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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. Mention his or her name for identification and self-awareness.

2.Use digital devices to write his or her name.

3.Appreciate his/her name.

**Key Inquiry Questions:**

- What is your name and why is it important?

- How can we write our names using digital devices?

- How can we appreciate our names and what they mean to us?

**Learning Resources:**

- Good News Bible

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

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson about identity and importance of names.

- Ask the learners to share their names and one thing they like about their name.

- Guide learners to read and discuss relevant content from the learning resources. Focus on the significance of names and self-awareness.

**Lesson Development (25 minutes):**

**Step 1:** Discussion of Names

- Initiate a class discussion on the meaning of names. Ask questions such as:

- What does your name mean?

- Why do you think names are important?

- Allow learners to share their thoughts and experiences related to their names.

**Step 2:** Writing Names Using Digital Devices

- Introduce digital devices that can be used (tablets, computers, etc.).

- Demonstrate how to open a document and type their names.

- Allow learners time to practice writing their name on the device. Encourage creativity by suggesting they can change fonts or colors.

**Step 3:** Reflecting on Names

- Have learners think about why they appreciate their names.

- Prompt them with questions such as:

- Does your name have a story behind it?

- Do you feel connected to your name and why?

- Facilitate a discussion where learners can voluntarily share their reflections.

**Step 4:** Create a Name Art

- Inform the learners that they will create a simple name art project.

- Explain how they can use the digital tools to create a drawing or a design that represents their name (e.g., favorite colors, symbols, or patterns).

**Conclusion (5 minutes):**

- Summarize the key points covered: the importance of names, writing names using digital devices, and appreciating their uniqueness.

- Conduct a brief interactive activity where each learner says their name and a unique thing about their name to the class.

- Preview the next session: "Exploring other aspects of our identity beyond our names."

**Extended Activities:**

- Name Collage: Students can create a physical collage using magazine cut-outs or drawings that represent their names and what they mean to them.

- Name Storybook: Encourage learners to write a short story or a few paragraphs about their name that includes its history or significance.

- Family Interviews: Ask students to interview family members about their names and write down interesting stories to share with the class.

**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.Recognize his or her uniqueness as a creation of God.

2. Acknowledge God as the creator.

3. Appreciate his or her uniqueness as God’s special creation.

**Key Inquiry Questions:**

- How are you unique as a creation of God?

- How do you acknowledge God as the creator?

**Learning Resources:**

- Good News Bible

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

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson about God's creations.

- Invite students to share what they remember and how it relates to their own lives.

- Read together from the Good News Bible, focusing on the creation story, highlighting the concept of uniqueness.

**Lesson Development (25 minutes):**

**Step 1:** Discussing Uniqueness

- Engage students in a discussion about what makes them unique. Prompt questions like "What do you think makes you special?" and "How do you think God sees our differences?"

- Encourage them to think about their talents, personalities, and experiences.

**Step 2:** Acknowledging God as Creator

- Read a relevant passage from the Good News Bible about creation.

- Ask students to reflect on how acknowledging God as the creator can impact their view of themselves and others. Discuss how God made each person unique.

**Step 3:** Group Activity

- In small groups, have students create a "Unique Me" poster. They should draw or write about one thing that makes them unique and how that reflects God's creation.

- Encourage sharing and discussing their posters in groups.

**Step 4:** Sharing Our Uniqueness

- Invite a few students to share their posters with the class.

- Reinforce the idea that everyone has something special to contribute.

**Conclusion (5 minutes):**

- Summarize the key points discussed: uniqueness, acknowledging God as creator, and appreciating one's self.

- Interactive Activity: Play a quick game of "Unique Facts," where each student shares one unique fact about themselves.

- Preview the next lesson topic on how our uniqueness contributes to our community and relationships with others.

**Extended Activities:**

- Creative Writing: Students can write a short story or poem about their uniqueness and how it reflects God’s love.

- Journaling: Encourage students to keep a journal where they can write about their feelings of being a unique creation of God and how they see God’s hand in their lives.

- Art Project: Create an art piece that represents themselves, incorporating symbols, colors, or images that represent their uniqueness.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Creation

**Sub Strand:** Thoughts and Feelings

**Specific Learning Outcomes:**

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

1. Identify good thoughts and feelings.

2. Use digital devices to draw and color pictures of faces depicting various emotions.

3. Foster a desire to have good thoughts.

**Key Inquiry Question(s):**

- What are some good thoughts, such as sharing with others and helping parents?

- How can we use digital devices to express emotions through art?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE, pages 5-7

- Digital devices (tablets/laptops) for drawing activities

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson on emotions and thoughts.

- Guide students to read and discuss relevant excerpts from the Good News Bible and Growing in Christ, particularly focusing on positive thoughts and feelings.

- Ask students to list a few good thoughts together, like sharing, caring, and helping.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Emotions

- Discuss what emotions are and how they affect our thoughts.

- Engage students by asking them to name different emotions (e.g., happy, sad, angry, excited) and describe when they might feel these emotions.

**Step 2:** Good Thoughts and Feelings

- Introduce the idea of "good thoughts" and discuss why it is important to have them. Examples can include helping others, being thankful, and sharing.

- Invite students to share their examples of good thoughts and feelings, fostering a classroom discussion.

**Step 3:** Drawing Emotions

- Introduce the digital devices. Explain that students will create a digital drawing representing different emotions they learned about.

- Provide a demonstration on how to use the drawing application by sketching a happy face, showcasing facial features like smiles and bright eyes.

**Step 4:** Creative Expression

- Allow students time to draw and color pictures of faces depicting various emotions using the digital devices.

- Encourage them to choose at least two different emotions, adding details to express those feelings.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the understanding of emotions, the importance of having good thoughts, and the creative activity they just completed.

- Conduct a brief interactive activity where students can share their drawings with a partner and talk about the emotions they depicted.

- Give a preview of the next session, mentioning that they will explore how good thoughts can lead to positive actions.

**Extended Activities:**

- Emotion Journals: Encourage students to keep an emotion journal where they can write or draw about their different feelings throughout the week and what good thoughts they can connect with each feeling.

- Role-Playing: Organize a role-playing activity where students can act out scenarios illustrating good thoughts and feelings, followed by a group discussion on the emotions depicted.

- Emotion Charades: Play a game of charades where students can act out different emotions, and their peers have to guess what they are feeling.

**Teacher Self – Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Creation

**Sub Strand:** Thoughts and Feelings

**Specific Learning Outcomes:**

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

1.List the importance of being joyful

2. Apply lessons learned to cope with emotions in day-to-day life

3. Desire to have good thoughts

**Key Inquiry Questions:**

- Why is being joyful important?

- How can we use what we learn to manage our emotions?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE (pages 5-7)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the main points from the previous lesson. Ask students to share one thing they learned.

- Guide learners to read from the Good News Bible and the Growing in Christ resource, focusing on pages 5-7, where the concepts of joy and thoughts are discussed. Encourage a short group discussion on what joy means to them.

**Lesson Development (25 minutes):**

**Step 1:** Discuss Joy

- Activity: In small groups, students will list all the reasons they think being joyful is important.

- Discussion: Each group shares their list, and together as a class, compile a master list on the board. Discuss how joy can affect their daily lives.

**Step 2:** Understanding Emotions

- Direct Instruction: Explain different emotions and how they can feel. Use examples relevant to their experiences (e.g., happiness, sadness, anger).

- Activity: Have students think about a time they felt a strong emotion. Ask them to share what that emotion was and how they reacted to it.

**Step 3:** Coping Strategies

- Learning Activity: Introduce strategies for coping with negative emotions (e.g., deep breathing, talking to someone, writing feelings down).

- Class Share: Ask students to think and share which strategy they think might work best for them.

**Step 4:** Cultivating Good Thoughts

- Discussion: Talk about how keeping good thoughts can lead to joy.

- Reflective Journaling: Have students write one good thought they can focus on this week and how it might help them feel joyful.

**Conclusion (5 minutes):**

- Summarize: Review the key points learned about the importance of joy and managing emotions.

- Interactive Activity: Play a quick game where students share a joyful thought in a circle, reinforcing the discussion.

- Preview Next Session: Briefly introduce what will be covered in the next lesson, such as ways to spread joy to others. Encourage students to think about ways they can practice joy in their lives.

