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**WEEK 1: LESSON 1**

**Strand:** Creation

**Sub Strand:** Self-awareness

**Specific Learning Outcomes:**

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

1.Identify themselves as male or female according to Genesis 1:27.

2.Carry out different activities done by boys and girls.

3.Appreciate their gender as guided by the scriptures.

**Key Inquiry Question(s):**

- How can we identify ourselves as male or female according to the Bible?

- What are some activities that boys and girls do?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, pages 2-3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on creation and the importance of each person as unique and made in God's image.

- Introduce today's topic by asking a few guiding questions:

- "What does it mean to be male or female?"

- "Who can tell me what Genesis 1:27 says about us?"

**Lesson Development (20 minutes):**

**Step 1:** Understanding Gender through Scripture

- Read Genesis 1:27 aloud from the Good News Bible.

- Discuss the meaning of the verse: "God created mankind in his own image; in the image of God, he created them; male and female he created them."

- Ask guiding questions: “What does it mean to be made in God’s image?” and “Why do you think God made us male and female?”

**Step 2:** Identifying Ourselves

- Have learners take a moment to think about themselves.

- Ask, “Who here identifies as a boy?” and “Who identifies as a girl?”

- Encourage a respectful discussion about what aspects of being male or female are special and unique.

**Step 3:** Exploring Activities

- In pairs, learners will list different activities that boys and girls typically enjoy.

- Each pair shares their ideas with the class. Focus on the idea that everyone can enjoy all activities regardless of gender.

**Step 4:** Appreciation of Gender

- Discuss how each gender can do many things, and how the Bible encourages us to appreciate who we are.

- Close with a positive affirmation, such as “I am proud to be who I am because God made me special!”

**Conclusion (5 minutes):**

- Summarize the key points discussed: our understanding of gender through scripture, self-identification, and appreciation of God’s creation.

- Conduct a brief interactive activity where students can say one thing they love about being a boy or a girl.

- Preview the next session on how different roles and responsibilities can enrich our lives, encouraging them to think about examples they see in their lives.

**Extended Activities:**

- Gender Role Play: Create scenarios where students can role-play or discuss how boys and girls work together in community roles (like in school, at home, or in sports) and how they can support each other.

- Art Project: Have students create two posters, one celebrating boys’ activities and the other celebrating girls’ activities, which they can use to illustrate that both genders can do similar tasks and have unique interests.

**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 themselves as male or female according to Genesis 1:27.

2.Carry out different activities traditionally done by boys and girls.

3. Appreciate their gender as guided by the Scriptures.

**Key Inquiry Question(s):**

- How can we identify ourselves as male or female?

- What activities are done by boys and girls?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE (pages 2-3)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start the lesson by reviewing the previous lesson where students discussed their individual identities.

- Invite students to share what they remember about the creation story from Genesis, specifically focusing on Genesis 1:27 which talks about God creating male and female.

- Encourage students to open their Good News Bible and read Genesis 1:27 together.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Gender Identity

- Explain that according to Genesis 1:27, God created humans as male and female.

- Have students share what it means to them to identify as boys or girls, encouraging them to think about their own experiences and how they relate to gender.

**Step 2:** Discussion on Activities

- Ask the students to list activities they think boys usually do and activities girls typically do.

- Write their responses on the board, ensuring that all contributions are valued and recognized.

**Step 3:** Breaking Stereotypes

- Discuss how interests and activities should not be limited by gender. For instance, boys can dance and girls can play sports.

- Invite students to suggest activities that both boys and girls can do together, highlighting inclusivity.

**Step 4:** Appreciation for Gender

- Guide students through a discussion on why it’s important to appreciate and respect each other’s differences.

- Emphasize that all genders are equal and valued in God's eyes and that everyone has unique strengths.

**Conclusion (5 minutes):**

- Summarize the key points discussed: identifying as male or female, traditional activities, breaking stereotypes, and appreciating gender.

- Conduct an interactive activity: Have students stand up and stretch to show their appreciation for who they are, or create a simple group cheer celebrating boys and girls, like "Boys and Girls Together, We Are Stronger!"

- Preview the next lesson by asking, “Next time, we will learn more about how our unique traits make us special.”

**Extended Activities:**

- Art Activity: Have students draw pictures showcasing boys and girls engaging in a variety of activities, with a focus on those that are not traditionally associated with their gender.

- Story Sharing: Encourage students to find a short story or a poem that celebrates gender differences and share it during the next lesson.

- Role Play: Organize a role-playing session where students can act out different scenarios where boys and girls can work together.

**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 what makes them happy or sad.

2.Describe how they cope with happy or sad feelings.

3.Express a desire to live a happy life.

**Key Inquiry Question(s):**

- What makes you happy or sad?

- How do you cope with your feelings?

- How can we share our emotions with others?

**Learning Resources:**

- Good News Bible

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

**Organization of Learning:**

**Introduction (5 minutes):**

- Start with a brief review of the previous lesson.

- Guide students to read and discuss relevant content from pages 3-4 of the Growing in Christ resource, focusing on emotions and coping mechanisms. Emphasize the importance of understanding what makes them happy or sad.

**Lesson Development (20 minutes):**

**Step 1:** Discussion

- Prompt students to share what makes them happy or sad. Encourage them to think of specific examples (e.g., playing with friends, a rainy day).

- Facilitate a group discussion, making sure each student has a chance to speak.

**Step 2:** Emotion Drawing Activity

- Hand out paper and crayons. Instruct students to draw two faces: one showing happiness and one showing sadness.

- Encourage them to think about what these emotions look like and how we can recognize them in ourselves and others.

**Step 3:** Coping Strategies

- Discuss how they can cope with feelings of happiness or sadness. Guide students to think of healthy ways to express their emotions (e.g., talking to a friend, spending time with family).

- Provide examples of healthy coping strategies discussed earlier.

**Step 4:** Scripture Reading

- Hand out flashcards with Psalms 139:13 written on them. Read the verse together and discuss what it means—how we are wonderfully made and how our feelings are important.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, highlighting the importance of recognizing and coping with emotions.

- Conduct a brief interactive activity, such as a quick emotions charade, where students demonstrate various emotions for their classmates to guess.

- Prepare learners for the next session by giving them a preview of upcoming topics, such as discussing more about our identity and feelings.

**Extended Activities:**

- Emotion Journal: Have students keep a journal for a week where they write or draw about their emotions each day—what made them happy or sad and how they coped with those feelings.

- Group Sharing Circle: Schedule a time for students to gather in a circle and share their drawings and feelings with the class, promoting empathy and support among their peers.

- Role Play: In small groups, have students act out different scenarios where someone feels happy or sad and demonstrate the coping strategies discussed in class.

**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. Identify right choices

2. Make right choices as guided by the word of God

3. Desire to make the right choice

**Key Inquiry Questions:**

- What are some right choices we can make?

- How can we make the right choices as guided by the word of God?

- What are the results of making bad choices?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, pages 5-6

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share one thing they learned about making choices.

- Guide learners to read relevant content from the Good News Bible and Growing in Christ, focusing on right choices. Encourage students to discuss their understanding of making choices based on God's word.

**Lesson Development (20 minutes):**

**Step 1:** Identify Right Choices

- Ask students to brainstorm a list of right choices they can make in their daily lives (e.g., being kind, helping others, telling the truth).

- Record their ideas on the board and discuss how these choices can be reflections of God's teachings.

**Step 2:** Understanding the Guidance of God's Word

- Read a relevant scripture passage from the Good News Bible that emphasizes making the right choices.

- Discuss how God's word can help us make decisions and why it is important to follow it in our lives.

**Step 3:** Consequences of Bad Choices

- Create a list of some common bad choices (e.g., lying, not sharing, being mean).

- Discuss the possible results of making these bad choices and how they can affect ourselves and others.

**Step 4:** Making a Desire for the Right Choices

- Encourage students to think about the importance of wanting to make good choices.

