters of God in Jesus Christ (power and authority) Identifying when Jesus Christ showed power and authority Sharing the lessons learnt from authority of Jesus Christ Saying a prayer asking God to help him/her respect the power and authority of Jesus Christ

Guidance on Assessment

Assess the learner on:

- mentioning some of the characteristics of God in Jesus Christ (power and authority).
- telling when Jesus Christ showed power and authority.
- sharing the lessons learnt.

Sample Activity

Saying a prayer:

God help me appreciate the authority of Jesus Christ
 Help me respect all the people who have authority
 In Jesus Christ' Name
 Amen.

Notes for the Teacher

- Talk about how God showed power and authority during creation.
- How Jesus Christ was part of the creation.
- How Jesus Christ showed authority while on earth.
- Emphasise respect for people with authority.

John 14: 13-14

And I will do whatever you ask in my name, so that the Father may be glorified in the Son. You may ask me for anything in my name, and I will do it

LESSON 3: Role Playing the Characteristics of God in Jesus Christ

(This lesson is designed for the learners to practise what was learnt in lesson 1 and 2 of week 11)

Reference: Bible—*Mark 4:35-41, John 14:12-14, Matthew 21:23-27, John 3:16, Matthew 5:43-48*

Key Message: I will ask Jesus Christ for anything in His name, and He will do it.

Key term: Authority – power

COMPETENCES

The learner:

- role-plays what Jesus Christ did.
- tells the lessons learnt from Jesus Christ as reflected in the role-play

Life Skills	Indicators
Effective communication	- Accuracy, meaningfulness, logical flow of ideas
Friendship formation	- Love, concern, care
Assertiveness	- Being open, expressing one's point of view, giving reasons for action plan

Values

- Respecting the authority of Jesus Christ
- Appreciating Jesus Christ's love and care for others

Method: Role-play

Instructional material: Costumes

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learner to identify the characteristics of God found in Jesus. • Re-tell a story about the characteristics of God found in Jesus using the Bible verses <i>John 17:20-21, Mark 4:35-41</i> • Encouraging the learner to talk about the different ways in which family members resemble 	<ul style="list-style-type: none"> • The learner to identify the characteristics of God found in Jesus. • The learner listens to the story and answers the questions • The learner mentions the different ways in which family members resemble.

Guidance on Assessment

Assess the learner on:

- acting in the role-play
- sharing the lessons learnt

Notes for the Teacher

- Organise the learners in groups for the role-play
- Review and summarise the characteristics of God in Jesus Christ.
- Let the learners prepare and role-play the following:
 - Jesus Christ showing authority and power (turning tables and throwing away thing in the temple)
 - Jesus Christ showing love (Jesus Christ with young children)
 - Jesus Christ showing care (feeding the five thousand)
- You are free to choose any other item for the role-play.
 - Let the learners share the lessons learnt from the role-play.
 - End the lesson with a prayer.

WEEK 12

SUB-THEME: The Teaching of Jesus Christ

Learning Outcome

The learner appreciates Jesus Christ's character and teaching about good conduct in order to demonstrate responsible behaviour in day-to-day life.

LESSON 1: Occasions which Require Prayer—Jesus Christ's Example of Prayer and Teaching

Reference: Bible

Key message: In all conditions I have to pray.

Key term: Conditions –situations, circumstances

COMPETENCES

The learner:

- i) identifies occasions when she/he should pray.
- ii) writes a personal prayer.
- iii) says a prayer.

Life Skills	Indicators
Effective Communication	- Articulation, meaningfulness, accuracy, logical flow of ideas
Decision making	- Acceptance

Values: Appreciates the need to pray

Methods: Demonstration, recitation

Instructional material: A chart showing the Lord’s Prayer

Suggested Teacher’s Activities	Suggested Learner’s Activities
<ul style="list-style-type: none"> • Guiding the learners to share experiences about what they pray for • Guiding the learner to share occasions when they pray • Guiding the learner to write their own prayers 	<ul style="list-style-type: none"> • Sharing experiences about what he/she prays for • Mentioning occasions when he/she prays • Writing own prayer • Guiding the learners to say the prayer he/she has written

Guidance on Assessment

Assess the learner on:

- writing own prayer
- saying his/her own prayer

Sample Activities

1. Naming the occasions when they pray.
2. Writing a personal prayer.

Notes for the Teacher

- *Discuss with the learners the different occasions when to pray, such as in time of thanksgiving, need, suffering, sickness, celebrations, happiness, loss, success etc.*
- *Give them opportunity to write their own prayers*

LESSON 2: Occasions when Jesus Christ Prayed

Reference: Bible—*Luke 22:39-44 & Mark 1:35*

Key Message: In all conditions I have to pray.

Key term: Pray - to speak to God in order to ask for help or give thanks

COMPETENCES

The learner:

- i) identifies occasions when Jesus Christ prayed.
- ii) tells the lessons learnt from Jesus Christ.

Life Skills	Indicators
Effective communication	- Articulation, meaningfulness, accuracy, logical flow of ideas
Decision making	- Acceptance

Values

- Appreciates the need to pray
- Respecting prayer

Methods: Demonstration, recitation, storytelling

Instructional material: A chart showing Jesus Christ praying

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to say the personal prayers they wrote in the previous lesson • Sharing with the learners the occasions Jesus Christ prayed in <i>Luke 22:39-44 & Mark 1:35</i> • Share the lessons learnt from Jesus Christ • Guiding the learner to say a prayer asking Jesus Christ to guide them to pray for others 	<ul style="list-style-type: none"> • Saying personal prayers • Mentioning occasions when Jesus Christ prayed • Sharing the lessons learnt from Jesus Christ • Saying a prayer asking God to help her/him pray for others like Jesus Christ did

Guidance on Assessment

Assess the learner on:

- mentioning some of the occasions Jesus Christ prayed.
- saying a prayer.
- telling the lessons learnt.

Sample Activity

Saying a prayer:

God help me

To always

Pray for other people

Like Jesus Christ did.

Amen.

Notes for the Teacher

The occasions when Jesus Christ prayed are many but you can use a few examples.

LESSON 3: The Lord's Prayer

Reference: Bible—*Matthew* 6:9-13

Key Message: I need to say the Lord's Prayer every day.

Key term: Lord's Prayer – prayer Jesus taught as the way to pray

COMPETENCES

The learner recites the Lord's Prayer.

Life Skills	Indicators
Effective Communication	- Articulation, meaningfulness, accuracy, logical flow of ideas
Decision making	- Acceptance

Values: Appreciates the Lord's Prayer

Methods: Storytelling, recitation

Instructional material: A chart showing the Lord's Prayer

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to share experiences about how they feel when they pray Sharing with the learners how Jesus Christ taught His disciples to pray in <i>Matthew 6:7-13</i> Guiding the learners recite the Lord's Prayer <i>Mathew 6:9-13</i> 	<ul style="list-style-type: none"> Sharing experiences about occasions he/she prays Telling how Jesus Christ taught the disciples the Lord's prayer Reciting the Lord's Prayer in <i>Mathew 6:7-13</i>

Guidance on Assessment

Assess the learner on reciting the Lord's Prayer.

Sample Activity

Reciting the Lord's Prayer.

Notes for the Teacher

- Prepare a chart showing the Lord's Prayer.
- Display the chart in class and encourage the learners to say it every day.

The Lord's Prayer

Our Father in heaven, hallowed be your name, your Kingdom come; your will be done on earth as it is in heaven.

Give us today our daily bread. And forgive us our debts, as we also have forgiven our debtors.

And lead us not into temptation, but deliver us from the evil one for yours is the kingdom, The Power and the Glory for ever and ever.

Amen.

NB: Prepare a chart of the Lord's Prayer (*Mathew 6:5-13*). For the sample activity, use the Good News version.

TERM III WEEK 1

THEME: CHRISTIAN GROW IN JESUS CHRIST

SUB-THEME: Forgiveness and Acceptance

Learning Outcome

The learner appreciates and practices the values of tolerance and forgiveness for maintaining good relationship with others in society.

LESSON 1: Traditional ways of Encouraging Forgiveness

Reference: Bible—*Matthew* 18:15-16

Key messages: I should forgive people who hurt me.

Key term: Pardon - forgiveness

COMPETENCES

The learner:

- i) mentions ways of resolving conflicts in their community peacefully.
- ii) mentions how Jacob and Esau resolved their conflicts peacefully.
- iii) forgives those who hurt him/her.

Life skills	Indicators
Non-violent conflict resolution	<ul style="list-style-type: none"> - Resolving issues without fighting - Using appropriate language - Assisting others to reach an understanding - Accepting defeat, knowing when to give in
Interpersonal relationship	<ul style="list-style-type: none"> - forgiving others - Knowing how to live with different people - Sharing with and caring for others - Respecting other people's property and life - Reacting appropriately to different situations

Values: Being honest

Methods: Storytelling, guided discussion, recitation

Instructional material: Bible

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to share what they do when they are hurt by other people • Sharing the Bible message in <i>Matthew 18:15-16</i> about encouraging forgiving, and asking questions. • Guiding the learners to share the lessons learnt • Asking the learners to recites <i>Matthew 18:15</i> • Guiding the learners to say a prayer asking God to help them forgive those who hurt them • Guiding the learners to forgive whoever has hurt them 	<ul style="list-style-type: none"> • Sharing what he/she does if hurt or if he/she hurts others • Listening to the message and responding to the questions • Sharing the lessons learnt • Reciting <i>Matthew 18:15</i>; “<i>If your brother sins against you, go to him and show him his fault. But do it privately....</i>” • Saying a prayer asking God to forgive those who hurt him/her • Forgiving whoever hurt him/her

Guidance on Assessment

Assess the learner on:

- mentioning ways of resolving conflicts.
- mentioning how Esau and Jacob resolved their conflicts.
- forgiving those who hurt them.

