|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | CREATION – My purpose | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Using God given talent and abilities | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Define talent
2. Name the different talents and abilities they posses

Showcase own talent and abilities

1. Appreciate God given talents by serving others

**KEY INQUIRY QUESTIONS:**

What is talent?

What does Bible teach about the use of talents?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 1-3

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| Human  experience | Ask oral questions to introduce the lesson  In pairs, learners to read the story in the learner’s book page 1   * This promotes learning to learn   Guide the learners in identifying Imani’s and Silanoi’s talents   * This will enhance the value of responsibility   Guide the learners to say how Imani’s and Silanoi’s use their talents and abilities |
| Biblical  experience | Guide the learners to find and read bible verse   * Learning to learn – read and interpreting the bible reading |
| Biblical  explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the teaching of the verse with the class   * This will enhance imagination and creativity |
| Application and response | Guide the learners to explain their talents and abilities.  Guide them to share their findings in class  Allow them to share with their friends how they use their talents and abilities responsibly   * This promotes communication and collaboration |
| Pupil’s Activity | Guide learners to read the poem in the learners book page 2  Guide the learners to explain what the poet’s talent are  Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to create posters on how they use their talents and abilities using a digital devices   * This will enhance competence of digital literacy |

REFLECTION ON THE LESSON:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | CREATION – My purpose | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The teaching of the bible on the use of talents and abilities | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss who give us our talents and abilities

2. Showcase own talent and abilities

3.Appreciate God given talents by serving others

**KEY INQUIRY QUESTIONS:**

What is talent?

What does Bible teach about the use of talents?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 3-5

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Ask oral questions to introduce the lesson  Recap what the learners discussed how they use their talents and ability   * This promotes learning to learn   Guide them to sing the song in the learners’ book page 3   * This activity links to Music   Guide the learners to explain how they are supposed to use their talents and abilities according to the song |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse exodus 31:3, Romans 12:4   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to explain what they should do with their talents and abilities.  Guide them to explain to others the lessons learnt from the teachings of the Bible on use of talents and abilities   * This promotes communication and collaboration |
| PUPIL’S ACTIVITY | Guide learners through activity 6 learner’s book page 4  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to make flash cards of their talents and abilities using a digital devices   * This will enhance competence of digital literacy |

**REFLECTION ON THE LESSON:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | CREATION – My purpose | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The teaching of the bible on the use of talents and abilities | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss who give us our talents and abilities

2. Showcase own talent and abilities

3.Appreciate God given talents by serving others

**KEY INQUIRY QUESTIONS:**

What is talent?

What does Bible teach about the use of talents?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 3-5

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Ask oral questions to introduce the lesson  Recap what the learners discussed how they use their talents and ability   * This promotes learning to learn   Guide them to sing the song in the learners’ book page 3   * This activity links to Music   Guide the learners to explain how they are supposed to use their talents and abilities according to the song |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse exodus 31:3, Romans 12:4   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to explain what they should do with their talents and abilities.  Guide them to explain to others the lessons learnt from the teachings of the Bible on use of talents and abilities   * This promotes communication and collaboration |
| PUPIL’S ACTIVITY | Guide learners through activity 6 learner’s book page 4  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to make flash cards of their talents and abilities using a digital devices   * This will enhance competence of digital literacy |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | CREATION – My purpose | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Values learners can use to nature talents and abilities | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify values that can help nurture talents

Discuss how we can benefit from our talents

1. Role play how we can use our talents
2. Appreciate importance of values

**KEY INQUIRY QUESTIONS:**

What does Bible teach about the use of talents?

How can we use our talents and abilities to our benefit?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 5-9

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Recap with the learners, the teachings of the Bible about talents and abilities.  Let them read the words in activity 5, learner’s book page 5   * This promotes learning to learn   Ask oral questions below the activity. Assess them based on their responses |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse exodus 31:3, Romans 12:4   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to identify values that they can use to nature their talents and abilities  Guide them to explain how they can use values to nature their talents and abilities   * This promotes communication and collaboration |
| PUPIL’S ACTIVITY | Guide learners through activity 9 learner’s book page 4.  Learners to identify the values that the children in the pictures are using to serve others   * This will promote citizenship   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to Record themselves as they role play how we can use our talents   * This will enhance competence of digital literacy |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | CREATION – Marriage and family | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Biblical teaching on marriage as an example of Christian living | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Define marriage
2. Explain how a family is formed

Discuss why marriage is meant for adults

Read Genesis 2:20-24

1. Appreciate marriage as an example of Christian living

**KEY INQUIRY QUESTIONS:**

What does the Bible teach about marriage?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 9-10

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  In pairs, lead the learners to study the pictures in activity 1, learner’s book page 9   * This promotes learning to learn   Guide them to explain to their friends what the people in the picture are doing   * This promotes communication and collaboration   Guide the learners to describe experiences of wedding ceremonies they have attended. |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse exodus 2:20-24   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to discuss the biblical teaching on marriage. Guide them to make their findings in class |
| PUPIL’S ACTIVITY | Guide the learners to write down the lessons they have learnt from the biblical teaching on marriage  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to watch a video clip of a wedding from youtube   * This will enhance competence of digital literacy |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | CREATION – Marriage and family | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Types of marriage in the society | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss types of marriages

Outline the difference between customary and civil marriages

1. Dramatize a religious marriage
2. Appreciate all types of marriages

**KEY INQUIRY QUESTIONS:**

How many types of marriages are there?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 10-11

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  In pairs, lead the learners to study the pictures in activity 3, learner’s book page 10   * This promotes learning to learn   Guide the learners to name the types of marriages shown in the pictures   * This promotes communication and collaboration |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse exodus 2:20-24   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to find the different types of marriage  Learners to describe the difference between customary and civil marriage to others  Guide the learners to discuss the biblical type of marriage. Guide them to make their findings in class |
| PUPIL’S ACTIVITY | Guide the learners to create posters showing different types of marriage  Guide the learners to match the types of marriage with the correct descriptions in activity 4 learners book page 11  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to write a composition about a marriage ceremony they have attended   * This promotes imagination and creativity |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | CREATION – Marriage and family | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Reasons for discouraging early marriages in the society | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify causes of early marriages

State effects of early marriages

1. Compose a song against early marriages

Create a campaign against early marriages

1. Appreciate Christian teachings on marriage and family

**KEY INQUIRY QUESTIONS:**

Why should we discourage early marriages?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 11-14

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson about marriage  In pairs, lead the learners to study and explain what is happening in the pictures in activity 5, learner’s book page 11   * This promotes learning to learn   Guide the learners to read the story in the learner’s book page 11-12.  Lead the learners to explain effects of early marriages from the story   * This promotes communication and collaboration |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse exodus 2:20-24   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to identify which child rights are violated when children are married off at early ages  Learners to discuss why early marriages should be discouraged  Guide them to make their findings in class. |
| PUPIL’S ACTIVITY | Lead learners to use digital devices to find out why early marriages should be discouraged   * This will promote digital literacy   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide learners to do assessment 1.2, learners book page 14 |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | CREATION – Marriage and family | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Reasons for discouraging early marriages in the society | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify causes of early marriages

State effects of early marriages

1. Compose a song against early marriages

Create a campaign against early marriages

1. Appreciate Christian teachings on marriage and family

**KEY INQUIRY QUESTIONS:**

Why should we discourage early marriages?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 11-14

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson about marriage  In pairs, lead the learners to study and explain what is happening in the pictures in activity 5, learner’s book page 11   * This promotes learning to learn   Guide the learners to read the story in the learner’s book page 11-12.  Lead the learners to explain effects of early marriages from the story   * This promotes communication and collaboration |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse exodus 2:20-24   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to identify which child rights are violated when children are married off at early ages  Learners to discuss why early marriages should be discouraged  Guide them to make their findings in class. |
| PUPIL’S ACTIVITY | Lead learners to use digital devices to find out why early marriages should be discouraged   * This will promote digital literacy   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide learners to do assessment 1.2, learners book page 14 |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | CREATION – God’s rest | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Leisure – the teaching of the Bible on God’s rest as a form of leisure | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Define the term leisure

Describe the teaching of the bible on God’s rest as a form of leisure

1. Dramatize spending leisure time
2. Appreciate leisure time by doing good

**KEY INQUIRY QUESTIONS:**

What is leisure?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 15-16

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  In pairs, lead the learners to study and explain what is happening in the pictures in activity 1, learner’s book page 15   * This promotes learning to learn   Ask oral questions based from the pictures  Lead the learners to describe what the children in the pictures are doing   * This promotes citizenship   Guide the learners to find the meaning of leisure |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Genesis 2:1-3   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to identify what they like doing during their free time  Guide the learners to explain why God rested on the seventh day.  Lead learners to identify the importance of God’s rest  Guide them to make their findings in class.   * This promotes communication and collaboration |
| PUPIL’S ACTIVITY | Guide the learners to recite the poem in activity 2 learner’s book page 16  Learners to identify the importance of God’s rest from the poem  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide learners to design posters with message on importance of God’s rest   * This promotes imagination and creativity |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | CREATION – God’s rest | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Leisure – the teaching of the Bible on the use of leisure | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Define the term leisure

Describe the teaching of the bible on the use o f leisure

1. Dramatize spending leisure time
2. Appreciate leisure time by doing good

**KEY INQUIRY QUESTIONS:**

What is leisure?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 17-

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  In pairs, lead the learners to read the messages on the placards in activity 4, learner’s book page 17   * This promotes learning to learn   Guide the learners to explain how the children in the pictures use their leisure time   * This promotes self efficacy   Guide the learners to discuss how they use their leisure time |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 5:13   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide learners in listing examples of positive leisure activities  Guide the learners to outline the importance of leisure  Guide them to make their findings in class.   * This promotes communication and collaboration |
| PUPIL’S ACTIVITY | Lead the learners to watch a video clip on positive leisure activities   * This promotes digital literacy   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide learners to design posters with message on importance of God’s rest   * This promotes imagination and creativity |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | CREATION – God’s rest | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Leisure – Values which help Christians to use leisure time properly | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify values that can help us to use our leisure time properly
2. Watch a video of people spending leisure time
3. Appreciate good values when we use our leisure time properly

**KEY INQUIRY QUESTIONS:**

What is leisure?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 18

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  In pairs, lead the learners to study the word tree in activity 6, learner’s book page 18   * This promotes learning to learn   Guide the learners to pick out the values that help Christians to use leisure properly from the tree |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 5:13   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide learners to explain how the values help Christians to use leisure properly   * This promotes critical thinking and problem solving   Guide the learners to discuss values which can help Christians to use leisure properly   * This promotes imagination and creativity |
| PUPIL’S ACTIVITY | Lead the learners to watch a video clip on positive leisure activities   * This promotes digital literacy   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide learners to design posters with values that help Christians to use leisure properly using digital devices |

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | CREATION – God’s rest | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Leisure – inappropriate ways of using leisure time in society | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss how people use leisure time in the wrong ways that are harmful to them and others
2. Role play some of the ways in which you can avoid the inappropriate ways of leisure time
3. Have fun spending leisure time appropriately

**KEY INQUIRY QUESTIONS:**

Which are the proper ways of using your leisure time?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 19-21

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  In pairs, lead the learners to the picture in activity 8, learner’s book page 19   * This promotes learning to learn   Ask oral questions based from the pictures  Lead learners to identify inappropriate ways of using leisure from the picture |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 5:13   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide learners to explain ways of avoiding misuse of leisure time   * This promotes critical thinking and problem solving   Guide the learners to discuss other inappropriate ways of using leisure   * This promotes imagination and creativity |
| PUPIL’S ACTIVITY | Lead the learners to fill in the crossword in activity 10, the learner’s boo page 20   * This promotes critical thinking and problem solving   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide learners to write a speech on inappropriate ways of using leisure and how to use leisure properly   * This promotes critical thinking and problem solving |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – The Bible as the inspired word of God | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Why the Bible is the inspired word of God | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain why the bible is the inspired word of God
2. Compose and sing a song about the bible
3. Desire to read the bible as the word of God for spiritual nourishment

**KEY INQUIRY QUESTIONS:**

Why is the Bible different from other books?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 23-24

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  In pairs, guide them to look at the flashcards in activity 1, learner’s book page 23   * This promotes learning to learn   Guide them to explain why the bible is referred to as the word of God from the flashcards |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide learners to discuss why the Bible is the inspired word of God  Explain to the learners that the word of God was written by people that were inspired by God  Guide the learners to understand that the word of God is useful for teaching the truth, correcting faults, rebuking errors and giving instructions for the right living |
| PUPIL’S ACTIVITY | Guide the learners in composing a song about the Bible as an inspired world of God and sing   * This promotes creativity   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide learners to write a n easy on reasons why they read the Bible   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – The Bible as the inspired word of God | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The authors who inspired to write the old and new testaments. | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify authors of the bible and the books they wrote
2. Write down the two parts of the bible
3. Appreciate the work done by the authors of bible books

**KEY INQUIRY QUESTIONS:**

Why is the Bible different from other books?