**Extended Activities:**

- Joy Jar Activity: Students can create a "Joy Jar" where they write down things that bring them joy on slips of paper and add them to their jar throughout the week.

- Gratitude Letters: Encourage students to write a letter to someone expressing gratitude, highlighting how that person brings joy to their life.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Creation

**Sub Strand:** Thoughts and Feelings

**Specific Learning Outcomes:**

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

1. List the importance of being joyful.

2. Apply lessons learned to cope with emotions in day-to-day life.

3. Desire to have good thoughts.

**Key Inquiry Questions:**

- What is the importance of being joyful?

- How can we apply lessons learned to cope with our emotions in daily life?

**Learning Resources:**

- Good News Bible

- Growing in Christ (Grade 4 CRE) pages 8-10

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on emotions and feelings.

- Ask students what they remember about joy and sadness.

- Guide learners through reading a relevant section from the Good News Bible together, focusing on the themes of joy and emotional well-being.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Joy

- Discuss with students: "What does being joyful mean?"

- Have students share times when they felt joyful.

- List the importance of joy on the chalkboard, guiding students to recognize its impact on their lives.

**Step 2:** Coping with Anger

- Introduce the question: "How do you cope with anger?"

- Encourage students to discuss strategies they use, such as taking deep breaths or talking to someone.

- Create a class chart with these strategies for everyone to see.

**Step 3:** Coping with Sadness

- Shift the focus to sadness. Ask: "What can we do when we feel sad?"

- Facilitate a group discussion, allowing students to share and list out different coping mechanisms, such as journaling or spending time with friends.

**Step 4:** Desiring Good Thoughts

- Conclude with: "How can we ensure our thoughts are good and positive?"

- Discuss ways to cultivate good thoughts, such as practicing gratitude or focusing on positive experiences.

- Encourage students to come up with a personal "good thought" they can keep in mind.

**Conclusion (5 minutes):**

- Summarize the key points discussed regarding the importance of joy and how to cope with sadness and anger.

- Conduct a brief interactive activity where students can share one good thought or a strategy they plan to use when they feel sad or angry.

- Prepare students for the next session by asking them to think about different emotions they experience and how they can express those emotions in a healthy way.

**Extended Activities:**

- Create a personal emotion journal where students can write about their feelings, experiences of joy, and the strategies they used to cope with difficult emotions.

- Encourage students to create "Joyful Thoughts" posters that display positive affirmations or things that bring them joy.

- Plan a class sharing day where students can present their posters or journal entries to their peers.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Creation

**Sub Strand:** Making Choices

**Specific Learning Outcomes:**

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

1. List choices they make in day-to-day life.

2. Role-play making right choices that are acceptable to God.

3. Develop a desire to make the right choices.

**Key Inquiry Questions:**

- What choices do we make in our day-to-day lives?

- How can we role-play making choices that are acceptable to God?

**Learning Resources:**

- Good News Bible

- "Growing in Christ" Grade 4 CRE, pages 8-10

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson—focus on God’s teachings about making choices.

- Have students open their books to pages 8-10. Guide them to read the relevant passages together and discuss as a class, focusing on what it means to make choices that please God.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Choices

- Ask students to think about the choices they made today (e.g., what to wear, what to eat, how to treat others).

- Engage the class in a discussion, encouraging them to share their choices and classify them into "good" and "bad" choices. Use a chart on the board to list these choices.

**Step 2:** Understanding God’s Guidance

- Introduce how God wants us to make choices—discuss key teachings from the Bible that guide us (for example, the Golden Rule).

- Read a relevant passage from the Good News Bible that highlights making good choices.

- Discuss why making choices that align with God’s teachings is important.

**Step 3:** Role-Playing Scenarios

- Divide students into small groups and give each group a scenario where they need to make a choice (e.g., helping a friend, choosing not to gossip).

- Allow each group to create a quick role-play demonstrating their chosen scenario and the "right" choice according to God’s teachings.

**Step 4:** Class Reflection

- Invite each group to present their role-play to the class.

- After each presentation, hold a brief discussion on what lessons can be learned from each scenario and how they can apply these choices in real life.

**Conclusion (5 minutes):**

- Summarize the key points discussed about choices and how to make God-pleasing decisions.

- Conduct a quick interactive activity—have students share one choice they will make differently as a result of today’s lesson.

- Preview next session: “What are the consequences of our choices?”

**Extended Activities:**

- Choice Journals: Encourage students to keep a ‘choices journal’ for a week where they write down daily choices and reflect on whether they align with God’s teachings.

- Art Project: Have students create a poster illustrating a good choice they made this week and how it aligns with God’s values.

- Family Discussion: Assign students to discuss with their families about a choice they made and what they learned from the lesson to strengthen their understanding at home.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Creation

**Sub Strand:** Thoughts and Feelings

**Specific Learning Outcomes:**

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

1.Outline the results of choices they make in daily life.

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

3. Desire to make the right choices.

**Key Inquiry Question(s):**

- What are the results of the choices we make in day-to-day life?

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

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE, pages 11-13

**Organisation of Learning:**

**Introduction (5 minutes):**

- Introduce the lesson by asking students to recall a time when they had to make a choice.

- Briefly review the previous lesson’s key points.

- Allow students to share their thoughts on making choices and how they felt about those choices.

- Guide learners to read some relevant content from the learning resources, focusing on key concepts related to choices and feelings.

**Lesson Development (25 minutes):**

**Step 1:** Discuss the Nature of Choices

- Ask students to define what a choice is.

- Engage them in a conversation about the different types of choices they make daily (e.g., what to wear, what to eat, how to treat friends).

- Highlight how each choice reflects their thoughts and feelings.

**Step 2:** Consequences of Choices

- Present examples of good and bad choices, asking students for their ideas on each.

- Discuss the immediate and long-term effects of these choices on themselves and others.

- Emphasize the importance of thinking before acting and predicting the consequences.

**Step 3:** Choices Guided by the Word of God

- Introduce specific teachings from the Bible that relate to making choices (e.g., loving your neighbor, choosing kindness).

- Have students reflect on how the word of God can guide them in making decisions.

**Step 4:** Desire to Make Right Choices

- Discuss with students the desire to make good choices. Ask them what helps them want to make good choices and how they feel when they do so.

- Share personal and biblical examples of people who made right choices and the positive outcomes that resulted.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the nature of choices, consequences, and biblical guidance.

- Conduct a brief interactive activity, such as a “Choose Your Own Adventure” scenario where students can discuss potential choices and outcomes.

- Prepare learners for the next session by sharing that they will explore more real-life applications of their learning, encouraging them to reflect on their experiences with making choices.

**Extended Activities:**

- Personal Reflection Journal: Students can keep a journal where they write about choices they made each day, the reasons behind those choices, and how they felt about the outcomes.

- Group Discussion: Organize students into small groups and have them share a situation where they had to make a choice. Each group can present it to the class, focusing on the feelings involved and the biblical teachings that guided their decisions.

- Role-Playing: Have students role-play scenarios that involve making choices, allowing them to act out the consequences of both good and bad decisions in a safe setting.

**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. Name members of nuclear family and extended family.

2.Use digital devices to observe pictures of members of nuclear family and extended family.

3.Appreciate family members.

**Key Inquiry Question(s):**

- What are the members of a nuclear family and extended family?

- How can we use digital devices to explore pictures of family members?

**Learning Resources:**

- Good News Bible - Growing in Christ, Grade 4 CRE (Pages 14-15)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Welcome students and remind them of the previous lesson about the importance of family.

- Read together from the Good News Bible, pages 14-15, focusing on families' roles and members. Discuss what makes a family special.

**Lesson Development (25 minutes):**

**Step 1:** Define Nuclear and Extended Family

- Explain the concept of a nuclear family (parents and children living together).

- Discuss with students who they consider part of their nuclear family.

- Introduce the extended family (grandparents, aunts, uncles, cousins) and ask students about their extended family members.

**Step 2:** Create Family Trees

- Provide a worksheet for students to draw their family trees. They should include at least three members from their nuclear family and three from their extended family.

- Encourage them to label each member (e.g., "Mom," "Grandpa").