- Discuss ways they can practice desiring to make the right choices in everyday situations, such as in school, at home, and with friends.

**Conclusion (5 minutes):**

- Summarize the key points discussed about right choices, guidance from God's word, and the consequences of bad choices.

- Engage the students in a brief interactive activity such as a "Choice Charades," where they act out good or bad choices and others guess which it is.

- Preview the next session, highlighting the importance of actions following the right choices we've learned about.

**Extended Activities:**

- Choice Chart: Create a chart at home or in class where students can write down right and wrong choices they make during the week. Reflect on these choices as a group in the next lesson.

- Storytime Reflection: Choose a story from the Bible that illustrates making good choices (e.g., the Good Samaritan) and ask students to illustrate their favorite part of the story and explain the choices involved.

- Role-Playing: In small groups, have students role-play various scenarios where they must decide between making a right or wrong choice, with guidance from the scripture.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Creation

**Sub Strand:** My Family

**Specific Learning Outcomes:**

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

1.Name family members in a nuclear family.

2.Draw the family tree to understand family relationships.

3.Develop a desire to respect family members for harmonious living.

**Key Inquiry Question(s):**

- What are the members of a nuclear family?

- How do we draw and color a family tree?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE (pages 7-8)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson, asking students what they remember about families.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the importance of family members and relationships.

**Lesson Development (20 minutes):**

**Step 1:** Identify Family Members

- Ask students to list the members of their nuclear families (e.g., mother, father, siblings).

- Write the names on the board and discuss their roles in the family.

**Step 2:** Understanding Family Relationships

- Explain how these family members are related to one another.

- Create a simple diagram on the board to show relationships (e.g., mother is the wife of the father).

**Step 3:** Drawing the Family Tree

- Provide each student with a piece of paper.

- Guide them to draw their own family tree, starting with themselves at the bottom and adding their parents and siblings above them.

**Step 4:** Coloring and Sharing

- Allow students to color their family trees and encourage them to share their trees with a partner.

- Facilitate a brief discussion on the uniqueness of each family and the importance of respecting each member.

**Conclusion (5 minutes):**

- Summarize key points, emphasizing the names of family members, the concept of family trees, and respect for family.

- Conduct a quick interactive game where students shout out family members when prompted, reinforcing their learning.

- Preview the next session by asking what they think a family might look like in different cultures.

**Extended Activities:**

- Have students create a scrapbook page of their family, including photos or drawings and written descriptions of each family member.

- Allow students to interview a family member about what family means to them and share it in the classroom.

- Organize a family-themed day where students can invite family members to share stories or traditions linked to family.

**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. Name family members in the extended family

2.Draw the family tree to understand family relationships

3.Foster a desire to respect family members for harmonious living

**Key Inquiry Questions:**

- Who are the members of our extended family?

- How can we draw and color a family tree that includes both nuclear and extended family?

**Learning Resources:**

- Good News Bible

- Growing in Christ, Grade 3 CRE, pages 7-8

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, focusing on the importance of families.

- Ask students to share names of family members they learned about last time.

- Introduce today’s topic by reading a short section from the Good News Bible about family. Encourage students to discuss what family means to them.

**Lesson Development (20 minutes):**

**Step 1:** Identify Family Members

- Engage students in a discussion about who belongs to their families.

- Ask them to list family members, including grandparents, aunts, uncles, and cousins.

- Write these names on the board and categorize them into immediate family and extended family.

**Step 2:** Introduction to Family Trees

- Explain what a family tree is and how it visually represents family relationships.

- Show an example of a simple family tree and discuss how each person is connected.

- Emphasize the importance of each family member and how understanding these relationships can lead to respect and harmony.

**Step 3:** Drawing the Family Tree

- Hand out paper and colored pencils to students.

- Guide them to draw their own family trees, encouraging them to include both nuclear and extended family members.

- Remind them to label each member’s name clearly.

**Step 4:** Sharing and Discussion

- Allow students to share their family trees with a partner or the whole class.

- Encourage them to talk about one family member they respect and why.

- This will help reinforce the idea of respect within family relationships.

**Conclusion (5 minutes):**

- Recap the key points of the lesson: who are family members and the importance of family trees.

- Conduct a quick interactive activity: ask students to stand up if they can point to a family member in their drawing.

- Preview the next lesson, which will focus on family traditions and their importance.

**Extended Activities:**

- Have students create a “Family Facts” poster where they can include pictures and interesting facts about each family member, such as their favorite food or hobby.

- Organize a “Family Day Show and Tell” where students can bring a family photo and share a story about their family.

**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. Outline members of both nuclear and extended family.

2. Describe how they relate with family members.

3.Foster a desire to respect family members for harmonious living.

**Key Inquiry Questions:**

- Who are the members of both my nuclear and extended family?

- How do I relate to my family members?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE (pages 9-11)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they learned about families.

- Guide learners to read and discuss relevant content from the Good News Bible and Growing in Christ text, focusing on families and the importance of respect.

**Lesson Development (20 minutes):**

**Step 1:** Identify Family Members

- Ask students to think about their nuclear family (parents and siblings) and extended family (grandparents, aunts, uncles, cousins).

- Have them draw two circles on a piece of paper—one for their nuclear family and another for their extended family.

- Share their drawings with a partner and discuss the members in each category.

**Step 2:** Discuss Relationships and Roles

- Guide students to talk about how they relate to different family members.

- Write several prompts on the board, such as "What does your mom do for you?" or "How does your uncle make you feel?".

- In pairs, students can share their answers or feelings about these relationships.

**Step 3:** Importance of Respect

- Discuss why respecting family members is important.

- Ask students to give examples of ways they can show respect to their family members (e.g., listening, helping with chores).

- Highlight that respect helps in living harmoniously together.

**Step 4:** Family Values Discussion

- Break students into small groups and ask them to discuss what values they believe are important in families (e.g., love, honesty, support).

- Each group shares one value with the class and explains why it is important.

**Conclusion (5 minutes):**

- Summarize the key points: family members, relationships, and the importance of respect.

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

- Prepare students for the next session by asking, "In what ways can we strengthen our family bonds?"

**Extended Activities:**

- Family Tree Project: Have students create a family tree that includes both nuclear and extended family members. They can decorate it with pictures or drawings that represent each member.

- Family Interviews: Assign students to interview a family member about their role in the family and one special story they would like to share. Students can present these stories in class.

- Respect Jar: Create a "Respect Jar" where students can write down daily or weekly activities that show respect within their families. Review the jar as a class weekly.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Creation

**Sub Strand:** Adam and Eve

**Specific Learning Outcomes:**

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

1. Recognize God as the creator of Adam and Eve.

2. Describe how Adam and Eve disobeyed God.

3. Develop a desire to be obedient.

**Key Inquiry Question(s):**

- How did God create Adam and Eve?

- How did man disobey God according to the Bible?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, pages 12-13

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson on creation. Ask students questions like, "Who created the world?" and "What did God create on the first day?" to refresh their memory.

- Introduce today’s focus on Adam and Eve by informing students that they will learn who the first parents were and how they disobeyed God. Read Genesis 2:7 and Genesis 2:21 together as a class.

**Lesson Development (20 minutes):**

**Step 1:** Who is Adam?

- Discuss Genesis 2:7 where God creates Adam from dust and breathes life into him.

- Ask students, “What do you think it means that God breathed life into Adam?” to promote discussion.

**Step 2:** Who is Eve?

- Read Genesis 2:21-22 where God creates Eve from Adam’s rib.

- Have students discuss why God created Eve and how Adam might have felt when he first saw her.

**Step 3:** The Disobedience of Adam and Eve

- Introduce the concept of disobedience. Discuss how Adam and Eve ate from the tree of knowledge despite God’s command not to.

- Ask students, “What do we learn about listening to God from Adam and Eve’s story?” Encourage them to reflect on the importance of following instructions.