Who is an author?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 24-25

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  In pairs, guide them to study the books of the Bible on the bookshelf in activity 3, learner’s book page 24   * This promotes learning to learn   Guide them to identify the authors of each book in the bookshelf |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide learners to find out the authors who wrote the old and new testament books.  Learners to state the names of the authors  Guide the learners also to use digital devices to search   * This promotes digital literacy |
| PUPIL’S ACTIVITY | Guide the prepare a chart showing the names of the old testament books and their authors  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to prepare a chart showing the names of the old testament books and their authors.  Guide the learners to display their chart in class   * This promotes critical thinking and problem solving |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – The Bible as the inspired word of God | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Reasons that led to translation of the Bible into local languages | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss the reasons that led to the translation of the bible into local languages
2. Identify names of the bible in different local languages
3. Appreciate reading the bible in local dialect

**KEY INQUIRY QUESTIONS:**

Why was the bible translated to local languages?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 25-26

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  In pairs, guide them to study the picture in activity 5, learner’s book page 24   * This promotes learning to learn   Ask the learners to say what they can see on the picture  Guide the learner to find out the Bible translations used in their community  Guide them to write down other Bible translations they are familiar with |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners also to use digital devices to search to find out the meaning of the word translation   * This promotes digital literacy   Guide the learners to identify the reasons that lead to translation of the Bible into local languages |
| PUPIL’S ACTIVITY | Guide the prepare posters to state reasons that lead to the translation of the bible into local languages   * This promotes critical thinking and problem solving   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Read the conversation in activity 6 learners book page 26 |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – The Bible as the inspired word of God | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Advantages of translating the Bible into local language | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Outline advantages of translating the bible into various language
2. Dramatize preaching with a translator
3. Appreciate reading the bible in our local languages

**KEY INQUIRY QUESTIONS:**

Why was the bible translated to local languages?

What are importance of bible translation?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 27-29

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Recap the previous lesson about reasons for translating the Bible into local language   * This promotes learning to learn   Guide the learners recite the poem in activity7 learners’ book page 27  Guide the learners to identify the advantages of translating the bible into various local languages from the poem   * This promotes social cohesion |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to discuss other advantages of translating the Bible into local languages  Learners to brainstorm in small groups, discuss what could have happened if the bible was not translated into local languages |
| PUPIL’S ACTIVITY | Guide the prepare posters with the advantages of translating the Bible into different languages   * This promotes creativity and imagination   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Read the sing the song and answer the questions in activity 9, learners book page28 |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – The Ten commandments | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The ten commandments and their relationship to Christians | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the ten commandments

Explain importance of rules in the society

1. Draw stone tablets and write the commandments on them

Dramatize Moses receiving the commandments from God

1. Desire to follow all the commandments

**KEY INQUIRY QUESTIONS:**

Why were the Ten Commandments given to Israelites

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 30-31

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the rules as outline in activity1 learners’ book page 30. Guide the learners to identifying the class rules  Guide the learners to discuss the importance of class rules   * This will enhance communication and collaboration   Learners to identify the relationship between commandments and class rule |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Exodus 20:3-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to discuss the meaning of Ten commandments  Guide the learners to write the ten commandments  Guide the learners to explain how the ten commandments help Christians to live well with God and others   * This fosters the competency of social cohesion and human rights |
| PUPIL’S ACTIVITY | Guide the learners to prepare posters to design posters on the ten commandments   * This promotes creativity and imagination   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Lead the learners to watch a video clip of Moses receiving the ten commandments   * Digital literacy will be enhanced |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – The Ten commandments | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The ten commandments and their relationship to Christians | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the ten commandments

Explain importance of rules in the society

1. Draw stone tablets and write the commandments on them

Dramatize Moses receiving the commandments from God

1. Desire to follow all the commandments

**KEY INQUIRY QUESTIONS:**

Why were the Ten Commandments given to Israelites?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 30-31

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the rules as outline in activity1 learners’ book page 30. Guide the learners to identifying the class rules  Guide the learners to discuss the importance of class rules   * This will enhance communication and collaboration   Learners to identify the relationship between commandments and class rule |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Exodus 20:3-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to discuss the meaning of Ten commandments  Guide the learners to write the ten commandments  Guide the learners to explain how the ten commandments help Christians to live well with God and others   * This fosters the competency of social cohesion and human rights |
| PUPIL’S ACTIVITY | Guide the learners to prepare posters to design posters on the ten commandments   * This promotes creativity and imagination   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Lead the learners to watch a video clip of Moses receiving the ten commandments   * Digital literacy will be enhanced |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – The Ten commandments | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Values and skills in the ten commandments that enhance Christian living | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss how values help us to have a good relationship with God
2. Use skills from ten commandments to live a life that pleases God
3. Appreciate the ten commandments by displaying self-control in our daily lives

**KEY INQUIRY QUESTIONS:**

What skill can you acquire in the Ten Commandments?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 32-33

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to look at the pictures and say what is happening in activity1 learners’ book page 32  Lead the learners to read the values in the learners book |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Exodus 20:3-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to explain values and skill in the ten commandments  Guide the learners to explain how the values and skills in the ten commandments promote harmonious living.   * This promotes imagination and creativity   Lead the class in discuss the importance of obeying the ten commandments |
| PUPIL’S ACTIVITY | Guide the learners to identify the values in the ten commandments from the word puzzle in activity 5, learner’s book page 33   * This promotes creativity and imagination   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in designing flash cards and writing in each, the ten commandments, let the learners write in each flash card, the value and skill it contains   * This promotes imagination and creativity |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – The Ten commandments | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Lessons which Christians learn from the ten commandments | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss lessons that Christians learn from the ten commandments
2. Compose and recite a poem on the ten commandments

Make posters with messages on importance of obeying the Ten Commandments

1. Have fun following the ten commandments to live in peace and harmony

**KEY INQUIRY QUESTIONS:**

What lesson can you learn from the Ten Commandments?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 33-35

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to do activity 6 learners’ book page 33  Learners to identify some lessons they have learnt from each of the ten commandments |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Exodus 20:3-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to discuss lessons that Christians learn from the ten commandments  Guide them to name the one commandment and name the lessons they have learnt from the commandments  Lead the class in composing a song on ten commandments   * This enhances creativity |
| PUPIL’S ACTIVITY | Guide the learners to do activity 7, learners book page 34.  Learners to copy and fill in the table provided in the learners book  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to Make posters with messages on importance of obeying the Ten Commandments   * This promotes imagination and creativity |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bible stories- God’s power | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How God’s power helped Samson to defeat his enemies | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss where did Samson meet with philistines
2. Identify the qualities displayed by Samson
3. Read Judges 15;14-17
4. Appreciate the good qualities from Samson by emulating them in daily life

**KEY INQUIRY QUESTIONS:**

What shows Samson depended on God’s power?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 37-39

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to sing the song in activity 1 learners’ book page 37  Learners to explain what they have learnt from the song.  Guide the learners to share their experience on the time they have depended on God’s power   * This will promote communication and collaboration |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Judges 15;14-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to discuss lessons Christians learn from the story of Samson.  Guide them to narrate a story of how God’s helped them to overcome their enemies and how they depend on God’s power  Learners to list qualities displayed by SAMSON |
| PUPIL’S ACTIVITY | Guide the learners to write an essay on how God’s power helped Samson to defeat his enemies   * This enhances creativity   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to watch a video clip on how Samson defeated his enemies   * This enhances digital literacy |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bible stories- God’s power | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How God’s power helped Samson to defeat his enemies | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss where did Samson meet with philistines
2. Identify the qualities displayed by Samson
3. Read Judges 15;14-17
4. Appreciate the good qualities from Samson by emulating them in daily life

**KEY INQUIRY QUESTIONS:**

What shows Samson depended on God’s power?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 37-39

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to sing the song in activity 1 learners’ book page 37  Learners to explain what they have learnt from the song.  Guide the learners to share their experience on the time they have depended on God’s power   * This will promote communication and collaboration |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Judges 15;14-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to discuss lessons Christians learn from the story of Samson.  Guide them to narrate a story of how God’s helped them to overcome their enemies and how they depend on God’s power  Learners to list qualities displayed by SAMSON |
| PUPIL’S ACTIVITY | Guide the learners to write an essay on how God’s power helped Samson to defeat his enemies   * This enhances creativity   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to watch a video clip on how Samson defeated his enemies   * This enhances digital literacy |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bible stories- God’s power | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How Christian depend on God’s power to overcome challenges | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify challenges Christians undergo

Explain ways Christians depend on God’s power to overcome challenges

1. Compose and Recite a poem about depending on God
2. Have fun doing good while depending on God’s power

**KEY INQUIRY QUESTIONS:**

Why should Christians depend on God?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 38-39

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to discuss the challenges the people in the pictures go through in activity 4 learners’ book page 38  Guide them to explain how the people in the pictures can overcome the challenges they are facing.  Guide the learners to share some of the challenges they go through in the daily lives   * This will promote communication and collaboration |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Judges 15;14-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Lead learners to name the other challenges Christians go through.   * This enhances competency of learning to learn   Guide the learners in finding out how Christians overcome challenges |
| PUPIL’S ACTIVITY | Guide the learners to compose a poem on the importance of depending on God’s power as Christians.   * This enhances creativity   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to discuss with their parents how Christians depended on God’s power to overcome challenges |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bible stories- God’s power | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How Christian depend on God’s power to overcome challenges | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify challenges Christians undergo

Explain ways Christians depend on God’s power to overcome challenges

1. Compose and Recite a poem about depending on God
2. Have fun doing good while depending on God’s power

**KEY INQUIRY QUESTIONS:**

Why should Christians depend on God?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 38-39