Sample Activity

Role-playing peaceful conflict resolution

Notes for the Teacher

- Share with the learners the different ways of encouraging forgiveness in the community.
- Explain to the learners what is meant by peaceful conflict resolution (solving a conflict without fighting)
- Guide them to describe how they can peacefully resolve conflicts in the community:
 - *The offender asks for forgiveness*
 - *Elderly family members meet to settle a conflict*
 - *Clan members can also do the same*
 - *Friends also can help*
- *You can invite an elder from the community as a resource person to talk about traditional ways of resolving conflicts.*

LESSON 2: Importance of Conflict Resolution in African Traditional

Reference: *1Kings* 3:16-27; King Solomon's Wise Ruling

Key message: God wants me to use wisdom in solving problems.

Key term: Wisdom – natural knowledge

COMPETENCES

The learner:

- i) identifies the importance of conflict resolution in African tradition.
- ii) describes how King Solomon resolved the conflict between the two prostitutes.
- iii) appreciates the wise ruling of King Solomon made concerning the two prostitutes.

Life skills	Indicators
Non-violent conflict resolution	<ul style="list-style-type: none"> - Resolving issues without fighting - Using appropriate language - Assisting others to understand the problem
Coping with stress:	<ul style="list-style-type: none"> - Being patient - Forgiving others - Accepting advice - Talking about personal problems with people we trust - Narrating personal experience

Values

- Co-operating with others
- Respecting others
- Being patient
- Being joyful

Methods: Think-pair-share, storytelling, role-play

Instructional materials: Bible, a chart showing King Solomon, a baby and the two prostitutes

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners through think-pair-share to identify the traditional ways of resolving conflicts in their community/school • Narrating the Bible story in <i>1 Kings</i> 3:16-27, and asking questions • Guiding the learners to role-play the story in <i>1 Kings</i> 3:16-27 • Leading other learners to recite <i>1</i> 	<ul style="list-style-type: none"> • Identifying the traditional/ways of resolving conflicts peacefully in his/her community/school • Listening to the Bible story from <i>1 Kings</i> 3:16-27 and answering questions • Role-playing <i>1 Kings</i> 3:16-27 • Reciting <i>1 King</i> 3:28 "...God had given him wisdom to settle disputes fairly" • Sharing the lessons learnt from King

Suggested Teacher's Activities	Suggested Learner's Activities
<i>Kings 3:28</i> <ul style="list-style-type: none"> Asking the learners to share lessons learnt 	Solomon's judgement

Guidance on Assessment

Assess the learner on:

- mentioning the importance of resolving conflicts peacefully.
- describing how King Solomon resolved the conflict between the two prostitutes.
- appreciating the wise ruling of King Solomon concerning the two prostitutes.
- Sharing the lessons learnt from King Solomon's ruling.

Sample Activity

Role-playing King Solomon resolving the conflict between the two prostitutes.

Notes for the Teacher

- *Importance of conflict resolution in African tradition.*
 - *It restores peace between people who have been conflicting.*
 - *It brings joy.*
 - *It brings togetherness.*
 - *It promotes love.*
 - *It brings cooperation.*
- *Explain to the learners how the wise ruling of King Solomon between the two prostitutes helped one of the prostitutes to receive her child back without being harmed. Encourage the learners to always use non-conflict resolution to settle their conflicts.*

LESSON 3: Wrongdoings which Require Forgiveness

Reference: *Genesis 27:30-36*

Key message: God wants me to avoid any wrongdoings.

Key term: Forgiveness - pardon

COMPETENCES

The learner:

- i) mentions things that require forgiveness.
- ii) tells the lessons learnt from the story of Jacob and Esau.

Life skills	Indicators
Non-violent conflict resolution	<ul style="list-style-type: none"> - Resolving issues without fighting - Using appropriate language - Accepting defeat - Negotiating
Negotiation	<ul style="list-style-type: none"> - Using persuasive language - Controlling one's temper - Responding appropriately - Apologizing - Requesting

Values

- Being honest
- Forgiving each other

Methods: Storytelling, recitation

Instructional materials: Bible, a chart showing the Lord's Prayer

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to share experiences about wrong things they committed, which required forgiveness • Telling the Bible story of Jacob and Esau in <i>Gen 27:1-27</i>, and asking questions • Guiding the learners to share the lessons learnt • Guiding the learners to say a prayer 	<ul style="list-style-type: none"> • Telling situations where he/she committed something wrong which required forgiveness • Listening to the story and answering questions • Sharing the lessons learnt • Saying a prayer asking God to help him/her avoid doing any wrong

Guidance on Assessment

Assess the learner on:

- mentioning any wrongdoing which require forgiveness.
- avoiding doing wrong things.

Sample Activity

Reciting a prayer asking God to help him/her avoid doing wrong things.

Notes for the Teacher

- Share stories of wrongdoings, such as that of Esau and Jacob and the lost son.
- Emphasise the effect of wrongdoing i.e., hatred, anger, mistrust, loss of respect, loss of love, etc.
- Talk about the need to avoid wrongdoing.

WEEK 2

LESSON 1: Ways of Seeking Forgiveness

Reference: Bible—*Luke 15:11-21*

Key message: God wants me to ask for forgiveness when I do wrong.

Key terms: Forgiveness – pardon

COMPETENCES

The learner:

- i) identifies ways in which he/she should be forgiven.
- ii) tells ways in which Jesus Christ wants him/her to forgive others.

Life skills	Indicators
Non-violent conflict resolution	<ul style="list-style-type: none"> - Using appropriate language - Assisting others to understand the problem - Resolving issues without fighting - Being a peacemaker/moderator/intermediator - Accepting defeat - Coping with stress
Problem solving	<ul style="list-style-type: none"> - Taking the right decision - Finding different ways of solving problems without using violence

Values

- Appreciating the need to forgive others
- Being honest
- Being concerned
- Being a peacemaker

Methods: Storytelling, recitation

Instructional materials: Bible, a chart showing the prodigal son

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to share experiences of what they did after doing something wrong • Telling the learners, a Bible story in <i>Luke 15:11-21</i>, and asking questions • Asking the learners to mention ways of seeking forgiveness • Asking learners to recite <i>Luke 15:21</i> 	<ul style="list-style-type: none"> • Sharing experience of what he/she did after doing something wrong. • Listening to the story and answering questions • Mentioning ways of seeking forgiveness following the story of the lost son • Reciting <i>Luke 15: 21; "Father I have sinned against God and against you. I am no longer fit to be called your son."</i>

Guidance on Assessment

Assess the learner on:

- telling what he/she does after doing something wrong.
- mentioning the lessons learnt from the story of the lost son.

Sample Activity

Saying a prayer asking God to help him/her to always ask for forgiveness when in the wrong.

Notes for the Teacher

- *How did the lost son seek forgiveness from his father?*
 - *accepted his mistake*
 - *went back to the father whom he had wronged*
 - *asked for forgiveness*
 - *humbled himself before his father*
- *Encourage the learners to ask for forgives when they do something wrong.*
- *Share with the learners how they can forgive someone who has wronged them.*
 - *Telling them that you have forgiven them*
 - *Sharing with him/her*
 - *Embracing the offended person*
 - *Giving gifts*
- If time allows, let the learners role-play the prodigal son.

LESSON 2: Importance of Forgiveness

Reference: Bible—*Luke* 15:21-32

Key message: I need to forgive others so that God can bless me.

Key term: Prodigal – a person who spends money in a recklessly extravagant way

COMPETENCES

The learner:

- i) identifies the importance of forgiveness.
- ii) forgives others.

Life skills	Indicators
Coping with stress	- Forgiving others, being patient, accepting advice
Interpersonal relationship	- Forgiving others, interacting freely with others, sharing with others, knowing how to relate with different people, reacting appropriately in difficult/challenging situations

Values: Appreciating the need to forgive others

Methods: Guided discovery, storytelling, role-play

Instructional materials: A chart showing a father welcoming the prodigal son, costumes for the role-play

Suggested Teacher's Activities	Suggested Learner's activities
<ul style="list-style-type: none"> • Asking the learners to describe how they feel when they have wronged others i.e. unhappy, guilty • Telling the story in <i>Luke</i> 15:21-32, and asking questions 	<ul style="list-style-type: none"> • Describing how he/she feels when he/she has wronged others, such as friends or parents • Listening to the story and answering questions

Suggested Teacher's Activities	Suggested Learner's activities
<ul style="list-style-type: none"> Organizing and guiding the learners to role-play <i>Luke 15:21-32</i> Guiding the learners to recite the <i>Luke 6:37</i> 	<ul style="list-style-type: none"> Role-playing the story of the lost son <i>Luke 15:21-32</i> Reciting <i>Luke 6:37</i>; “<i>Do not judge others and God will not Judge you, do not condemn others and God will not condemn you, forgive others and God will forgive you</i>”

Guidance on Assessment

Assess the learner on:

- giving the importance of forgiveness.
- mentioning the lesson learnt from the story of the lost son.
- asking for forgiveness.

Sample Activity

Role-playing the prodigal son in *Luke 15:21-32*.

Notes for the Teacher

- Ask the learners to describe how they feel when they have wronged others.
 - Lonely*
 - Unhappy*
 - Rejected*
 - Uncomfortable*
 - Ashamed/guilty*
- Share with learners the importance of forgiveness, which include:
 - Being also forgiven by God*
 - Peace*
 - happiness*
 - Togetherness*
 - Comfort*

- Tell the learners that God wants us to forgive others and also be ready to ask for forgiveness because it restores peace and happiness with others.
- Guide the learners to role-play Luke 15:21-32

LESSON 3: Causes of Conflicts

Reference: Bible—Genesis 37:1-20

Key message: As a child of God, I should live in peace with other people.