**Step 4:** The Desire to be Obedient (optional )

- Brainstorm as a class what it means to be obedient. Highlight examples from students' lives where they chose to be obedient or faced the consequences of disobedience.

- Facilitate a short discussion on how they can be obedient to God in their daily lives.

**Conclusion (5 minutes):**

- Summarize key points: God created Adam and Eve, their disobedience, and the importance of choosing to be obedient.

- Conduct an interactive activity where students can share one way they will try to be obedient to God this week.

- Briefly preview the next session, encouraging students to think about other stories in the Bible about obedience.

**Extended Activities:**

- Art Activity: Have students draw a picture of Adam and Eve in the Garden of Eden, including the tree of knowledge. They can also write a short description of their drawing and how it relates to obedience.

- Role Play: Organize a small role-play where students can act out the creation of Adam and Eve and the moment of disobedience. This helps them better understand the dynamics of the story.

- Memory Verse: Assign a simple Bible verse related to obedience (e.g., Ephesians 6:1) for students to memorize and reflect upon throughout the week.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Creation

**Sub Strand:** Adam and Eve

**Specific Learning Outcomes:**

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

1.Recognize God as the creator of Adam and Eve

2.Watch a video clip of Adam and Eve in the Garden of Eden

3. Develop a desire to be obedient to God

**Key Inquiry Question(s):**

- What does Genesis 2:7,21 tell us about how God created Adam and Eve?

- What happened in the Garden of Eden when Adam and Eve disobeyed God?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, Pages 13-14

- Video clip of Adam and Eve in the Garden of Eden

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they learned about creation.

- Guide learners to read Genesis 2:7,21 from the Good News Bible, discussing the meaning of these verses.

- Highlight the importance of obedience to God.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Adam and Eve

- Discuss who Adam and Eve are, emphasizing that they were the first humans created by God.

- Introduce the concept of the Garden of Eden as a beautiful paradise made for them.

**Step 2:** Viewing the Video Clip

- Show the video clip of Adam and Eve in the Garden of Eden.

- Encourage students to think about how Adam and Eve might have felt living in such a perfect place.

**Step 3:** Understanding Obedience and Disobedience

- Lead a discussion on what happened when Adam and Eve disobeyed God.

- Ask questions like: Why is it important to listen to God? What were the consequences of their actions?

**Step 4:** Reflecting on Our Choices

- Ask students to think of times when they have had to make choices about being obedient.

- Encourage them to share their thoughts in pairs, then discuss as a class how they can choose to obey God in their lives.

**Conclusion (5 minutes):**

- Summarize the key points discussed: God created Adam and Eve, their life in the Garden, and their choice to disobey God.

- Conduct an interactive activity by asking students to draw a picture of the Garden of Eden and include one thing they would want to do in the garden.

- Preview the next lesson by asking students to consider what they think God wants us to learn from Adam and Eve's story.

**Extended Activities:**

- Creative Writing: Ask students to write a short story about their own adventure in the Garden of Eden, including choices they would make.

- Role Play: In groups, students can act out the story of Adam and Eve and show different choices they might make.

- Garden of Eden Collage: Create a class collage using pictures of plants and animals that might be found in the Garden, along with phrases that encourage obedience to God.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Creation

**Sub Strand:** Adam and Eve

**Specific Learning Outcomes:**

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

1.State four results of Adam’s disobedience.

2.Discuss the importance of obeying their parents.

3. Develop a desire to be obedient.

**Key Inquiry Questions:**

- What were the results of Adam’s disobedience?

- Why is it important to obey our parents?

**Learning Resources:**

- Good News Bible

- Growing in Christ grade 3 CRE, pages 15-16

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on Creation and the story of Adam and Eve.

- Ask students to share one thing they remember about Adam and Eve.

- Introduce the day’s topic by guiding learners to read sections from pages 15-16 of their CRE book, focusing on disobedience and its consequences.

**Lesson Development (20 minutes):**

**Step 1:** Discussion of Disobedience

- Activity: Write "Disobedience" on the board.

- Ask students to share what they think disobedience means.

- Give examples (like not listening to parents).

- Explain that Adam and Eve disobeyed God by eating the forbidden fruit.

**Step 2:** Identify Results

- Activity: In pairs, have students discuss and list any consequences they think might happen from disobedience (both for Adam and in their own lives).

- After 5 minutes, gather responses and summarize.

- Confirm the four main results of Adam’s disobedience from the text: loss of paradise, shame, pain in life, and separation from God.

**Step 3:** Importance of Obeying Parents

- Discuss why obeying parents is important.

- Activity: Create a chart on the board with two columns: "Obeying Parents" and "Not Obeying Parents."

- Ask students to suggest outcomes for each column.

- Emphasize that obeying helps keep them safe and happy, and builds trust.

**Step 4:** Personal Reflection

- Activity: Provide each student with a "Commitment Card" where they can write down one way they will try to be obedient this week.

- Share a few examples of good behavior without naming students.

**Conclusion (5 minutes):**

- Summarize key points: disobedience leads to negative consequences; obeying parents helps build trust and safety.

- Interactive Activity: Ask students to say one thing they learned and one example of how they can be obedient.

- Give a preview of the next lesson about God’s forgiveness and how it relates to Adam and Eve's story.

**Extended Activities:**

- Create a Storybook: Students can create a mini-book describing the story of Adam and Eve, focusing on obedience and disobedience.

- Role-Playing: In groups, students can role-play scenarios involving obedience and the consequences of disobedience at home or school.

- Art Activity: Draw a picture showing a scene where they obey their parents, labeling it with why that act is significant.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Creation

**Sub Strand:** Adam and Eve

**Specific Learning Outcomes:**

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

1. State four results of Adam’s disobedience.

2. Discuss the importance of obeying their parents.

3. Develop a desire to be obedient.

**Key Inquiry Questions:**

- What were the results of Adam’s disobedience?

- Why is it important to obey our parents?

**Learning Resources:**

- Good News Bible

- Growing in Christ, Grade 3 CRE, pages 17-19

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the class by reviewing the previous lesson about creation.

- Ask students to share one thing they remember about Adam and Eve.

- Guide learners to read and discuss relevant content from pages 17-19 of their learning resource, focusing on understanding Adam’s actions and their consequences.

**Lesson Development (20 minutes):**

**Step 1:** Story of Adam and Eve

- Read aloud the story of Adam and Eve from the Good News Bible.

- Ask students to summarize the key events in their own words.

- Discuss the moment of disobedience and its significance in the story.

**Step 2:** Results of Adam’s Disobedience

- Brainstorm as a class what happened as a result of Adam’s disobedience. Write these on the board. Possible results include:

1. They felt ashamed.

2. They experienced pain and suffering.

3. They were separated from God.

4. They had to leave the Garden of Eden.

- Discuss how these results relate to the importance of obeying rules.

**Step 3:** Importance of Obeying Parents

- Transition to discussing why it is important to obey parents. Pose the question: "What happens when we obey our parents?"

- List responses on the board, such as building trust, feeling safe, and avoiding trouble.

**Step 4:** Reflect on Personal Choices

- Ask students to think of a time when they obeyed or disobeyed their parents.

- Invite some students to share their experiences and the outcomes of those choices.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the consequences of Adam’s disobedience and the importance of obeying parents.

- Conduct an interactive activity: Have students choose one result of disobedience and act it out in pairs, then explain how they could have made a different choice.

- Briefly preview the next session's topic on forgiveness and how we can learn from mistakes.

**Extended Activities:**

- Creative Writing: Ask students to write a short story (1-2 paragraphs) that includes a situation where a character must make a choice to obey or disobey a rule at home.

- Art Activity: Students can create a comic strip illustrating a scene from the story of Adam and Eve, focusing on the theme of obedience.

- Parent Interview: Encourage students to interview their parents about a time when they had to follow rules and what they learned from it.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** The Bible as the word of God

**Specific Learning Outcomes:**

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

1. Differentiate the Bible from other books as guided in 2 Timothy 3:16

2. Draw and color the Holy Bible

3.Appreciate the Bible as a guide in their daily life

**Key Inquiry Question(s):**

- In pairs, tell the difference between the Bible and other books.