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to discuss the challenges the people in the pictures go through in activity 4 learners’ book page 38  Guide them to explain how the people in the pictures can overcome the challenges they are facing.  Guide the learners to share some of the challenges they go through in the daily lives   * This will promote communication and collaboration |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Judges 15;14-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Lead learners to name the other challenges Christians go through.   * This enhances competency of learning to learn   Guide the learners in finding out how Christians overcome challenges |
| PUPIL’S ACTIVITY | Guide the learners to compose a poem on the importance of depending on God’s power as Christians.   * This enhances creativity   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to write an essay on how you depend on God’s power to overcome challenges |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bible stories- faith in God | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How Elisha recovered an axe head | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss challenges that the prophets were facing

Read 2 kings 6;1-7

Identify lessons we can learn from the story of Elisha

1. Watch a video clip of Elisha recovering an axe-head
2. Appreciate importance of having faith in God

**KEY INQUIRY QUESTIONS:**

Why did Elisha recover the axe-head for the prophets?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 40-41

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to recite the poem in activity 6 learners’ book page 40  Learners to explain what the poet was going through.  Guide the learners to share with their friends the challenges they go through in their daily lifes   * This will promote communication and collaboration |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 2 kings 6;1-7   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to share their experiences of how faith in God is demonstrated.  Guide the learners to retell the story of how Elisha recovered the axe head.   * This promotes imagination and creativity   Guide them in discussing the lessons Christians learn from the story of how Elisha recovered an axe head |
| PUPIL’S ACTIVITY | Guide the learners to draw and colour the picture of Elisha recovering the axe head   * This enhances creativity   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to watch a video clip on Elisha’s recovery the axe head   * This enhances digital literacy |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bible stories- God’s power | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How Christian depend on God’s power to overcome challenges | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify challenges Christians undergo

Explain ways Christians depend on God’s power to overcome challenges

1. Compose and Recite a poem about depending on God
2. Have fun doing good while depending on God’s power

**KEY INQUIRY QUESTIONS:**

Why should Christians depend on God?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 38-39

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to discuss the challenges the people in the pictures go through in activity 4 learners’ book page 38  Guide them to explain how the people in the pictures can overcome the challenges they are facing.  Guide the learners to share some of the challenges they go through in the daily lives   * This will promote communication and collaboration |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Judges 15;14-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Lead learners to name the other challenges Christians go through.   * This enhances competency of learning to learn   Guide the learners in finding out how Christians overcome challenges |
| PUPIL’S ACTIVITY | Guide the learners to compose a poem on the importance of depending on God’s power as Christians.   * This enhances creativity   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to write an essay on how you depend on God’s power to overcome challenges |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bible stories- faith in God | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How Elisha recovered an axe head | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss challenges that the prophets were facing

Read 2 kings 6;1-7

Identify lessons we can learn from the story of Elisha

1. Watch a video clip of Elisha recovering an axe-head
2. Appreciate importance of having faith in God

**KEY INQUIRY QUESTIONS:**

Why did Elisha recover the axe-head for the prophets?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 40-41

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to study the pictures in activity 7 learners’ book page 40  Ask oral questions based from the pictures  Guide the learners to share with their friends the challenges they go through in their daily life   * This will promote communication and collaboration |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 2 kings 6;1-7   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to share their experiences of how faith in God is demonstrated.  Guide the learners to retell the story of how Elisha recovered the axe head.   * This promotes imagination and creativity   Guide them in discussing the lessons Christians learn from the story of how Elisha recovered an axe head.  Discuss challenges that the prophets were facing |
| PUPIL’S ACTIVITY | Guide the learners to draw and colour the picture of Elisha recovering the axe head   * This enhances creativity   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to watch a video clip on Elisha’s recovery the axe head   * This enhances digital literacy |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bible stories- faith in God | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How Christians apply faith in God in their day to day living | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

* Discuss ways in which Christians apply faith in their lives
* Narrate stories in their lives when they had faith in God to help them overcome challenges
* Desire to always have faith in God

**KEY INQUIRY QUESTIONS:**

Why should we have faith in God?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 41-42

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to study the illustrations in activity 9 learners’ book page 41. Ask oral questions based from the illustrations  Guide the learners to share with their friends how they apply their faith in God in their day to day living   * This will promote communication and collaboration |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 2 kings 6;1-7   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to share with their friends how they apply their faith in God to solve problems  Guide the learners to discuss how Christians apply their Faith in God to solve different problems   * This promotes communication and collaboration |
| PUPIL’S ACTIVITY | Guide the learners to write a short speech they will give on how to apply faith in God to solve different problems.  Give learners an opportunity to read their speech in class   * This promotes self fficacy   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to write an essay on how Christians apply their faith in their day to day living with the help of their parents |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bible stories- faith in God | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How Christians apply faith in God in their day to day living | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

* Discuss ways in which Christians apply faith in their lives
* Narrate stories in their lives when they had faith in God to help them overcome challenges
* Desire to always have faith in God

**KEY INQUIRY QUESTIONS:**

Why should we have faith in God?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 41-42

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to study the pictures in activity 10 learners’ book page 42. Ask oral questions based from the pictures  Guide the learners to identify challenges the learners in the pictures are facing   * This will promote critical thinking and problem solving |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 2 kings 6;1-7   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to share with their friends how they apply their faith in God to solve problems  Guide the learners to discuss how Christians apply their Faith in God to solve different problems   * This promotes communication and collaboration |
| PUPIL’S ACTIVITY | Guide the learners to write a short speech they will give on how to apply faith in God to solve different problems.  Give learners an opportunity to read their speech in class   * This promotes self efficacy   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to write an essay on how Christians apply their faith in their day to day living with the help of their parents |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bible stories- Determination | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Lessons learnt from the story of Jacob wrestling with God | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

* Discuss the lessons learnt from the story of Jacob wrestling God
* Narrate the story of Jacob wrestling with God
* Appreciate importance of determination in our daily lives

**KEY INQUIRY QUESTIONS:**

What is determination?

Why did Jacob remain persistent?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 43-44

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the story provided in the learner’s book page 43  Guide the learners through the questions below the story as they provide answers  Guide them to share their experiences of how they prayed to God several times and God answered their prayers |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Genesis 32:22-30   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to discuss lessons Christians learn from the story of Jacob wrestling with God.   * This fosters critical thinking and problem solving   Guide learners to narrate the story of Jacob wrestling with God in their own words |
| PUPIL’S ACTIVITY | Guide the learners to role play the story of Jacob wrestling with God  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to watch a video clip on the story of Jacob wrestling with God   * This enhances digital literacy |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bible stories- Determination | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Lessons learnt from the story of Jacob wrestling with God | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

* Discuss the lessons learnt from the story of Jacob wrestling God
* Narrate the story of Jacob wrestling with God
* Appreciate importance of determination in our daily lives

**KEY INQUIRY QUESTIONS:**

What is determination?

Why did Jacob remain persistent?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 43-44

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the story provided in the learner’s book page 43  Guide the learners through the questions below the story as they provide answers  Guide them to share their experiences of how they prayed to God several times and God answered their prayers |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Genesis 32:22-30   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to discuss lessons Christians learn from the story of Jacob wrestling with God.   * This fosters critical thinking and problem solving   Guide learners to narrate the story of Jacob wrestling with God in their own words |
| PUPIL’S ACTIVITY | Guide the learners to write the lessons Christians learn from the story of Jacob wrestling with God on the flash cards and display them in class  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to watch a video clip on the story of Jacob wrestling with God   * This enhances digital literacy |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bible stories- Determination | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Values learnt from the story of Jacob wrestling with God | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

* Identity values learnt from the story of Jacob
* Apply lessons learnt from the story of Jacob in our daily lives
* Compose a song about persistence
* Emulate Jacob by being persistent in prayer

**KEY INQUIRY QUESTIONS:**

What is determination?

Why did Jacob remain persistent?

What lesson can one learn from the story of Jacob?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 44-45

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to study the picture provided in the learner’s book page 43. Guide the learners through the questions below the story as they provide answers  Guide them to retell the story of Jacob wrestling with God |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Genesis 32:22-30   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to write the values they have learnt from the story of Jacob wrestling with God   * This fosters critical thinking and problem solving   Guide learners to pick out other values learnt from the story of Jacob wrestling with God from activity 15, learner’s book page 45 |
| PUPIL’S ACTIVITY | Guide the learners to identify the values learnt from the story wrestling with God from the puzzle learner’s book page 47  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to write flash card with values they have learnt from the story of Jacob wrestling with God |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bible stories- Determination | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Values learnt from the story of Jacob wrestling with God | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

* Identity values learnt from the story of Jacob
* Apply lessons learnt from the story of Jacob in our daily lives
* Compose a song about persistence
* Emulate Jacob by being persistent in prayer

**KEY INQUIRY QUESTIONS:**

What is determination?

Why did Jacob remain persistent?

What lesson can one learn from the story of Jacob?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 44-45

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to study the picture provided in the learner’s book page 43. Guide the learners through the questions below the pictures as they provide answers  Guide them to retell the story of Jacob wrestling with God |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Genesis 32:22-30   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to explain how Jacob demonstrated persistence in prayer   * This fosters critical thinking and problem solving   Guide learners to explain how Christians can apply the values they have named in their daily lives |
| PUPIL’S ACTIVITY | Guide the learners to write how they will practice persistence in prayer   * This fosters learning to learn   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to compose a song on persistence in prayer   * Fosters creativity and imagination |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The call of the first disciples by Jesus Christ | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Describe the call of the first disciples by Jesus Christ
2. Participate in church services.
3. Desire to serve God in his/her life for spiritual development

**KEY INQUIRY QUESTIONS:**

What roles do you play in your church?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 48-53

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the story about Jesse and Ndinda in the learner’s book page 48. Guide the learners to discuss Jesse and Ndinda help each other in church  Guide learners to discuss the different roles they play in church   * As they discuss they enhances critical thinking and problem solving |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Mark 1:16-20   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to explain how disciples responded to Jesus call.  Guide learners to discuss the lessons Christians learn from the call of the first disciples of Jesus   * This promotes critical thinking and problem solving |
| PUPIL’S ACTIVITY | Guide the learners to narrate the call of the first disciples of Jesus in their own words.  Guide the learners to write names of the first 4 disciples of Jesus on flashcards  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to use digital devices and watch a video clip on the call of the first disciples   * This will enhance their digital literacy skills |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The call of the first disciples by Jesus Christ | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Describe the call of the first disciples by Jesus Christ
2. Participate in church services.
3. Desire to serve God in his/her life for spiritual development

**KEY INQUIRY QUESTIONS:**

What roles do you play in your church?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 48-53

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the story about Jesse and Ndinda in the learner’s book page 48. Guide the learners to discuss Jesse and Ndinda help each other in church  Guide learners to discuss the different roles they play in church   * As they discuss they enhances critical thinking and problem solving |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Mark 1:16-20   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to explain to their friends what Jesus told the two disciples  Guide the learners to explain how disciples responded to Jesus call.  Guide learners to discuss the lessons Christians learn from the call of the first disciples of Jesus   * This promotes critical thinking and problem solving |
| PUPIL’S ACTIVITY | Guide the learners to narrate the call of the first disciples of Jesus in their own words.  Guide the learners to write names of the first 4 disciples of Jesus on flashcards  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to use digital devices and watch a video clip on the call of the first disciples   * This will enhance their digital literacy skills |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How different people are called to serve God in the society. | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

* Describe the call of the first disciples by Jesus Christ.
* Examine how different people are called to serve God in the society
* Discuss ways in which people are called to serve God.
* Participate in church services.
* Desire to serve God in his/her life for spiritual development

**KEY INQUIRY QUESTIONS:**

What roles do you play in your church?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 48-53

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to study the pictures shown in activity 4in the learners book page 50   * This promotes learning to learn   Guide them to explain how the people in the pictures are serving God |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Mark 1:16-20   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to explain to their friends how they serve God in their lives   * This promotes critical thinking and problem solving   Guide learners to discuss how people serve God   * This promotes collaboration and communication skills   Lead learners to identify how people are called to serve GOD.   * This promotes citizenship |
| PUPIL’S ACTIVITY | Guide the learners to read the posters in the learners book page  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to role play in groups the call of the first disciples and present to the class   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How different people are called to serve God in the society. | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

* Describe the call of the first disciples by Jesus Christ.
* Examine how different people are called to serve God in the society
* Discuss ways in which people are called to serve God.
* Participate in church services.
* Desire to serve God in his/her life for spiritual development

**KEY INQUIRY QUESTIONS:**

What roles do you play in your church?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 48-53

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to study the pictures shown in activity 4 in the learners book page 50   * This promotes learning to learn   Guide them to explain how the people in the pictures are serving God |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Mark 1:16-20   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to explain to their friends how they serve God in their lives   * This promotes critical thinking and problem solving   Guide learners to discuss how people serve God   * This promotes collaboration and communication skills   Lead learners to identify how people are called to serve GOD.   * This promotes citizenship |
| PUPIL’S ACTIVITY | Recite the poem in activity 6, learner’s book page 51  Guide the learners to write a promise on how they will serve God.   * This links to English Language   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to do assessment 3 , learners book page 52 |

**REFLECTION ON THE LESSON**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The temptation of Jesus by the devil | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain the meaning of temptation.
2. Narrate the temptation of Jesus Christ by the devil
3. Appreciate the importance of avoiding temptations.