Key term: Conflicts – fights/clashes/misunderstandings

COMPETENCES

The learner:

- tells at least 3 causes of conflicts in society.
- mentions the causes of conflict between Joseph and his brother.
- lives in peace with others.

Life skills	Indicators
Non-violent conflict resolution	<ul style="list-style-type: none"> - Resolving issues without fighting - Using appropriate language - Assisting others to understand the problem/situation - Accepting defeat, knowing when to give in
Interpersonal relationship:	<ul style="list-style-type: none"> - Forgiving others - Knowing how to live with different people - Respecting other people's property and life - Reacting appropriately to difficult/challenging situations

Values

- Appreciating the need to live in peace with others
- Accepting the need to resolve conflicts without violence

Methods: Storytelling, guided discovery

Instructional material: A chart showing Joseph and his brothers/a chart showing people fighting one another

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to share experiences about conflicts they may have had with other people and what caused them • Telling the Bible story of Joseph and his brothers in <i>Gen 37:1-20</i>, and asking questions • Guiding the learners to mention causes of conflict in the community • Guiding the learners to share the lessons learnt • Asking the learners to recite <i>Gen 37:21</i> 	<ul style="list-style-type: none"> • Sharing experiences on the conflicts he/she had and their causes • Listening to the Bible story and answering questions • Telling causes of conflicts in the community/families • Sharing the lessons learnt • Reciting <i>Gen 37:21</i>; “...<i>Let us not kill him</i>”

Guidance on Assessment

Assess the learner on:

- mentioning the causes of conflict among the learners.
- listing the causes of the conflict that was between Joseph and his brothers.
- proposing solutions to the conflicts between Joseph and his brothers.

Sample Activities

1. Name three causes of conflicts in society.
2. What caused the conflict between Joseph and his brothers?
3. What are the possible solutions to the conflict between Joseph and his brothers?

Notes for the Teacher

- *The learners may be given the following questions during delivery of the lesson:*
1. *What are the causes of conflicts among people?*
 - *Jealous/envy*
 - *Greed*
 - *Theft*
 - *Gossip*
 - *Abuse*
 2. *Mention the cause of the conflict between Joseph and his brothers*
 - *Jealous*
 - *Arrogance*
- *Emphasize to the learners that God doesn't want us to be jealous of others because of the blessings that He gives others for we are also His children.*

WEEK 3

LESSON 1: Resolving Differences without Violence

Reference: Bible—*Genesis* 45:1-15

Key message: I should always forgive those who do wrong to me.

Key term: Forgive – pardon

COMPETENCES

The learner:

- i) give the importance of resolving differences without violence.
- ii) tells how Joseph forgave his brothers without violence.
- iii) resolves differences without violence.

Life skills	Indicators
Empathy	<ul style="list-style-type: none"> - Caring for others, supporting others - Guiding others, using appropriate language - Listening to others, comforting others
Friendship formation	<ul style="list-style-type: none"> - Showing concern for others, expressing faithfulness, behaving responsibly - Using polite language

Values

- Cooperating with others
- Being trustworthy
- Being honest
- Being joyful

Methods: Storytelling, guided discovery, recitation

Instructional material: Chart showing Joseph hugging his brothers / a chart showing a group of people (seated) solving a conflict.

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Asking the learners to share experiences why they forgive others i.e. to restore peace • Telling the story in <i>Gen 45:1-15</i>, and asking questions • Guiding the learners to share the lessons learnt • Asking the learners to tell the importance of resolving differences without violence • Guiding the learners to say a prayer asking God to help them to resolve difference without violence • Guiding the learners to recite <i>Matthew 5:39</i> 	<ul style="list-style-type: none"> • Mention why he/she forgives others • Listening to the story and responds to questions • Telling the importance of resolving differences without violence • Sharing the lessons learnt • Saying a prayer asking God to help him/her to resolve differences without violence • Reciting <i>Matthew 5:39</i>; "...do not take revenge on someone who wrongs you"

Guidance on Assessment

Assess the learner on writing at least three importance of forgiveness.

Sample Activity

The learners make spontaneous prayers, asking God to give them the courage to forgive others.

Key Verse: *Matthew 5:39*; "...do not take revenge on someone who wrongs you"

Notes for the Teacher

The importance of forgiveness to a Christian

- Reconciliation
- Togetherness
- Joy
- Love
- Cooperation

LESSON 2: Accepting others Despite the Differences

Reference: Bible—*Matthew* 5:38-42

Key message: God will help me accept all people.

Key term: Acceptance – willingness to tolerate others

COMPETENCES

The learner:

- i) tells the differences between him/her and other people.
- ii) works with all people respectfully.
- iii) says a prayer to God appreciating peoples' differences i.e. in speech, skin colour, height, or back ground.

Life skills	Indicators
Decision making	<ul style="list-style-type: none"> - Asking questions before taking action - Telling consequences of decision making
Problem solving	<ul style="list-style-type: none"> - Finding out different ways of approaching the same problem/situation
Interpersonal relationship	<ul style="list-style-type: none"> - Forgiving others - Interacting freely with others - Caring and sharing with others - Knowing how to relate with different people

Values

- Appreciates individual differences
- Showing concern for others
- Loving others despite the individual differences

Methods: Storytelling, recitation, guided discussion

Instructional materials: Flash cards showing verse of the week

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to list the differences among themselves i.e. height, language etc. Sharing a Bible message in <i>Matthew 5:38-42</i>, and asking guiding questions Guiding the learners to share the lessons learnt Leading the learners to recite <i>Matthew 5:44-45</i> 	<ul style="list-style-type: none"> Listing physical differences among themselves Listening to the message and answering questions Telling the lessons learnt Reciting <i>Matthew 5:39</i>; "...do not take revenge on someone who wrongs you"

Guidance on Assessment

Assess the learner on:

- mentioning the differences between her/him and others.
- sharing the lessons learnt.

Sample Activity

Reciting *Matthew 5:39*

Notes for the Teacher

- Explain the Bible message to the learners in relation to real-life experiences
- Emphasise the need to treat other people who hurt or offend them well.

LESSON 3: The Role of the Holy Spirit in Forgiveness

Reference: Bible—Acts 2:38-47

Key message: I will ask God for the guidance of the Holy Spirit in my life.

Key term: Role – part to play

COMPETENCES

The learner:

- i) identifies the roles of the Holy Spirit in forgiveness.
- ii) seeks the guidance of the Holy Spirit in his/her life.

Life skills	Indicators
Self-awareness	<ul style="list-style-type: none"> - Talking about one's potential, feelings and emotions - Knowing one's position and responsibility - Making right choices - Caring for one another
Friendship formation	<ul style="list-style-type: none"> - Accepting one's weakness - Telling consequences of decisions made

Values

- Appreciating the work of the Holy Spirit
- Sharing with others the importance of the Holy Spirit
- Being honest with oneself

Methods: Guided discovery, rote, storytelling

Instructional material: Bible

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Telling the story of a boy/girl who didn't know that what he/she was doing was wrong but was helped to realize his/her mistake and asked for forgiveness • Sharing the Bible message in Acts 2:38-47, and asking questions • Guiding the learners through guided discovery to mention the role of the Holy Spirit in forgiveness • Guiding the learners to sing the Holy Spirit song 	<ul style="list-style-type: none"> • Listening to the story and re-telling similar stories • Listening to the Bible text and answering questions • Singing the Holy Spirit song: "<i>Let Your Living Water Flow</i>"

Guidance on Assessment

Assess the learner on:

- describing role of the Holy Spirit in forgiveness.
- singing a song about the Holy Spirit.

Sample Activity

Singing a song:

"Let Your Living Waters Flow", **or** any local song

Notes for the Teacher

1. Share with the learners the help of the Holy Spirit such as:
 - *The Holy Spirit helps us to know our sins, reflect over our sins, repent, and pray for forgiveness*

WEEK 4

SUB-THEME: Treating others fairly

Learning Outcome

The learner tells the importance of the concept/practice of fairness and forgiveness in different daily life situations.

LESSON 1: Fair Behaviour

Reference: Bible—Luke 10:25-37

Key message: God wants me to treat others the way I wish to be treated.

Key term: Fair - just

COMPETENCES

The learner:

- i) describes fair behaviour.
- ii) shares the lessons learnt from the good Samaritan.
- iii) says what he/she would do to a person in need.

Life Skills	Indicators
Problem solving	<ul style="list-style-type: none"> - Taking a decision to love his/her enemies - Resolving to love his/her enemies
Decision making	<ul style="list-style-type: none"> - Helping his enemies to realise their mistakes - Accepting to love enemies - Telling consequences of not loving enemies

Values

- Sharing with enemies
- Appreciating our enemies
- Loving our enemies

Methods: Storytelling, recitation, recitation

Instructional materials: Sweets, a chart showing the Good Samaritan and the wounded man

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Giving sweets to some learners while leaving out others and asking whether he did the right thing • Telling the Bible story according to <i>Luke 10:25-37</i>, the parable of the Good Samaritan, and asking questions • Guiding the learners to role-play the Good Samaritan • Asking the learners to draw the Good Samaritan • Asking the learners to recite <i>Luke 10:27</i> 	<ul style="list-style-type: none"> • Watching/observing and giving his/her views about the teacher's behaviour • Listening to the parable and answering questions • Role-playing the Good Samaritan • Drawing the Good Samaritan • Reciting <i>Luke 10: 27</i>; "<i>Love the Lord your God with all your heart, with all your soul, with all your strength, with all your mind and love your neighbour as you love yourself</i>"

Guidance on Assessment

Assess the learner on:

- identifying fair behaviour.
- mentioning what he/she would do for an offended person.
- singing the song on being fair.

Sample Activities

1. Drawing the Good Samaritan and the offended person.
2. If time allows, let them sing a song: Be fair to one another

Notes for the Teacher

- Give the learners the opportunity to give examples of fair behaviour they have experienced.
- Emphasize that God wants us to treat others fairly like the Good Samaritan did and not to be like the people who beat up the man and those who did not help him.

LESSON 2: Unfair Behaviour

Reference: Bible—*Matthew* 18:21 – 34

Key message: I should always forgive my enemies as a child of God.

Key terms:

- Enemy – a person who hates/dislikes another
- Fair – way of treating people that is acceptable and right
- Unfair – treating people in the way that is not right, unacceptable, not proper, unlawful

COMPETENCES

The learner:

- narrates unfair situations in real life.
- re-tells the story of the unforgiving servant.
- develops desire to be fair to others.

Life Skills	Indicators
<ul style="list-style-type: none"> • Problem solving 	<ul style="list-style-type: none"> - Taking a decision to be fair - Making a choice to be fair - Accepting to be fair to others
<ul style="list-style-type: none"> • Decision making 	<ul style="list-style-type: none"> - Telling consequences of being unfair

Values

- Sharing with others
- Appreciating the need to be fair

Methods: Storytelling, guided discussion, role-play

Instructional materials: Bible, a chart showing Luke 10:27

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to narrate unfair situations from daily experiences • Sharing with the learners the parable of the unforgiving servant in <i>Matthew 18:21-34</i>, and asking questions • Guiding the learners to share the lessons learnt • Guiding the learners to recite <i>Luke 10:27</i>. 	<ul style="list-style-type: none"> • Narrating unfair situations from daily experiences • Listening to the story and answering questions • Sharing the lessons learnt • Reciting <i>Luke 10: 27</i>; "<i>Love the Lord your God with all your heart, with all your soul, with all your strength, with all your mind and love your neighbour as you love yourself</i>"

Guidance on Assessment

Assess the learner on:

- narrating unfair situations in daily living.
- re-telling the story of unforgiving servant.
- showing fairness to others.

Sample Activity

Reciting *Luke 10:27*

Notes for the Teacher

- *Let the learners share/narrate a variety of unfair situations from their daily experiences like at school by the teachers, prefects, at home by elder, brothers and sisters, and in the community.*
- *Emphasise that the unforgiving servant was unfair since he had also been forgiven.*

LESSON 3: Causes of Unfair Behaviour

Reference: Bible—*Genesis 37:1-11*

Key message: I should think about others in whatever I do.

Key terms:

- Unfair – not being just to others
- Behaviour – the way in which one acts or conduct oneself, especially toward others

COMPETENCES

The learner:

- i) mentions the causes of unfair behaviour.
- ii) accepts to act fairly with God's help.

Life Skills	Indicators
<ul style="list-style-type: none"> • Non-violent conflict resolutions 	<ul style="list-style-type: none"> - Resolving issues with fairness - Using appropriate language - Assisting others to understand issues fairly - Accepting defeat
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> - Sharing with others fairly - Playing with others fairly

Values

- Appreciating others
- Loving others
- Treating others fairly

Methods: Guided discovery, storytelling

Instructional material: A chart showing Joseph being thrown in the pit by his brothers

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to share experiences when they were treated unfairly Retelling the Bible story of Joseph and his brothers in <i>Genesis 37: 1-11</i>, and asking questions. Asking the learners through guided discovery to identify the likely causes of unfair behaviours in the community Guiding the learners to recite <i>Luke 10:31</i> 	<ul style="list-style-type: none"> Sharing experiences of unfair treatment that they went through Listening to the story and identifying causes of unfair behaviour from the story Identifying causes of unfair behaviour Reciting <i>Luke 10: 27</i>; “<i>Love the Lord your God with all your heart, with all your soul, with all your strength, with all your mind and love your neighbour as you love yourself</i>”

Guidance on Assessment

Assess the learner on:

- mentioning the causes of unfair behaviour.
- praying to God to help him/her treat others fairly.

Sample Activity

Saying a prayer:

God help me to always be fair to others

Notes for the Teacher

- Emphasize the need to always be fair to others.*
- They should be asked questions, such as:*
 - What do you think caused Joseph's brothers to be unfair?*
 - Favouritism, Anger, Greed, Dislike, jealous*
 - What would you do to the brothers if you were Joseph?*
 - I would forgive them/ Pray to God to forgive them.*

WEEK 5

SUB-THEME: Treating others fairly

Learning Outcome

The learner tells the importance of the concept of fairness and forgiveness in different daily life situations.

LESSON 1: Importance of Fair Behaviour

Reference: Bible—*Matthew* 10:42 & *Luke* 3:10-14

Key message: God rewards me when I treat others fairly.

Key term: Importance – something of great value or significance

COMPETENCES

The learners:

- i) mentions the importance of being fair to others
- ii) practises being fair to others

Life Skills	Indicators
<ul style="list-style-type: none"> • Friendship formation • Non-violent conflict resolution 	<ul style="list-style-type: none"> • Sharing with others • Resolving issues with fairness • Using appropriate language • Assisting others to understand issues

Values

- Sharing with others
- Appreciating the importance of being fair
- Loving others

Methods: Recitation, guided discovery

Instructional material: Items to be given out

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to share experiences when they were thanked for being fair to others • Sharing the message according to <i>Luke 3:10-14</i>, and asking questions • Guiding the learners to share the lessons learnt • Asking the learners to recite <i>Matthew 10:42</i> 	<ul style="list-style-type: none"> • Sharing experiences in which he/she was thanked for being fair • Listening to the message from the Bible and answering questions • Sharing the lessons learnt • Reciting <i>Matthew 10:42</i>; "You can be sure that whoever gives a drink of cold water to one of the least of my followers will certainly receive a reward"

Guidance on Assessment

Assess the learner on identifying the importance of fair behaviour.

Sample Activity

Singing a song:

Whatsoever you do to the least of my brothers that you do unto me

When I was hungry you gave me to eat

When I was thirsty you gave me to drink

Now enter into the kingdom of my father

(Ref: Christians Grow in Jesus Christ. P.3. *Teacher's Guide*, Page 117)

Notes for the Teacher

- *The learners share experiences of when they were fair to others and where rewarded. For example, when they helped a sick friend and the friend's parents gave them eats, money and appreciated them very much.*
- *Ask the learners: What does Matthew 10:42 teach us?*
 - *When we are kind to others, God rewards us.*
 - *God blesses us when we share what we have with others.*
 - *God loves cheerful givers.*

LESSON 2: Effects of Unfair Behaviour

Reference: Bible—*Genesis 3:14-24*

Key message: Unfair behaviour may lead me to live a painful life.

Key terms:

- Serpent – snake symbolising Satan
- Cursed – brought bad luck upon by using magic words
- Bear – to be able to accept and deal with something unpleasant
- Wanderer – one who moves from place to place without any clear purpose

COMPETENCES

The learner:

- i) explains the effect of Eve and Adam’s behaviour.
- ii) shows fairness to avoid suffering in life.

Life Skills	Indicators
<ul style="list-style-type: none"> • Friendship formation • Decision making 	<ul style="list-style-type: none"> • Sharing with others fairly • Playing with other fairly • Resolving issues with fairness • Using appropriate language • Assisting others to understand issues • Accepting defeat

Values

- Sharing with others fairly
- Appreciating others fairly
- Loving others fairly

Methods: Storytelling, guided discovery

Instructional material: Bible

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Sharing the experience of a man who was arrested for stealing school property • Asking the learners to share any experience where someone suffered • Telling the Bible story in <i>Genesis</i> 3:14–24; 4:13–16, and asking questions • Asking the learners to share the lessons learnt • Guiding the learners to recite <i>Matthew</i> 10:42 	<ul style="list-style-type: none"> • Sharing what was unfair in that experience • Sharing experiences • Listening to the Bible story and responding to questions • Sharing the lessons learnt • Reciting <i>Matthew</i> 10:42; “<i>You can be sure that whoever gives a drink of cold water to one of the least of my followers will certainly receive a reward</i>”

Guidance on Assessment

Assess the learner on:

- mentioning the effects of Adam's behaviour.
- sharing the lessons learnt from unfair behaviour.

Sample Activity

Saying a prayer:

God, thank you for treating me fairly,

Help me to treat other fairly so that I don't suffer.

In Jesus Christ's name, I pray.

Amen.

Notes for the Teacher

- Let the learners share a variety of stories showing effects of unfairness.
- Emphasize the consequences of unfair behaviour, such as Adam and Eve suffered and God made us suffer too.
- Emphasize the need to avoid misbehaviour.

LESSON 3: Fairness at Home

Reference: Bible—*Colossians* 3:12; Treat Others with Compassion

Key message: God wants me to treat my brothers and sisters fairly.

Key terms:

- Compassion - kindness/empathy
- Humility - humbleness
- Fairness – just treatment, without favour

COMPETENCES

The learner:

- i) describes how he/she shows fairness at home.
- ii) promises to show fairness at home.

Life Skills	Indicators
<ul style="list-style-type: none"> • Problem solving • Decision making 	<ul style="list-style-type: none"> • Making a fair decision at home • Making a fair choice when at home • Sharing with family members fairly • Telling the consequences of fair decision when at home

Values

- Sharing fairly
- Being responsible
- Loving others

Methods: Storytelling, guided discovery, recitation

Instructional materials: A chart with members of the family sharing food, items for sharing

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to tell stories on fairness Sharing the Bible message in <i>Colossians</i> 3:12 Guiding the learners to read <i>Colossians</i> 3:12 Guiding the learners to tell how they can show fairness at home Guiding the learners to recite <i>Matthew</i> 10:42 	<ul style="list-style-type: none"> Telling stories about fairness, e.g. doing equal share of work etc. Listening to the message from the Bible Reading the Bible message in <i>Colossians</i> 3:12 Telling how he/she shows fairness at home Reciting <i>Matthew</i> 10:42; “<i>You can be sure that whoever gives a drink of cold water to one of the least of my followers will certainly receive a reward</i>”

Guidance on Assessment

Assess the learner on:

- mentioning how he/she can show fairness at home.
- praying asking God to help him/her to be fair at home.

Sample Activity

Role-playing family members taking up different family roles.

Notes for the Teacher

- Suggested questions you may ask:*
 - From the stories you have heard, how have those people been fair?*
 - Doing work equally*
 - Everyone works*
 - No fighting while working*
 - Helping those who are young to finish their work.*
 - What does Colossians 3:12 teach us?*
 - Have compassion for others*
 - Be kind*
 - Be humble and patient*
- Emphasize that we need to be fair in our homes as children of God.*

WEEK 6

SUB-THEME: Treating others fairly

Learning Outcome: The child appreciates the concept of fairness and forgiveness in different daily life situation.

LESSON 1: Fairness at School

Reference: Bible—*Luke* 6:35-36

Key message: I should be fair to all people.

Key terms:

- Merciful – willing to be kind and forgive people
- Treating – behaving toward others in a particular way

COMPETENCES

The learner:

- tells how she/he can show fairness at school.
- lists the ways of being fair according to *Luke* 6:35-36.
- practises fairness to others.

Life Skills	Indicators
<ul style="list-style-type: none"> • Problem solving • Decision making 	<ul style="list-style-type: none"> • Taking a fair decision at school • Making a fair choice at school • Telling the consequences of being unfair at school

Values

- Sharing fairly
- Being responsible at school
- Cooperating with others at school
- Appreciating the need to be fair at school

Methods: Guided discovery, recitation, rote

Instructional material: A chart showing children carrying out different activities at school

Suggested Teachers Activities	Suggested Learners Activities
<ul style="list-style-type: none"> • Telling a story of a head teacher who gives the clothes meant for the needy learners in the school to his own relatives • Sharing the Bible message according to <i>Luke 6:35-36</i>, and asking questions • Guiding the learners to sing a song • Asking the learners to recite <i>Luke 6:36</i> 	<ul style="list-style-type: none"> • Telling what he/she thinks about the head teacher • Listening to the Bible message and responding to the questions • Singing the song: “<i>Whatsoever you do to the least of my brothers . . .</i>” • Reciting <i>Luke 6:35-36</i> “Be merciful just as your father is merciful” • learner performs different activities at school

Guidance on Assessment

Assess the learner on:

- telling how she/he can show fairness at school.
- listing the ways of being fair according to *Luke 6:35-36*.
- showing fairness to others.

Sample Activity

Singing a song:

“Whatsoever you do to the least of my brothers . . .”

Notes for the Teacher

- Give learners the opportunity to tell stories known to them and help them to tell how fairness was exercised, such as:
 1. In which incidence was the head teacher fair?
 - When he gave the clothes to the poor orphans
 2. How did the other head teacher who gave clothes to his relatives behave?

3. According to Luke 6:35-36, how should we treat others and even those we think are our enemies (those who hate us, fight us at school)
- Love them, do good to them, lend to them freely, be merciful to them

LESSON 2: Fairness in the Community

Reference: Bible—John 6:1-13

Key message: God is happy when I treat all people fairly.

Key term: Community – a group of people living and working together

COMPETENCES

The learner:

- i) tells situations of fairness in the community.
- ii) tells how Jesus Christ showed fairness to the people.
- iii) shows fairness in the community.

Life Skills	Indicators
<ul style="list-style-type: none"> • Problem solving • Decision making 	<ul style="list-style-type: none"> • Taking a fair decision in the community • Making a fair choice in the community • Telling the consequences of being unfair in the community

Values

- Sharing with others
- Loving other people in the community
- Appreciating the need for fair treatment of people

Methods: Storytelling, guided discovery

Instructional materials: Bible, a chart showing Jesus feeding of the 5000

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to tell stories about fairness in daily living • Share the story of the feeding of the five thousand, and asking questions • Guiding the learners to share the lessons learnt • Asking the learners to recite <i>Luke 6:36</i> 	<ul style="list-style-type: none"> • Telling stories on fairness in daily life • Listening to the Bible story and answers questions • Sharing the lessons learnt • Reciting <i>Luke 6: 36 "Be merciful just as your father is merciful"</i>

Guidance on Assessment

Assess the learner on:

- telling situations how fairness is practised in his/her communities.
- expressing his/her desire to be fair in his/her community.

Sample Activity

Singing a song: "*Be fair to one another*"

Notes for the Teacher

- *You may ask the following questions about our experience:*
 1. *From the situations we have heard, how can we practise fairness in the community?*
 - *Feed the hungry*
 - *Welcome needy strangers*
 - *Visit the sick in hospital*
 - *Give clothes to those in need*
 - *Share*

LESSON 3: Cheating and its Causes

Reference: Bible—*Luke* 19:1-10

Key message: God wants me to avoid cheating.

Key term: Cheating – acting unfairly/dishonestly in order to gain an advantage over another

COMPETENCES

The learner:

- i) identifies the causes of cheating.
- ii) mentions effects of cheating.
- iii) tells how to avoid cheating.
- iv) makes effort to avoid cheating.

Life Skills	Indicators
<ul style="list-style-type: none"> • Self-awareness • Self-esteem 	<ul style="list-style-type: none"> • Identifying oneself • Evaluating oneself • Talking about one’s potential, feelings and emotions • Stating one’s position and responsibility • Making choices, caring for oneself • Appreciating oneself

Values

- Being honest
- Appreciating the need to avoid cheating

Methods: Think-pair-share, guided discussion, storytelling

Instructional material: A chart showing Jesus and the tax collector

Suggested Teacher’s Activities	Suggested Learner’s Activities
<ul style="list-style-type: none"> • Guiding the learners to identify examples of cheating in their daily life and what causes them • Telling the Bible story in <i>Luke</i> 19:1-10, 	<ul style="list-style-type: none"> • Identifying examples of cheating in his/her daily life and their causes • Listening to the story and answering questions

Suggested Teacher's Activities	Suggested Learner's Activities
and asking questions <ul style="list-style-type: none"> • Guiding the learners to mention the causes of cheating and how to avoid it • Guiding the learners to share the lessons learnt • Guiding the learners to recite <i>Luke 6:36</i> 	<ul style="list-style-type: none"> • Mentioning the causes of cheating and ways of avoiding it • Sharing the lessons learnt • Reciting <i>Luke 6:36</i>; “<i>Be merciful just as your father is merciful</i>”

Guidance on Assessment

Assess the learner on:

- mentioning the causes of cheating.
- mentioning effects of cheating.
- telling how to avoid cheating.

Sample Activity

Singing a song: *O Sinner man where will you run to*

Notes for the Teacher

- *Some of the causes of cheating are:*
 - *pride*
 - *greed*
 - *jealous*
- *Using the image of a thief being handcuffed by policeman, ask the learners to identify other effects of cheating.*
 - *,imprisonment, isolation, injuries/sickness, hatred*
- *Tell the learners that they should always pray to God to show them the right direction in their life so as to live harmoniously with others.*
- *Discuss with the learners the ways of avoiding cheating.*
- *Tell the learners to do away with cheating because it is an unfair behaviour.*
- *Help the learners discover that God doesn't want cheating.*
- *Tell the learners that to avoid cheating they should welcome Christ in their life.*

WEEK 7

SUB-THEME: Jesus Christ brings Peace

Learning Outcome

The learner relates the prophecies in the Old Testament to the coming of Jesus Christ and tells of the importance of the Messiahship and joy brought by Jesus Christ to all Christians for harmonious living.

LESSON 1: Prophets in the Old Testament that Prophesied the Coming of Jesus Christ (Prophet Isaiah)

Reference: Bible—*Isaiah* 9:6-7 & 7:13-17

Key message: I believe that the coming of Jesus Christ was prophesied by the Prophet Isaiah.

Key terms: Prophesied - foretold/said before

COMPETENCES

The learner:

- i) names the prophet who foretold the coming of Jesus Christ.
- ii) tells what the Prophet Isaiah prophesied.
- iii) recites a verse *Isaiah* 9:6.

Life Skills	Indicators
Effective Communication	<ul style="list-style-type: none"> - Logical flow of ideas - Articulation
Critical thinking	<ul style="list-style-type: none"> - Logical listening

Values: Being joyful

Methods: Brainstorming, storytelling

Instructional material: A chart showing *Isaiah* 9: 6

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to share messages they have ever received from visitors who came to their school or home Reading the Bible text according to <i>Isaiah 9:6-7</i> about a Prophet who foretold the coming of Jesus Guiding the learners to say a prayer thanking God for the prophecy Guiding the learners to recite <i>Isaiah 9:6</i> 	<ul style="list-style-type: none"> Sharing experiences Naming the prophet who foretold the coming of Jesus Christ Reading verses according to <i>Isaiah 9:6-7</i>, and answering questions Saying a prayer thanking God for the prophecy Reciting <i>Isaiah 9:6</i>; “<i>Unto us a Child is born, unto us a son is given . . .</i>”

Guidance on Assessment

Assess the learner on:

- naming the prophet who foretold the coming of Jesus Christ.
- mentioning what the prophet prophesied.