- Draw and color the Holy Bible.

- Sing the song related to the Bible.

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE (pages 20-21)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a short review of the previous lesson about the Bible and its significance.

- Ask the learners to recall what they learned.

- Present the key concepts for today’s lesson: the uniqueness of the Bible and its role in our lives, using content from pages 20-21 of the resource.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Uniqueness

- Discuss what makes the Bible different from other books.

- Read 2 Timothy 3:16 together and explain that the Bible is inspired by God.

- Use a Venn diagram on the board to compare the Bible with other ordinary books.

**Step 2:** Group Activity

- Divide the class into pairs and encourage them to brainstorm and discuss their thoughts on why the Bible is special.

- Allow them to share their ideas with the class.

- Write key points on the board for everyone to see.

**Step 3:** Drawing the Bible

- Hand out drawing paper and crayons/colored pencils.

- Instruct students to draw and color their version of the Holy Bible.

- Remind them to think about the earlier discussions as they create their drawings.

**Step 4:** Singing Time

- Teach a simple song related to the Bible (e.g., “The B-I-B-L-E”).

- Encourage students to sing together and enjoy the music as a way to remember the Bible’s importance.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the Bible is a special book because it is God's word and a guide in life.

- Reinforce the differences between the Bible and other books.

- Conduct a brief quiz or question session to check understanding, asking students to share their drawings and thoughts about their significance.

**Extended Activities:**

- Ask students to create a scrapbook page about their favorite Bible story, including illustrations and key lessons learned from that story.

- Encourage students to share a short Bible verse at home during family time, discussing its meaning with their family.

- Plan a “Bible Week” where each day, students can bring in a Bible-related object, story, or song to share with the class.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** The Bible as the word of God

**Specific Learning Outcomes:**

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

1. State the number of books in the New Testament

2. Discuss the importance of reading the Bible always

3. Appreciate the Bible as a guide in their daily life

**Key Inquiry Question(s):**

- How many books are in the New Testament?

- Why is it important to read the Bible always?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE (pages 22-23)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the last lesson. Ask students what they remember about the Bible.

- Introduce the key concepts for this lesson by reading excerpts from pages 22-23 of the Growing in Christ book. Guide a discussion about the Bible and its significance.

**Lesson Development (20 minutes):**

**Step 1:**

- Activity: Read together from the Good News Bible about the New Testament. Ask students to listen carefully as you read the names of the books.

- Discussion: Ask students if they can name any of the books they heard. Write the names on the board.

**Step 2:**

- Activity: Explain that there are 27 books in the New Testament. Show students how the New Testament is divided into different sections (Gospels, Letters, etc.).

- Discussion: Why do they think God gave us so many different books? Explore how each book teaches us different lessons.

**Step 3:**

- Activity: Introduce the importance of reading the Bible. Share simple examples from daily life where the Bible can give guidance (like sharing with friends, being honest).

- Discussion: Encourage students to share moments when they think the Bible could help them make good choices.

**Step 4:**

- Activity: Summarize the learning about the New Testament and its importance.

- Discussion: Have students talk about how having the Bible is like having a special guide for their lives.

**Conclusion (5 minutes):**

- Summarize that there are 27 books in the New Testament and how important reading it is.

- Conduct a brief interactive activity where students can draw their favorite book from the New Testament or the lesson they learned from the Bible.

- Preview the next session: "Next time, we will talk about some stories from the Bible that guide us in our lives."

**Extended Activities:**

- Bible Book Hunt: Have students create a matching game where they match book names from the New Testament with their main message or story.

- Daily Bible Reflection: Encourage students to start a "Bible Moments" journal where they can write or draw about a Bible verse they heard, what it means to them, and how they can use it in their lives throughout the week.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** The Bible as the word of God

**Specific Learning Outcomes:**

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

1. Name the four Gospel books in the New Testament.

2. Watch a video clip of the four Gospel books.

3.Appreciate the Bible as a guide in their daily life.

**Key Inquiry Question(s):**

- What are the names of the four Gospel books in the New Testament?

- How can the Bible guide us in our daily lives?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, pages 23-24

- Video clip of the four Gospel books

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a short prayer.

- Review the previous lesson by asking students what they remember about the Bible.

- Read and discuss the specific pages in the Good News Bible and Growing in Christ textbook (pages 23-24), focusing on the four Gospels.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to the Gospels

- Explain what the Gospels are and their significance in the New Testament.

- Ask students if they have heard of the Gospels before and encourage them to share what they know.

**Step 2:** Naming the Four Gospels

- Introduce the names of the four Gospel books: Matthew, Mark, Luke, and John.

- Write them on the board and have students repeat them aloud for reinforcement.

**Step 3:** Video Clip

- Show a short video clip that illustrates the four Gospels and highlights their unique characteristics.

- Pause the video at key points to encourage discussion about what they are learning.

**Step 4:** Class Activity

- Conduct a fun activity where students match key phrases or symbols with each Gospel (e.g., a depiction of Matthew as a human, Mark as a lion, etc.).

- Discuss how each Gospel tells the story of Jesus and how they can be guides in our lives.

**Conclusion (5 minutes):**

- Summarize the key points: the names of the four Gospels and their roles as guides.

- Conduct a brief interactive quiz (e.g., "What is the first Gospel book?") to reinforce learning.

- Preview the next session by asking students to think about how they can use the Bible as a guide in their daily life.

**Extended Activities:**

- Art Activity: Have students create a poster that represents one of the four Gospels using drawings and words.

- Journal Writing: Encourage students to write a short entry about a time when they felt guided by something they read in the Bible.

- Class Discussion: Organize a discussion on an example of how they can apply a teaching from one of the Gospels in real life.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** The Bible as the Word of God

**Specific Learning Outcomes:**

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

1. Name the four Gospel books in the New Testament.

2.Watch a video clip of the four Gospel books.

3.Appreciate the Bible as a guide in their daily life.

**Key Inquiry Question(s):**

- What are the names of the four Gospel books in the New Testament?

- What do the four Gospel books talk about?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, pages 24-25

- Video clip on the four Gospels

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, asking students to share what they learned.

- Guide students to read pages 24-25 from the Growing in Christ text. Discuss the importance of the Bible and ask students what they think about it being a guide for our daily lives.

**Lesson Development (20 minutes):**

**Step 1:** Introducing the Gospels

- Explain what a Gospel is and highlight that there are four Gospels in the New Testament: Matthew, Mark, Luke, and John.

- Write the names on the board and ask students to repeat them together.

**Step 2:** Discussion

- Ask students what they think each Gospel might talk about.

- Facilitate a brief discussion on the themes and stories found in each Gospel.

- Provide clues about each Gospel (e.g., "This Gospel tells us about Jesus's birth and teachings" for Matthew).

**Step 3:** Video Clip

- Show a short video clip summarizing the four Gospels.

- Encourage students to pay attention to the names and key messages of each Gospel.

**Step 4:** Sharing

- After watching the video, invite students to share one thing they learned about each Gospel.

- Write down their contributions on the board as a recap.

**Conclusion (5 minutes):**

- Summarize key points: The names of the four Gospels and their main themes.

- Conduct a brief interactive activity, such as a matching game where students match Gospel names with their main ideas.

- Preview the next session: "Next time, we'll explore how the Gospels guide us in our lives."

**Extended Activities:**

- Gospel Bookmarks: Have students create bookmarks with the names and themes of the Gospels to take home.

- Gospel Stories: Assign each student a Gospel to illustrate or summarize in a few sentences. They can present their summaries in the next class.

- Discussion with Family: Encourage students to discuss with their families what they learned about the Gospels and how they might use the Bible in their daily lives.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Moses and the Burning Bush

**Specific Learning Outcomes:**

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

1. Retell the story of Moses and the burning bush.

2.Watch a video clip of Moses and the burning bush.

3.Desire to obey God in their daily lives.

**Key Inquiry Questions:**

- What happens in the story of Moses and the burning bush?

- How did Moses express obedience to God?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE (pages 26-27)

- Video clip of Moses and the burning bush

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson, asking students to share what they remember about Moses.

- Introduce the story of Moses and the burning bush by discussing what they think a "burning bush" might be, and why it is important.

**Lesson Development (20 minutes):**

**Step 1:** Read the Scripture

- Read Exodus 3:1-6 together as a class.

- Have students take turns reading, and pause occasionally to ask questions about the text, such as “What do you think Moses felt when he saw the burning bush?”

**Step 2:** Watch the Video Clip

- Show a short, age-appropriate video clip of the burning bush story.

- After watching, facilitate a discussion: “What did you see in the video? How was it similar or different from what we read?”

**Step 3:** Discuss Obedience

- Discuss how Moses reacted when God spoke to him.

- Ask students, “What did Moses do in response to God? Why is that an example of obedience?”

- Encourage students to express their thoughts on obedience to God in their daily lives.

**Step 4:** Create a Retelling Activity

- In pairs, have students retell the story of Moses and the burning bush in their own words.

- They can either draw pictures to illustrate key moments or create a short skit to present to the class.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: Moses' experience with the burning bush and his obedience to God.

- Conduct a brief interactive activity such as a group chant or song that emphasizes following God's call.

- Prepare learners for the next session by sharing that they will learn more about how to listen to God's voice in their lives and what that means.

**Extended Activities:**

- Creative Writing: Have students write a short paragraph about a time they listened to someone or followed a rule. What was it like? How did they feel?

- Art Project: Encourage students to create a ‘burning bush’ artwork using colored paper and glue. They can decorate it with words like "obedience" and “faith”.

- Role Play: Organize a role-play session where students can act out what it means to listen and obey God in different everyday scenarios, such as helping a friend or being kind to others.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Moses and the Burning Bush

**Specific Learning Outcomes:**

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

1.State how Moses obeyed God

2.Draw and color Moses and the burning bush

3.Express a desire to obey God in their daily lives

**Key Inquiry Question(s):**

- How did Moses obey God?

- What does the burning bush symbolize?

- Why is it important to obey God?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, pages 26-27

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by gathering the students and reviewing the previous lesson about Moses and his life. Ask a few questions to engage their memory:

- Who can tell me who Moses is?

- What is something Moses did that was important?

- Introduce today’s topic, which is about Moses and the burning bush.

- Read aloud from the Good News Bible about the burning bush experience, highlighting important concepts.

**Lesson Development (20 minutes):**

**Step 1:** Understanding the Story

- Ask the students: “Who saw the burning bush?” Discuss how it was Moses who encountered this miraculous sight while tending to sheep.

- Encourage students to share any thoughts or feelings they have about the burning bush. Explain that it was a sign from God.

**Step 2:** How Moses Obeyed God

- Lead a discussion on how Moses obeyed God's call.

- Point out his hesitations and ask why he might have felt uncertain.

- Write down key phrases on the board, like “I will go” and “I will listen.”

**Step 3:** Drawing Activity

- Ask students to get their drawing materials.

- Instruct them to draw Moses and the burning bush, encouraging them to use their imagination to create the scene.

- While they draw, play soft music related to themes of listening and obedience to create a reflective atmosphere.

**Step 4:** Singing Activity

- Gather students in a circle and teach them a simple song about Moses and the burning bush. Think of a tune they might already know (e.g., "Twinkle, Twinkle, Little Star") and modify the lyrics to focus on the story.

- Encourage them to sing along and express joy in learning about obedience to God.

**Conclusion (5 minutes):**

- Summarize the key points learned about Moses, focusing on his obedience to God's call. Highlight the importance of listening to God and how it can apply to their lives.

- Conduct a quick interactive quiz by asking them questions about the lesson. Reward correct answers with small tokens or praise.

- Preview the next session by asking: “Next time, we’ll learn more about how God helped Moses lead His people. What do you think that was like?”

**Extended Activities:**

- Create a “Moses and the Burning Bush” storybook where students can illustrate each page and write a sentence about how Moses obeyed God.

- Encourage students to discuss at home how they can obey God in their own lives and share one example in class the following week.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Moses and the Burning Bush

**Specific Learning Outcomes:**

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

1. State how Moses obeyed God.

2. Draw and color Moses and the burning bush.

3. Express a desire to obey God in their daily lives.

**Key Inquiry Questions:**

- How did Moses obey God?

- What does the burning bush symbolize?

-Can we sing a song about Moses and the burning bush?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, Pages 28-29

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson, asking students to share one thing they remember about Moses.

- Introduce the burning bush story, guiding learners to read relevant sections from the Good News Bible and Growing in Christ resource, focusing on Moses’ conversation with God and his obedience.

**Lesson Development (20 minutes):**

**Step 1:** Understanding the Story

- Read the story of Moses and the burning bush together as a class.

- Discuss how God spoke to Moses through the burning bush, emphasizing the key moment when Moses was asked to lead His people out of Egypt. Ask open-ended questions like, "How do you think Moses felt when he saw the burning bush?"

**Step 2:** Exploring Obedience

- Discuss with students what obedience means and how Moses showed obedience to God’s instructions.

- Create a chart on the board listing actions of obedience. Ask students to share times when they felt they obeyed someone important in their lives.

**Step 3:** Creative Expression

- Instruct students to draw and color their interpretation of Moses and the burning bush. Encourage them to include important details from the story.

- Encourage creativity; students can add their own elements to the drawing that represent obedience (like chains breaking, or a safe path).

**Step 4:** Sing a Song

- Conclude the lesson by singing a simple song about Moses and the burning bush. Use a familiar melody and create verses that reiterate themes of obedience and faith.

**Conclusion (5 minutes):**

- Summarize the key points: Moses saw a burning bush, he learned to obey God, and we can relate that to our own lives.

- Conduct a brief interactive activity, such as passing a ball and sharing one thing they learned today.

- Prepare students for the next session by previewing upcoming topics, like “What happened to the people of Israel after Moses.”

**Extended Activities:**

- Provide coloring sheets of Moses and the burning bush for extra practice at home.

- Encourage students to write a short story about a time they obeyed someone and the outcome of that obedience.

- Have students act out a scene from the burning bush story in pairs.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Moses and the Burning Bush

**Specific Learning Outcomes:**

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

1. Mention three lessons learned from the story of Moses and the burning bush.

2. Role play the story of Moses and the burning bush.

3. Desire to obey God in their daily lives.

**Key Inquiry Questions:**

- What lessons do we learn from the story of Moses and the burning bush?

- How can we act out or role play the story?

- Can you share experiences of how you obey God in your life?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE (pages 29-30)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson briefly (e.g., the importance of listening to God's call).

- Guide learners to read and discuss pages 29-30 from the Good News Bible, focusing on the story of Moses and the burning bush. Ask questions to check understanding, like: "Why was the bush burning, but not burnt up?"

**Lesson Development (20 minutes):**

**Step 1:** Identify Lessons

- Discuss as a class what lessons we can learn from the story.

- Guide learners to come up with at least three lessons. Examples include:

1. God calls everyone, no matter how ordinary they may seem.

2. We should listen when God speaks to us.

3. We need to obey God's commands.

**Step 2:** Role-Play Preparation

- Divide the class into small groups.

- Assign each group a specific scene from the story to prepare for a role-play (e.g., Moses sees the burning bush, God's instruction for Moses, Moses' doubts).

**Step 3:** Role Play

- Have each group perform their scene for the class. Encourage creativity—students can use simple props or act out the emotions they think Moses felt.

**Step 4:** Discussion on Obedience

- After the role plays, gather students for a discussion.

- Ask, “How did Moses obey God? Why it is important for us to obey God?”