Desire to overcome temptations in life

**KEY INQUIRY QUESTIONS:**

What is temptation?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 53-59

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the story in activity 1 in the learners book page 53   * This promotes learning to learn   Guide them to explain why Akiru and her friends were tempted to take money  Guide the learners to share experiences of occasions where they felt strong desire to do something bad or wrong |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 4:1-13   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to discuss temptations they face in life.  Guide them to discuss how they overcame the temptation they mentioned.   * This promotes communication and collaboration   Guide them to explain what Jesus was doing when he was tempted  Learners to discuss how Jesus responded to the temptations  Guide learners to discuss the lessons Christians learn from the temptation of Jesus   * This promotes critical thinking and problem solving |
| PUPIL’S ACTIVITY | Guide learners to narrate the story of temptations of Jesus in their own words  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to do play and watch a video clip on temptations of Jesus   * This will enhance digital literacy skills |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The temptation of Jesus by the devil | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain the meaning of temptation.
2. Narrate the temptation of Jesus Christ by the devil
3. Appreciate the importance of avoiding temptations.

Desire to overcome temptations in life

**KEY INQUIRY QUESTIONS:**

What is temptation?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 53-59

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the story in activity 1 in the learners book page 53   * This promotes learning to learn   Guide them to explain why Akiru and her friends were tempted to take money  Guide the learners to share experiences of occasions where they felt strong desire to do something bad or wrong |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 4:1-13   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to discuss temptations they face in life.  Guide them to discuss how they overcame the temptation they mentioned.   * This promotes communication and collaboration   Guide them to explain what Jesus was doing when he was tempted  Learners to discuss how Jesus responded to the temptations  Guide learners to discuss the lessons Christians learn from the temptation of Jesus   * This promotes critical thinking and problem solving |
| PUPIL’S ACTIVITY | Guide learners to narrate the story of temptations of Jesus in their own words  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to do play and watch a video clip on temptations of Jesus   * This will enhance digital literacy skills |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Temptation that Christian face in their daily lives | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. List examples of temptations that Christians face in their daily lives.
2. Explain how the qualities found in Luke 4: 1-13 help us overcome temptations.
3. Appreciate the importance of overcoming temptations.

Desire to overcome temptations in life

**KEY INQUIRY QUESTIONS:**

What is temptation?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 53-59

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the conversation between Joseph and Pastor Tabitha in activity 4 in the learners book page 55   * This promotes learning to learn   Guide them to identify the difficulties that Joseph is going through.  Learns to discuss what they would have done if they were Joseph |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 4:1-13   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to explain the temptations that Christians face in their daily life   * This promotes critical thinking and problem solving   Lead the learners to discuss how they can overcome temptations   * This promotes communication and collaboration skills   Guide them to explain the importance of what reading the Bible, as the word of God, prayers as a way of talking to God and seeking guidance when in difficulties to overcome temptations.  Guide the learners to discuss how they will overcome temptations |
| PUPIL’S ACTIVITY | Guide the learners to sing the song in activity 6 page 57 in their own tune   * This links to Music   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to design posters of how Christians overcome temptations with digital devices   * This will enhance digital literacy skills |

**REFLECTION ON THE LESSON**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Temptation that Christian face in their daily lives | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

* List examples of temptations that Christians face in their daily lives.
* Explain how the qualities found in Luke 4: 1-13 help us overcome temptations.
* Appreciate the importance of overcoming temptations.
* Desire to overcome temptations in life

**KEY INQUIRY QUESTIONS:**

What is temptation?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 53-59

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the conversation between Joseph and Pastor Tabitha in activity 4 in the learners book page 55   * This promotes learning to learn   Guide them to identify the difficulties that Joseph is going through.  Learns to discuss what they would have done if they were Joseph |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 4:1-13   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to explain the temptations that Christians face in their daily life   * This promotes critical thinking and problem solving   Lead the learners to discuss how they can overcome temptations   * This promotes communication and collaboration skills   Guide them to explain the importance of what reading the Bible, as the word of God, prayers as a way of talking to God and seeking guidance when in difficulties to overcome temptations.  Guide the learners to discuss how they will overcome temptations |
| PUPIL’S ACTIVITY | Guide the learners to sing the song in activity 6 page 57 in their own tune   * This links to Music   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to design posters of how Christians overcome temptations with digital devices   * This will enhance digital literacy skills   Learners to do assessment 3.2, learners book page 58-59 |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- Miracles of Jesus Christ | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The healing of the Roman officer’s servant by Jesus | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Define a miracle.
2. Narrate the story of the healing of the Roman officer’s servant by Jesus Christ.
3. Appreciate the story of the Roman Officer’s servant.

Desire to help the sick in his/her daily life

**KEY INQUIRY QUESTIONS:**

What is a miracle?

What would you do if one of your family members fell sick?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 59-61

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the story between in activity 1 in the learners book page 59   * This promotes learning to learn   Guide them to explain how they Susan family members felt when she was sick.  Guide the learners to discuss what they should do when someone is sick and present in class. |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Matthew 8: 5-13   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide them to explain why the roman officer asked Jesus to heal his servant |
| APPLICATION AND RESPONSE | Guide the learners to explain why it is important to help the sick  Guide the learners to discuss ways in which they can help the sick in daily life situations   * This promotes collaboration and communication.   Learners to explain why the roman officer believed Jesus would heal his servant |
| PUPIL’S ACTIVITY | Learners to narrate the story of the healing of the Roman Officer’s servant by Jesus Christ in their own words  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to compose a poem on how they can help the sick and read it in class#   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- Miracles of Jesus Christ | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The healing of the Roman officer’s servant by Jesus | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Define a miracle.
2. Narrate the story of the healing of the Roman officer’s servant by Jesus Christ.
3. Appreciate the story of the Roman Officer’s servant.

Desire to help the sick in his/her daily life

**KEY INQUIRY QUESTIONS:**

What is a miracle?

What would you do if one of your family members fell sick?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 59-61

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the story between in activity 1 in the learners book page 59   * This promotes learning to learn   Guide them to explain how they Susan family members felt when she was sick.  Guide the learners to discuss what they should do when someone is sick and present in class. |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Matthew 8: 5-13   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide them to explain why the roman officer asked Jesus to heal his servant |
| APPLICATION AND RESPONSE | Guide the learners to explain why it is important to help the sick  Guide the learners to discuss ways in which they can help the sick in daily life situations   * This promotes collaboration and communication.   Learners to explain why the roman officer believed Jesus would heal his servant |
| PUPIL’S ACTIVITY | Learners to narrate the story of the healing of the Roman Officer’s servant by Jesus Christ in their own words  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to do activity 3 learners book page 60 |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- Miracles of Jesus Christ | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Lessons learnt from the healing of the Roman Officer’s servant | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the lessons learnt from the healing of the Roman officer’s servant by Jesus Christ.
2. Role-play the story of the healing of the Roman officer’s servant.
3. Apply the lessons learnt from the story of the Roman officer’s servant in daily life

**KEY INQUIRY QUESTIONS:**

What is a miracle?

What would you do if one of your family members fell sick?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 59-61

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to watch a video clip on the healing of the Roman officer’s servant.   * This will enhance their digital literacy skills   Ask oral questions based from the video clip |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Matthew 8: 5-13   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide them to explain why the roman officer asked Jesus to heal his servant |
| APPLICATION AND RESPONSE | Guide the learners to describe the qualities that Christians learn from the Roman officer  Guide the learners to discuss the lessons that Christians learn from the healing of the Roman officer’s servant   * This promotes collaboration and communication. |
| PUPIL’S ACTIVITY | Learners to role-play the healing of the roman officer’ servant  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to draw and colour the pictures of the roman officer begging Jesus to heal his servant   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
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| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- Miracles of Jesus Christ | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Lessons learnt from the healing of the Roman Officer’s servant | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the lessons learnt from the healing of the Roman officer’s servant by Jesus Christ.
2. Role-play the story of the healing of the Roman officer’s servant.
3. Apply the lessons learnt from the story of the Roman officer’s servant in daily life

**KEY INQUIRY QUESTIONS:**

What is a miracle?

What would you do if one of your family members fell sick?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 59-61

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to watch a video clip on the healing of the Roman officer’s servant.   * This will enhance their digital literacy skills   Ask oral questions based from the video clip |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Matthew 8: 5-13   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide them to explain why the roman officer asked Jesus to heal his servant |
| APPLICATION AND RESPONSE | Guide the learners to describe the qualities that Christians learn from the Roman officer  Guide the learners to discuss the lessons that Christians learn from the healing of the Roman officer’s servant   * This promotes collaboration and communication. |
| PUPIL’S ACTIVITY | Learners to role-play the healing of the roman officer’ servant  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to type the lessons learnt from the healing of the Roman officer servant.   * This promotes digital literacy |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- faith in God  Miracles of Jesus Christ | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The miracle of the healing of the bleeding woman by Jesus Christ | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Analyse the miracle of the healing of the bleeding woman by Jesus Christ
2. Narrate the miracle of the bleeding woman.
3. Appreciate the importance of having faith in God.

Appreciate the healing power of Jesus Christ

**KEY INQUIRY QUESTIONS:**

What do you do when you are sick?

How did Jesus show compassion for the woman?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 59-61

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to explain what happens when people are sick in their community   * This promotes critical thinking and problem solving   Guide the learners to list some diseases that affect people in their community |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 8:43-48   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to explain what the woman was suffering from  Guide the m to mention how long the woman had suffered  Gide the learners to explain how Jesus knew that someone had touched Him.  Guide them to discuss how the bleeding woman demonstrated her faith in jesus   * This promotes communication and collaboration |
| PUPIL’S ACTIVITY | Learners to narrate the story of the healing of the bleeding woman  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to watch a video clip of the healing of the bleeding woman by Jesus Christ   * This promotes digital literacy |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- faith in God  Miracles of Jesus Christ | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The miracle of the healing of the bleeding woman by Jesus Christ | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Analyse the miracle of the healing of the bleeding woman by Jesus Christ
2. Narrate the miracle of the bleeding woman.
3. Appreciate the importance of having faith in God.