**Step 3:** Use Digital Devices to Explore Family Pictures

- Explain how to use digital devices (tablets or computers) to look at family pictures.

- Guide students through a short demonstration on finding pictures of family members online or using apps. Remember to discuss online safety and respect for privacy.

**Step 4:** Sharing and Appreciating Family Members

- Invite students to share one interesting fact about a family member they included in their family tree.

- Discuss how each family member contributes to the family’s happiness and strength.

**Conclusion (5 minutes):**

- Summarize the key points: understanding nuclear and extended families, creating family trees, and using digital devices for exploration.

- Conduct a brief interactive activity, such as a quick round of "I appreciate my family because..." where each student shares a reason they appreciate their family.

- Preview the next lesson focusing on values and traditions within families, encouraging students to think of what makes their family unique.

**Extended Activities:**

- Family Photo Journal: Encourage students to create a family photo journal by taking pictures of family members and writing a short paragraph about each person.

- Family Tradition Presentation: Have students prepare a 1-2 minute share about a family tradition or celebration to present in the next class.

**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. Mention family members in nuclear and extended family.

2. Draw a family tree to understand relationships within the family.

3. Appreciate family members.

**Key Inquiry Question(s):**

- How do we identify and understand the roles of different family members?

- Why is it important to know about our family members?

**Learning Resources:**

- Good News Bible

- "Growing in Christ" Grade 4 CRE (pages 16-17)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on creation and our role in it. Ask students what they remember about families from last week.

- Guide learners in reading and discussing pages 16-17 of the Good News Bible. Focus on how family is described in scripture and important roles of family members.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Family

- Discuss nuclear and extended family. Define nuclear family (parents and children) and extended family (grandparents, uncles, aunts, cousins).

- Use visuals (like pictures or drawings) to illustrate the concepts. Ask students to share examples from their own families.

**Step 2:** Identifying Family Members

- Have students list their own family members. Encourage them to think of both immediate (nuclear) and extended family members.

- Facilitate a conversation where students share their lists with a partner. Discuss how family members support each other.

**Step 3:** Drawing a Family Tree

- Explain the concept of a family tree.

- Provide paper and drawing materials. Instruct students to create their own family trees, starting with themselves and branching out to include family members mentioned earlier. Encourage creativity!

**Step 4:** Appreciating Family Members

- Lead a discussion on why it is important to appreciate our family members. Ask students to think about what they appreciate most about their families.

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

**Conclusion (5 minutes):**

- Summarize the importance of recognizing and appreciating family members. Ask students to recall some of the family members they identified and the roles they play.

- Conduct a brief interactive activity: A "Family Appreciation Circle," where students share one thing they appreciate about a family member (for instance, their parents, siblings, or grandparents).

- Preview: Introduce the next topic, which may involve exploring family traditions or values.

**Extended Activities:**

- Family Interview: Students interview a family member to learn more about their family history and share what they learned with the class.

- Family Collage: Create a collage that represents family values or traditions using pictures from magazines, drawings, or personal photos.

- Story Time: Write a short story or poem about a memorable moment with a family member to share in class.

**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.List ways of respecting family members.

2.Explain why it is important to honour parents.

3. Respect family members for harmonious co-existence.

**Key Inquiry Question(s):**

- In groups, list ways of respecting family members.

- Discuss why it is important to honour parents.

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE, pages 18-19

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Begin by briefly revisiting the previous lesson's focus on the importance of families. Ask students to share one key point they remember.

- Engage with Learning Resources:

- Read aloud relevant sections from the Good News Bible and pages 18-19 of Growing in Christ.

- Guide a short discussion about the importance of respecting family members, encouraging students to share their thoughts.

**Lesson Development (25 minutes):**

**Step 1:** Group Brainstorming

- Divide students into small groups.

- Provide each group with a large sheet of paper and markers.

- Instruct groups to list ways to show respect to family members. Encourage them to think about actions, words, and attitudes.

**Step 2:** Group Presentations

- Invite each group to present their list to the class.

- After each presentation, prompt the class to ask questions or add additional points.

- Highlight key ideas such as listening, helping, and communicating respectfully.

**Step 3:** Discussing Honouring Parents

- Facilitate a discussion on why it is important to honour parents.

- Ask guided questions such as, "What do you think honouring parents means?" and "Why is it important for our families?"

**Step 4:** Creating a Respect Chart

- As a class, create a “Respect Chart” on the board compiling the ideas discussed.

- Include actions, phrases, and behaviors that demonstrate respect. Encourage students to think about ways to implement these in their daily lives.

**Conclusion (5 minutes):**

- Summarize Key Points: Highlight the ways to show respect, the importance of honouring parents, and how these actions contribute to family harmony.

- Interactive Activity: Conduct a quick "Respect Role-play" where students act out scenarios of respect and disrespect in families.

- Preview Next Session: Let students know that in the next lesson, they will explore how to resolve conflicts peacefully in families. Encourage them to think about a conflict they have seen or experienced and how respect could change the outcome.

**Extended Activities:**

- Family Tree Project: Have students create a family tree and write one way they show respect to each family member in their tree.

- Respect Journal: Encourage students to keep a journal for one week where they note daily acts of respect towards family members and reflect on how these acts affect their relationships.

- Art Project: Students can draw or paint a picture depicting a time they showed respect or when someone showed respect to them in their family.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Creation

**Sub Strand:** Relationships within the family

**Specific Learning Outcomes:**

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

1. Explain what sexual abuse is.

2.Understand the importance of being careful when alone with people of the opposite sex.

3.Appreciate the body as a temple of the Holy Spirit and live a holy life.

**Key Inquiry Questions:**

- How can we protect ourselves from sexual abuse?

- Why is it important to be cautious when we are alone with someone of the opposite sex?

- What lessons can we learn from 2 Samuel 13:4-14 about relationships and boundaries?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE, pages 20-22

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about relationships within the family and the importance of setting boundaries.

- Guide learners to read selected passages from the Good News Bible and Growing in Christ (pp. 20-22), discussing key themes of protection and respect in relationships.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Sexual Abuse

- Begin a discussion by asking students what they think "sexual abuse" means.

- Provide a simple and age-appropriate definition, emphasizing the idea that everyone has the right to feel safe in their body and relationships.

- Highlight the importance of saying "no" and reporting any uncomfortable situations to a trusted adult.

**Step 2:** Role-Playing Scenarios

- Divide students into small groups and give them various scenarios to act out.

- Scenarios should focus on situations where they might need to protect themselves if they feel uncomfortable or unsafe with someone of the opposite sex.

- Encourage students to discuss the appropriate responses and actions they should take in those scenarios.

**Step 3:** Discussion on Boundaries

- Gather students back together and facilitate a class discussion about personal boundaries.

- Ask students to share what they learned from their role-plays and what they think are important boundaries to maintain in friendships.

**Step 4:** Biblical Reflection

- Read 2 Samuel 13:4-14 together as a class and discuss its relevance to personal safety and understanding the value of our bodies.

- Guide students to identify lessons about respect in relationships from the story.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, focusing on the importance of understanding sexual abuse, maintaining boundaries, and appreciating your body.

- Conduct a brief interactive activity by asking students to share one thing they learned today or one new way they will protect themselves.

- Prepare students for the next session: Let them know they will explore further about safe and healthy relationships in their lives.

**Extended Activities:**

- Encourage students to create a poster on "Ways to Stay Safe" which includes tips on protecting themselves and maintaining personal boundaries.

- Assign a journal entry where they can reflect on what they would do in a situation where they feel unsafe and who they would talk to for help.

- Organize a class discussion or a small group project on other stories from the Bible that highlight healthy relationships, focusing on mutual respect and safety.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Creation

**Sub Strand:** Relationships within the family

**Specific Learning Outcomes:**

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

1. Identify whom to report to if touched inappropriately or sexually abused.

2. Observe pictures of people to report to if sexually abused.

3. Appreciate the body as a temple of the Holy Spirit and live a holy life.

**Key Inquiry Questions:**

- Who should you report to if touched inappropriately or sexually abused?

- What kind of people should you look for when you think someone needs help?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE, pages 23-24

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, highlighting the importance of safety and trusting adults.

- Introduce the topic of reporting inappropriate touch and the role of trusted adults.

- Guide learners to read pages 23-24 from the "Growing in Christ" resource, focusing on the key concepts around safety and body respect.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Safe Touch vs. Unsafe Touch

- Activity: Present various scenarios or use visuals depicting different types of touch.

- Discussion Questions:

- What types of touch feel safe?

- What types do not feel safe?

- Emphasize that if a touch makes them uncomfortable, they should tell a trusted adult.

**Step 2:** Identifying Trusted Adults

- Activity: Show pictures of different adults (teachers, parents, school counselors) and ask students to identify who they can talk to in case of feeling unsafe.

- Discussion:

- Why is it important to have trusted adults in our lives?

- What qualities should a trusted adult have?

**Step 3:** Role-Playing

- Activity: In pairs, have students role-play how to approach a trusted adult if they feel unsafe.

- Guidelines:

- Use respectful language.

- Practice speaking clearly and confidently.

**Step 4:** Body as a Temple

- Discussion: Introduce the idea of the body as beautiful and deserving respect.

- Activity: Ask students to share one way they can care for and respect their bodies. Highlight the connection between well-being and spirituality.

**Conclusion (5 minutes):**

- Summarize the key points discussed, underscoring the importance of reporting unsafe touch and respecting their own bodies.

- Conduct a brief interactive activity, such as a group pledge, where students commit to only allowing safe touches and reporting if something feels wrong.

- Preview the next lesson by presenting questions such as, "What other signs should we look out for when feeling unsafe, and how can we support each other?"

**Extended Activities:**

- Create a Safety Poster: Students can design posters that promote safe touch and identify trusted adults.

- Writing Exercise: Have students write a short story about a character who reports unsafe touch and gets help from a trusted adult.

- Class Discussion: Initiate a discussion with parents (as a homework assignment) about creating a safe family environment, or have students interview their parents about how to communicate concerns.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Creation

**Sub Strand:** Relationships within the Family

**Specific Learning Outcomes:**

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

1.Mention ways of protecting oneself from sexual abuse.

2.Watch video clips of children being tempted with gifts, but say NO! to the strangers.

3. Appreciate the body as a temple of the Holy Spirit and live a holy life.

**Key Inquiry Questions:**

- What are some ways to protect ourselves from sexual abuse?

- How can we say NO to strangers offering gifts or treats?

**Learning Resources:**

- Good News Bible

- Growing in Christ grade 4 CRE (pages 25-26)

- Video clips illustrating scenarios of temptation and refusal.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson:

Briefly revisit what was learned in the last session related to family relationships and personal safety. Encourage students to share one thing they remember.

- Discussion:

Guide learners to read the relevant content from the Good News Bible and the Growing in Christ resource. Highlight key concepts about the body being a temple of the Holy Spirit.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Safe and Unsafe Situations

- Discuss what constitutes a safe vs. an unsafe situation.

- Ask students to identify examples from their experiences.

**Step 2:** Ways to Protect Yourself

- Engage students in discussing various methods of protecting oneself, focusing on strategies like having a trusted adult for support, being aware of their surroundings, and using assertive language to say NO.

**Step 3:** Role-Playing Scenarios

- In pairs or small groups, have students practice saying NO to hypothetical situations where a stranger is trying to lure them with gifts.

- Encourage them to take turns as the "stranger" and as the "child."

**Step 4:** Understanding the Body's Value

- Explain why we view our bodies as temples of the Holy Spirit and how this impacts our choices about our bodies and lives.

- Discuss living a holy life and treating oneself and others with respect.

**Conclusion (5 minutes):**

- Summarize Key Points:

Recap the ways to protect oneself and the importance of valuing one's body.

- Interactive Activity:

Play a quick game where students shout out ways to say NO in different situations.

- Preview of Next Session:

Briefly introduce the topic of trust in relationships and ask students to think about who they can trust in their lives.

**Extended Activities:**

- Safety Posters:

Have students create posters that illustrate the importance of saying NO and protecting oneself from inappropriate situations. Display them in the classroom.

- Trusted Adult List:

Ask students to write down a list of trusted adults they can talk to when they feel uncomfortable or unsafe.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Creation

**Sub-Strand:** Attributes of God

**Specific Learning Outcomes:**

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

1. List three attributes of God and revere Him.

2. Read scriptures on the attributes of God.

3. Recognize God as a loving father who knows them by their names.

**Key Inquiry Questions:**

- What are three attributes of God that we can list and revere?

- What do the scriptures say about the attributes of God?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE, pages 27-28

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson with a quick review of the previous lesson. Ask the students to share one thing they learned.

- Introduce the topic of today’s lesson by asking the class what they think are some qualities or characteristics of God. Write their answers on the board.

- Explain that today's focus will be on understanding God's attributes and recognizing His loving nature.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Attributes

- Explain what an "attribute" is (a characteristic or quality). Provide examples (e.g., strong, kind).

- Have students list attributes they think God may have. Write these on the board.

**Step 2:** Scripture Exploration

- Read relevant passages from the Good News Bible that describe God's attributes. Focus on passages that highlight His love, power, and wisdom.

- Discuss the meaning of these scriptures with the students. Ask questions like, “How does this passage show us God’s love?”

**Step 3:** Listing God’s Attributes

- Guide students to identify and write down three attributes of God discussed during the lesson on a provided worksheet.

- Encourage students to think about ways these attributes might relate to them. For example, how does knowing God is loving help them in their lives?

**Step 4:** Personal Connection

- Discuss the idea of God knowing each of us by our name. Ask students how it makes them feel to know that God cares for them personally.

- Allow a few students to share their thoughts on why this connection is important to them.

**Conclusion (5 minutes):**

- Summarize the key points: the definition of attributes, the three attributes of God identified, and God’s loving relationship with us.

- Conduct a brief interactive activity: Have students form small groups and share their lists of attributes. Afterward, each group can share one attribute with the entire class.

- Prepare learners for the next session by introducing the upcoming topic of “How we can show reverence to God in our daily lives.”

**Extended Activities:**

- Create a God Attributes Booklet: Have students create a small booklet where they can illustrate and write a short description of each attribute they learned.

- Prayer Cards: Ask students to make prayer cards that include one of God's attributes on one side and a personal prayer acknowledging that attribute on the other.

- God's Attributes Poster: In small groups, students can create a poster that visually represents the three attributes of God with drawings and descriptions, which will be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Creation

**Sub Strand:** Attributes of God

**Specific Learning Outcomes**

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

1.List three attributes of God and revere Him.

2. Sort and match letters on attributes of God.

3. Recognize God as a loving father who knows them by their names.

**Key Inquiry Questions:**

- What are three important attributes of God?

- How can we express our reverence for God?

- How do we sort and match letters related to the attributes of God?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE (page reference)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the key points from the previous lesson about God's creation.

- Ask the students if they can remember any attributes of God they discussed before. Engage the class in a conversation about what they think attributes are and why they are important.

**Lesson Development (25 minutes):**

**Step 1:** Discussion of Attributes

- Introduce the concept of attributes as qualities or characteristics.

- Guide students to identify and list three attributes of God (e.g., loving, powerful, wise).

- Discuss how these attributes impact their understanding of God.

**Step 2:** Revere God

- Explain the meaning of 'revere' through examples in everyday life (e.g., respecting a teacher or parent).

- Discuss ways students can show reverence for God, such as through prayer, helping others, or worship. Encourage students to share their ideas.

**Step 3:** Sorting and Matching Letters Activity

- Provide students with a letter mix-up activity related to the attributes of God.

- Example: Create a worksheet where students sort letters to spell out the identified attributes. Students can work in pairs to help each other.

**Step 4:** Recognizing God as a Father

- Share a short story or scripture that highlights God’s loving nature.

- Facilitate a class discussion about how each student feels knowing that God knows them by name and loves them.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: the attributes of God, how to revere Him, and the understanding of God as a loving father.

- Conduct a quick interactive activity: Have students share one way they will show reverence for God this week.

- Provide a brief preview of the next lesson, encouraging students to think about how they can communicate with God.

**Extended Activities:**

- Creative Art Project: Students can draw or create a collage representing one of God’s attributes. Encourage them to include scripture verses related to that attribute.

- Attribute Journal: Ask students to keep a diary or journal for a week, writing about moments they recognize God’s attributes in their lives and how they responded.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** The Inspired Word of God

**Specific Learning Outcomes:**

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

1.Identify the books in the New Testament

2. Handle the Holy Bible with respect as the inspired word of God

3. Desire to read the Holy Bible

**Key Inquiry Questions:**

- What are the books in the New Testament?

- How should we handle the Holy Bible with respect?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE, pages 29-30

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing what students learned in the previous lesson about the Old Testament.

- Ask students questions about what they remember to spark their interest.

- Introduce today’s focus on the New Testament by guiding learners to briefly read the relevant sections in the Good News Bible, highlighting the importance of treating the Bible with respect.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to the New Testament

- Explain what the New Testament is: a collection of books that tell about Jesus Christ and the early Church.

- Show them where the New Testament starts in the Good News Bible and briefly discuss what kind of stories and teachings are found there.

**Step 2:** Naming the Books

- Provide students with a list of the New Testament books (Matthew, Mark, Luke, John, etc.).

- Read through the list as a class, encouraging students to repeat the names.

- Challenge them to memorize the first five books and offer small rewards for those who can do so after the lesson.

**Step 3:** Handling the Bible Respectfully

- Discuss the importance of treating the Bible with reverence. Ask students how they might show respect for the Bible when reading it or handling it.

- Offer examples, such as keeping it clean, holding it gently, and listening carefully when it's being read.

**Step 4:** Encouragement to Read

- Encourage students to desire to read the Bible by discussing the benefits (learning about God, understanding life lessons, etc.).

- Share a brief story or anecdote about the impact of reading the Scriptures in daily life.

**Conclusion (5 minutes):**

- Summarize the main points: what the New Testament is, the names of its books, how to respect the Bible, and the importance of student engagement in reading it.

- Conduct a fun interactive activity, like a quick quiz or matching game, where students match book names with their descriptions, reinforcing learning.

- Preview the next lesson: A deeper look into one of the New Testament books and its teachings.

**Extended Activities:**

- Book Report: Have students choose and read a book from the New Testament at home, then present a short report to the class, including what they learned.

- Bible Art: Create a visual representation (drawing or collage) of their favorite story from the New Testament to display in the classroom.

- Reading Buddy System: Pair up students to read a passage from the New Testament together and discuss what they understood.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** The Holy Bible

**Sub-Strand:** The Inspired Word of God

**Specific Learning Outcomes:**

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

1. List the books in the Old Testament

2.Watch a video clip of the books in the Old Testament

3. Develop a desire to read the Holy Bible

**Key Inquiry Question(s):**

- What are the books in the Old Testament?

- How can watching a video help us understand the Old Testament?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE (pages 31-34)

- Video clip of the Old Testament books

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson on the importance of the Bible in our lives.

- Ask students if they can recall any stories or important lessons they learned from the previous session.

- Introduce the day's focus by explaining that they will explore the books of the Old Testament.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to the Old Testament

- Explain what the Old Testament is and its significance. Discuss how it contains many stories, laws, and teachings that help us understand God and our relationship with Him.

- Encourage students to think about why it might be important to read these books.

**Step 2:** Reading and Identifying Books

- Open the Good News Bible and direct the students to pages 31-34.

- Read together the list of the books in the Old Testament.

- Ask students to follow along and write down the names of the books they hear.

**Step 3:** Watch a Video Clip

- Show a short video clip that lists and briefly describes the books of the Old Testament.

- As they watch, ask students to note any new books they discover.

**Step 4:** Reflection and Discussion

- After watching the video, have a short discussion about which books they found interesting and why.

- Encourage students to share if there are any stories they would like to hear more about in future lessons.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson: the significance of the Old Testament and the books within it.

- Reinforce the importance of developing a desire to read the Holy Bible.

- As an interactive activity, ask students to turn to a partner and share one book from the Old Testament they would like to learn more about.

**Extended Activities:**

- Ask students to create a simple poster or a booklet that includes the names and perhaps a short summary of their favorite Old Testament book.

- Encourage them to bring the Bible and share one interesting fact or story from a book in the Old Testament during the next class.

- Introduce a “Bible Reading Challenge” where students can read different books of the Bible at home and share their thoughts in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** The Inspired Word of God

**Specific Learning Outcomes:**

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

1. Identify the books in the Old and New Testament.

2.Role play naming some books in the Bible.

3. Develop a desire to read the Holy Bible.

**Key Inquiry Question(s):**

- Why is it important to know the books in the Holy Bible?

- How can we play games to learn the names of the books in the Old and New Testament?

- Can we recite Isaiah 49:16 together?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE (pages 35-37)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson briefly. Ask students what they remember about the Bible.

- Introduce the objectives of today's lesson and guide learners to read aloud and discuss the relevant sections from the Good News Bible and the Growing in Christ book.

**Lesson Development (25 minutes):**

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

Discuss how the Bible is divided into two main parts: the Old Testament and the New Testament. Show learners where to find these parts in their Bibles.

- Activity: Chart Display – Show a chart with the names of some books from each testament.

**Step 2:** Exploring the Old Testament

Focus on the Old Testament. Briefly explain its significance and share a few key books (e.g., Genesis, Exodus, Psalms).

- Activity: Role Play – In pairs, students take turns naming a book from the Old Testament and acting out a scene from that book.

**Step 3:** Exploring the New Testament

Shift the discussion to the New Testament, highlighting important books (e.g., Matthew, Mark, Acts).

- Activity: Group Game – Play a game where students take turns drawing from a hat that contains names of New Testament books. They must share one fact about the book they pick.

**Step 4:** Reciting Isaiah 49:16

Explain the meaning of Isaiah 49:16. Lead the students in reciting the verse together. Discuss its relevance and encourage personal connections to the verse.

- Activity: Memory Verse Art – Ask students to create an illustrated version of the verse to display in class.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, emphasizing the importance of knowing the books in the Holy Bible.

- Conduct a brief interactive quiz where students can raise their hands to answer questions about what they learned today.

- Preview the next session: “Why is the Bible important in our lives?” and encourage students to think of one reason they desire to read the Bible.

**Extended Activities:**

- Bible Scavenger Hunt: Create a scavenger hunt where students find specific verses or stories in their Bibles.

- Book Report: Ask students to choose one book from the Old or New Testament and prepare a short report or presentation about it to share with the class.

- Daily Bible Reading: Encourage students to read a passage from the Bible every day and share their thoughts during the next class.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Zacchaeus the Tax Collector

**Specific Learning Outcomes:**

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

1.Retell the story of Zacchaeus

2.Draw and color Zacchaeus

3. Develop a desire to read the Holy Bible

**Key Inquiry Questions:**

- Who was Zacchaeus?

- What does the story of Zacchaeus teach us?

**Learning Resources:**

- Good News Bible

- Growing in Christ, Grade 4 CRE, pages 38-39

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the class by asking the students to share something they remember from the previous lesson.

- Introduce the story of Zacchaeus, highlighting that he was a tax collector who met Jesus.

- Guide learners to read and discuss pages 38-39 from the Good News Bible, focusing on key concepts about Zacchaeus's character and actions.

**Lesson Development (25 minutes):**

**Step 1:** Who was Zacchaeus?

- Have a short discussion about tax collectors during the time of Jesus. Explain how they were often disliked for collecting taxes for the Romans.

- Encourage students to think about how Zacchaeus might have felt when he was not liked by others.

**Step 2:** The Encounter with Jesus

- Read the part of the story where Zacchaeus climbs the sycamore tree to see Jesus.

- Discuss why Zacchaeus wanted to see Jesus and what this shows about his curiosity or desire for change.

- Ask students how they think Zacchaeus felt when Jesus called him down from the tree.

**Step 3:** The Transformation

- Talk about how Zacchaeus' heart changed after meeting Jesus. Highlight the importance of repentance and transformation.

- Have the students reflect on how encounters with good influences can change someone's behavior.

**Step 4:** Drawing & Coloring Zacchaeus

- Allow students to draw and color Zacchaeus in the sycamore tree. Encourage them to be creative and add details to their drawings representing their understanding of the story.

**Conclusion (5 minutes):**

- Summarize the key points discussed: Who Zacchaeus was, his encounter with Jesus, and his transformation.

- Conduct a brief interactive activity where students can share their drawings and describe one thing they learned from Zacchaeus's story.

- Preview the next lesson that will explore how we can apply Zacchaeus's transformation in our own lives.

**Extended Activities:**

- Story Retelling: Have students partner up and retell the story of Zacchaeus to each other in their own words.

- Creative Writing: Ask students to write a short paragraph on how they would feel if they were in Zacchaeus's shoes and met Jesus.

- Bible Exploration: Encourage students to find another story in the Bible where someone had a change of heart and share it with the class in the next session.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Zacchaeus the Tax Collector

**Specific Learning Outcomes:**

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

1. State 3 lessons learned from the story of Zacchaeus.

2. Recount how Zacchaeus changed his behavior positively.

3. Foster a desire to read the Holy Bible.

**Key Inquiry Questions:**

- What are 3 lessons learned from the story of Zacchaeus?

- How did Zacchaeus change his behavior positively?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE, pages 40-41

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by briefly reviewing the previous lesson about Jesus and his teachings. Ask students what they remember about Zacchaeus.

- Guide learners through reading pages 40-41 in the "Growing in Christ" book and discuss the main points, focusing on how Zacchaeus felt before and after meeting Jesus.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Zacchaeus

- Discuss who Zacchaeus was (a tax collector) and why people did not like him.

- Ask students how they think Zacchaeus felt before meeting Jesus (e.g., lonely, ashamed).

**Step 2:** The Encounter with Jesus

- Describe how Zacchaeus met Jesus (climbed a tree to see him).

- Discuss the significance of Jesus choosing to go to Zacchaeus’ house.

- Encourage students to think about how this made Zacchaeus feel (e.g., accepted, surprised).

**Step 3:** Changes in Behavior

- Talk about how Zacchaeus promised to give half of his possessions to the poor and pay back four times what he had taken from others.

- Guide learners to brainstorm in pairs how we can show kindness and change our behaviors in our own lives.

**Step 4:** Lessons Learned

- As a class, identify 3 key lessons from Zacchaeus’ story:

1. Everyone is worthy of love and acceptance.

2. It's never too late to change and make things right.

3. Kindness and generosity can transform our lives and the lives of others.

- Record these lessons on the board for reference.

**Conclusion (5 minutes):**

- Summarize the story of Zacchaeus and the lessons learned.

- Conduct a quick interactive activity: Ask each student to share one way they can be kind or change a behavior positively (e.g., helping a friend, sharing).

- Preview the next session’s topic on the importance of forgiveness and how it relates to loving others.

**Extended Activities:**

- Creative Writing: Have students write a short story from Zacchaeus’ perspective about how he felt before and after meeting Jesus.

- Art Project: Create a collage illustrating Zacchaeus climbing the tree with keywords representing the lessons learned.

- Group Role-Play: In small groups, have students act out the story of Zacchaeus, focusing on the emotions and changes he experienced.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Zacchaeus the Tax Collector

**Specific Learning Outcomes:**

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

1.Outline why it is important to repent sins in order to be like Christ

2. Demonstrate integrity when using money

3.Desire to read the Holy Bible

**Key Inquiry Question(s):**

- Why is it important to repent sins to be like Christ?

- How can we demonstrate integrity when using money?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE (pages 41-42)

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about Zacchaeus and his job as a tax collector.

- Introduce the day's focus by asking guiding questions: “What do you think repentance means?” and “Why do you think being honest with money is important?”

**Lesson Development (25 minutes):**

**Step 1:** Story Retelling

- Read the story of Zacchaeus from the Good News Bible together as a class.

- Discuss how Zacchaeus felt before and after meeting Jesus. Highlight his desire to change and the importance of repentance.

**Step 2:** Understanding Repentance

- Explore the concept of repentance. Ask students to share what they think it means to say sorry and to try to do better.

- Create a class chart listing sins that Zacchaeus committed (like being dishonest) and what he felt he needed to do to make things right.

**Step 3:** Integrity in Money

- Discuss what it means to have integrity, especially when it comes to money. Encourage students to think of examples of honesty in their daily lives regarding money.

- Pair students for a brief discussion where they share how they can show integrity when handling money at home or in school.

**Step 4:** Desire to Read the Bible

- Discuss why it's important to read the Holy Bible and know stories like Zacchaeus’.

- Encourage students to think of ways they can integrate Bible reading into their daily routine (like setting aside time in the day or reading with a family member).

**Conclusion (5 minutes):**

- Summarize the key points: the importance of repentance, integrity in financial matters, and the desire to read the Bible.

- Conduct a quick interactive activity: Have students come up with one commitment they can make to show integrity and share it with the class.

- Provide a preview of the next session by mentioning that they will learn about how Jesus taught about helping others. Encourage them to think about ways they can help others this week.

**Extended Activities:**

- Creative Writing: Ask students to write a short story or a diary entry from Zacchaeus's perspective on how he felt before and after meeting Jesus.

- Integrity Role-Play: In pairs, students can create short skits where they demonstrate a situation requiring integrity (like lending a toy or sharing snacks).

- Bible Reading Challenge: Create a Bible reading chart where students can track their reading for the week. Offer small rewards for reaching certain milestones.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Balaam’s Donkey

**Specific Learning Outcomes:**

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

1.Retell the story of Balaam and his donkey.

2. Apply the story in their lives by obeying God’s instructions.

3. Acknowledge God’s greatness by revering Him.

**Key Inquiry Question(s):**

- Why did the donkey talk?

- How can we apply this story to our lives?

- What does this story teach us about obeying God?

**Learning Resources:**

- Good News Bible

- Growing in Christ, Grade 4 CRE, pages 43-44

**Organisation of Learning:**

**Introduction (5 minutes):**

- Greet the class.

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

- Introduce the story of Balaam’s donkey. Guide learners to read Numbers 22:1-6, 20-34, discussing the key concepts they notice about obedience and God’s communication.

**Lesson Development (25 minutes):**

**Step 1:** Reading and Understanding the Story

- Divide the class into small groups.

- Assign each group to read specific sections of Numbers 22:1-6, 20-34.

- Encourage them to discuss what happened in the story, focusing on the characters and the key events.

**Step 2:** Discussing the Significance

- Bring the class back together.

- Lead a discussion on why the donkey spoke and what it signifies about listening to God.

- Ask guiding questions: “How would Balaam have felt if he had listened to his donkey earlier?”

**Step 3:** Role Play the Story

- Ask each group to choose a part of the story to act out.

- Provide simple props or allow students to use their imaginations.

- Encourage creativity as they present to the class, emphasizing understanding of the dialogue and actions.

**Step 4:** Drawing Connections

- Guide the learners to think about how the story relates to their lives.

- Ask students to share how they can obey God’s instructions in their daily lives, drawing parallels to Balaam’s experience.

- Discuss God’s greatness and how we can revere Him through our actions.

**Conclusion (5 minutes):**

- Summarize the key points: the importance of listening to God, the value of obedience, and recognizing God's greatness.

- Conduct a brief interactive quiz or game to reinforce the main topics (e.g., “True or False” about the story).

- Prepare learners for the next session by hinting at the upcoming topics or asking them to consider why it’s important to listen to God’s voice in their lives.

**Extended Activities:**

- Create a class mural depicting the story of Balaam’s donkey, including key scenes and messages.

- Write a short reflective piece on a time they chose to obey or disobey instructions and what they learned from that experience.

- Set up an “Obedience Challenge” for the week, where students share one example of how they will show obedience to God’s instructions in their daily lives and report back on their experiences.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Balaam’s Donkey

**Specific Learning Outcomes:**

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

1.List the importance of obeying God and their seniors.

2. Acquire the value of love by speaking good things about others.

3.Acknowledge God’s greatness by revering Him.

**Key Inquiry Questions:**

- Why is it important to obey God and our seniors?

- How can we show love by speaking good things about others?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE, pages 45-46

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start the lesson with a recap of the previous session about Balaam and his donkey.

- Ask the students questions such as "What did you learn about Balaam's actions?" to stimulate discussion.

- Read selected passages from pages 45-46 of the Good News Bible to familiarize students with today’s lesson.