- Encourage students to share personal experiences where they’ve tried to obey God's teachings.

**Conclusion (5 minutes):**

- Summarize key points discussed: The importance of listening to God, the lessons learned from Moses, and ways we can obey God.

- Conduct a brief interactive activity, such as a "think-pair-share" where students think of one way they can obey God this week and share it with a partner.

- Preview of the next session: "Next week we will talk about how Jesus teaches us to love one another. Think about how you can show love to someone this week!"

**Extended Activities:**

- Create a Poster: Students can create a poster illustrating one of the lessons learned from the story. They can draw or write about how they'd obey God in their daily lives.

- Journal Entries: Ask students to write a short journal entry about a time they felt God was speaking to them and how they responded.

- Story Time: Read another story from the Bible where someone obeyed God (like Noah or Jonah) and discuss its significance.

**Teacher Self- Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** The big fish swallows Jonah

**Specific Learning Outcomes:**

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

1. Narrate the story of Jonah and the big fish

2. Draw and color the big fish

3. Develop a desire to obey God

**Key Inquiry Questions:**

- How can we retell the story of Jonah and the big fish?

- What does the big fish look like?

**Learning Resources:**

- Good News Bible

- Growing in Christ (Grade 3 CRE) pages 31-32

**Organization of Learning:**

**Introduction (5 minutes):**

- Begin with a short review of the previous lesson.

- Ask students what they remember about God and his messages.

- Introduce the story of Jonah by reading a brief summary from pages 31-32 of the Good News Bible. Encourage students to discuss the main ideas as a class, emphasizing the importance of obedience to God.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Jonah's Disobedience

- Discuss how and why Jonah tried to run away from God when God asked him to go to Nineveh.

- Ask questions: Why do you think Jonah didn’t want to go? How did he feel? This builds empathy and understanding.

**Step 2:** Jonah and the Big Fish

- Read the part of the story where Jonah is swallowed by the big fish.

- Allow students to discuss what they think Jonah felt inside the fish.

- Explain how Jonah prayed to God while in the fish, helping students see that even in tough times, they can reach out to God.

**Step 3:** Jonah’s Return and Obedience

- Describe how God gave Jonah a second chance to obey him.

- Discuss the importance of listening to God and how Jonah eventually shared God's message with the people of Nineveh.

**Step 4:** Drawing the Big Fish

- Provide time for students to draw and color the big fish.

- Encourage them to use their imagination for colors and details.

**Conclusion (5 minutes):**

- Recap the story of Jonah, highlighting his disobedience, his time in the fish, and his eventual obedience to God.

- Conduct an interactive activity: Have students share one reason why it is important to obey God.

- Preview the next session: “Next time, we’ll learn about what happened in Nineveh after Jonah delivered God’s message!”

**Extended Activities:**

- Story Retelling: Have students pair up and retell the story of Jonah and the big fish to each other using their drawings as guides.

- Creative Writing: Ask students to write a short paragraph about a time they had to obey someone important, like a parent or teacher. They can share their stories with the class.

- Craft Activity: Create a big fish collage using colorful paper, where each student contributes a piece to make a giant class fish.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** The big fish swallows Jonah

**Specific Learning Outcomes:**

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

1.Narrate the story of Jonah and the big fish

2. Watch a video clip on the story of Jonah

3. Develop a desire to obey God

**Key Inquiry Questions:**

- How do we narrate the story of Jonah and the big fish?

- What happens in the story when Jonah is swallowed by the big fish?

**Learning Resources:**

- Good News Bible - Growing in Christ Grade 3, pages 33-34

- Video Clip of the story of Jonah

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review the previous lesson about Jonah and why he ran away from God.

2. Ask students questions like, “What did Jonah do?” and “Why did God send a big fish?” to refresh their memories.

3. Introduce today's lesson by saying we will learn more about what happened to Jonah and why it's important to obey God.

**Lesson Development (20 minutes):**

**Step 1:** Read the Story

- Have students read the relevant pages (33-34) from the Good News Bible.

- Encourage them to highlight or note important events in the story.

**Step 2:** Video Clip

- Show a short video clip that tells the story of Jonah and the big fish.

- Ask students to pay attention to the emotions Jonah might have felt.

**Step 3:** Group Discussion

- In small groups, ask students to discuss what they learned from the story and the video.

- Guide them to think about Jonah's feelings and actions and relate it to their lives.

**Step 4:** Class Narration

- Ask students to narrate the story of Jonah in their own words to the class. (They can take turns or share in pairs.)

- Highlight key moments, especially the importance of obeying God.

**Conclusion (5 minutes):**

**-** Summarize the main points of the lesson: Jonah's story, his disobedience, the big fish, and the importance of listening to God.

- Conduct a brief interactive activity, such as a “repeat after me” game where students repeat key phrases about obedience from the lesson.

- Preview the next session by mentioning that they will learn about what happened after Jonah was spit out by the fish.

**Extended Activities:**

- Drawing Activity: Have students draw their favorite scene from Jonah's story and explain it to the class.

- Writing Prompt: Ask students to write a short paragraph about a time they chose to obey or disobey someone and what they learned from that experience.

- Role-Play: In groups, let students role-play parts of the story, focusing on Jonah, the sailors, and the big fish.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Naaman is Healed

**Specific Learning Outcomes:**

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

1.Identify what leprosy is and how it spreads.

2. Retell the healing of Naaman the Syrian commander.

3.Appreciate God as the healer of all diseases.

**Key Inquiry Questions:**

- What is leprosy and how does it spread?

- How was Naaman the Syrian commander healed?

**Learning Resources:**

- Good News Bible

- Growing in Christ (Grade 3 CRE) - Pages 35-36

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by briefly reviewing the previous session. Ask the students if they remember what they learned about Jesus’ miracles.

- Introduce the topic for today, Naaman’s healing, and guide students to read the related sections (pages 35-36 of the Growing in Christ textbook) that provide context for leprosy and Naaman's story. Prompt discussion to ensure understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** What is Leprosy?

- Define leprosy in simple terms: a skin disease that affects people.

- Show a picture if possible, and explain that it can cause sores on the skin and can be contagious (spread from person to person).

- Discuss how leprosy spreads (close contact with someone who has it) and emphasize that it is not as common today due to medical advances.

**Step 2:** The Story of Naaman

- Retell the story of Naaman from the Good News Bible. Highlight key points: who Naaman was, his leprosy, and how he learned about the healer (the prophet Elisha).

- Ask open-ended questions during the retelling to engage students (e.g., “How do you think Naaman felt about his sickness?”).

**Step 3:** God as the Healer

- Discuss the importance of faith in God for healing, using Naaman’s story as an example.

- Explore how God used Elisha to heal Naaman and what that teaches us about trusting in God.

**Step 4:** Group Discussion

- Break students into small groups to discuss how they can appreciate God as a healer in their own lives. Encourage them to think of personal examples of healing (e.g., getting better from a cold, supporting a friend).

**Conclusion (5 minutes):**

- Summarize the key points: what leprosy is, the story of Naaman, and how God heals.

- Confirm the learning objectives have been met.

- Conduct a brief interactive activity, such as a "Healing Pledge," where students state one way they can support a friend who is feeling unwell (e.g., praying, sharing encouraging words).

- Preview the next session's topic, emphasizing the next story from the Bible they will explore.

**Extended Activities:**

- Art Activity: Have students draw a picture illustrating a healing moment, either from the story of Naaman or their own experiences of healing.

- Creative Writing: Ask students to write a short story or journal entry about a time when they or someone they know was healed from an illness or injury, and how it felt.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Naaman is Healed

**Specific Learning Outcomes:**

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

1.Identify what leprosy is and how it spreads from one person to another.

2.Watch a video clip on Naaman’s healing.

3.Appreciate God as the healer of all diseases.

**Key Inquiry Question(s):**

- What is leprosy and how is it spread?