Appreciate the healing power of Jesus Christ

**KEY INQUIRY QUESTIONS:**

What do you do when you are sick?

How did Jesus show compassion for the woman?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 62-63

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to explain what happens when people are sick in their community   * This promotes critical thinking and problem solving   Guide the learners to list some diseases that affect people in their community  Guide the learners to explain how the sick are taken care of |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 8:43-48   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide the learners to explain what the woman was suffering from  Guide the m to mention how long the woman had suffered  Gide the learners to explain how Jesus knew that someone had touched Him.  Guide them to discuss how the bleeding woman demonstrated her faith in jesus   * This promotes communication and collaboration |
| PUPIL’S ACTIVITY | Learners to narrate the story of the healing of the bleeding woman  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to discuss with their parents the healing power of Jesus Christ |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- faith in God  Miracles of Jesus Christ | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Ways in which the Church and government are helping the sick in the society | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify ways in which the government helps the sick.
2. List ways in which churches help the sick.
3. Compose a song about the healing power of Jesus Christ.
4. Appreciate the ways in which the church helps the sick in the society

**KEY INQUIRY QUESTIONS:**

What do you do when you are sick?

Why does the Government of Kenya provide medical services to its citizens?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 63-64

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to study the pictures shown in the Learner’s book page 63 and discuss what is happening in each picture   * This promotes learning to learn |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 8:43-48   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide the learners to explain what the woman was suffering from |
| APPLICATION AND RESPONSE | Guide the learners to identify the ways in which the church helps the sick in the society  Guide them to explain how the government helps the sick in the society.  Guide the learners to identify the roles of government and church towards helping the sick in the society.  Guide them to discuss other ways in which the church and the government help the sick in the society.   * This promotes communication and collaboration   Guide the learners to explain how learners can demonstrate their love for the sick. |
| PUPIL’S ACTIVITY | Learners to read the story in activity 9, learner’s book page 63-64  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to make posters using digital devices on how the government and the church helps in the society |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- faith in God  Miracles of Jesus Christ | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Lessons learnt from the miracle of the healing of the bleeding woman | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the lessons learnt from the miracle of the healing of the bleeding woman.
2. Role-play the miracle of the healing of the bleeding woman.
3. Emulate Jesus Christ by showing compassion to others

**KEY INQUIRY QUESTIONS:**

What are the lessons learnt from the miracle of the healing of the bleeding woman?

How do you depend on Jesus for healing?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 64-65

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to watch a video clip using digital devices on the miracle of the healing of the bleeding woman   * This promotes digital literacy |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 8:43-48   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Learners to narrate the miracle of the healing of the bleeding woman |
| APPLICATION AND RESPONSE | Guide the learners to explain what the woman was suffering from  Guide the learners to discuss the lessons learnt from the healing of the bleeding woman   * This promotes communication and collaboration   Guide the learners to explain how the bleeding woman demonstrated her faith in Jesus   * This promotes critical thinking and problem solving   Guide the learners to explain how learners can demonstrate their love for the sick. |
| PUPIL’S ACTIVITY | Learners to Role-play the miracle of the healing of the bleeding woman.  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to work in groups and compose a song about the healing power of God   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- Jesus Christ’ power over death  Miracles of Jesus Christ | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The miracle of rising Lazarus from the dead | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss how Jesus showed He has power over death.

Explore the miracle of the raising of Lazarus from the dead to show Jesus power over death

1. Role-play the raising of Lazarus from the dead.
2. Appreciate Jesus’ power over death.

**KEY INQUIRY QUESTIONS:**

How do you show love and compassion of the needy people around you?

Why did Jesus raise Lazarus from the dead?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 65-67

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the poem in activity 12, learner’s book page 65   * This promotes learning to learn   Guide them to explain why the poet is sad.  Guide the learners to discuss how they feel when they lose a family member or a friend   * This promotes the value of love and responsibility |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse John 11;32-45   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Learners to narrate the story of the raising of Lazarus from the dead |
| APPLICATION AND RESPONSE | Guide learners to explain why Mary and Martha were crying  Guide the learners to mention how Jesus felt when he saw people crying  Guide them to mention how long Lazarus had been buried before Jesus arrived  Guide them to discuss how different Mary was from her sister Martha   * This promotes communication and collaboration   Guide the learners to explain to friends how they can help those who have lost a family member. |
| PUPIL’S ACTIVITY | Learners to Role-play the miracle of raising of Lazarus from the dead  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to watch a video clip of raising Lazarus from the dead   * This promotes digital literacy |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- Jesus Christ’ power over death  Miracles of Jesus Christ | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The miracle of rising Lazarus from the dead | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss how Jesus showed He has power over death.

Explore the miracle of the raising of Lazarus from the dead to show Jesus power over death

1. Role-play the raising of Lazarus from the dead.
2. Appreciate Jesus’ power over death.

**KEY INQUIRY QUESTIONS:**

How do you show love and compassion of the needy people around you?

Why did Jesus raise Lazarus from the dead?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 65-67

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to study the pictures in activity 14, learner’s book page 66   * This promotes learning to learn   Guide the learners to discuss/describe what is happening in the pictures   * This promotes communication and collaboration |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse John 11;32-45   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Learners to narrate the story of the raising of Lazarus from the dead |
| APPLICATION AND RESPONSE | Guide the learners to explain to friends how they can help those who have lost a family member.  Guide learners to explain to their friends why the families of Lazarus were longing to see Jesus to visit them.  Guide the learners to describe how they support a family that has lost a loved one in their community  Guide them to discuss how Christians can help those who have lost their loved ones |
| PUPIL’S ACTIVITY | Learners to write down the lessons they learn from the story of the raising of Lazarus from the dead  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to write an essay how they will help those who lost loved ones   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- Jesus Christ’ power over death  Miracles of Jesus Christ | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Lessons Christians learn from The miracle of rising Lazarus from the dead | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the lessons Christians learn from the miracle of the raising of Lazarus from the dead by Jesus Christ.
2. Compose a poem on ‘God’s power over death’ and recite the poem.
3. Appreciate the lessons Christians learn from the miracle of the raising of Lazarus from the dead by Jesus Christ.

**KEY INQUIRY QUESTIONS:**

How do you show love and compassion of the needy people around you?

Why did Jesus raise Lazarus from the dead?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 67-69

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to watch a video clip on the miracle of raising of Lazarus by Jesus Christ.   * This promotes digital literacy   Probe them to explain why Jesus raised Lazarus from the dead |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse John 11;32-45   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Learners to narrate the story of the raising of Lazarus from the dead |
| APPLICATION AND RESPONSE | Guide the learners to discuss the lessons Christians learn from the raising of Lazarus by Jesus Christ   * This promotes critical thinking and problem solving   Guide the learners to present their findings in class.   * This promotes self-efficacy |
| PUPIL’S ACTIVITY | Learners to compose a poem on God’s power over death individually and write in their exercise books.   * English language will be enhanced   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to role play the raising of Lazarus from the dead   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- Jesus Christ’ power over death  Miracles of Jesus Christ | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Lessons Christians learn from The miracle of rising Lazarus from the dead | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the lessons Christians learn from the miracle of the raising of Lazarus from the dead by Jesus Christ.
2. Compose a poem on ‘God’s power over death’ and recite the poem.
3. Appreciate the lessons Christians learn from the miracle of the raising of Lazarus from the dead by Jesus Christ.

**KEY INQUIRY QUESTIONS:**

How do you show love and compassion of the needy people around you?

Why did Jesus raise Lazarus from the dead?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 67-69

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to watch a video clip on the miracle of raising of Lazarus by Jesus Christ.   * This promotes digital literacy   Probe them to explain why Jesus raised Lazarus from the dead |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse John 11;32-45   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Learners to narrate the story of the raising of Lazarus from the dead |
| APPLICATION AND RESPONSE | Guide the learners to discuss the lessons Christians learn from the raising of Lazarus by Jesus Christ   * This promotes critical thinking and problem solving   Guide the learners to present their findings in class.   * This promotes self-efficacy |
| PUPIL’S ACTIVITY | Learners to compose sing the song “Jesus raises the dead” learners book page 67  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to do assessment 3.3 learners book page 69   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- the kingdom of God | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The parable of the hidden treasure to enhance understanding of God’s Kingdom | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Brainstorm the meaning if a parable
2. Narrate the parable of the hidden treasure.
3. Appreciate the importance of the parable of the hidden treasure.

**KEY INQUIRY QUESTIONS:**

What did Jesus teach His disciples about the value of the Kingdom of heaven?

What do you learn from the parable?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 70-71

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to recall about what they learnt in grade 5 about the parable of the talents  Guide the learners to do activity 1 learners book page 70  Guide the learners to find the meaning of treasure, pearl and parable using digital devices or dictionary |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Matthew 13:44   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Learners to narrate the parable of the hidden treasure |
| APPLICATION AND RESPONSE | Guide the learners to discuss what the hidden treasure represents   * This promotes critical thinking and problem solving   Lead the learners in giving the lessons they have learnt from the parable of the hidden treasure   * This promotes imagination and creativity   Guide the learners to list some of the values that they value in life |
| PUPIL’S ACTIVITY | Learners to play a game of the hidden treasure  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to carry out the home assignment on learners book page 71 |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- the kingdom of God | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Teachings from the parable of the hidden treasure | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify teachings from the parables of the hidden treasure and the pearl.
2. Compose a song about the value of the Kingdom of God and sing it.
3. Apply the teachings from the parables of the hidden treasure and the pearl in day to day life.

**KEY INQUIRY QUESTIONS:**

What did Jesus teach His disciples about the value of the Kingdom of heaven?

What do you learn from the parable?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 71-72

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to recall about what they learnt in grade 5 about the parable of the talents  Guide the learners to recite the poem in activity5 learners book page 71  Teacher to ask oral questions based from the poem |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Matthew 13:44   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Learners to narrate the parable of the hidden treasure |
| APPLICATION AND RESPONSE | Guide the learners to discuss the teachings from the parable of the hidden treasure and present their findings in class   * This promotes critical thinking and problem solving   Guide the learners to discuss how they live a responsible life for the kingdom of God   * This promotes communication and collaboration   Guide the learners to list some of the values that they value in life |
| PUPIL’S ACTIVITY | Learners to compose and sing a song about the value of the kingdom of God   * Singing enhances Music   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to make posters with the teachings from the parable of the hidden treasure   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- Attitude towards God | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The parable of the rich man and Lazarus as narrated by Jesus Christ | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss about social justice and social injustice.

Analyse the parable of the rich man and Lazarus as narrated by Jesus Christ

1. Narrate the parable of the rich man and Lazarus.
2. Appreciate the parable of the rich man and Lazarus

**KEY INQUIRY QUESTIONS:**

What is the meaning of social injustice?

Where did the rich man go after he died?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 73-74

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the story in activity 1 learners book page 73  Learners to explain how Siratei uses his wealth to support the needy |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 16:19-31   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Learners to narrate the story of the rich man and lazarus |
| APPLICATION AND RESPONSE | Guide the learners to tell each other how they support one another in times of need   * This promotes love and responsibility   Guide learners to mention ways Christians use wealth to support others  Guide the learners to discuss why they should help the needy   * This promotes communication and collaboration |
| PUPIL’S ACTIVITY | Discuss about social justice and social injustice  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to do home assignment learners book page 74 |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- Attitude towards God | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The parable of the rich man and Lazarus as narrated by Jesus Christ | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Discuss about social justice and social injustice.