**Lesson Development (25 minutes):**

**Step 1:** Discussion of Obedience

- Engage students in a discussion about obedience. Ask, “Why do you think it’s important to obey God?”

- List students’ responses on the board, highlighting answers related to blessings and guidance.

**Step 2:** Importance of Obeying Seniors

- Discuss why obeying seniors (like parents and teachers) is essential.

- Divide students into pairs and ask them to share one time they obeyed an adult and how it helped them.

- Have pairs share their stories, fostering the idea that obedience leads to positive outcomes.

**Step 3:** Speaking Good Things About Others

- Explain how speaking kindly about others shows love. Ask students, “What are some nice things we can say about our friends?”

- Write down their suggestions and discuss how these words uplift the community.

**Step 4:** Acknowledging God’s Greatness

- Conclude by talking about how revering God can be shown in our daily lives. Ask students, "Ways we can show respect to God?"

- Encourage students to think of actions, such as praying or helping others.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of obedience to God and seniors, promoting kindness, and respecting God.

- Conduct a quick interactive activity: Have each student share one thing they plan to do this week to show obedience or speak kindly about someone.

- Prepare learners for the next session by introducing the next topic related to the story and asking them to think about how they can continue to show love in their actions.

**Extended Activities:**

- Creativity Project: Have students create a "Kindness Wall" in the classroom where they can write and display positive things about their classmates over the week.

- Role-Playing: Encourage students to act out scenarios where they must obey or speak kindly about someone, allowing them to see the practical application of the lesson.

- Journaling: Assign a reflective journal entry for students to write about a time they obeyed someone and how it made them feel.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Balaam’s Donkey

**Specific Learning Outcomes:**

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

1. Outline why we should bless and not curse or speak ill about others.

2. Role play the story of Balaam’s donkey.

3. Acknowledge God’s greatness by revering Him.

**Key Inquiry Question(s):**

- Why should we not speak ill of others?

- How can we role play the story of Balaam's donkey to understand its lessons?

**Learning Resources:**

- Good News Bible

- Growing in Christ, Grade 4 CRE, pages 45-46

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson. Ask students what they remember about the importance of kindness and the role of words.

- Introduce the reading from Numbers 22:1-6, 20-34 and discuss what they think the story is about.

**Lesson Development (25 minutes):**

**Step 1:** Read and Understand the Story

- Activity: Read the selected passages from Numbers.

- Discussion Questions:

- What happens in the story?

- Who is Balaam and why does he receive a message from God through his donkey?

**Step 2:** The Importance of Words

- Activity: As a class, list reasons why it’s better to bless others than to curse them.

- Prompt Ideas:

- How do you feel when someone speaks badly about you?

- What are some good things we can say about others?

**Step 3:** Role Playing

- Activity: Divide the class into small groups. Each group will role play the story of Balaam’s donkey. One group can be Balaam, another the donkey, and another the angel.

- Emphasis: Focus on how Balaam reacts when he realizes his wrong actions and listens to God.

**Step 4:** Revering God

- Activity: Discuss why it is important to acknowledge God’s greatness when we make decisions about how we speak about others.

- Reflection Questions:

- How does recognizing God’s power help us make better choices?

**Conclusion (5 minutes):**

- Summarize key points learned today: the importance of our words, the story of Balaam’s donkey, and how we should speak about others respectfully.

- Interactive Activity: Invite students to share one positive thing they can say about a classmate.

- Prepare learners for the next session: “Next time, we will explore how kindness can change our relationships with others.”

**Extended Activities:**

- Writing Activity: Students can write a short letter to a friend or family member, sharing something positive about them.

- Art Project: Create a comic strip illustrating a scene from the story of Balaam’s donkey, highlighting the moral lesson.

- Classroom Kindness Wall: Start a "Kindness Wall" where students can post sticky notes with compliments or positive messages for their classmates.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Samson kills a lion

**Specific Learning Outcomes:**

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

1. Retell the story of Samson.

2. Watch a video clip about Samson.

3. Appreciate the power of God.

**Key Inquiry Questions:**

- What happened in the story of Samson?

- What can we learn from Samson's strength?

- How can we sing about God's power?

**Learning Resources:**

- Good News Bible

- Growing in Christ (Grade 4 CRE) pages 47-48

- Video clip about Samson

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson.

- Introduce the topic by discussing who Samson is. Guide learners to read relevant passages in the Good News Bible (pages 47-48) and engage them in a discussion about key concepts related to strength and God's power.

**Lesson Development (25 minutes):**

**Step 1:** Read the Story

- Have students take turns reading the story of Samson from the Good News Bible.

- Ask questions about the text as they read to ensure understanding (e.g., "What did Samson do with the lion?").

**Step 2:** Watch the Video Clip

- Play a brief video clip that illustrates the story of Samson and his encounter with the lion.

- After watching, ask students to share their thoughts or feelings about the video.

**Step 3:** Group Discussion

- Form small groups and have them discuss the key events in the story.

- Prompt them with questions: "What made Samson strong?" and "How did God help Samson?"

**Step 4:** Create a Class Song

- As a class, brainstorm words that describe God's power.

- Collaboratively create a simple song about God's power that they can sing together.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: Who Samson is, the significance of his strength, and the demonstration of God’s power.

- Conduct a brief interactive activity where students can share one thing they learned about God’s power, either verbally or by showing a thumbs up.

- Preview the next lesson by asking what other stories they might know that show God's power.

**Extended Activities:**

- Art Activity: Have students draw a picture of their favorite moment from the story of Samson and write a sentence about why it is significant.

- Creative Writing: Students can write a short poem or story about a time they felt strong or supported by their own faith.

- Class Discussion: Invite students to think about other biblical figures who showed strength and how God helped them.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Samson kills a lion

**Specific Learning Outcomes:**

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

1.Retell the story of Samson.

2.Observe pictures of Samson killing a lion.

3. Appreciate the power of God.

**Key Inquiry Questions:**

- How does the story of Samson portray God’s power?

- What are the key events in the story of Samson and the lion?

**Learning Resources:**

- Good News Bible

- Growing in Christ, Grade 4 CRE (pages 49-51)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson on Samson.

- Ask students if they remember anything interesting about Samson. Guide a short discussion emphasizing their prior knowledge.

- Have students read the excerpt from the Good News Bible and discuss key points from pages 49-51, focusing on the understandings of the story of Samson.

**Lesson Development (25 minutes):**

**Step 1:** Reading and Comprehension

- Have students take turns reading the story of Samson from the Good News Bible aloud.

- After reading, ask comprehension questions to ensure understanding, such as “What did Samson do to the lion?”

**Step 2:** Discussion of God’s Power

- Lead a discussion on how Samson’s strength reflects God’s power.

- Ask students to think of examples in the story that show God helping Samson. For instance, “Why do you think Samson was able to overcome the lion?”

**Step 3:** Observational Activity

- Show students pictures illustrating the story of Samson killing the lion.

- Encourage students to describe what they see and relate it to the text.

- Discuss how visuals can enhance understanding of biblical stories.

**Step 4:** Retelling the Story

- In pairs, have students retell the story of Samson to one another, using the images as a guide.

- Encourage them to emphasize the action and the role of God in Samson's strength.

**Conclusion (5 minutes):**

- Summarize key points discussed in the lesson regarding the story of Samson and God’s power.

- Conduct a brief interactive activity, such as a quick quiz or ask students to list what they learned about God’s power demonstrated through Samson.

- Preview the next session, hinting at other events in the life of Samson, and pose the question, “What do you think will happen next in Samson’s story?”

**Extended Activities:**

- Creative Writing: Have students write a short story or a comic strip depicting their own superhero (real or fictional) and describe how their strength reflects a virtue, like bravery or kindness.

- Art Project: Ask students to create a drawing or craft related to Samson's story, emphasizing the theme of strength and faith in God.

- Drama Activity: Organize a short skit where students can act out the story of Samson, allowing them to express their understanding creatively.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Joseph interprets a dream

**Specific Learning Outcomes:**

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

1. Retell the story of Joseph interpreting a dream

2. Colour a drawn picture of Joseph before Pharaoh

3. Appreciate the power of God

**Key Inquiry Question(s):**

- How did Joseph interpret the dreams?

- What does this story teach us about God's power?