- What can we learn from Naaman’s healing?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, pages 35-36

- Video clip on Naaman’s healing

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they remember about Naaman. Explain what will be covered today.

- Guide learners in reading and discussing relevant content from pages 35-36 of the Growing in Christ book. Highlight key concepts about leprosy.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Leprosy

- Begin with a simple definition of leprosy. Ask students what they think it is and write down their ideas on the board.

- Explain how leprosy can spread, using simple terms (e.g., close contact with someone who has it). Encourage questions and provide answers.

**Step 2:** Watch the Video

- Show a video clip on Naaman’s healing.

- After viewing, ask students what they noticed about Naaman, his condition, and the healing process. Discuss with prompts like, "How did Naaman feel before he was healed?"

**Step 3:** Discussion on God as the Healer

- Discuss with students how God healed Naaman. Ask open-ended questions like, "Why do you think it was important for Naaman to go to the prophet Elisha?"

- Emphasize the belief in God as a healer who listens and responds.

**Step 4:** Reflection Activity

- Have students think of a time they or someone they know was helped when sick. Ask them to share their stories (if they are comfortable) and connect these stories to the lesson on God's healing powers.

**Conclusion (5 minutes):**

- Summarize the key points: What is leprosy? How is it spread? What happened to Naaman? How does God help us in times of sickness?

- Conduct a brief interactive activity: have students draw a picture showing Naaman before and after his healing, labeling it with words that describe both states.

- Preview the next session by asking students to think about a time they needed help and what they did about it.

**Extended Activities:**

- Craft Project: Create a "Healing Hands" artwork where students draw or trace their hands and write a kind message about healing inside or around it.

- Research Assignment: Assign students to find out more about a disease (e.g., flu, cold) and report back with how it spreads and how they can stay healthy.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Naaman is healed

**Specific Learning Outcomes:**

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

1. Identify the lessons learnt from the story of Naaman

2. Role-play the story of Naaman

3. Appreciate God as the healer of all diseases

**Key Inquiry Questions:**

- What lessons can we learn from the story of Naaman?

- How can we act out or role-play the events of Naaman’s story?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, pages 36-37

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review previous lesson: Ask students what they remember about the last Bible story learned.

- Guide learners in reading and discussing the specified pages from the learning resources. Focus on understanding who Naaman is and what he experienced.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Naaman

- Introduce Naaman: Explain who he was (a great commander) and his illness (leprosy).

- Discuss initial thoughts and feelings about being ill and how it affected Naaman's life.

**Step 2:** The Instructions from Elisha

- Share how Naaman found out about a prophet (Elisha) who could help him.

- Ask students to recall where Elisha told him to go to be healed. (The Jordan River)

**Step 3:** Dipping in the Jordan River

- Explain Naaman’s hesitation at first but then his willingness to follow Elisha’s instructions.

- Role-play this part of the story: Have students act out Naaman refusing to dip at first and then feeling encouraged by others.

**Step 4:** Naaman's Healing and Thankfulness

- Discuss the moment Naaman was healed and how he felt afterward.

- Emphasize gratitude: How did Naaman thank Elisha and God?

- Let students express how they would feel if they were Naaman and why it’s important to thank God.

**Conclusion (5 minutes):**

- Summarize key points: Naaman’s healing journey, his lessons learned about obedience, humility, and God’s power.

- Conduct a brief interactive activity: Have students share what they would do to appreciate God in their lives.

- Preview next session: “Next time, we will learn more about other miracles Jesus performed.”

**Extended Activities:**

- Creative Drawing: Have students draw a scene from Naaman’s story, focusing on a moment that stood out to them.

- Thankfulness Jar: Create a thankfulness jar where students write down things they are grateful for, similar to how Naaman expressed gratitude.

- Skits: In small groups, students can create and perform a short skit about the story of Naaman, using imaginative settings or modern-day parallels.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** The Three Hebrew Men

**Specific Learning Outcomes:**

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

1.Narrate the story of the three Hebrew men.

2.Draw and color the three Hebrew men.

3.Desire to depend on God when faced with challenges.

**Key Inquiry Question(s):**

- How were the three Hebrew men rescued from the fire?

- What can we learn from their faith in God?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE (pages 38-39)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Start by asking students what they remember about the stories of faith in the Bible.

- Discussion: Guide learners to read excerpts about the three Hebrew men from the Good News

**Lesson Development (20 minutes):**

**Step 1:** Narrate the Story

- Read the story of the three Hebrew men (Shadrach, Meshach, and Abednego).

- Discuss the setting, focusing on why they were in danger and what choices they made. Use questions to guide discussions:

- Why did they refuse to worship the statue?

- How did they show their faith?

**Step 2:** Group Discussion

- Divide the class into small groups to discuss what they would do if faced with a similar challenge.

- Encourage students to share their thoughts with the class afterward.

**Step 3:** Drawing Activity

- Instruct students to draw their interpretation of the three Hebrew men as they stand before King Nebuchadnezzar.

- Emphasize creativity and using colors that represent courage and faith.

**Step 4:** Singing Activity

- Teach students a simple song that reflects faith and trusting God.

- Encourage them to sing it together, reminding them that relying on God is powerful.

**Conclusion (5 minutes):**

- Summarization: Recap the key points discussed about the three Hebrew men and their faith in God.

- Interactive Activity: Have a quick "3-Balloon" activity where each student shares in three words how they would depend on God in their own life.

- Preview Next Lesson: Introduce the upcoming topic, hinting at another story of faith and courage found in the Bible.

**Extended Activities:**

- Faith Journal: Encourage students to keep a journal where they can write or draw about times they had to depend on God.

- Role-Play: Organize a role-playing session where students act out parts of the story, focusing on different emotions and responses.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** The three Hebrew men

**Specific Learning Outcomes (SLOs):**

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

1.Name the three Hebrew men.

2. Dramatize the three Hebrew men being rescued.

3. Desire to depend on God when faced with challenges.

**Key Inquiry Question(s):**

- Who are the three Hebrew men?

- How were the three Hebrew men rescued?

- Why should we depend on God when we face challenges?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, pages 39-40

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson focusing on characters from the Bible.

- Ask students if they remember any stories of people who showed faith in God.

- Read selected passages from the Good News Bible that mention the three Hebrew men (Shadrach, Meshach, and Abednego) and discuss their importance.

**Lesson Development (20 minutes):**

**Step 1:** Name the Three Hebrew Men

- Introduce the names Shadrach, Meshach, and Abednego.

- Display their names on the board and break down their meanings as related to God's message.

- Engage the learners in repeating the names and discussing why these men are important in the Bible.

**Step 2:** Story Overview

- Summarize the story from pages 39-40 of the Growing in Christ book.

- Highlight the main events: their refusal to worship the golden statue, their punishment, and their miraculous rescue.

- Discuss the importance of standing up for your beliefs and trusting in God.

**Step 3:** Dramatization Activity

- Divide the class into small groups.

- Provide each group with a scene from the story to prepare for a short dramatization (e.g., refusal to bow, being thrown into the furnace, the rescue).

- Encourage creativity in representation, using voices and simple props.

**Step 4:** Reflection and Discussion

- After the dramatizations, gather students to reflect on the stories. Ask:

- How did the three Hebrew men show their faith in God?

- What can we learn from their experience?

- How can we rely on God when facing challenges in our own lives?

**Conclusion (5 minutes):**

- Summarize key points: the names of the three Hebrew men, their trial, their faith, and their rescue.

- Conduct a brief interactive activity: Have students share one way they can trust God when they feel challenged or scared.

- Prepare learners for the next session by hinting at the topic of faith in God and other biblical figures.

**Extended Activities:**

- Art Project: Create a poster depicting the three Hebrew men and their story, including important quotes.

- Personal Reflection Journal: Write about a time they faced a challenge and how they can seek God's help in the future.

- Group Discussion: In groups, talk about other biblical characters who showed strong faith and write a short report on one.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** The Three Hebrew Men

**Specific Learning Outcomes:**

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

1. List three lessons learned from the story.

2. Explain why the three men were thrown into the fire.

3. Express the importance of depending on God when faced with challenges.

**Key Inquiry Questions:**

- What are three lessons learned from the story?

- Why were the three men thrown into the fire?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE (pages 40-41)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the last lesson, asking students what they remember about the stories of faith and courage from the Bible.

- Introduce the story of the three Hebrew men: Shadrach, Meshach, and Abednego, and guide them to read the relevant passages from the Good News Bible and the Growing in Christ book, focusing on their faith and how they faced challenges.

**Lesson Development (20 minutes):**

**Step 1:** Story Overview

- Briefly narrate the story of the three Hebrew men and how they refused to worship King Nebuchadnezzar's statue.

- Discuss the setting: Death penalty by fire for those who did not obey.

**Step 2:** Discuss the Reasons

- Ask students why they think the three men were thrown into the fire. Write their ideas on the board.

- Guide them to understand that their refusal was based on their strong faith in God and the desire to follow His commands.

**Step 3:** Lessons Learned

- Lead a discussion on three key lessons:

1. Stand firm in your beliefs, even when it’s hard.

2. God is always with us, especially in tough times.

3. The power of prayer and faith can help us overcome challenges.

- Encourage students to share examples from their own lives where they had to stand up for what they believe in.

**Step 4:** God’s Protection

- Discuss who God sent to protect the three men in the fire (an angel).

- Explain how faith can lead to divine protection and support in challenging situations.

**Conclusion (5 minutes):**

- Summarize the main points: The story of the three Hebrew men teaches us about courage, faith, and God’s protection.

- Conduct an interactive activity where students can share one lesson they learned and how they can apply it in their own lives.

- Briefly preview the next session’s topic, which will focus on another story of faith from the Bible.

**Extended Activities:**

- Creative Drawing: Ask students to draw a scene from the story that shows faith and courage.

- Role Play: In small groups, students can act out the story and include discussions about feelings and choices.

- Faith Journal: Encourage students to keep a faith journal where they can write or draw about times they had to show faith in their lives.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Elisha and the boys

**Specific Learning Outcomes:**

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

1.Retell the story of Elisha and the boys.

2. Draw, color, and display pictures of the two bears.

3.Develop a desire to respect the elderly in the community.

**Key Inquiry Question(s):**

- How did Elisha respond to the boys who insulted him?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, pages 42-43

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on a related biblical figure or miracle.

- Ask students about what they remember and guide them to read 2 Kings 2:23-24 in the Good News Bible, discussing the initial reaction and feelings they think Elisha might have had.

**Lesson Development (20 minutes):**

**Step 1:** Reading and Discussion

- Activity: Read 2 Kings 2:23-24 together as a class.

- Discussion Points:

- Who were the boys and what did they say to Elisha?

- How do you think Elisha felt when they called him names?

**Step 2:** Retelling the Story

- Activity: In pairs, have students retell the story of Elisha and the boys in their own words.

- Questions to Guide Them:

- What happened after the boys insulted Elisha?

- What did Elisha do in response?

**Step 3:** Drawing the Bears

- Activity: Provide students with drawing materials to illustrate the story, specifically drawing and coloring their version of the two bears.

- Display: Encourage them to decorate their drawings with a border or background that reflects the story.

**Step 4:** Respecting the Elderly

- Discussion Points:

- Why is it important to respect elders in our community?

- What are some ways we can show respect to older people around us?

**Conclusion (5 minutes):**

- Summary: Recap the key points from the story and the importance of respecting the elderly.

- Interactive Activity: As a class, suggest ways they can show respect to elders (e.g., helping, listening, being polite) and write these on the board.

- Preview of Next Lesson: Mention that the next session will explore a different miracle or story involving another prophet and continue discussing how prophets are chosen.

**Extended Activities:**

- Story Sequencing: Create a sequence of events from the story using pictures and sentences for students to put in order.

- Respect Role-Play: Have students role-play different scenarios in which they can demonstrate respect towards elders.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Elisha and the Boys

**Specific Learning Outcomes:**

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

1.Outline four lessons learned from the story.

2.Role-play the story of Elisha and the two boys.

3. Foster a desire to respect the elderly in the community.

**Key Inquiry Questions:**

- What can we learn from the story of Elisha and the two boys?

- How should we treat elderly members of our community?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, pages 43-44

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson. Ask students to share what they remember about Elisha and his role in the community.

- Introduce today's lesson by discussing the importance of respecting the elderly and how this theme appears in the story of Elisha and the boys.

**Lesson Development (20 minutes):**

**Step 1:** Read the Story

- Read passages from the Good News Bible (pages 43-44) together. Encourage students to listen carefully and think about the characters' actions and feelings.

**Step 2:** Group Discussion

- In small groups, discuss the following:

1. Who were the two boys, and what happened to them?

2. Why did the boys face trouble?

3. How did Elisha respond to the situation?

- Each group shares their findings with the class.

**Step 3:** Identify Lessons Learned

- As a class, brainstorm and outline four key lessons learned from the story. Write these lessons on the board (e.g., respecting others, the importance of kindness, listening to elders, etc.).

- Encourage students to speak about why these lessons are important.

**Step 4:** Role-Playing Activity

- Divide the class into groups and assign each group a part of the story to role-play. Allow students to act out the story, focusing on key interactions (such as the boys making fun, Elisha's reaction, etc.).

- After the role plays, ask students how they felt in their roles and what they learned from the experience.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: the importance of respect, empathy, and learning from our elders.

- Conduct a brief interactive activity, such as a quick quiz or a round of “What would you do?” scenarios based on the story's themes to reinforce understanding.

- Preview the next session by mentioning upcoming topics, such as exploring more on how to show respect in our daily lives.

**Extended Activities:**

- Encourage students to create a poster that illustrates one of the lessons learned from the story. They can include images and words that reflect the values discussed.

- Ask students to interview a family member or elderly person in their community and write down one important lesson they learned during their conversation.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Elisha and the Boys

**Specific Learning Outcomes:**

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

1. Identify the importance of respecting the elderly.

2. Watch a video clip about Elisha.

3.Foster a desire to respect the elderly in the community.

**Key Inquiry Questions:**

- Why is it important to respect the elderly?

- What can we learn from the story of Elisha?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 3 CRE, pages 44-45

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, asking students to share what they remember.

- Introduce the topic of respecting the elderly and explain its importance.

- Guide learners to read pages 44-45 from the Good News Bible, highlighting key concepts about Elisha and the value of respect.

**Lesson Development (20 minutes):**

**Step 1:** Watch the Video

- Show a short video about Elisha and the boys.

- After the video, ask the students simple questions about what they saw to ensure understanding.

**Step 2:** Group Discussion

- Divide the class into small groups.

- Have them discuss the following queries:

- What happened in the story?

- How did the boys disrespect Elisha?

- What was the result of their actions?

- Students will then share their thoughts with the class.

**Step 3:** Story Reflection

- As a class, reflect on what the story teaches about respecting the elderly.

- Encourage students to think about why we should honor our elders in the community.

**Step 4:** Role-Playing Activity

- In pairs, have students role-play a scenario where they respect an elderly person.

- After a few minutes, ask a few pairs to demonstrate their role-play to the class, reinforcing respectful behaviors.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson: the importance of respecting the elderly and what we learned from Elisha's story.

- Engage students in a brief activity where they shout out ways they can show respect to elderly people in their lives.

- Tease the next lesson by asking students to think about different stories in the Bible where respect is important.

**Extended Activities:**

- Respect Wall: Create a classroom “Respect Wall” where students can contribute drawings or short sentences about how they can show respect to their elders.

- Interview an Elder: Ask students to interview a grandparent or elderly neighbor about their life experiences and share what they learned with the class.

- Story Time: Have students bring in a storybook that features an elderly character and share it with the class, discussing the importance of respect.

**Teacher Self-Evaluation:**