Analyse the parable of the rich man and Lazarus as narrated by Jesus Christ

1. Narrate the parable of the rich man and Lazarus.
2. Appreciate the parable of the rich man and Lazarus

**KEY INQUIRY QUESTIONS:**

What is the meaning of social injustice?

Where did the rich man go after he died?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 73-74

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to read the story in activity 1 learners book page 73  Learners to explain how Siratei uses his wealth to support the needy |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 16:19-31   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Learners to narrate the story of the rich man and lazarus |
| APPLICATION AND RESPONSE | Guide the learners to explain how the poor man got his food according to the scriptures  Guide the learners to compare the rich ma’s way of life on earth and that of Lazarus  Ask learners to explain what happened to both the rich man and Lazarus when they died.  Probe the learners to explain why the rich man was in pain when he died  Guide learners to mention ways Christians use wealth to support others  Guide the learners to discuss why they should help the needy   * This promotes communication and collaboration |
| PUPIL’S ACTIVITY | Learners to write down reasons why lazarus could not help the rich man in his situation  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to do write LUKE 16:19-31 on charts and display it in class |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE OF JESUS CHRIST- Attitude towards God | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Lessons learnt from The parable of the rich man and Lazarus as narrated by Jesus Christ | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the lessons learnt from the parable of the rich man and Lazarus.

Discuss ways of using our resources to help the needy.

1. Role play the story of the rich man and Lazarus.
2. Appreciate the lessons learnt from the parable of the rich man and Lazarus

**KEY INQUIRY QUESTIONS:**

How did the rich man in the parable of the rich man and Lazarus, practice social injustice?

What are the lessons learnt from the parable of the rich man and Lazarus?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 74-77

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to study the pictures shown in activity 3 learners book page 74 and discuss what is happening. |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 16:19-31   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Learners to narrate the story of the rich man and lazarus |
| APPLICATION AND RESPONSE | Guide the learners to discuss the lessons that they have learnt from the parable of the rich man and Lazarus and share their points in class   * This promotes self efficacy, critical thinking and problem solving   Guide the learners to list ways on how Christians live responsible life on earth  Guide the learners to identify how Christians should use their wealth well   * This promotes citizenship |
| PUPIL’S ACTIVITY | Learners to Role play the story of the rich man and Lazarus  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to watch a video clip of the rich man and Lazarus   * This promotes digital literacy |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - Apostles’ creed | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Reasons for using the Apostles’ creed in Christianity | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain the reasons for using the Apostles’ creed in Christianity
2. Recite the apostles’ creed
3. Recognize the value of the Holy Trinity

**KEY INQUIRY QUESTIONS:**

What is a creed?

Why is the Apostles’ Creed important to Christians?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 78-79

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  In pairs, learners to read the poster in the learner’s book page 78  Guide the learners in identifying the values mentioned in the school creed.  Guide the learners in find the meaning of the word creed/apostlecreed  Teacher to reinforce relevant responses   * It enhances the value of love |
| Biblical experience | Guide the learners to find and read bible verse   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners in reciting the apostles creed in turns   * This promotes |
| Application and response | Guide the learners to identify the reasons why Christians recite Apostles creed   * This promotes imagination and creativity |
| Pupil’s Activity | Guide learners to read the conversation in the learners book page 80  Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to recite the apostles’ creed to their parents and record themselves with digital devices   * This promotes critical thinking and problem solving |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - Apostles’ creed | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Teaching outlined in the Apostles’ Creed | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Analyse the Teaching outlined in the Apostles’ Creed
2. Recite the apostles’ creed
3. Recognize the value of the Holy Trinity

**KEY INQUIRY QUESTIONS:**

What is a creed?

Why is the Apostles’ Creed important to Christians?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 80-82

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners in singing in the song in the learner’s book pg. 80.  Ask learners questions from the song they have just sang  Teacher to reinforce relevant responses   * It enhances the value of love |
| Biblical experience | Guide the learners to find and read bible verse   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners in discussing the beliefs in the apostles creed   * This promotes critical thinking and problem solving |
| Application and response | Guide the learners in discussing the teachings of the statements in the apostles creed   * This promotes imagination and creativity   Learners to give meaning of the teaching of the apostles creed |
| Pupil’s Activity | Guide the learners to pick the teachings randomly s they explain the beliefs in the apostles creed that contains the teaching page 81   * This fosters critical thinking and problem solving   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to recite the apostles’ creed to their parents and record themselves with digital devices   * This promotes critical thinking and problem solving |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - Apostles’ creed | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The importance of the apostles creed to christians | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Outline in the importance of the Apostles’ Creed to Christians
2. Discuss the importance of the Apostles’ Creed to Christians

Recite the Apostles ’ Creed

1. Recognize the value of the Holy Trinity

**KEY INQUIRY QUESTIONS:**

What is a creed?

Why is the Apostles’ Creed important to Christians?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 80-82

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to recite the apostles creed to their friends  Ask learners importance of reciting apostles creed  Teacher to reinforce relevant responses   * It enhances the value of love |
| Biblical experience | Guide the learners to find and read bible verse   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners in discussing the beliefs in the apostles creed   * This promotes critical thinking and problem solving |
| Application and response | Guide the learners in discussing the importance of the Apostles’ Creed to Christians   * This promotes imagination and creativity   Learners to identify the importance of the apostles creed from the picture on page 82 |
| Pupil’s Activity | Guide the learners to use digital devices to research on the importance of apostles creed. Learners to share their findings   * This promotes digital literacy   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to recite the apostles’ creed to their parents and record themselves with digital devices   * This promotes critical thinking and problem solving |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - Apostles’ creed | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The three persons of the holy trinity | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the three person in the holy trinity
2. Distinguish the three person in the holy trinity
3. Recognize the value of the Holy Trinity

**KEY INQUIRY QUESTIONS:**

What is a creed?

Why is the Apostles’ Creed important to Christians?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 83-85

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to recite the apostles creed to their friends  Ask learners to identify the three persons in the holy trinity  Teacher to reinforce relevant responses |
| Biblical experience | Guide the learners to find and read bible verse   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide distinguishing the three persons in the holy trinity from the apostles creed   * This promotes critical thinking and problem solving |
| Application and response | Guide the learners stating the three persons in the holy trinity from the Apostles creed  Guide the learners in explaining the values of each of the three persons in the holy trinity |
| Pupil’s Activity | Guide the learners in singing a song about the holy trinity   * This promotes   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to compose a song on holy trinity and sing it in class   * This promotes critical thinking and problem solving |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - Christian suffering | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Teachings of Paul on Christian suffering | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the teachings of Paul on Christian suffering.
2. Explain the teachings of Paul on Christian suffering
3. Appreciate the importance of Christian suffering for spiritual development

**KEY INQUIRY QUESTIONS:**

What is Christian suffering?

Why should Christians accept suffering?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 83-85

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to look at the picture on page 86 and say what is happening  Read Taabu’s story in the learners book and ask oral question based from the story  Teacher to reinforce relevant responses |
| Biblical experience | Guide the learners to find and read bible verse 2 Corinthians 6:3-7   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide the learners to discuss the suffering that Christians go through   * This promotes critical thinking and problem solving   Discuss the lessons from the Bible on Christian suffering |
| Application and response | Guide the learners outline the qualities of God’s servant according to Paul  Guide the learners to identify types of suffering that Christian go through |
| Pupil’s Activity | Guide the learners in discuss how Christian overcome suffering   * This promotes communication and collaboration   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners undertake activity 3 in the learners book page 87   * This promotes critical thinking and problem solving |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - Christian suffering | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The values learnt from the teachings of paul on Christian suffering | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the values of Paul on Christian suffering
2. Explain the teachings of Paul on Christian suffering
3. Appreciate the importance of Christian suffering for spiritual development

**KEY INQUIRY QUESTIONS:**

What is Christian suffering?

Why should Christians accept suffering?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 83-85

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to look at the picture on page 86 and say what is happening  Read Taabu’s story in the learners book and ask oral question based from the story  Teacher to reinforce relevant responses |
| Biblical experience | Guide the learners to find and read bible verse 2 Corinthians 6:3-7   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide the learners to discuss the suffering that Christians go through   * This promotes critical thinking and problem solving   Guide the learners to discuss the teaching of the verse |
| Application and response | Guide the learners outline the values from the teachings on Christian suffering according to Paul.  Learners to explain what Christians learn from the teachings of Paul on Christian suffering |
| Pupil’s Activity | Guide the learners in fish out the values from teachings of st Paul on Christian suffering from the fish pond in the learners book page 88   * This promotes critical thinking and problem solving   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to recite the poem in the learners book page 88   * This promotes c |

REFLECTION ON THE LESSON

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - Church unity | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Meaning of church unity in Christianity. | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain the meaning of church unity in Christianity.
2. Discuss the teachings of the Bible on Christianity unity
3. Desire to work together with others for church unity

**KEY INQUIRY QUESTIONS:**

What is Christian unity?

How does a different church work together?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 91-92

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to study the pictures on the learner’s book and ask oral questions based from the pictures.  Teacher to reinforce relevant responses  Lead the learners to name churches they attend.  Guide them to identify the other churches that they are familiar with. |
| Biblical experience | Guide the learners to find and read bible verse   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide the learners to discuss the meaning of church, Christianity and church unity |
| Application and response | Guide the learners to explain why churches came together  Learners to name occasions when churches came together   * This promotes critical thinking and problem solving |
| Pupil’s Activity | Guide the learners to read the story in the learner’s book page 91   * This promotes learning to learn   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners tin using digital devices to design posters with the meaning of church unity   * This promotes digital literacy |

REFLECTION ON THE LESSON

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - Church unity | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The teaching of the Bible on Christian unity | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain the meaning of church unity in Christianity.
2. Discuss the teachings of the Bible on Christianity unity
3. Desire to work together with others for church unity

**KEY INQUIRY QUESTIONS:**

What is Christian unity?

How does a different church work together?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 92-93

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to read the story in the learner’s book page 92. Ask oral questions based on the story  Teacher to reinforce relevant responses  Guide learners identify how churches demonstrated unity from the story.   * This promotes critical thinking and problem solving |
| Biblical experience | Guide the learners to find and read bible verse Matthew 16:18, john 17:20-23 Galatians 3:28   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide the learners to explain the words of Jesus to Peter about the church.  Lead learners to discuss the prayers Jesus made concerning the church |
| Application and response | Guide the learners to outline the teachings of Paul on church unity   * This promotes critical thinking and problem solving   Learners to say how Christianity unity is demonstrated in school |
| Pupil’s Activity | Discuss lessons that they learn from the bible readings   * This promotes communication and collaboration   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners tin using digital devices to design posters with the meaning of church unity   * This promotes digital literacy |

REFLECTION ON THE LESSON

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - Church unity | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Ways in which church unity fosters peaceful co-existence | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain the meaning of church unity in Christianity.
2. Describe ways in which church unity fosters peaceful co-existence
3. Desire to work together with others for church unity

**KEY INQUIRY QUESTIONS:**

What is Christian unity?