**Learning Resources:**

- Good News Bible

- Growing in Christ grade 4 CRE, pages 52-53

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing what was learned in the previous lesson, focusing on any prior knowledge about Joseph.

- Introduce today's topic by asking the students what they know about dreams and if they have ever had a dream that stood out to them.

- Guide learners to read selections from the Good News Bible, emphasizing Joseph’s experiences and how he interpreted Pharaoh’s dreams.

**Lesson Development (25 minutes):**

**Step 1:** Story Retelling

- Explain the story of Joseph interpreting Pharaoh's dreams.

- Encourage students to listen carefully and think about the details.

- After the reading, ask students to work in pairs to retell the story in their own words.

**Step 2:** Group Dramatization

- Divide the class into small groups and assign each group a scene from the story (e.g., Joseph in prison, Joseph before Pharaoh, the interpretation of the dreams).

- Have groups plan a short skit to dramatize their assigned scene, focusing on the emotions and actions of the characters.

**Step 3:** Colouring Activity

- Distribute a drawing of Joseph before Pharaoh.

- Instruct students to colour the picture while discussing with a friend what they found most interesting about Joseph's ability to interpret dreams.

**Step 4:** Discussion

- Bring the class back together and ask each group to present or share their skits briefly.

- Facilitate a discussion on what the students learned about God’s power through Joseph’s story.

**Conclusion (5 minutes):**

- Summarize key points discussed during the lesson, focusing on Joseph's faith and God's role in interpreting the dreams.

- Conduct an interactive activity, like asking students to shout out one main lesson they learned about God from Joseph’s story.

- Preview the next lesson topics: How does God communicate with us today?

**Extended Activities:**

- Encourage students to keep a dream journal where they can write about their dreams and any meanings they might find in them.

- Have students create a “dream interpretation” guidebook that includes their thoughts on what different symbols in dreams could mean, linking back to how Joseph interpreted dreams.

- Plan a creative writing assignment where students write a short story involving a dream and its interpretation.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Joseph Interprets a Dream

**Specific Learning Outcomes:**

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

1. Mention the lessons learnt from the story.

2.Apply the lessons learnt depending on God’s wisdom.

3.Appreciate the power of God.

**Key Inquiry Questions:**

- What are the lessons learnt from the story?

- What dreams have you dreamt, and how can you interpret them?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE (pages 54-55)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about Joseph's story.

- Guide learners to read and discuss the relevant content from the Good News Bible and Growing in Christ CRE, focusing on Joseph's interpretation of dreams.

**Lesson Development (25 minutes):**

**Step 1:** Discuss the Story

- Briefly recap the story of Joseph interpreting Pharaoh's dreams. Highlight Joseph's faith in God and how this was key to his success.

- Ask: "Why do you think it was important for Joseph to rely on God for wisdom?"

**Step 2:** Lessons Learned

- Break the class into small groups.

- Each group discusses and lists 3 lessons they learned from the story. Examples could include:

1. Trusting God leads to wisdom.

2. Helping others can bring good outcomes.

3. Challenges can lead to greater opportunities.

**Step 3:** Sharing and Reflection

- Have each group share one lesson they discussed.

- Reflect as a class on these lessons and how they apply to everyday life. Provide guiding questions to help them think about real-life applications.

**Step 4:** Dream Interpretation

- Instruct students to think of a dream they remember.

- Ask them to draw a simple picture of their dream and write down what they think it might mean, drawing parallels to how Joseph interpreted the Pharaoh's dreams.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the lessons learned, the importance of depending on God’s wisdom, and the power of God.

- Conduct a brief interactive activity where students can share one lesson they plan to apply in their life.

- Preview the next session by asking students what they think God might be telling us through our dreams.

**Extended Activities:**

- Dream Journals: Encourage students to keep a dream journal for a week, writing down dreams and their interpretations, referring to Biblical principles.

- Art Project: Have students create a poster illustrating their favorite lesson from Joseph's story. They can present this in the next lesson.

- Role Play: Small groups can create short skits that demonstrate a lesson learned from Joseph’s story in a modern context.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Bible Patriarchs

**Specific Learning Outcome:**

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

1.Retell the call of Abraham

2.Appreciate God’s blessings in their life

3. Watch video clips on the call of Abraham

**Key Inquiry Questions:**

- How did Abraham show obedience to God?

- What can we learn from Abraham about faith and trust in God?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE (pages 56-58)

- Video clips on the Call of Abraham

- Song about Abraham (e.g., "Father Abraham")

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, discussing any relevant content.

- Introduce the lesson's focus by asking students what they already know about Abraham.

- Guide learners to read selected content from the Good News Bible and the Growing in Christ resource, highlighting key concepts regarding Abraham's obedience to God.

**Lesson Development (25 minutes):**

**Step 1:** Story of Abraham's Call

- Watch a brief video clip illustrating the call of Abraham.

- After the video, engage students in a discussion. Ask: What did Abraham hear from God? What did he do next?

**Step 2:** Retelling the Story

- Have students work in pairs to retell the story of Abraham's call in their own words.

- Circulate the room to assist where needed and ensure comprehension.

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

**Step 3:** Discussing Obedience

- Lead a discussion focused on how Abraham showed obedience. Ask: Why do you think it was important for Abraham to obey God?

- Encourage students to think about times in their lives when they had to obey or trust someone.

**Step 4:** Reflecting on Blessings

- Ask students to think about the blessings in their own lives.

- Prompt them to share one blessing they appreciate and relate it back to God’s blessings as shown to Abraham.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson: Who Abraham was, what God asked him to do, and the importance of obedience.

- Conduct a brief interactive activity, such as a song about Abraham, to reinforce learning and engage the class.

- Preview upcoming topics, encouraging students to think about their own journeys of faith and obedience as they leave class today.

**Extended Activities:**

- Blessing Tree: Have students create a "Blessing Tree" at home or in class. They can write down blessings on leaves and share them with the class next time.

- Abraham's Journey Map: Students can trace Abraham's journey on a map where they can mark significant places and events from his story, to help visualize his path of faith.

- Creative Writing: Ask students to write a short story from Abraham’s perspective about his call and feelings during this experience.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Bible Patriarchs

**Specific Learning Outcomes:**

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

1.Mention his or her name for self-identity.

2. Discuss Abram’s change of name to Abraham.

3.Appreciate God’s blessings in his or her life.

**Key Inquiry Questions:**

- What is your name and why is it important?

- Why was Abram’s name changed to Abraham?

- How can we appreciate God’s blessings in our lives?

**Learning Resources:**

- Good News Bible

- Growing in Christ Grade 4 CRE (Pages 59-60)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a short review of the previous lesson. Ask learners to share their names and one thing they appreciate about themselves.

- Introduce the topic of Abram and He becoming Abraham, guiding students to read Genesis 17:1-5 from the Good News Bible. Discuss its importance in relation to self-identity.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Self-Identity

- Discuss the concept of self-identity. Ask students to talk about their names and why they like them.

- Transition to Abram’s name, explaining the significance of names in the Bible as God’s way of fulfilling promises.

**Step 2:** Abram’s Name Change

- Read Genesis 17:1-5 together.

- Discuss why God changed Abram's name to Abraham. Emphasize that ‘Abraham’ means “father of many,” showing God's promise to him.

- Ask students how they feel about their names and if they ever felt their names had special meanings.

**Step 3:** God’s Blessings

- Discuss the blessings God provided to Abraham, such as a great nation and numerous descendants.

- Encourage learners to think about what they are grateful for in their own lives.

**Step 4:** Reflecting on Changes and Blessings

- Have students reflect on a time when they experienced a change that brought a blessing in their life.

- Share a few examples from students to understand how God’s blessings can come from changes.

**Conclusion (5 minutes):**

- Summarize key points: the importance of names, God’s promise to Abraham, and recognizing blessings.

- Conduct a brief interactive activity: each student can share one blessing they appreciate in their lives.

- Prepare learners for the next session by previewing the following topics and encouraging them to think of additional blessings or name changes.

**Extended Activities:**

- Personal Name Project: Students can create a project about their name's a background and meaning, including a drawing that represents something they’re grateful for.

- Blessings Journal: Encourage students to start a blessings journal where they document things they’re thankful for each week.

**Teacher Self-Evaluation:**