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**WEEK 1: LESSON 1**

**Strand:** Creation

**Sub Strand:** Self Awareness

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify their uniqueness as guided by the word of God.

2. Explain why they are a special creation.

3. Appreciate being created in God’s image.

**Key Inquiry Questions:**

- What makes you unique?

- Why are you a special creation?

- What does Genesis 1:27 say about us?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 3-4

**Organisation of Learning**

**Introduction (5 minutes):**

1. Review: Ask the students about what they learned in the previous lesson.

2. Discussion: Read Genesis 1:27 aloud together. Discuss what it means to be made in God’s image and the importance of uniqueness.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Uniqueness

- Activity: In small groups, learners will list three things that make them unique (e.g., hobbies, talents, family traditions).

- Discussion: Ask groups to share their lists and encourage compliments among students.

**Step 2:** Why We Are Special

- Guided Reading: Refer to pages 3-4 in the Growing in Christ book. Focus on what it says about being created by God.

- Reflection: Have students draw a picture of something they do well and write one sentence about why they feel special about that talent.

**Step 3:** Appreciating Our Creation

- Group Sharing: Let students share their drawings and sentences with the class.

- Discussion: Talk about how being created in God’s image adds value to all people and makes each person special.

**Step 4:** Wrap-Up Activity

- Interactive Game: Play a short game where the teacher says a unique trait or ability, and students stand up if they feel they have that trait too. This promotes a sense of community and mutual appreciation.

**Conclusion (5 minutes):**

- Summarization: Reinforce the key concepts: uniqueness, being a special creation, and being made in God’s image.

- Interactive Reinforcement: Have students find a partner and share one thing they learned today.

- Preview Next Session: Mention that next time they will learn more about how God wants them to use their uniqueness to help others.

**Extended Activities:**

- My Unique Book: Create a booklet where each student writes and illustrates one unique thing about themselves. This can be shared with the class or taken home to share with families.

- Class Discussion Board: Provide a space in the classroom for students to add sticky notes with things they learn or appreciate about each other throughout the week.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Creation

**Sub Strand:** Self-awareness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify their uniqueness as guided by the word of God.

2.Explain why they are a special creation.

3. Appreciate being created in God’s image.

**Key Inquiry Question(s):**

- In groups, list their uniqueness.

- Discuss why they are a special creation.

- Read Genesis 1:27.

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE (pages 3-4)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on creation and God’s love.

- Introduce today’s lesson by asking students to think about what makes them unique.

- Guide learners to read and discuss relevant content from the Good News Bible and Growing in Christ resources, emphasizing the understanding that everyone is made in God’s image.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Uniqueness

- Ask students to close their eyes and think about what makes them special (e.g., family, talents, interests).

- In pairs, students share their thoughts with a partner.

**Step 2:** Group Discussion

- Form small groups and provide each group with chart paper and markers.

- In their groups, students list at least three things that make them unique and special.

- Encourage them to think about physical traits, talents, and personal interests.

**Step 3:** Reading Scripture

- Together, read Genesis 1:27 from the Good News Bible, emphasizing that God created each person in His image.

- Discuss briefly what it means to be created in God’s image.

**Step 4:** Sharing & Reflection

- Invite each group to share one or two points from their list with the class.

- Reflect on how these unique traits contribute to God’s creation.

**Conclusion (5 minutes):**

- Summarize key points: everyone is unique, special, and created in God’s image.

- Conduct a brief interactive activity where students can say one unique thing about themselves in a circle.

- Prepare students for the next session by asking them to think of someone they admire and why, linking to the next lesson on valuing others in God’s creation.

**Extended Activities:**

- Unique Traits Art Project: Have students create a self-portrait using provided art supplies and label their unique traits around the portrait.

- Scripture Memory: Encourage students to memorize Genesis 1:27 and recite it to their families, reinforcing the idea of being created in God's image.

- Gratitude Journal: Ask students to keep a weekly gratitude journal where they write or draw things they appreciate about themselves and their uniqueness.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Creation

**Sub Strand:** Self-Awareness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. State their gender according to Genesis 1:27.

2. Draw and color the picture of a boy and a girl.

3. Appreciate being created in God’s image.

**Key Inquiry Question(s):**

- What is your gender?

- How were boys and girls created?

**Learning Resources:**

- Good News Bible

- Growing in Christ, Grade 1 CRE (pages 5-6)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Start with a brief recap of the previous lesson, asking students to share what they remember about being created in God’s image.

- Discuss Content: Introduce the day's lesson by reading Genesis 1:27 together. Facilitate a short discussion about what it means to be created as male or female.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Gender

- Explain the concept of gender simply, asking students if they know if they are a boy or a girl. Let them share by raising their hands.

**Step 2:** State Their Gender

- Guide students to write “I am a boy” or “I am a girl” in their exercise books. Support those who may need help with writing.

**Step 3:** Drawing Activity

- Instruct students to draw a picture of a boy and a girl in their books. Provide examples if necessary and encourage creativity.

**Step 4:** Coloring

- Allow students to use crayons or colored pencils to color in their drawings. As they work, walk around and engage with them, affirming their efforts.

**Conclusion (5 minutes):**

- Summarize Key Points: Remind students that everyone is special and created by God. Emphasize the importance of appreciating who we are.

- Interactive Activity: Sing a short song about being created in God’s image together as a class.

- Preview of Next Session: Briefly share what they will learn about the uniqueness of each person in the next lesson.

**Extended Activities:**

- Home Activity: Ask students to create a “Who Am I?” poster at home that includes their name, drawing of themselves, and their favorite things to celebrate their uniqueness.

- Class Art Project: Create a mural with drawings of boys and girls to display in the classroom, reinforcing the idea of being created in God’s image together.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Creation

**Sub Strand:** Self Awareness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Mention his/her name.

2.Draw the palm of a hand and write their names.

3.Appreciate that God knows them by their names.

**Key Inquiry Questions:**

- What is your name?

- How does God know you by your name?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 7-8

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a short prayer and welcome the students.

- Review the previous lesson about gifts from God, focusing briefly on how God has created each person uniquely.

- Introduce the new lesson by asking students to share their names.

- Guide learners to read the relevant pages in the Good News Bible and Growing in Christ about how God knows each of us by our names.

**Lesson Development (20 minutes):**

**Step 1:** What Is Your Name?

- Ask each student to say their name out loud.

- Discuss what makes their name special and unique.

- Briefly mention the importance of names in our families and communities.

**Step 2:** Drawing the Palm of a Hand

- Provide students with a blank sheet of paper.

- Instruct them to draw the outline of their palm on the paper.

- As they draw, encourage them to think about how their hands help them do things and how they belong to God.

**Step 3:** Writing Their Names

- Once the palm outlines are complete, ask the students to write their names inside the palm drawing.

- Walk around the classroom, assisting students who may need help with spelling or writing.

- Ask them to share why they like their names, if they feel comfortable.

**Step 4:** God Knows Us by Our Names

- Gather students back together and read a short scripture from the Good News Bible that emphasizes God knowing us by our names (for example, Isaiah 43:1).

- Lead a discussion about how it feels to know that God knows us personally.

- Ask questions about how they can show their appreciation to God for knowing them, such as through kindness or prayer.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: the importance of our names, drawing palms, and that God knows each of us personally.

- Engage students in a quick interactive activity by having them raise their hands with their names and saying, "I am [Name], and God knows me!"

- Briefly preview the next lesson topic, which will explore how God has made us special in different ways.

**Extended Activities:**

- Name Garden: Create a class "Name Garden" on a bulletin board. Each student can create a flower with their name and decorate it to showcase diversity.