How does a different church work together?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 93-95

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to study the picture in the learner’s book page 92. Ask oral questions based from the picture  Teacher to reinforce relevant responses  Guide learners to explain how the activities in the picture promote unity   * This promotes value of unity |
| Biblical experience | Guide the learners to find and read bible verse Matthew 16:18, john 17:20-23 Galatians 3:28   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide the learners to explain how the unity of churches in their community promotes peaceful co-existence |
| Application and response | Guide the learners to outline the teachings of Paul on church unity   * This promotes critical thinking and problem solving   Learners to name activities that promote church unity |
| Pupil’s Activity | Discuss how the church unity fosters peaceful co-existence   * This promotes communication and collaboration   Identify the importance of church unity from the poem in learners book page 94  Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to write an easy on ways in which church unity promote peaceful co-existence.   * This links to English language |

REFLECTION ON THE LESSON

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - good citizenship | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The role of good citizens in promoting harmonious living | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Define the term citizen
2. Describe the role of good citizen in promoting harmonious living
3. Desire to live godly and moral lives on earth.

**KEY INQUIRY QUESTIONS:**

What are the characteristics of a good citizen?

What is good citizenship?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 96-98

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to read the story in the learner’s book page 96. Ask oral questions based from the story  Teacher to reinforce relevant responses.  Guide learners to find the meaning of good citizenship/citizen   * This promotes citizenship |
| Biblical experience | Guide the learners to find and read bible verse 1 peter 2:13-17   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson |
| Application and response | Guide the learners in identifying and stating qualities of a good citizen   * This promotes critical thinking and problem solving |
| Pupil’s Activity | In groups lead the learners to study the pictures in the learners book  Guide them to explain how the people in the pictures are promoting good citizenship.  Discuss the activities in the pictures that promote harmonious living   * This promotes communication and collaboration   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Pair learners; guide them to study the word tree in the learners book page 98.   * This promotes learning to learn |

REFLECTION ON THE LESSON

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - good citizenship | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The Bible teaching on good citizenship | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Define the term citizen
2. Discuss the Bible teachings on good citizenship
3. Desire to live godly and moral lives on earth.

**KEY INQUIRY QUESTIONS:**

What are the characteristics of a good citizen?

How can Christians live godly lives?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 98-100

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to undertake activity 4 in the learner’s book page 99. Ask oral questions based from the story  Teacher to reinforce relevant responses.  Guide learners to explain what good citizens do according to the activity   * This promotes citizenship |
| Biblical experience | Guide the learners to find and read bible verse 1 peter 2:13-17   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide the learners to explain the teachings of the verses  Discuss what the Bible teaches on the good citizenship |
| Application and response | Guide the learners to explain why they should obey those in authority   * This promotes critical thinking and problem solving |
| Pupil’s Activity | Lead the learners to write down the lessons they have learnt from the bible reading  Guide the learners to explain how good citizens obey the laws of the country   * This promotes communication and collaboration   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide learners in composing a poem about good citizenship   * This promotes imagination and creativity |

REFLECTION ON THE LESSON

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - good citizenship | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The Bible teaching on good citizenship | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Define the term citizen
2. Explain how Christians can live godly lives on earth
3. Desire to live godly and moral lives on earth.

**KEY INQUIRY QUESTIONS:**

What are the characteristics of a good citizen?

How can Christians live godly lives?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 100-103

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to undertake activity 7 in the learner’s book page 99. Ask oral questions based from the story  Teacher to reinforce relevant responses.  Guide learners to explain how Treasure is living a godly lve   * This promotes citizenship |
| Biblical experience | Guide the learners to find and read bible verse 1 peter 2:13-17   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide the learners to explain the teachings of the verses  Discuss what the Bible teaches on the godly life |
| Application and response | Guide the learners in discussing how they live a godly live.  Lead the learners in discussing how living a godly live is important   * This promotes critical thinking and problem solving |
| Pupil’s Activity | Group the learners guide them to study the pictures as in the learner’ book page101. Let them discuss what is happening in the pictures.   * This promotes communication and collaboration   Guide learners in writing an easy on living a godly life on earth   * This enhances English language   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to undertake assessment 4.4 in the learners book page 102-103 |

REFLECTION ON THE LESSON

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - interpersonal relationship among Christians | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How Christians should relate with one another for peaceful co-existence | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain the meaning of interpersonal relationship
2. Describe how the Christians relate with one another for peaceful co-existence
3. Desire to live in harmony with others around them

**KEY INQUIRY QUESTIONS:**

What is interpersonal relationship?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 103-105

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to undertake activity 1 in the learner’s book page 103. Ask oral questions based from the picture  Teacher to reinforce relevant responses.  Explain how the activities shown in the pictures improve how they relate with each other |
| Biblical experience | Guide the learners to find and read bible verse 1 peter 5:1-11   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide the learners to explain the teachings of the verses  Discuss what the Bible teaches on peaceful co-existence |
| Application and response | Guide the learners do discuss how they relate with other in school. Guide them to share the experience.  Lead them to describe how they relate with others at home , school and in the church to promote peaceful co-existence   * This promotes good citizenship |
| Pupil’s Activity | Group the find and circle the values that promote good interpersonal relationship among Christians from the word puzzle on page104   * This promotes communication and collaboration   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to design posters with messages on how Christian should relate with one another for peaceful co-existence |

REFLECTION ON THE LESSON

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - interpersonal relationship among Christians | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Peter’s teaching on the relationship among Christians | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain the meaning of interpersonal relationship
2. Analyse peter’s teaching on the relationship among Christians.
3. Desire to live in harmony with others around them

**KEY INQUIRY QUESTIONS:**

What is interpersonal relationship?

What is Peter teaching on interpersonal relationship?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 105-106

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to undertake activity 5 in the learner’s book page 103. Ask oral questions based from the picture  Teacher to reinforce relevant responses. |
| Biblical experience | Guide the learners to find and read bible verse 1 peter 5:1-11   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide the learners to explain the teachings of the verses  Guide the learners discuss the lessons they have learnt from the Bible reading   * This enhances communication and collaboration |
| Application and response | Learners to explain what learners should do according to Peter’s teachings |
| Pupil’s Activity | Guide learners to pick values that promote good relationship among Christians from activity 5   * Critical thinking and problem solving is enhanced   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to design posters with messages on how Christian should relate with one another for peaceful co-existence |

REFLECTION ON THE LESSON

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | THE CHURCH - interpersonal relationship among Christians | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Moral values that promote good interpersonal relationships among Christians. | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Explain the meaning of interpersonal relationship
2. Explain moral values that promote good interpersonal relationships among Christians.
3. Desire to live in harmony with others around them

**KEY INQUIRY QUESTIONS:**

What is interpersonal relationship?

What is Peter teaching on interpersonal relationship?

How can Christians live together in harmony?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 106-109

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| --- | --- |
| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to recite the poem in the learner’s book page 106  Guide them to identify the moral values that can promote good interpersonal relationship among Christians from the poem. |
| Biblical experience | Guide the learners to find and read bible verse 1 peter 5:1-11   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide the learners to explain the teachings of the verses  Guide the learners discuss the lessons they have learnt from the Bible reading   * This enhances communication and collaboration |
| Application and response | Learners to discuss how Christian should live in harmony with others.  Learners to discuss the moral values that promote good interpersonal relationship among themselves   * This enhances communication and collaboration   Guide the learners to explain the moral values that need to promote good interpersonal relationship with others   * This promotes imagination and creativity |
| Pupil’s Activity | Guide the learners to pick out the fruits that promote good interpersonal relationship from the word tree in the learners book page 107   * Critical thinking and problem solving is enhanced   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to undertake assessment 4.5 in learner’s book page 108-109 |

REFLECTION ON THE LESSON

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | CHRISTIAN LIVING – Friendship formation | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Importance of godly friendship among Christians | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. List the Importance of godly friendship among Christians
2. Analyse the Importance of godly friendship among Christians
3. Appreciate the Importance of godly friendship among Christians

**KEY INQUIRY QUESTIONS:**

What should you do to maintain friends?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 110-113

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  In pairs, learners to read the story in the learner’s book  Guide the learners to describe a good friend  Teacher to reinforce relevant responses  Guide the learners to tell their friends the qualities that they like in a friend   * It enhances the value of love |
| Biblical experience | Guide the learners to find and read bible verse John 15:13-15   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners to explain how to maintain good friendship   * This promotes citizenship |
| Application and response | Guide the learners to say why it is important to have godly friends  Learners to outline the importance of godly friendship among Christians   * This promotes imagination and creativity |
| Pupil’s Activity | Guide learners to watch a video on godly friendship   * This will promote digital literacy   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to design posters with messages on the importance of godly friendship   * This promotes critical thinking and problem solving |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | CHRISTIAN LIVING – Friendship formation | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | THE TEACHING OF JESUS ON FRIENDSHIP | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the teachings of Jesus on friendship
2. Explain the teachings of Jesus on friendship
3. Appreciate the Importance of godly friendship among Christians

**KEY INQUIRY QUESTIONS:**

What should you do to maintain friends?

Why did Jesus call his disciples friends?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 110-113

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  In pairs, learners to read the story in the learner’s book  Guide the learners to describe a good friend  Teacher to reinforce relevant responses  Guide the learners to tell their friends the qualities that they like in a friend   * It enhances the value of love |
| Biblical experience | Guide the learners to find and read bible verse John 15:13-15   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners to say why Jesus called his disciples friends.   * This promotes critical thinking and problem solving   Lead the learners to explain the teaching of Jesus on friendship |
| Application and response | Guide learners to describe what is the greatest love a person can have for his friends   * This promotes imagination and creativity   Guide the learners to pick out qualities of a good friend and say how each quality is important in maintaining good friendship |
| Pupil’s Activity | Guide learners to write John 15:13 on a piece of manila paper   * This imagination and creativity   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to do assessment 5.1 page 113 |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | CHRISTIAN LIVING – human sexuality | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Importance of learning about human sexuality | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify the importance of learning about human sexuality
2. Explain the importance of learning about human sexuality
3. Appreciate his or her body as the temple of God of the Holy spirit

**KEY INQUIRY QUESTIONS:**

What is human sexuality?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 114-115

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  In pairs, learners to talk about the bodily changes in boys and girls during adolescence   * This promotes self efficacy   Guide learners to find out the meaning of human sexuality using digital devices.   * This promotes digital literacy   Teacher to reinforce relevant responses |
| Biblical experience | Guide the learners to find and read bible verse   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners to write down the emotional changes in boys and girls during adolescence   * This promotes critical thinking and problem solving |
| Application and response | Guide learners to identify the importance of learning human sexuality   * This promotes imagination and creativity   Guide the learners to discuss the importance of learning human sexuality |
| Pupil’s Activity | Guide learners to write John 15:13 on a piece of manila paper   * This promote imagination and creativity   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to design posters with messages on the importance of learning human sexuality |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | CHRISTIAN LIVING – human sexuality | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The teaching of the Bible on responsible and irresponsible sexual behavior | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify responsible and irresponsible sexual behaviour
2. Analyse the teachings of the Bible on responsible and irresponsible sexual behaviour
3. Appreciate his or her body as the temple of God of the Holy spirit

**KEY INQUIRY QUESTIONS:**

What does the Bible teach about responsible and irresponsible sexual behaviour?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 115-116