Sample Activity

Reciting *Isaiah 9:6*:

Unto us a child is born, unto us a son is given and the government shall be upon his shoulder, and his name shall be called Wonderful, Counsellor, the mighty God, the everlasting Father, the Prince of Peace

Notes for the Teacher

- Let the learners read *Isaiah 9:6-7*.
- Guide the learners to recite the verse several times for mastery.

LESSON 2: Prophets in the Old Testament that Prophesied the Coming of Jesus Christ (Prophet Micah)

Reference: Bible—*Micah* 5:2-5

Key message: I believe in the prophecy of the coming of Jesus Christ by Prophet *Micah*.

Key term: Prophesied - foretold/said before

COMPETENCES

The learner:

- i) names another the prophet who foretold the coming of Jesus Christ.
- ii) tells what the Prophet Micah prophesied.

Life Skills	Indicators
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Articulation, logical flow of ideas
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to the questions appropriately, selecting and evaluating information

Values: Appreciating Micah’s prophesy about the coming of Jesus Christ

Instructional materials: Bible, a chat showing Jesus Christ and Prophet Micah

Suggested Teacher’s Activities	Suggested Learner’s Activities
<ul style="list-style-type: none"> Guiding the learners to recite <i>Isaiah</i> 9:6 Sharing with the learners about the coming of Jesus Christ as foretold by <i>Micah</i> Reading the Bible message in <i>Micah</i> 5:2-5 Guiding the learners to say a prayer thanking God for the prophecy Guiding the learners to recite <i>Isaiah</i> 9:6 	<ul style="list-style-type: none"> Reciting <i>Isaiah</i> 9:6 Naming the second prophet who foretold the coming of Jesus Christ Reading Bible message in <i>Micah</i> 5:2-5 Saying a prayer thanking God for the prophecy Reciting <i>Isaiah</i> 9:6; “Unto us a Child is born, unto us a son is given ...”

Guidance on Assessment

Assess the learner on:

- naming another prophet who foretold the coming of Jesus Christ.
- explaining what the Prophet Micah said about the coming of Jesus Christ.

Sample Activity

Reciting *Isaiah 9:6*

Notes for the Teacher

- You may sing any song related to the prophecy of the coming of Jesus Christ.
- The learner tells any event that happened to him/her as was said, or did not happen as was said.

LESSON 3: Prophets in the Old Testament that Prophesied the Coming of Jesus Christ (John the Baptist)

Reference: Bible—*Luke 3:3-6*

Key message: God wants me to repent my sins as I prepare for Christ's coming.

Key term: Prophecy – foretold

COMPETENCES

The learner:

- names the prophet who foretold the coming of Jesus Christ in the New Testament.
- explains what John the Baptist said.
- repents from his/her sins as he/she prepares for the coming of Christ.

Life Skills	Indicators
Effective communication	- Articulation, confidence in speaking, logical flow of ideas both verbal and nonverbal
Creative thinking	- Logical reasoning

Values

- Appreciating the message given
- Being responsible
- Being honest

Methods: Storytelling, role-play, recitation

Instructional material: A chart showing John the Baptist preaching to the people

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to recite <i>Isaiah 9:6</i> • Telling the Bible story in <i>Luke 3:3-6</i> about the coming of Jesus by John the Baptist, and asking questions • Organising the learners for a role-play • Guiding the learners to share the lessons learnt • Guiding the learners to say a prayer asking God for forgiveness • Asking the learner to recite <i>Isaiah 9:6</i> 	<ul style="list-style-type: none"> • Reciting <i>Isaiah 9:6</i> • Listening to the story and answering questions • Role-playing John, the Baptist preaching about the coming of Jesus Christ. • Sharing the lessons learnt from the story of John the Baptist • Saying a prayer asking God for forgiveness • Reciting <i>Isaiah 9:6</i>; “<i>Unto us a Child is born, unto us a son is given . . .</i>”

Guidance on Assessment

Assess the learner on:

- naming the prophet who foretold the coming of Jesus Christ in the New testament.
- telling what John the Baptist told the people.
- repents of his/her sins.

Sample Activity

Role-playing John Baptist foretelling the coming of Jesus Christ.

Notes for the Teacher

- Prepare for the role-play early enough.
- Give different learners opportunity to act out.
- Give the learners opportunity to repent of their sins individually.
- Ask questions, such as:
 1. Who was John the Baptist?
 2. Mention two things John the Baptist told the people to do in preparation for the coming of Jesus Christ.



WEEK 8

LESSON 1: The Birth of Jesus Christ

Reference: Bible—*Isaiah 9:6-7*; To us the Child is Born *Luke 2:1 – 7*; The Birth of Jesus Christ

Key message: The birth of Jesus Christ shows God’s love to save me.

Key term: Birth – delivery

COMPETENCES

The learner:

- i) tells where Jesus was born.
- ii) names the earthly parents of Jesus Christ.
- iii) gives thanks to God for the birth of Jesus Christ.

Life Skills	Indicators
Effective communication	- Articulation, accuracy confidence
creative thinking	- Logical reasoning

Values: Appreciating the birth of Jesus Christ

Methods: Storytelling, dramatization

Instructional materials: A chart showing the birth of Jesus, costumes to be used for the drama

Suggested Teacher’s Activities	Suggested Learner’s Activities
<ul style="list-style-type: none"> • Guiding the learners to share experiences about what they or other people do when a baby is born • Telling the Bible story in Luke 2:1–7 about the birth of Jesus Christ, and asking questions • Guiding the learners to prepare for 	<ul style="list-style-type: none"> • Sharing experiences about what he/she or other people do when a baby is born • Listening to the Bible story and answering questions • Dramatizing the birth of Jesus Christ in Luke 2:1-7 • Sharing the lessons learnt from the story

Suggested Teacher's Activities	Suggested Learner's Activities
drama <ul style="list-style-type: none"> • Guiding the learners to share the lessons learnt • Guiding the learners to recite <i>Luke 2:11</i> • Guiding the learners to say a prayer thanking God for the birth of Jesus Christ 	<ul style="list-style-type: none"> • Reciting <i>Luke 2:11</i> “... to you is born this day in the City of David a saviour, which is Christ the Lord” • Saying a prayer thanking God for the birth of Jesus Christ

Guidance on Assessment

Assess the learner on:

- narrating what happened during the birth of Jesus Christ.
- naming the earthly parents of Jesus Christ.
- thanking God for the birth of Jesus Christ.
- mentioning where Jesus was born.
- naming the earthly parents of Jesus.

Sample Activity

- The learner mentions his/her own birthplace.
- The learner tells the teacher how he/she would feel if the birthplace of Jesus Christ was where he/she was born.
- Dramatizing the birth of Jesus Christ.

Note for the Teacher

When telling the story, remember to make a reference to the prophecy of Isaiah.

LESSON 2: The Visit of the Shepherds

Reference: Bible—*Luke 2:8-16*

Key message: I must listen and obey God’s voice through His messengers today.

Key term: Shepherds: people who take care of sheep

COMPETENCES

The learner:

- i) tells who gave the news of the birth of Jesus Christ to the shepherds.
- ii) explains what happened when the angels came upon the shepherds.
- iii) describes what the angels did.

Life Skills	Indicators
Effective Communication	<ul style="list-style-type: none"> - Meaningfulness in communicating - Logical flow of ideas verbally and non-verbally
Decision making	<ul style="list-style-type: none"> - Acceptance

Values

- Cooperating with others
- Appreciating the message of the angels about the birth of Jesus Christ

Methods: Storytelling, role-play

Instructional material: Costumes for the role-play

Suggested Teacher’s Activities	Suggested Learner’s Activities
<ul style="list-style-type: none"> • Guiding the learner to mention the things that the shepherds took to Jesus. • Telling the story of the message of the birth of Jesus Christ to the shepherds in <i>Luke 2:8-20</i> 	<ul style="list-style-type: none"> • Mentioning the things, the shepherds gave to Jesus. • Listening to the story and answering questions • Explaining the events before and after the birth of Jesus Christ

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to prepare for a role-play Guiding the learners to share the lessons learnt Guiding the learners to recite <i>Luke 2:11</i> Guiding the learners to say a prayer thanking God for the birth of Jesus Christ 	<ul style="list-style-type: none"> Role-playing the shepherds receiving the message from the angels and visiting baby Jesus Christ in <i>Luke 2:8-20</i> Sharing the lessons learnt from the story Reciting <i>Luke 2:11</i>; "... to you is born this day in the City of David a saviour, which is Christ the Lord" Saying a prayer thanking God for the birth of Jesus Christ

Guidance on Assessment

Assess the learner on:

- mentioning who gave the message to the shepherds.
- stating what the shepherds did after receiving the message.
- reciting the verse *Luke 2:11*.

Sample Activity

Role-playing the message of the angels to the shepherds.

LESSON 3: The Visit of the Wise Men

Reference: Bible—*Matthew 2:1-12*

Key message: I must listen and obey God’s voice through his messages today.

Key term: Messiah – saviour

COMPETENCES

The learner:

- i) retells the story of the wise men.
- ii) tells where the wise men came from.
- iii) describes the gifts the wise men gave to Jesus Christ.

Life Skills	Indicators
Effective communication	- Accuracy, confidence
Problem solving	- Finding different way of doing things, taking a decision

Values

- Appreciating message of the wise men
- Showing concern
- Caring for others

Methods: Storytelling, role-play

Instructional materials: Bible, Items/gifts for the role-play

Suggested Teacher’s Activities	Suggested Learner’s Activities
<ul style="list-style-type: none"> • Guiding the learners to recite <i>Micah 5:2</i> learnt in the previous week • Sharing the story of the wise men’s visit to baby Jesus Christ in <i>Matthew 2:1-12</i> • Guiding the learners to prepare for a role-play • Guiding the learners to share the 	<ul style="list-style-type: none"> • Reciting <i>Micah 5:2</i> • Listening to the story and answering questions • Role-playing the visit of the wise men from the East • Sharing the lessons learnt from the story of the wise men • Reciting <i>Luke 2:11</i>; “. . . to you is born

Suggested Teacher's Activities	Suggested Learner's Activities
lessons learnt <ul style="list-style-type: none"> • Guiding the learners to recite <i>Luke 2:11</i> • Guiding the learners to say a prayer thanking God for the birth of Jesus Christ 	<i>this day in the City of David a saviour, which is Christ the Lord”</i> <ul style="list-style-type: none"> • Saying a prayer thanking God for the birth of Jesus Christ

Guidance on Assessment

Assess the learner on:

- telling where the wise man came from.
- mentioning three gifts the wise men gave to Jesus Christ.
- saying a prayer thanking God for the birth of Jesus Christ.

Sample Activity

Role-playing the wise men visiting baby Jesus Christ.

Note for the Teacher

Relate the visit of the wise men to *Matthew 2:5*.

- Guide the learners to mention wise people in their communities, school, homes and the reasons why such people are considered to be wise.

WEEK 9

LESSON 1: Preparing for Christmas at Home

Reference: Bible—*Luke 2:4 -20*

Key message: I should share the joy of Christmas with others because Jesus Christ came to save us.

Key term: Christmas – Event of celebrating Christ's birth

COMPETENCES

The learner:

- i) explains the meaning Christmas.
- ii) mentions things they do in preparation for Christmas at home.

Life Skills	Indicators
Friendship formation	- Sharing, faithfulness, responsibility
Interpersonal relationships	- Interacting freely with others, working together

Values

- Appreciating importance of Jesus Christ's birth
- Being joyful
- Cooperating with others

Methods: Group work, guided discussion, role-play

Instructional materials: Decorative materials and Christmas carols, musical instruments, Christmas cards, films about the birth of Jesus Christ

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to sing a song related to Christmas • Guiding the learners to share experiences on how they party at home • Organising the learners to role-play 	<ul style="list-style-type: none"> • Singing a song related to Christmas • Sharing experiences • Role-playing preparing for Christmas at home • Telling the importance of celebrating Christmas

Suggested Teacher's Activities	Suggested Learner's Activities
<p>preparing for Christmas at home</p> <ul style="list-style-type: none">• Sharing the importance of celebrating Christmas• Guiding the learners to say a prayer thanking God for the birth of Jesus Christ	<ul style="list-style-type: none">• Saying a prayer thanking God for the birth of Jesus Christ

Guidance on Assessment

Assess the learner on:

- explaining the meaning of Christmas.
- mentioning at least three things he/she does in preparation for Christmas at home.

Sample Activity

Role-playing preparing for Christmas at home.

Notes for the Teacher

- Guide the learners to collect things to use as they prepare for Christmas.
- Let them carry out different activities, such as shopping, decorating, cooking, cleaning, etc.
- Guide the learners to say a prayer thanking God for the birth of Jesus Christ.

LESSON 2 AND 3: Preparing for Christmas in Church

Reference: Bible—*Luke 2:13-38*

Key message: I should share the joy of Christmas with others because Jesus Christ came to save us all.

Key term: Christmas - Remembering when Christ was born

COMPETENCES

The learner:

- i) mentions things he/she does to prepare for Christmas in the church.
- ii) celebrates the birth of Jesus Christ with others in the church.

Life Skills	Indicators
Interpersonal relationships	<ul style="list-style-type: none"> - Interacting freely with others - Sharing with others - Finding different ways of doing things
Friendship formation	<ul style="list-style-type: none"> - Faithfulness, being responsible

Values

- Cooperating with others
- Being responsible
- Being joyful

Methods: Rote, group work, guided discussion

Instructional materials: Bible, Decorative materials and Christmas carols, musical instruments, Christmas cards, films about the birth of Jesus Christ

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to sing a song related to Christmas • Guiding the learners to share experiences on how they prepare 	<ul style="list-style-type: none"> • Singing a song related to Christmas • Sharing experiences of preparing for Christmas in his/her church • Listening to the Bible message

Suggested Teacher's Activities	Suggested Learner's Activities
<p>for Christmas in their churches</p> <ul style="list-style-type: none"> • Retelling Bible messages about the birth of Jesus according to <i>Luke</i> 2:13-38 • Guiding the learners to tell the importance of celebrating Christmas • Guiding the learners to sing Christmas songs • Guiding the learners to say a prayer thanking God for the birth of Jesus Christ 	<ul style="list-style-type: none"> • Telling the importance of celebrating Christmas at church • Singing Christmas songs • Saying a prayer thanking God for the birth of Jesus Christ

Guidance on Assessment

Assess the learner on:

- mentioning at least 4 things he/she does at church as he/she prepares for Christmas.
- naming the people in the church who are involved in the celebration of the birth of Jesus Christ
- telling the importance of celebrating Christmas in the Church.

Sample Activity

Saying a prayer:

God, thank you for the birth of Jesus Christ.

Notes for the Teacher

- Start the preparation for Christmas early.
- Divide the learners in groups so that they come up with different activities done in the church as they prepare for Christmas.
- Sing Christmas songs in the language of instruction.

WEEK 10

LESSON 1: Writing Christmas Messages

Reference: Bible, *Matthew 2:1-11*

Key Message: I should share the joy of Christmas with others because Christ came to save me.

Key term: Messages - communication

COMPETENCES

The learner:

- i) identifies Christmas messages from the Bible stories.
- ii) writes Christmas messages.

Life Skills	Indicators
Interpersonal relationships	- Sharing with others
Critical thinking	- Taking a decision, making the best use of the information that you have
Creative thinking	- Initiating new ideas, innovativeness, finding different ways of doing things

Values: Cooperating with others

Methods: Demonstration, group work

Instructional materials: Decorative materials and Christmas carols, musical instruments, Christmas cards, films about the birth of Jesus Christ

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to sing a song related to Christmas • Re-tell Bible stories for the learners to identify Christmas messages in <i>Matthew 2:9-11; 2:1-11</i>. 	<ul style="list-style-type: none"> • Singing a song related to Christmas • Identifying Christmas messages from the stories • Writing and reading Christmas messages • Displaying Christmas messages

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> Guiding the learners to write and read their Christmas messages Guiding the learners to display their Christmas messages Saying a prayer thanking God for the birth of Jesus Christ 	<ul style="list-style-type: none"> Saying a prayer thanking God for the birth of Jesus Christ

Guidance on Assessment

Assess the learner on:

- identifying the Christmas messages from the Bible text.
- writing Christmas messages.
- reading the Christmas messages.

Sample Activity

Identifying and writing Christmas messages. Examples of messages:

"Jesus Christ was born"

"Jesus Christ is the saviour"

Notes for the Teacher

- Re-tell the Bible stories related to the birth of Jesus Christ.
- Allow the learners to identify short and simple Christmas message.
- Let them write 1 to 3 messages.
- Encourage them to read their own messages to the class.
- Guide the learners to display their messages in class.
- Encourage the learners to read the messages written by other learners later

LESSON 2 AND 3: Designing Different Christmas Cards

Reference: *Isaiah 9: 6; Matthew 2:11*

Key Message: I should share Christmas joy with others because Christ came to save me.

Key term: Cards – a piece of thick stiff paper used for writing or printing

COMPETENCES

The learner:

- i) identifies materials used for making Christmas cards.
- ii) designs Christmas cards.

Life Skills	Indicators
Interpersonal relationships	- Interacting with others freely, sharing with others, finding different ways of doing things
Critical thinking	- Taking a decision, making the best use of the information that you have
Creative thinking	- Initiating new ideas, innovativeness, finding different ways of doing things

Values: Cooperating with others

Methods: Demonstration, group work

Instructional materials: Items such as crayons, pencils, papers, and any other local materials

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to sing a song related to Christmas • Guiding the learners to share experiences related to Christmas cards received at home and at 	<ul style="list-style-type: none"> • Singing a song related to Christmas • Sharing experiences related to Christmas cards received at home and at church • Designing Christmas cards

Suggested Teacher's Activities	Suggested Learner's Activities
school <ul style="list-style-type: none"> • Organising the learners in groups to design cards • Guiding the learners to display their Christmas cards • Saying a prayer thanking God for the birth of Jesus Christ 	<ul style="list-style-type: none"> • Displaying Christmas cards • Saying a prayer thanking God for the birth of Jesus Christ

Guidance on Assessment

- Assess the learner on designing Christmas cards.
- Let the learner decide a person to give the Christmas card she/he has designed.

Sample Activity

- Designing Christmas cards
- Guiding the learners to give Christmas cards to their loved ones

Notes for the Teacher

- 2 lessons in week 10 have been dedicated to designing cards so that the learners have enough time to produce quality work.
- Guide the learners to collect materials for making Christmas cards.
- Let the learners work in groups and later individually to make Christmas cards.
- Guide the learners to use the messages developed in Lesson 1 to make their cards.
- Each card may have one message.
- Let the learners display their Christmas cards for others to see.

LESSONS 3: Activities of Entertainment during Christmas

Reference: Bible—*Isaiah* 9:6-7.

Key message: I should share Christmas joy with others because Christ came to save all mankind.

Key term: Entertainment – the action of providing or being provided with amusement or enjoyment

COMPETENCE

The learner names the activities done during Christmas celebrations.

Life Skills	Indicators
Interpersonal relationships	<ul style="list-style-type: none"> - Interacting with others freely - Sharing with others - Finding different ways of doing things
Friendship formation	<ul style="list-style-type: none"> - Faithfulness, being responsible

Values

- Cooperating with others
- Being responsible
- Being joyful

Methods: Demonstration, group work, role-play

Instructional materials: A chart showing different activities for entertainment

Suggested Teacher's Activities	Suggested Learner's Activities
<ul style="list-style-type: none"> • Guiding the learners to share experiences of some of the activities they do at school during sports day • Sharing with the learners' entertainment activities done on 	<ul style="list-style-type: none"> • Sharing experiences about activities he/she does at school during sports day • Naming the different activities done for entertainment on Christmas day • Role-playing some of the activities

Suggested Teacher's Activities	Suggested Learner's Activities
<p>Christmas day</p> <ul style="list-style-type: none">• Organising the learners to role-play some of the activities done on Christmas day• Saying a prayer thanking God for the birth of Jesus Christ	<ul style="list-style-type: none">• Saying a prayer thanking God for the birth of Jesus Christ

Guidance on Assessment

Assess the learner on identifying the activities for entertainment performed on Christmas day.

Sample Activity

Naming and demonstrating some of the activities

Notes for the Teacher

- Include activities such as:
 - *singing Christmas carols*
 - *dramatizing the birth of Jesus Christ*
 - *watching films about the birth of Jesus Christ*
 - *visiting different people*
 - *sharing meals with others*

WEEK 11 AND 12: CHRISTMAS PLAY

(These 2 weeks are dedicated to preparing and acting a complete Christmas play according to Luke 2:1-20 and Matthew 2:1-12)

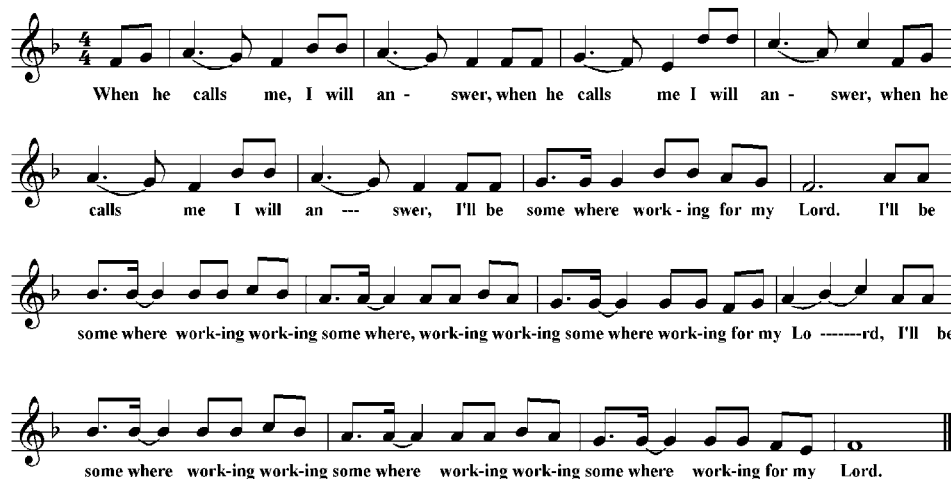
- Read or re-tell the Bible stories.
- Encourage the learners to re-tell the stories too.
- Prepare some kind of script to guide the learners as they prepare for the play.
- Give the learners opportunity to select the parts they prefer to act in the play i.e. Jesus Christ, Mary, Joseph, the wise men, the shepherds, the angels, King Harold, king Harold's guards.
- Have the materials in place to use i.e. something to depict a kraal, well wrapped gifts for the wise men, crown for the King.
- Guide the learners to practise and rehearse during the 5 lessons in week 11 and 12.
- Let the learners act the play in the last CRE lesson of week 12.
- You can request the school head to allow your class present the play to the school community.

Note: This will be one way of sharing the message of the birth of Jesus Christ with the community.

APPENDIX

WHEN HE CALLS ME

♩ = 90



When he calls me, I will an - swer, when he calls me I will an - swer, when he
 calls me I will an --- swer, I'll be some where work - ing for my Lord. I'll be
 some where work-ing work-ing some where, work-ing work-ing some where work-ing for my Lo -----rd, I'll be
 some where work-ing work-ing some where work-ing work-ing some where work-ing for my Lord.

Transcribed by Jonathan Mugenyi (2018)

WHEN HE CALLS ME

♩ = 90



When he calls me, I will an - swer, when he calls me I will an - swer, when he
 calls me I will an --- swer, I'll be some where work - ing for my Lord. I'll be
 some where work-ing work-ing some where, work-ing work-ing some where work-ing for my Lo -----rd, I'll be
 some where work-ing work-ing some where work-ing work-ing some where work-ing for my Lord.

Transcribed by Jonathan Mugenyi (2018)

♩ = 120

READ YOUR BIBLE



Read your Bi - ble pray ev' - ry day, pray ev' - ry day, pray ev' - ry day.



Read your Bi - ble pray ev' - ry day if you want to grow, if you



want to grow, if you want to grow,



read your Bi - ble pray ev' - ry day if you want to grow.

transcribed by Jonathan Mugenyi (2018)

SHALOM, MY SCHOOL

♩ = 80



My school, my school, Sha - lom is my school,



Love my school, love my school, love my teach - ers too,



when I grow, a big boy(girl), teach - er I will be



teach - ing child - ren teach - ing child - ren teach - ing them to pray, Oh!

Transcribed by Jonathan Mugenyi (2018)

SHARE WHAT YOU HAVE

♩ = 120



Don't be sel - fish share what you have, share what you have, share what you have,



don't be sel - fish share what you have if you want to grow. if you

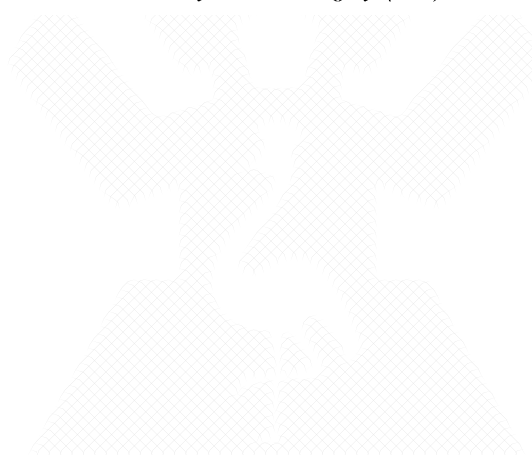


want to grow, if you want to grow,



don't be sel - fish share what you have if you want to grow.

Transcribed by Jonathan Mugenyi (2018)



The National Curriculum Development Centre (NCDC) is a government-owned institution that provides curriculum materials for the Ministry of Education, Science and Technology. It is the primary source of curriculum materials for the Ministry of Education, Science and Technology.

LIVING WATER

$\text{♩} = 60$

{ d . d : d . d | d . d : d | t₁ : m . r | d : - |



Let your liv - ing wat - ers flow ov - er my soul.

{ s . s : s . s | s . f : m . r | d : r | m : - . m |



Let your Ho - ly spi - rit come and take con - trol, in

{ s . s : s . s | s . f : m . r | d : r . r | m : r |



ev' ry sit - u - a - tion that has trou - bled my mind,

{ d . d : d . d | d . d : d . d | t₁ : m . r | d : - ||



all my care and bur - dens un - to you I lay.

{ s : - | l : - | s : - . m | f . r : - |



1. Je sus, Je sus,
2. Fa ther, Fa ther,
3. Spi rit, Spi rit

{ m : - . d | f : t₁ | d : - | d : - ||



Je sus, Su s,
Fa ther, ther,
Spi rit, rit.

LIVING WATER

$\text{♩} = 60$

{ d . d : d . d | d . d : d | t₁ : m . r | d : - |



Let your liv - ing wat - ers flow ov - er my soul.

{ s . s : s . s | s . f : m . r | d : r | m : - . m |



Let your Ho - ly spi - rit come and take con - trol, in

{ s . s : s . s | s . f : m . r | d : r . r | m : r |



ev' ry sit - u - a - tion that has trou - bled my mind,

{ d . d : d . d | d . d : d . d | t₁ : m . r | d : - ||



all my care and bur - dens un - to you I lay.

{ s : - | l : - | s : - . m | f . r : - |



1. Je ----- sus, Je su s,
2. Fa ther, Fa ther,
3. Spi rit, Spi rit,

{ m : - . d | f : t₁ | d : - | d : - ||



Je su s.
Fa ther.
Spi rit.

THIS IS THE WAY

$\text{♩} = 120$

{ d : d : d | d : - : m | s : - : m | d : - : - |

1. This is the way I play my drum.
2. This is the way I sing my song.

{ r : r : r | r : - : d | t₁ : - : l₁ | s₁ : - : - |

This is the way I play my drum.
This is the way I sing my song.

{ d : d : d | d : - : m | s : - : m | d : - : - |

This is the way I play my drum.
This is the way I sing my song.

{ r : r : r | d : - : t₁ | d : - : - | - : - : - ||

Tal - ent God gave to me
Tal - ent God gave to me.

PRAISE HIM


♩ = 100

{ | . s₁ | s₁ : - . l₁ | d : - . d | m : - . r | d : - |



1. We pra - ise Him, we pra - ise Him,
 2. We lo - ve Him, we lo ---- ve Him,

{ | d . d : d . d | r : d | d . d : d . t₁ | l₁ : s₁ |




praise Him in the morn-ing praise Him in the noon time,
 love Him in the morn-ing, love Him in the noon time,

{ | s₁ : - . l₁ | d : - | m : - . r | d : - . d |



pra - ise Him, pra - ise Him, we
 lo ve Him, lo ve Him, we

{ | m . m : m . d | m : r | d : - | - . ||



praise Him when the sun goes down.
 love Him when the sun goes down.



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NATIONAL CURRICULUM
DEVELOPMENT CENTRE

ISBN 978-9970-494-93-4



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