- Song Time: Learn a simple song that talks about how God knows us and loves us. Singing can reinforce the lesson in a fun way.

- Handprint Art: Use paint to make handprints on paper and have students write a positive phrase about themselves with their names on it.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Creation

**Sub-Strand:** Self-Awareness

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Mention his/her name

2. Draw the palm of a hand and write their names

3. Appreciate that God knows them by their names

**Key Inquiry Question(s):**

- What is your name?

- How does it feel to know that God knows you by your name?

**Learning Resources:**

- Good News Bible

- Growing in Christ, Grade 1 CRE, pages 7-8

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by singing the song “I Am Fearfully and Wonderfully Made” with the students.

- Ask students to share their names out loud, promoting a sense of community.

- Briefly discuss how God knows each of them by their names.

**Lesson Development (20 minutes):**

**Step 1:** Name Discussion

- Ask students to think about what their name means to them and how it makes them feel.

- Facilitate a discussion about the importance of names (e.g., how names can make us feel special).

- Encourage students to share where their names come from (if known).

**Step 2:** Drawing Activity

- Distribute paper and crayons.

- Instruct students to draw the palm of their hand on the paper.

- Afterward, have them write their names inside their hand drawing.

- Walk around to assist and encourage students as they work on this activity.

**Step 3:** Bible Verse Memorization

- Read Isaiah 49:16 aloud from the Good News Bible, emphasizing that God knows each person by name.

- Explain the verse in simple terms: "God always remembers you!"

- Engage the class in repeating the verse together, encouraging them to memorize it.

**Step 4:** Reflection

- Ask students how they feel knowing that God knows them by name.

- Encourage them to think about how unique and special they are in God’s eyes.

- Allow a few students to share their thoughts with the class.

**Conclusion (5 minutes):**

- Summarize the key points: Everyone has a name, God knows us by our names, and we are fearfully and wonderfully made.

- Conduct a quick interactive activity: Ask students to raise their hands if they like their names and share why.

- Preview the next session by asking students to think about how they are created uniquely and what their favorite qualities are.

**Extended Activities:**

- Name Posters: Have students create name posters at home with decoration and drawings that represent their favorite things related to their names.

- Family Interviews: Instruct students to interview family members about their names (e.g., why they chose it, its meaning) and share their findings in the next class.

- Nature Walk: Plan a nature walk where students look for things that remind them of their names (like colors or shapes). Discuss these items in class later.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Creation

**Sub Strand:** My Family

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify members of their family.

2.Draw and color family members.

3.Appreciate family members by praying with them.

**Key Inquiry Question(s):**

- What are the names of the members of your family?

- Can we draw and color our family members?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 9-10

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson, which focused on Creation and our place in it.

- Ask students if they remember making a family tree and discuss what we learned about families.

- Guide learners to read and briefly discuss the relevant content from the Good News Bible and Growing in Christ book, focusing on the importance of family in God's creation.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Family Members

- Explain what a family is and list different family members such as ‘mother’, ‘father’, ‘brother’, ‘sister’, ‘grandmother’, and ‘grandfather’.

- Use flashcards to show pictures of these family members and ask students to call out the names.

**Step 2:** Creating Flashcards

- Provide students with small cards and ask them to write or draw their family members on them.

- Encourage them to use different colors and be creative.

- Have each student share their flashcards with the class, explaining who is in their family.

**Step 3:** Drawing and Coloring Family Members

- Ask students to choose one family member to draw and color in.

- Provide coloring materials and guide them in how to express their love for that family member through their artwork.

**Step 4:** Praying for Family Members

- Invite students to think about how they can thank God for their family members.

- Lead a simple prayer where each student can offer a short prayer for one family member, teaching them the value of appreciation and prayer.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: Who our family members are, the importance of appreciating them, and how we can pray for them.

- Conduct a brief interactive activity where students can share their drawings with a partner and talk about why they love that family member.

- Prepare students for the next lesson on friendships and how they are also a part of God’s creation.

**Extended Activities:**

- Have students create a family scrapbook page to take home, incorporating drawings, family photos, and short sentences about why they appreciate their family.

- Encourage students to write a letter to a family member expressing their love and appreciation, which they can bring back to class to share if comfortable.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Creation

**Sub-Strand:** My Family

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify members of their family

2. Draw and color family members

3.Appreciate family members by praying with them

**Key Inquiry Questions:**

- List names of members of their family on flashcards

- Draw and color family members

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 9-10

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start the lesson with a brief review of the previous topics covered about families.

- Use the Good News Bible and Growing in Christ resources to read a short passage about families. Engage students in a discussion about the importance of family and the roles of different family members.

**Lesson Development (20 minutes):**

**Step 1:** Identify Family Members

- Provide each student with flashcards. Have them write down names of their family members (such as mother, father, sibling, grandparent).

- Encourage sharing with a partner about their family members and what they like to do together.

**Step 2:** Draw Family Members

- Ask students to take out paper and crayons.

- Instruct them to draw their family members. Encourage them to include some of the characteristics that make each person unique.

- Provide guiding questions, such as “What does your dad like to do?” to help them think about details to include in their drawings.

**Step 3:** Share and Discuss

- Invite students to share their drawings with the class.

- Ask them to say one thing they love about each family member introduced in their drawing.

**Step 4:** Prayer Time

- Gather students in a circle for a simple prayer.

- Encourage them to pray for their family members, saying one kind thing they appreciate about them, helping them connect prayer with appreciation.

**Conclusion (5 minutes):**

- Summarize the key points learned about family members, their roles, and the importance of appreciating them through prayer.

- Conduct a fun interactive activity such as a "Family Members Bingo" where students call out names from their flashcards and mark them on their bingo card.

- Preview the next lesson by asking students to think about what makes their family special and what they would like to share next time.

**Extended Activities:**

- Create a “Family Tree” project: Students can draw a tree and add pictures of their family members at branches, labeling each one.

- Family Picture Day: Encourage students to bring in a family photo to share with the class, fostering discussion about special moments they have had with their families.

- Explore family traditions: Have students write or draw about a special family tradition, and share it in the next class.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Creation

**Sub Strand:** My Family

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.List the number of times they pray at home as a family.

2.Pray with family members to foster unity.

3.Appreciate family members by praying with them.

**Key Inquiry Questions:**

- How many times do you pray at home as a family?

- How do you pray at home as a family?

- Can you mention instances where you lead prayers at home?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 11-12

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they learned about family and their importance.

- Introduce the new topic by discussing the importance of prayer in bringing families together. Read and discuss relevant content from pages 11-12 of the Growing in Christ textbook.

**Lesson Development (20 minutes):**

**Step 1:** Discussing Family Prayer

- Ask students, “How many times do you think we pray at home as a family?”

- Encourage them to share their thoughts and experiences. Write responses on the board to visualize their answers.

**Step 2:** Identifying Family Prayer Types

- Engage the students in identifying different times when families might pray together (e.g., at meals, bedtime, special occasions).

- Create a simple chart with these occasions.

**Step 3:** Leading a Family Prayer

- Talk about who can lead prayers at home; ask, “Have you ever led a prayer?”

- Share examples of simple prayers they can use.

- Practice leading a short prayer together as a class, reinforcing that anyone can pray.

**Step 4:** Commitment to Prayer

- Ask each student to think of one way they can pray more with their family this week.

- Have them draw a picture of their family praying or write a sentence about it to share with the class.

**Conclusion (5 minutes):**

- Summarize the key points: how many times families might pray, types of prayers, and who can lead them.

- Conduct a brief interactive activity: each student shares one moment when they will pray with their family this week.

- Preview the next session: Discuss what prayers mean to them and different types of prayers we can say.

**Extended Activities:**

- Family Prayer Journal: Encourage students to create a simple prayer journal where they can write down the prayers they say with their family throughout the week.

- Prayer Art Project: Have students create a decoration for their home that reminds them to pray together, such as a prayer chain or a poster with their family’s prayer times listed.

- Family Prayer Circle: Organize a family event where children invite their parents and siblings, and together they practice leading a prayer.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Creation

**Sub Strand:** My Family

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.List the number of times they pray at home as a family.

2.Pray with family members to foster unity.

3.Appreciate family members by praying with them.

**Key Inquiry Questions:**

- How many times do you pray at home as a family?

- How do you pray at home as a family?

- Can you share instances when you lead prayers at home?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 11-12

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review the previous lesson on family and prayer.

2. Guide learners to read and discuss pages 11-12 from the "Growing in Christ" textbook, focusing on the importance of praying together as a family.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Prayer Times

- Ask students: "How many times does your family pray at home each week?"

- Have students share their answers and create a chart on the board to visualize the responses.

**Step 2:** Demonstrate Family Prayer

- Model a simple family prayer that students can understand (e.g., thanking God for family, asking for blessings).

- Have students practice saying the prayer together as a class, emphasizing the importance of praying together.

**Step 3:** Sharing Personal Experiences

- Encourage students to think of a time they led a prayer at home.

- Have a few students share their experiences in a sentence or two with the class.

**Step 4:** Family Prayer Activity

- In pairs, students can create a short prayer they might say at home.

- Invite a few pairs to share their prayers with the class.

**Conclusion (5 minutes):**

- Summarize the importance of family prayer and unity.

- Conduct a brief interactive activity: “Pray Together, Stay Together” where students stand in a circle and each say one word to create a collective family prayer.

- Prepare students for the next session by asking them to think about one thing they would like to pray for at home.

**Extended Activities:**

- Home Prayer Journal: Students can create a prayer journal at home to write down their family prayers over a week and share their experiences next class.

- Family Prayer Chart: Students can create a poster at home where they can display how many times their family prays each week and decorate it with drawings of their family.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Creation

**Sub Strand:** My Family

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify items they share at home

2.Draw and color items they share at home

3.Appreciate sharing

**Key Inquiry Question(s):**

- What items do we share at home?

- How can we show sharing in our family?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 13-14

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about families and sharing. Ask students to share one thing they remember about what makes a family special.

- Read together from the Good News Bible or the Growing in Christ book, focusing on the concept that families share and take care of one another.

**Lesson Development (20 minutes):**

**Step 1:** Class Discussion

- Begin a class discussion by asking, "What items do you share with your family at home?"

- List items on the board as students share. Examples may include toys, food, books, etc.

**Step 2:** Drawing Activity

- Give each student a piece of paper and crayons.

- Instruct them to draw two items they share with their family. Encourage them to think about their drawings and talk about why sharing is important.

**Step 3:** Coloring Activity

- Hand out a coloring page of a family sharing a meal together.

- Instruct students to color the picture, reinforcing the idea that sharing food with family is an important aspect of family life.

**Step 4:** Share and Appreciate

- Allow students to share their drawings with a partner or in small groups.

- Encourage them to express how they feel about sharing those items and why sharing is valuable in their family.

**Conclusion (5 minutes):**

- Summarize key points: Many items can be shared at home, and sharing is important for family bonds.

- Conduct a brief interactive activity where students can say one thing they appreciate about sharing in their family.

- Preview the next session: “Next time, we will talk about how we can help each other at home and in our community.”

**Extended Activities:**

- Family Sharing Chart: At home, have students create a chart with their family members. List things each member shares or does together as a family.

- Storytime: Encourage students to bring a favorite book to share with the class, discussing how sharing books can help us learn new things.

- Cooking Activity: If possible, plan a simple cooking class where students can work in pairs or small groups to create a dish together, emphasizing teamwork and sharing.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Creation

**Sub Strand:** My Family

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify items they share at home.

2.Draw and color items they share at home.

3.Appreciate sharing.

**Key Inquiry Question(s):**

- What items does my family share at home?

- How can I show that we share at home?

- Why is sharing important for families?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 13-14

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson. Ask students to share what they remember.

- Introduce the lesson topic of sharing. Read aloud a passage from the Good News Bible that highlights family sharing. Discuss what it means to share.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Sharing

- Facilitate a discussion about what sharing means. Ask students to think about things they share at home with their family members (e.g., toys, food, chores).

- Write down their responses on the board as a group list.

**Step 2:** Read and Reflect

- Open the Growing in Christ book to pages 13-14. Read the relevant passage together. Ask questions to ensure understanding, such as: "Why is sharing important?" and "How does sharing make us feel?"

**Step 3:** Draw and Color

- Provide students with drawing paper and crayons. Instruct them to draw and color at least two items they share at home. Encourage students to think about how these items help them to bond with their family.

- Walk around and engage with students individually, asking them about their drawings.

**Step 4:** Share with the Class

- Allow time for students to share their drawings with the class. Encourage them to explain why sharing these items is important to them and their family. This can be done in small groups or circle time to build confidence in speaking.

**Conclusion (5 minutes):**

- Summarize what was learned about sharing and the importance of sharing in families.

- Conduct a brief interactive activity where each student can say one item they share and one feeling they associate with sharing (e.g., happiness, love).

- Preview the next lesson, which will explore different ways to show appreciation for sharing in families.

**Extended Activities:**

- Family Sharing Chart: Make a chart at home where family members can write down things they share throughout the week. Students can share this chart in class next time.

- Story Time: Encourage students to find a storybook that includes themes of sharing and bring it to class for a group reading session next week.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Creation

**Sub Strand:** Creation of Plants and Animals

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Mention plants and animals in the environment.

2. Draw and color some plants and animals in the school environment.

3.Appreciate God’s creation by caring.

**Key Inquiry Question(s):**

- What plants and animals can we find in our environment?

- Can we draw and color some plants and animals from our school?

- What does Genesis 1:11, 24 tell us about creation?

**Learning Resources:**

- Good News Bible (Genesis 1:11, 24)

- Growing in Christ Grade 1 CRE (pages 15-16)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by asking the class if they remember what God created in the beginning.

- Read Genesis 1:11 and Genesis 1:24 aloud together, discussing briefly what they mean.

- Explain that today they will be talking about plants and animals that God made.

**Lesson Development (20 minutes):**

**Step 1:** List Plants and Animals

- Ask students to share names of plants and animals they see around their school (e.g., trees, flowers, birds).

- Write their responses on the board.

**Step 2:** Draw Plants and Animals

- Give each student paper and crayons.

- Instruct them to choose one plant and one animal from the list on the board and draw them.

- Walk around to provide assistance as needed.

**Step 3:** Share Drawings

- Invite students to share their drawings with a partner or in small groups.

- Encourage them to describe their drawings and explain why they chose those plants and animals.

**Step 4:** Discuss Caring for Creation

- Lead a discussion on how we can care for plants and animals in our environment.

- Ask questions like: "Why is it important to care for plants and animals?" and "How can we help?"

**Conclusion (5 minutes):**

- Summarize what was discussed today: the plants and animals we listed, their drawings, and our responsibility to care for God’s creation.

- Reinforce the idea of appreciating God’s creation by caring for it.

- Preview the next session, which will involve discussing different ways God’s creation helps us in our daily lives.

**Extended Activities:**

- Nature Walk: Plan a short nature walk around the school yard to observe plants and animals. Students can take notes or sketch what they see.

- Creation Collage: Have students collect pictures of plants and animals from magazines to create a collage that represents God’s creation.

- Story Time: Read a story related to caring for the environment and discuss its themes about creation and stewardship.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Creation

**Sub Strand:** Creation of plants and animals

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Mention plants and animals in the environment

2. Draw and color some plants and animals in the school environment

3.Appreciate God’s creation by caring

**Key Inquiry Questions:**

- What plants and animals can you find in our environment?

- How can we draw and color some plants and animals?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 15-16

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of what students learned in the previous lesson about God’s creation.

- Read together from the Good News Bible and Growing in Christ (pages 15-16). Discuss the importance of plants and animals and share what students already know about them.

**Lesson Development (20 minutes):**

**Step 1:** Identify

- Ask students to list plants and animals they see around their school. Write these on the board.

- Discuss where they might find these plants and animals and why they are important.

**Step 2:** Explore

- Introduce the idea of caring for plants and animals. Pose questions: “Why do we need to take care of plants and animals?” and “What happens if we don’t?”

**Step 3:** Create

- Provide paper, crayons, and markers.

- Instruct students to draw and color a plant or an animal they have seen in their school environment.

- Encourage them to be creative and consider their drawing based on what they’ve discussed.

**Step 4:** Share

- Invite students to share their drawings with the class.

- Encourage them to explain why they chose that particular plant or animal and how they can care for it.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of plants and animals in our environment and how we can care for them.

- Conduct a brief interactive activity: Have students stand up and give a thumbs up if they promise to take care of the plants and animals they see.

- Preview the next session: “Next time, we’ll learn more about how plants and animals help each other to grow. What do you think these helpers might be?”

**Extended Activities:**

- Nature Walk: Organize a short walk around the schoolyard to observe and note different plants and animals. Students can make a simple journal entry about what they see.

- Plant Care: Start a small class garden or bring in a potted plant for students to care for, allowing them to observe growth over time.

- Story Time: Read a story that involves caring for animals, and have a discussion about what they learned about caring for God’s creation.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Creation

**Sub Strand:** Creation of plants and animals

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify ways of keeping the home environment clean.

2. Take part in keeping the home environment clean.

3. Appreciate God’s creation by caring.

**Key Inquiry Question(s):**

- How do we keep our home environment clean?

- How do we participate in keeping our home environment clean?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 17-19

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a brief recap of the previous lesson.

- Read together from pages 17-19 of "Growing in Christ.”

- Discuss the importance of caring for God's creation and how it relates to keeping our environment clean.

**Lesson Development (20 minutes):**

**Step 1:** Talk About Cleanliness

- Ask students what they think it means to keep a home clean.

- Write down their ideas on the board. Examples may include picking up toys, cleaning dishes, and recycling.

**Step 2:** Discuss Ways to Clean

- Introduce specific ways to keep the home environment clean.

- Examples: putting trash in the bin, washing hands, not wasting food, and helping tidy up.

- Use pictures or items from the classroom to visualize these actions.

**Step 3:** Participation Discussion

- Have students share how they help keep their homes clean.

- Encourage students to think of at least one action they can do at home.

- Create a “clean team” chart where students can write down their names beside their chosen actions.

**Step 4:** Caring for Creation

- Discuss how keeping our home clean shows that we care for God’s creation.

- Help students connect the act of cleaning with their feelings about God’s gifts (flowers, trees, animals).

- Ask them to share one thing they appreciate in nature.

**Conclusion (5 minutes):**

- Summarize the key points: ways to keep homes clean, how they can help, and appreciation for God's creation.

- Conduct a quick interactive activity: "Clean-Up Dance" - play music while they imitate cleaning actions (sweeping, picking up). When the music stops, they freeze and share one way to keep their home clean.

- Preview the next session: "How can we care for plants and animals?" Encourage them to think of animals they see around and how they can help care for them.

**Extended Activities:**

- Clean-Up Day: Arrange a special day for students to help clean up a small area of the school or playground, followed by a reflection circle.

- Create a Clean Home Poster: Have students draw or create a poster illustrating ways to keep a home clean and include messages of thanks to God for creation.

- Nature Walk: Organize a short nature walk where students can observe plants and animals. Have them note how they can care for these creations when they return to school.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** The word of God

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify ways of handling the Bible.

2.Draw and colour the Bible.

3. Develop a desire to handle the Holy Bible with respect.

**Key Inquiry Question(s):**

- How do we take care of the Holy Bible?

- Can you draw and colour the Bible?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 20-21

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review the Previous Lesson:

- Ask students to share what they remember about the Bible and why it is important.

- Introduce today’s topic: Taking care of the Holy Bible.

2. Discussion:

- Read a short passage from the Good News Bible that connects to caring for God’s word.

- Ask guiding questions to lead a discussion on respecting the Bible.

**Lesson Development (20 minutes):**

**Step 1:** Understanding the Importance of the Bible

- Activity: Show the Bible and explain why it is special.

- Discussion: Ask students why they think we need to take care of the Bible.

- Interactive: Encourage students to share what they feel when they see the Bible.

**Step 2:** Ways to Handle the Bible

- Instruction: Teach students how to handle the Bible gently (e.g., using clean hands, not tearing pages).

- Demonstration: Show how to open and close the Bible properly.

**Step 3:** Draw the Bible

- Activity: Hand out blank paper and crayons.

- Instruct students to draw their version of a Bible while discussing how it looks.

**Step 4:** Colouring Activity

- Activity: Allow students to colour their drawings.

- Encourage them to decorate it as they imagine a beautiful Bible should look.

**Conclusion (5 minutes):**

- Summarization: Quickly recap the key points discussed today, focusing on caring for the Bible and the importance of respect.

- Interactive Activity: Sing a short song about the Bible or say a prayer together thanking God for His word.

- Preparation for the Next Session: Briefly discuss what they will learn next about stories in the Bible and ask them to think about their favorite Bible story to share.

**Extended Activities:**

- Home Activity: Encourage students to help their family find a special place in the home for their Bible.

- Storytime: Read a Bible story at home and illustrate it with the help of family members.

- Show and Tell: Ask students to bring in their family Bible (if available), share what they learn, and how they take care of it at home.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** The Word of God

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.State ways of handling the Bible.

2.Role play handling the Holy Bible with care and respect.

3.Develop a desire to handle the Holy Bible with respect.

**Key Inquiry Question(s):**

- How can we handle the Bible with care and respect?

- What are some special ways we can show respect for God's Word?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, page 22

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Begin with a short prayer.

2. Review the previous lesson about the Bible and its importance.

3. Introduce the topic of handling the Bible with care and respect.

4. Read and discuss content from page 22 of the Growing in Christ book, emphasizing how we should feel about the Bible.

**Lesson Development (20 minutes):**

**Step 1:** Discussion

- Ask students: "Why do we think the Bible is special?"

- Encourage responses and guide them to understand that it’s God’s Word.

**Step 2:** Demonstration

- Show students how to properly handle the Bible (e.g., gently opening, not scribbling in it, using clean hands).

- Read a short Bible verse together to see how to treat it with care.

**Step 3:** Role Play

- Divide students into small groups. Have them practice handling the Bible carefully, imagining they are sharing it with a friend.

**Step 4:** Reflection and Sharing

- Have each group share how they handled the Bible and why they think it's important to treat it with respect.

**Conclusion (5 minutes):**

- Recap the importance of treating the Bible with care and respect.

- Engage in a brief interactive activity: Have students create a "Respect the Bible" poster using drawings or words to show how to take care of the Bible.

- Prepare students for the next session by asking them to think of one special thing they can do this week to show respect for the Bible at home or at church.

**Extended Activities:**

- Create a Bible Care Chart: Have students make a chart with pictures or words on how to care for the Bible.

- Bible Story Time: Encourage students to share a Bible story with family at home, emphasizing respect and care for the Bible during the storytelling.

- Family Reflection: Have students discuss with their families ways they can show respect for the Bible together.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** The Word of God

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Mention the two divisions of the Holy Bible.

2.Name the first two books in the New Testament.

3. Express a desire to handle the Holy Bible with respect.

**Key Inquiry Questions:**

- What are the two divisions of the Holy Bible? (Old Testament and New Testament)

- What are the first two Gospel books? (Matthew and Mark)

- Can we sing a song about reading the Bible? (e.g., "Read Your Bible, Pray Every Day")

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 22-23

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Begin with a quick review of the previous lesson about the Bible's importance.

2. Ask students questions like, "Why is the Bible special to us?" to engage them.

3. Read a passage from the Good News Bible or Growing in Christ focusing on the Bible's divisions.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the Divisions of the Bible

- Explain that the Bible has two main parts: the Old Testament and the New Testament.

- Use a visual aid (e.g., a poster or a chart) to show the two divisions.

**Step 2:** Discuss the First Two Books in the New Testament

- Introduce the New Testament and highlight that it begins with the Gospels.

- Name the first two books: Matthew and Mark. You can show images or have the students find these books in their Bible.

**Step 3:** Handling the Bible with Respect

- Have a discussion on why we should treat the Bible with care.

- Share a short story or example of how to respectfully handle a Bible.

**Step 4:** Interactive Song Activity

- Teach the students the song “Read Your Bible, Pray Every Day.”

- Encourage them to sing along and to understand the importance of reading the Bible and praying.

**Conclusion (5 minutes):**

- Summarize the key points: The Bible has two parts (Old and New Testament), the first two books are Matthew and Mark, and we should treat it with respect.

- Conduct a brief interactive quiz where students can name the two divisions and the first two books.

- Preview the next session: "Next time, we will learn more about stories from the New Testament!"

**Extended Activities:**

- Bible Story Time: Ask students to choose a story from the Bible to illustrate and present to the class.

- Respect the Bible Craft: Create a simple craft where students make a cover for a mini Bible made from cardstock, decorated with their own drawings and messages about handling the Bible with respect.

- Memory Verse Practice: Encourage students to memorize a short verse from the Bible, which they can share with the class next week.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** The word of God

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Name the two divisions of the Holy Bible.

2. Identify the first two books in the New Testament.

3. Express a desire to handle the Holy Bible with respect.

**Key Inquiry Questions:**

- What are the two divisions of the Holy Bible? (Old and New Testament)

- What are the first two Gospel books? (Matthew and Mark)

- How does the song "Read Your Bible, Pray Every Day" help us remember to respect the Bible?

**Learning Resources:**

- Good News Bible

- Growing in Christ grade 1 CRE (pages 22-23)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Welcome students and review the previous lesson.

- Ask students what they remember about the Holy Bible.

- Introduce the lesson by explaining that today, they will learn more about the Bible and its parts.

**Lesson Development (20 minutes):**

**Step 1:** The Divisions of the Bible

- Show students the Good News Bible.

- Explain that the Holy Bible has two main parts: the Old Testament and the New Testament.

- Ask students to repeat the names of the two divisions together.

- Encourage them to share one thing they remember about either division.

**Step 2:** The New Testament Books

- Introduce the first two books of the New Testament: Matthew and Mark.

- Read a brief excerpt from the first chapter of Matthew together.

- Discuss what a "Gospel" is and how these books tell us about Jesus.

- Use visual aids to help illustrate these concepts.

**Step 3:** Respecting the Bible

- Talk about why it is important to handle the Bible with respect.

- Share ways we can show respect, like using clean hands, reading it carefully, and listening when others talk about it.

- Invite students to share their ideas on how they can show respect for the Bible at home or at school.

**Step 4:** Singing and Reflection

- Teach the class the song "Read Your Bible, Pray Every Day."

- Sing the song together to promote the enjoyment of engaging with the Bible.

- Ask students how the song encourages them to keep the Bible important in their lives.

**Conclusion (5 minutes):**

- Summarize the main points: the two divisions of the Bible, the first two books in the New Testament, and how to respect the Bible.

- Conduct a quick interactive activity where students find a partner to share what they learned about the Bible.

- Preview the next session by asking, "What do you think we will learn about next time?".

**Extended Activities:**

- Create a "Bible Respect" poster where students draw pictures or write sentences about how they will show respect to the Bible.

- Organize a Bible Story time where students can bring their favorite Bible stories to share with the class.

- Encourage students to make a small Bible reading and prayer schedule at home with their parents.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Joseph and His Brothers

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Narrate the story of Joseph and his brothers

2.Draw a coat and colour it

3. Desire to live harmoniously with family members

**Key Inquiry Questions:**

- How did Joseph relate with his brothers?

- Can we draw Joseph’s colorful coat?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 24-25

**Organization of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on family and relationships.

- Ask students what they remember about their own families.

- Introduce the story of Joseph, explaining that today they'll learn about how he and his brothers interacted, especially about family harmony.

**Lesson Development (20 minutes):**

**Step 1:** Read the Story

- Read aloud the relevant sections of the Good News Bible about Joseph and his brothers.

- Ask questions to check for understanding, e.g., “How did Joseph feel about his brothers?”

**Step 2:** Group Narration

- Divide students into small groups.

- Each group will take turns narrating a part of the story of Joseph. Encourage them to use their own words and express how Joseph might have felt during different events.

**Step 3:** Drawing Activity

- Provide students with paper and colored pencils or crayons.

- Instruct them to draw Joseph’s colorful coat. Remind them that Joseph’s coat was special and had many colors.

**Step 4:** Sharing

- Have a few students share their drawings with the class.

- Invite them to explain why they chose certain colors and what they feel the coat represents in terms of family and love.

**Conclusion (5 minutes):**

- Summarize the key points learned today: the story of Joseph, the importance of family, and how to be harmonious with one another.

- Conduct a brief interactive activity like a “family harmony” cheers or claps, where each student shares one good thing about their family.

- Preview the next session by asking: “What do you think will happen next for Joseph and his brothers?”

**Extended Activities:**

- Create a "Family Tree" project where each student draws their family members and relates positive attributes or stories about each one.

- Write a short letter to a family member expressing love and appreciation, which can be decorated with their drawing of Joseph's coat incorporated in the design.

- Role-play different scenarios where they can practice resolving disagreements in a family setting.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Joseph and His Brothers

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Narrate the story of Joseph and his brothers.

2. Watch a video clip on Joseph's coat of many colors.

3.Desire to live harmoniously with family members.

**Key Inquiry Questions:**

- Why was Joseph sold by his brothers?

- What can we learn from Joseph’s story?

- How can we live harmoniously with our families?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, Pages 24-25

- Video clip: Joseph's Coat of Many Colors

**Organization of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson about family and love.

- Encourage learners to discuss what they remember about Joseph’s family. Use guiding questions: "Who were Joseph's brothers?" "What did they think of him?"

**Lesson Development (20 minutes):**

**Step 1:** Narrating the Story

- Read from the Good News Bible or Growing in Christ.

- Summarize the story where Joseph receives his special coat and the feelings of his brothers.

- Pose questions: "How did Joseph feel when he got the coat?" "How did his brothers react?"

**Step 2:** Watching the Video

- Show a short video clip about Joseph’s coat of many colors.

- After watching, discuss the video. Ask: "What did you see?" and "Was Joseph sad or happy?"

**Step 3:** Discussing Family Harmony

- Talk about why it’s important to get along with our brothers and sisters.

- Use examples from the story to highlight how Joseph’s brothers showed jealousy and how it could have been different.

**Step 4:** Sing a Song

- Teach the children a simple, catchy song about Joseph and his coat of many colors.

- Encourage them to sing along and express how Joseph might have felt.

**Conclusion (5 minutes):**

- Recap the main points: Joseph’s story, his brothers' behavior, and the importance of family harmony.

- Conduct a brief interactive activity: have students pair up and share one way they can show love to their family members (think of examples like sharing toys, saying nice things, etc.).

- Preview the next lesson by asking, "What do you think happens next in Joseph’s story?"

**Extended Activities:**

- Craft Activity: Create colorful paper coats representing Joseph’s coat of many colors and write one way to be kind to family members on each coat.

- Role Play: Students can act out scenes from Joseph's story, focusing on actions that promote family harmony.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Joseph and his brothers

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify ways they treat their siblings.

2. Discuss values needed for peaceful co-existence.

3. Desire to live harmoniously with family members.

**Key Inquiry Question(s):**

- In groups, share experiences of how they should treat their brothers and sisters.

- List values needed to live well with others.

**Learning Resources:**

- Good News Bible

- Growing in Christ grade 1 CRE (pages 26-27)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson about family relationships.

- Ask students what they remember about Joseph and his brothers, leading them to talk about how siblings should treat each other.

- Show pages 26-27 from the "Growing in Christ" book and explain that today they will learn about values that help us get along with our family.

**Lesson Development (20 minutes):**

**Step 1:** Shared Experiences

- Divide the class into small groups and ask them to share a good experience they had with their siblings or friends.

- Each group can come up with one example to share with the class.

**Step 2:** Discussing Values

- Lead a discussion about the values needed for peaceful co-existence with family members, such as respect, kindness, sharing, and forgiveness.

- Write these values on the board and encourage students to give examples of how they can show these values at home.

**Step 3:** Story Time

- Read the relevant story of Joseph from the Good News Bible aloud.

- Ask questions to ensure understanding, such as: "How did Joseph treat his brothers?" or "What can we learn about kindness from this story?"

**Step 4:** Role-Playing

- Have students role-play situations where they can use the discussed values with their siblings. For example, helping a sibling with homework or sharing toys.

- Encourage them to demonstrate kindness and respect through their roles.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: importance of respect and kindness towards siblings.

- Conduct a quick interactive activity. For example, ask students to give a thumbs up if they agree with statements about treating siblings well (e.g., “It’s good to share with a sibling”).

- Briefly preview the next session: “Next time, we will talk about how we can show love and care to our parents and community.”

**Extended Activities:**

- Craft Activity: Create a "Family Values" poster where students can draw pictures or write words representing kindness, sharing, and caring. Display these in the classroom.

- Gratitude Letters: Encourage students to write a short letter to a sibling or family member, expressing appreciation for something they do. This can deepen their understanding of positive family relationships.

- Story Circle: Have students bring a favorite book to class that features family relationships. They can share the story with a partner and discuss the values shown in it.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Joseph and His Brothers

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify ways they treat their siblings.

2.Discuss values needed for peaceful co-existence.

3. Develop a desire to live harmoniously with family members.

**Key Inquiry Questions:**

- How should we treat our brothers and sisters?

- What values do we need to live well with others?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 27-28

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a short review of the last lesson, asking students to recall a story related to siblings.

- Guide learners to read aloud from pages 27-28 of the Growing in Christ book, discussing the story of Joseph and his brothers, emphasizing the importance of treating each other well.

**Lesson Development (20 minutes):**

**Step 1:** Discussing Treatment of Siblings

- In small groups, have students share how they treat their brothers and sisters.

- Ask guiding questions: "How do we show we love our siblings?"

- Allow groups to share their thoughts with the class.

**Step 2:** Identifying Values for Peaceful Co-existence

- Introduce values such as kindness, sharing, and forgiveness.

- Engage students in a discussion about why these values are important.

- Ask questions like: "What happens when we are kind?" or "How does sharing make us feel?"

**Step 3:** Role-Playing Activity

- Have students pair up and act out different scenarios where they can treat their siblings well (e.g., sharing toys, helping with chores).

- Encourage them to use kind words and actions in their role-play.

**Step 4:** Creating a “Kindness Chart”

- Together, create a “Kindness Chart” on the board with students contributing ways to be kind to siblings.

- Ask students to think of one way they can show kindness to their siblings this week.

**Conclusion (5 minutes):**

- Summarize the key points: Importance of treating siblings well, the values of kindness, and how we can live harmoniously.

- Conduct an interactive activity such as a “kindness clap,” where each student says one kind act they will do for their siblings and receives applause from the class.

- Preview the next session by hinting at a story about forgiveness.

**Extended Activities:**

- Sibling Kindness Journals: Encourage students to keep a simple journal for a week where they note kind acts they did for their siblings.

- Family Kindness Project: Students can create a family poster at home describing what they love about their family members and how they plan to treat them better.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** The Chariot of Fire

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Retell the story of Elijah and the chariot of fire.

2. Draw and color the chariot of fire.

3. Desire to respect God and parents.

**Key Inquiry Questions:**

- How did Elijah honor God?

- What did the chariot of fire look like?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 1 CRE, pages 29-30

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a short review of what the students learned in the previous lesson. Ask questions like "Who can remind us who Elijah is?"

- Introduce the story of the chariot of fire from the Good News Bible. Read aloud the relevant sections from pages 29-30, encouraging students to think about how Elijah honored God.

**Lesson Development (20 minutes):**

**Step 1:** Story Retelling

- Ask students to share what they remember from the reading. Prompt them with questions to help them retell the story:

- "What happened when Elijah went up to heaven?"

- "How did God show His power?"

- Discuss the main elements: Elijah, the chariot of fire, and God's message.

**Step 2:** Drawing Activity

- Instruct students to draw the chariot of fire. Provide colored pencils or crayons. Encourage them to include as many details as they can remember from the story.

- Walk around the classroom, providing assistance and encouraging students to express their creativity.

**Step 3:** Group Discussion

- Have students share and discuss their drawings with a partner. Prompt them with questions like:

- "What colors did you use and why?"

- "How does your drawing show how powerful God is?"

**Step 4:** Connection to Respect

- Lead a discussion on why it is important to honor God and parents, just like Elijah did. Ask:

- "What are some ways we can show respect to God and our parents?"

- Write their answers on the board to encourage participation.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson, emphasizing how Elijah honored God and what the chariot represents.

- Conduct a brief interactive activity where students can share one thing they learned about respecting God and parents.

- Preview the next session: "Next, we will learn about another important story in the Bible. Think about how stories can teach us lessons!"

**Extended Activities:**

- Craft Project: Have students create a 3D model of the chariot of fire using cardboard and other craft supplies.

- Family Respect Chart: Encourage students to create a chart at home with their families, listing ways they can show respect to each other.

- Bible Story Recap: Ask students to tell the story of Elijah to a family member and then have them draw what they remember.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** The Chariot of Fire

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Retell the story of Elijah and the chariot of fire.

2.Watch a video clip of Elijah and the chariot of fire.

3.Develop a desire to respect God and parents.

**Key Inquiry Questions:**

- What happened to Elijah when the chariot of fire came?

- Why is it important to respect God and our parents?

**Learning Resources:**

- Good News Bible - Growing in Christ, Grade 1, pages 31-32 CRE.

- Video clip of Elijah and the chariot of fire (appropriate for Grade 1).

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson. Ask students to recall what they learned about Elijah.

- Read together from the Good News Bible, pages 31-32. Discuss key concepts such as God’s power, the importance of faith, and respect for God.

**Lesson Development (20 minutes):**

**Step 1:** Watch a Video Clip

- Show the video clip of Elijah and the chariot of fire. Ask students to pay attention to the main events.

**Step 2:** Retelling the Story

- After watching, ask students to share what they remember about the story. Guide them to retell it using prompt questions such as "Who was Elijah?" and "What happened when the chariot of fire came?"

- Use storyboards or drawings to help illustrate their retelling.

**Step 3:** Understanding Respect

- Discuss with the class why it’s important to respect God and our parents. Ask students to give examples of how they can show respect at home and in church.

**Step 4:** Group Activity

- Divide students into small groups. Give each group a large sheet of paper to create a drawing or a simple play that shows a part of the story of Elijah. Encourage them to illustrate respect for God and parents in their drawings or skits.

**Conclusion (5 minutes):**

- Summarize the key points learned about how God showed His power through the chariot of fire and the importance of respecting God and parents.

- Engage the class in a brief interactive activity, such as a "Respect Bingo," where they can call out things they can do to show respect.

- Preview the next session: "Next week, we will learn about a new story from the Bible and how we can help others."

**Extended Activities:**

- Home Activity: Ask students to talk to their parents about the story of Elijah and share one way they can show respect at home.

- Craft Activity: Create a chariot of fire using paper plates, colored paper, and craft supplies. This can be displayed in the classroom or taken home.

- Memory Verse: Memorize a short verse about respect or God’s power, such as "Honor your father and mother" (Exodus 20:12).

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** The Chariot of Fire

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. List three ways of having a good relationship with God.

2.Discuss ways they respect their parents or guardians at home.

3. Develop a desire to respect God and parents.

**Key Inquiry Question(s):**

- What are three ways to have a good relationship with God?

- How do we show respect to our parents or guardians at home?

**Learning Resources:**

- Growing in Christ Grade 1 CRE (Pages 33-34)

- Goodnews Bible

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review: Begin with a quick recap of the previous lesson focused on relationships in our lives. Prompt students with questions like: "Who are some important people in our lives?" and "Why do we need good relationships?"

- Guided Reading: Read together from pages 33-34 in "Growing in Christ." Discuss key points, focusing on how we can build a relationship with God.

**Lesson Development (20 minutes):**

**Step 1:** Understanding God’s Love

- Discussion: Talk about how God loves us. Ask students, "What does it mean to have God as a friend?"

- Activity: Draw a picture of something that reminds them of God’s love (like a heart, a sunrise, etc.) and share with the class.

**Step 2:** Ways to Respect God

- Interactive Talk: Introduce three simple ways to have a good relationship with God (praying, reading the Bible, and obeying God’s teachings).

- Role Play: Have students act out scenarios for each way, such as praying before a meal, reading the Bible, or helping at home.

**Step 3:** Respect at Home

- Discussion: Discuss respect at home. Ask, “How do we show respect to our parents or guardians?”

- Brainstorming: Jot down their ideas on the board. Examples might include listening, helping with chores, or saying "thank you."

**Step 4:** Connecting It All

- Consolidation: Connect the respect they show at home to their relationship with God. Discuss how respecting God and their parents overlap.

- Reflect and Share: Ask students how they can be better at showing respect both at home and to God.

**Conclusion (5 minutes):**

- Summary: Review the three ways to have a good relationship with God and the importance of respecting parents.

- Interactive Activity: Play a quick game of "Yes or No" where students answer fun questions about showing respect. For instance, "Is it respectful to shout at your parents?"

- Preview: Let students know they will talk more about stories from the Bible in the next lesson.

**Extended Activities:**

- Craft Project: Create a "Respect Book" where students can draw or write ways they can show respect to God and their parents.

- Family Action Plan: Encourage students to choose one respectful action to do at home this week, such as helping with a household chore or saying a prayer. They can share their experience next class.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** The Early Life of Jesus

**Sub Strand:** The Birth of Jesus

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Retell the birth of Jesus Christ as guided by the scriptures.

2.Dramatize the birth of Jesus Christ.

3.Appreciate the birth of Jesus by participating in Christmas celebrations.

**Key Inquiry Questions:**

- How was Jesus born?

- Can we act out the story of the birth of Jesus?

**Learning Resources:**

- Growing in Christ Grade 1 CRE, pages 35-36

- Good News Bible

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson about Jesus and His early life.

- Ask students to share any thoughts or memories they have from the last lesson.

- Introduce the new topic: “Today, we will learn about how Jesus was born.”

**Lesson Development (20 minutes):**

**Step 1:** Read the Scripture

- Read Luke 2:4-13 aloud to the students using the Good News Bible.

- Show pictures from the book to illustrate the story as you read.

**Step 2:** Discuss the Story

- Ask guiding questions to understand the events (e.g., “Where was Jesus born?” “Who were the special visitors?”).

- Encourage students to share their thoughts and feelings about the story.

**Step 3:** Role Play the Events

- Assign roles (Mary, Joseph, angels, shepherds, etc.) and allow students to act out the birth of Jesus.

- Give them time to practice and then perform for the class.

**Step 4:** Celebrate Christmas Together

- Discuss why we celebrate Christmas and what it means to us.

- Plan a small Christmas celebration where students can share thoughts or drawings about the birth of Jesus.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson: What happened when Jesus was born?

- Reinforce the importance of the birth of Jesus.

- Conduct a brief interactive activity (e.g., singing a Christmas carol together).

- Preview the next session by asking, “What do you think Jesus did as He grew up?”

**Extended Activities:**

- Art Project: Students can draw their favorite scene from the story and explain it to the class.

- Christmas Card Creation: Have students make Christmas cards for their families, sharing the message of Jesus’ birth with a drawing and a short sentence about why it is important.

- Story Book Creation: Students can create a short, illustrated booklet about the birth of Jesus, retelling the story in their own words.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** The Early Life of Jesus Christ

**Sub Strand:** The Birth of Jesus

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Retell the birth of Jesus Christ as guided by the scriptures.

2.Watch a video clip about the birth of Jesus.

3.Appreciate the birth of Jesus by participating in Christmas celebrations.

**Key Inquiry Questions:**

- What do we learn about the birth of Jesus according to Luke 2:4-13?

- How can we act out the story of Jesus' birth?

**Learning Resources:**

- Growing in Christ Grade 1 CRE (pages 37-38)

- Good News Bible (Luke 2:4-13)

- Video clip of the birth of Jesus

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson about Jesus' early life.

- Introduce the topic of the day: "The Birth of Jesus."

- Guide learners in a picture read of the birth of Jesus, encouraging discussion on what they see and feel.

**Lesson Development (20 minutes):**

**Step 1:** Story Reading

- Read Luke 2:4-13 together as a class.

- Ask questions: Who is the mother of Jesus? What was the place of Jesus' birth?

**Step 2:** Watch a Video

- Show a short, age-appropriate video clip that depicts the birth of Jesus.

- After the video, ask the students how they felt about the story.

**Step 3:** Retelling the Story

- Have students retell the birth of Jesus in their own words to a partner.

- Encourage them to use the pictures in their book as a guide.

**Step 4:** Role Play

- Organize a simple role-play where students can act out the nativity scene (Mary, Joseph, angels, shepherds).

- Provide props like blankets for baby Jesus, a doll, and simple costumes if available.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson: the main characters and the significance of Jesus' birth.

- Conduct a brief interactive activity, such as singing a Christmas song or creating a Christmas card for Jesus.

- Preview the next session: "How do we celebrate Jesus' birth?"

**Extended Activities:**

- Art Activity: Let students create a nativity scene using construction paper and crayons.

- Story Writing: Have students draw their favorite scene from the story and write a sentence about it.

- Class Christmas Celebration: Plan a small class party where students can bring a treat to share and discuss how they celebrate Christmas at home.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** The Early Life of Jesus Christ

**Sub Strand:** The Birth of Jesus

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Retell the birth of Jesus Christ as guided by the scriptures

2.Express the joy of the angels through song and dance

3.Appreciate the birth of Jesus by participating in Christmas celebrations

**Key Inquiry Questions:**

- Why do we celebrate the birth of Jesus Christ?

- What do the angels sing about during Jesus' birth?

- How can we show our joy for Jesus' birthday?

**Learning Resources:**

- Growing in Christ Grade 1 CRE, pages 39-40

- Good News Bible, Luke 2:13-14

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson about the early life of Jesus.

- Ask students what they remember about Jesus' birth.

- Introduce the key concepts using pages 39-40 from the Growing in Christ book to spark interest.

**Lesson Development (20 minutes):**

**Step 1:** Story Retelling

- Read Luke 2:1-20 from the Good News Bible or summarize the birth of Jesus with visual aids.

- Ask students to share what they remember. Use guiding questions such as: "What happened that night?" and "Who came to visit Jesus?"

**Step 2:** Joy of the Angels

- Discuss the role of angels in the story.

- Play a recording of a Christmas carol that talks about Jesus' birth, such as "Hark! The Herald Angels Sing."

- Encourage students to listen carefully and identify parts that describe the joy of the angels.

**Step 3:** Movement and Expression

- Teach a simple dance or hand motions to accompany the song played.

- Encourage students to express their joy through movement, making it fun and interactive.

**Step 4:** Community Celebration

- Discuss how people celebrate Christmas and the significance of these traditions related to Jesus’ birthday.

- Invite students to share how their families celebrate and what they can do as a class to celebrate Christ’s birth together (e.g., school Christmas party).

**Conclusion (5 minutes):**

- Summarize the key points learned: Jesus' birth, the joy of the angels, and the importance of celebrating Christmas.

- Conduct an interactive activity, like a short group sing-along of the carol or a simple joy-related craft.

- Preview the next lesson on "The Life of Jesus" and ask students what they think Jesus did as he grew up.

**Extended Activities:**

- Angel Crafts: Create angel decorations using craft materials to display in the classroom.

- Christmas Cards: Make cards for family or friends that express joy and celebrate Jesus' birth.

- Family Involvement: Encourage students to ask their parents about their family's Christmas traditions and bring in a story or picture to share in class.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** The Early Life of Jesus Christ

**Sub Strand:** Jesus Christ in the Temple

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Retell the story of Jesus Christ in the Temple.

2. Understand and demonstrate how Jesus obeyed His parents.

3. Appreciate the birth of Jesus through participation in Christmas celebrations.

**Key Inquiry Questions:**

- Why did Jesus Christ visit the temple?

- How did Jesus obey His parents?

**Learning Resources:**

- Growing in Christ Grade 1 CRE, pages 40-41

- Good News Bible

**Organisation of Learning:**

**Introduction (5 minutes):**

- Activity: Start by reviewing the previous lesson on Jesus' birth. Ask students to recall one thing they learned about Christmas.

- Discussion: Guide the learners to read pages 40-41 from the "Growing in Christ" book. Ask them what they think is important about the story of Jesus in the Temple.

**Lesson Development (20 minutes):**

**Step 1:** Story Engagement

- Read aloud the story of Jesus in the Temple. Use expressive voices and gestures to capture attention.

- Discussion Prompt: Why do you think Jesus went to the temple?

**Step 2:** Understanding Obedience

- Relate the story to how Jesus obeyed His parents, Mary and Joseph.

- Group Activity: In pairs, have students think of ways they can be obedient to their own parents. Share ideas with the class.

**Step 3:** Exploring the Temple Environment

- Show pictures of a temple and explain its purpose in the context of the story.

- Interactive Question: What would you see if you visited the temple with Jesus? Encourage creative thinking.

**Step 4:** Christmas Connection

- Connect the story to the Christmas celebration, asking how Jesus’ birth relates to this lesson.

- Closing Discussion: Why is it important to celebrate Jesus' birthday?

**Conclusion (5 minutes):**

- Summary: Recap the key points: Jesus’ visit to the temple, His obedience, and the importance of Christmas.

- Interactive Activity: Sing a simple Christmas carol together to celebrate Jesus' birthday.

- Preview: Introduce the next lesson about the teachings of Jesus and ask students to think of one teaching from Jesus they remember.

**Extended Activities:**

- Activity 1: Create a drawing of Jesus in the Temple. Include elements that represent obedience and celebration.

- Activity 2: Write a short letter to Mary or Joseph describing how they feel about Jesus and how they can obey their parents like Jesus did.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** The Early Life of Jesus Christ

**Sub Strand:** Jesus Christ in the Temple

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify the events that took place when Jesus was left in the temple.

2.Take part in Sunday school activities.

3.Appreciate the birth of Jesus by participating in Christmas celebrations.

**Key Inquiry Questions:**

- What events took place when Jesus was left in the temple?

- What activities do we engage in at Sunday School?

**Learning Resources:**

- Growing in Christ, Grade 1 CRE, pages 42-43

- Good News Bible

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by revisiting the previous lesson about Jesus' birth. Ask students what they remember about it.

- Guide learners to read aloud from pages 42-43 of Growing in Christ, focusing on the story of Jesus in the temple. Discuss key terms and facts to ensure understanding.

**Lesson Development (20 minutes):**

**Step 1:** Identify the Events

- Ask students to think about what happened when Jesus was left in the temple.

- Lead a group discussion—“Who took care of Jesus?” and “What did He do in the temple?”

**Step 2:** Story Retelling

- Pair students and have them tell each other what they remember about the temple story. Encourage them to use phrases from the book.

- Regroup and ask pairs to share one part of the story they discussed.

**Step 3:** Link to Sunday School

- Guide a discussion on what they do in Sunday School.

- Ask questions like, “What fun things do you learn?” and “How do we celebrate Jesus together?”

**Step 4:** Connecting to Christmas Celebrations

- Facilitate a conversation about how we show our appreciation for Jesus' birth at Christmas.

- Share ideas of Christmas activities (like nativity plays, singing songs, etc.), and discuss how they celebrate with family and friends.

**Conclusion (5 minutes):**

- Summarize the key points: Jesus’ time in the temple, Sunday School activities, and Christmas celebrations.

- Conduct an interactive activity: Have students draw a picture of something they learned today (Jesus in the temple, their Sunday School, or a Christmas tradition).

- Briefly preview the next lesson, hinting that it will involve more about Jesus' teachings.

**Extended Activities:**

- Create a Sunday School Book: Have students work on a booklet that includes their favorite Bible stories and activities from Sunday School.

- Christmas Card Making: Organize a craft session where students can create festive cards for friends and family, incorporating messages about Jesus' birth.

**Teacher Self-Evaluation:**