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  In pairs, learners to study the pictures in the learner’s book.  Guide learners to identify irresponsible sexual behavior  Teacher to reinforce relevant responses |
| Biblical experience | Guide the learners to find and read bible verse   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners to describe the teachings from the bible verse   * This promotes critical thinking and problem solving |
| Application and response | Guide the learners to discuss the Bible teachings on responsible and irresponsible sexual behavior   * This promotes communication and collaboration   Guide the learners to mention how they can avoid irresponsible sexual behavior |
| Pupil’s Activity | Guide the learners to match the irresponsible sexual behavior with its meaning   * This promotes self efficacy   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to discuss with their parents the teachings of the Bible on responsible and irresponsible sexual behavior and present their report in class during the next lesson |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | CHRISTIAN LIVING – human sexuality | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Causes of irresponsible sexual behavior among the youth | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Outline the causes of irresponsible sexual behaviour among the youth
2. Analyse the teachings of the Bible on responsible and irresponsible sexual behaviour
3. Appreciate his or her body as the temple of God of the Holy spirit

**KEY INQUIRY QUESTIONS:**

What are the causes of irresponsible sexual behaviour?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 117-11118

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  In pairs, learners to undertake through activity 6 on page 117  Guide learners to identify causes irresponsible sexual behavior  Teacher to reinforce relevant responses |
| Biblical experience | Guide the learners to find and read bible verse   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners to describe the teachings from the bible verse   * This promotes critical thinking and problem solving |
| Application and response | Guide the learners to discuss to discuss cause of irresponsible sexual behavior among the youths   * This promotes communication and collaboration   Guide the learners to mention how they can avoid irresponsible sexual behavior |
| Pupil’s Activity | Guide the learners to search from the internet more cause of irresponsible sexual behavior using digital devices   * This promotes digital literacy   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to discuss with their parents and other learners the cause of irresponsible sexual behavior among the youths and present their findings in class during the next lesson |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | CHRISTIAN LIVING – human sexuality | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Appropriate skills required to overcome irresponsible sexual behavior | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Outline the causes of irresponsible sexual behaviour among the youth
2. Discuss the Appropriate skills required to overcome irresponsible sexual behaviour
3. Appreciate his or her body as the temple of God of the Holy spirit

**KEY INQUIRY QUESTIONS:**

How can overcome irresponsible sexual behaviour?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 118-120

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  In pairs, guide the learners to read the story in the learners book   * This promote learning to learn   Teacher to ask oral questions from the story and reinforce relevant responses |
| Biblical experience | Guide the learners to find and read bible verse   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners to describe the teachings from the bible verse   * This promotes critical thinking and problem solving |
| Application and response | Guide the learners to mention skills they have acquire or required to overcome irresponsible sexual behavior   * This promotes communication and collaboration   Guide the learners to share with their friend how they can overcome irresponsible sexual behavior |
| Pupil’s Activity | Guide the learners to search from the internet more about skills required to overcome irresponsible sexual behavior using digital devices   * This promotes digital literacy   Guide learners through the word puzzle activity on page 119-120  Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to answer questions from assessment 5.2 page 121 |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | CHRISTIAN LIVING – Sanctity of life | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Practices that violate right to life for a human being | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify practises that violate the right to life for a human being.
2. Analyse Christian teachings on the abuse of the right to life
3. Appreciate life as a gift fro God

**KEY INQUIRY QUESTIONS:**

What is the meaning of the meaning of life?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 122-123

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  In pairs, guide the learners to list some of the human rights they learnt in social studies lesson   * This promote learning to learn   Guide learners to use digital devices to find the meaning of sanctity of life   * This promotes digital literacy |
| Biblical experience | Guide the learners to find and read bible verse Exodus 20:13   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners to describe the teachings from the bible verse   * This promotes critical thinking and problem solving |
| Application and response | Guide the learners to identify the practices that violate the right to human life.  Guide learners to discuss other practices that violate the rights to life for human beings   * This promotes communication and collaboration |
| Pupil’s Activity | Guide the learners to search from the internet other practices that violate the rights to life for human beings   * This promotes digital literacy   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to use digital devices to find out how to design posters with practices that violate the right to life for human beings |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | CHRISTIAN LIVING – Sanctity of life | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Effects of violation of the right to life for a human being | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Outline the effects of violation of the right to life for a human being.
2. Analyse Christian teachings on the abuse of the right to life
3. Appreciate life as a gift from God

**KEY INQUIRY QUESTIONS:**

What is the meaning of the meaning of life?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 123-124

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  In pairs, guide the learners to recite the poem in the learner’s book   * This promote learning to learn   Guide learners to identify the effects of violating the right to life from the poem   * This promotes self efficacy |
| Biblical experience | Guide the learners to find and read bible verse Exodus 20:13   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners to describe the teachings from the bible verse   * This promotes critical thinking and problem solving |
| Application and response | Guide the learners to identify the practices that violate the right to human life.  Guide learners to discuss effects of violating the rights to life for human beings   * This promotes communication and collaboration |
| Pupil’s Activity | Guide the learners to search from the internet other effects violating the rights to life for human beings  Watch a video clip on different ways the right is violated   * This promotes digital literacy   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to use digital devices to find out how to design posters on effects of violating the right to life for human beings |

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | CHRISTIAN LIVING – Sanctity of life | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Christian teachings on the abuse of the right to life | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Outline the abuse of the right to life for a human being.
2. Analyse Christian teachings on the abuse of the right to life
3. Appreciate life as a gift from God

**KEY INQUIRY QUESTIONS:**

What is the meaning of the meaning of life?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 124-125

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  In pairs, guide the learners to recite the poem in the learner’s book page 123   * This promote learning to learn   Guide learners to outline abuse to the right to life from the poem   * This promotes self efficacy |
| Biblical experience | Guide the learners to find and read bible verse Exodus 20:13, Mathew 5:2-26, Mathew 5:1-26   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners to describe the teachings from the bible verse   * This promotes critical thinking and problem solving |
| Application and response | Guide the learners to state ways in which the Bible warn against the abuse of the right to life  Guide the learners to discuss the Christian teachings on upholding sanctity of life   * This promotes communication and collaboration |
| Pupil’s Activity | Read the conversation between Rose and Chebet on page 124  Watch a video clip on different ways the right are abused   * This promotes digital literacy   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to use digital devices to find out how to design posters on Christian teachings on the abuse right to life |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | CHRISTIAN LIVING – Sanctity of life | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Virtues that young people can practice to maintain sanctity of life | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Examine virtues that young people can practise to maintain sanctity of life
2. Analyse Christian teachings on the abuse of the right to life
3. Appreciate life as a gift from God

**KEY INQUIRY QUESTIONS:**

What is the meaning of the meaning of life?

How can you uphold the gift of life

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 125-127

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  In pairs, guide the learners to the conservation in the learner’s book page 125.  Guide learners to use digital devices to find out the meaning of virtues  Guide learners to identify the virtues that young people can practice to maintain sanctity of life from the conversation   * This promotes self efficacy |
| Biblical experience | Guide the learners to find and read bible verse Exodus 20:13, Mathew 5:2-26, Mathew 5:1-26   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners to describe the teachings from the bible verse   * This promotes critical thinking and problem solving |
| Application and response | Guide the learners to identify the virtues that they can practice to maintain sanctity of life.  Guide the learners to state how they can uphold the gift of life   * This promotes communication and collaboration |
| Pupil’s Activity | Guide the learners to pick out virtues that young people can practice to maintain sanctity of life from the box provided in page 126  Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to compose a poem thanking God for the gift of life using digital devices |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | CHRISTIAN LIVING – Drugs and substance use | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Christian teachings on dangers of drug and substance use | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify commonly abused drugs
2. Explain the Christian teachings of drugs and substance use
3. Desire to respect his or her body as the temple of the Holy Spirit

**KEY INQUIRY QUESTIONS:**

What are the commonly abused drugs and substances?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 128-130

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners in mentioning the common abused drugs   * This promotes self efficacy   Guide the learners to explain the meaning of a drug and drug abuse |
| Biblical experience | Guide the learners to find and read bible verse Ephesians 5:18 and Hosea 4:11   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners to describe the teachings from the bible verse   * This promotes critical thinking and problem solving   Guide the learners in discussing the Christian teachings on dangers of drugs and substance use   * The value of integrity will be promoted |
| Application and response | Guide the learners to in State the dangers of drug and substance abuse   * This promotes communication and collaboration |
| Pupil’s Activity | Guide the learners to study the picture and discuss the questions given in activity 1  Use digital devices search for more effects/dangers of drugs   * This promotes digital literacy   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to write an easy on why young people abuse drugs   * This promotes creativity and imagination |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | CHRISTIAN LIVING – Drugs and substance use | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Strategies used by Christians to prevent drugs and substance use | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Outline Strategies used by Christians to prevent drugs and substance use
2. Explain the Christian teachings of drugs and substance use
3. Desire to respect his or her body as the temple of the Holy Spirit

**KEY INQUIRY QUESTIONS:**

What are the commonly abused drugs and substances?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 130-131

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to read the story in the learner’s book page 130   * This promotes learning to learn   Guide the learners to explain why they think the church organized the seminar for the youth.  Reinforce learners responses |
| Biblical experience | Guide the learners to find and read bible verse Ephesians 5:18 and Hosea 4:11   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners to describe the teachings from the bible verse   * This promotes critical thinking and problem solving |
| Application and response | Guide the learners to identify the strategies used by the church to prevent drugs and substance use.  Guide the learners to discuss in groups skills required to eliminate drugs and substance use in school   * This promotes communication and collaboration |
| Pupil’s Activity | Use digital devices guide the learners watch a video clip on drugs and substance use.  Learners to use digital devices to find strategies used by Christian to prevent drugs and substance use   * This promotes digital literacy   Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to write an easy on why young people abuse drugs   * This promotes creativity and imagination |

REFLECTION ON THE LESSON:

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
| . | 6 | C.R.E | |  |  | 64 |
| **Strand/Theme/Topic** | | | CHRISTIAN LIVING – Drugs and substance use | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Measures taken by government agencies to fight drug trafficking and use | | | |

**SPECIFIC LEARNING OUTCOMES:** BY THE END OF THE LESSON, THE LEARNER SHOULD BE ABLE TO:

1. Identify measures taken by government agencies to fight drug trafficking and use
2. Analyse measures taken by government agencies to fight drug trafficking and use
3. Desire to respect his or her body as the temple of the Holy Spirit

**KEY INQUIRY QUESTIONS:**

What are the commonly abused drugs and substances?

How do you avoid drugs and substance use?

Why do young people abuse alcohol and drugs?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

Good news bible, Children bible, Bible story books, hymn books, charts, pictures, pencils,

Longhorn CRE Learner’s book Page 132-134

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| Human experience | Review the previous lesson by asking oral questions  Guide the learners to read the message on the poster and discuss the activity questions in the learner’s book page 132.  Reinforce learners’ responses. |
| Biblical experience | Guide the learners to find and read bible verse Ephesians 5:18 and Hosea 4:11   * Learning to learn – read and interpreting the bible reading |
| Biblical explanation | Teacher to link the bible verse to the sub strand of the lesson  Guide learners to describe the teachings from the bible verse   * This promotes critical thinking and problem solving |
| Application and response | Guide the learners to identify and discuss the Measures taken by government agencies to fight drug trafficking and use.   * This promotes communication and collaboration   Learners to state measure they have taken to fight drug trafficking at their school. |
| Pupil’s Activity | Use digital devices guide the learners watch a video clip on drugs and substance use.   * This promotes digital literacy   Learners to recite poems about their body being a temple of the Holy Spirit  Copy summary notes |
| Conclusion | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to write an easy on measure the government is undertaking to fight drugs and substance use   * This promotes creativity and imagination |

REFLECTION ON THE LESSON: