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**WEEK 1: LESSON 1**

**Strand:** Creation

**Sub Strand:** My Purpose

**Specific Learning Outcomes:**

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

1. Define talent.

2. Name the different talents and abilities they possess.

3. Showcase their own talents and abilities.

**Key Inquiry Question(s):**

- What is talent?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ, CRE pages 1-2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start by reviewing the previous lesson about individual purpose.

- Ask students what they remember about talents from previous discussions.

- Introduce the key inquiry question: "What is talent?"

- Read and discuss relevant content from the Good News Bible and other resources related to talent.

**Lesson Development (25 minutes):**

**Step 1:** Define Talent

- Class discussion on the definition of talent.

- Use flashcards with examples of different talents (e.g., singing, dancing, sports).

- Write down the definition and examples on the board.

**Step 2:** Brainstorm Talents

- Divide the class into small groups (4-5 students each).

- Provide each group with chart paper and markers.

- Ask groups to brainstorm and write down the talents they possess individually and collectively.

**Step 3:** Showcase Talents

- Each group will prepare a short showcase of their combined talent (e.g., a short performance, music, a mini-art gallery, etc.).

- Students should take turns explaining their chosen talent and any skills they have relevant to that talent.

**Step 4:** Reflection and Sharing (Optional, depending on time)

- Open the floor for a few students to share their individual talents with the class.

- Encourage a supportive environment, where students can applaud each other’s abilities.

**Conclusion (5 minutes):**

- Summarize the key points discussed, especially the definition of talent and the diverse abilities in the classroom.

- Conduct a brief interactive activity, like a talent charades game, where a student acts out a talent without speaking while others guess what it is.

- Preview the next session by hinting at exploring how these talents can be used to contribute to the community.

**Extended Activities:**

- Talent Showcase Day: Plan a talent show day where students can perform or present their talents to the entire school or parents.

- Talent Reflection Journal: Encourage students to keep a journal where they reflect on their talents and how they use them throughout the week.

- Create a Talent Poster: Each student designs a poster highlighting their talent, including pictures and descriptions, to display in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Creation

**Sub Strand:** The teaching of the Bible on the use of talents and abilities

**Specific Learning Outcomes:**

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

1. Read Exodus 31:3

2. Discuss who gives us our talents and abilities.

3. Explain how our different body parts work together

4. Use our talents and abilities to do good

**Key Inquiry Question:**

- How do we use our talents to help others?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE page 2-3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson: Briefly discuss what was learned in the last session.

- Guide learners to read and discuss Exodus 31:3, focusing on understanding who gives us our talents and abilities.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Talents

- In small groups, have learners brainstorm who gives us our talents. Encourage them to consider family, friends, teachers, and ultimately God.

- Each group shares their ideas with the class.

**Step 2:** Exploring Body Parts

- Discuss how different body parts work together by using a chart or diagram. Ask students to name body parts and their functions, highlighting how they collaborate (e.g., hands for grasping, eyes for seeing).

- Use an analogy that relates body parts to working together in a community.

**Step 3:** Personal Reflection

- Have each student reflect on their talents and abilities. Provide flash cards for them to write down one talent they have and how it can be used for good (e.g., helping friends, volunteering).

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

**Step 4:** Action Plan

- Discuss as a class how they can use their talents for good. Create a chart listing the different talents and possible ways to use them (e.g., a student good at drawing might create a poster for a school event).

- Encourage students to commit to one action they can take this week to help others using their talents.

**Conclusion (5 minutes):**

- Summarize key points covered in the lesson regarding talents and abilities.

- Conduct a brief interactive activity, such as a "Talent Show & Tell," where students can share their written talent and action plan.

- Preview upcoming topics, such as how talents can impact their community.

**Extended Activities:**

- Talent Sharing Day: Organize a class event where students can showcase their talents (e.g., art, music, writing) to the class or school community.

- Service Project: Encourage students to participate in a service project that utilizes their talents, whether it be volunteering, creating art for a local charity, or organizing a clean-up.

- Reflection Journal: Ask students to keep a journal for a week, noting down instances where they used their talents to help others, along with reflections on how it made them feel.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Creation

**Sub Strand:** Values young people can use to nurture talents and abilities

**Specific Learning Outcomes:**

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

1. Identify values that can help nurture talents.

2. Discuss how we can benefit from our talents.

3. Role-play how we can use our talents.

4. Appreciate the importance of values.

**Key Inquiry Question(s):**

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

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ (CRE pages 3-5)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they remember.

- Guide learners in reading and discussing relevant content from the learning resources, focusing on identifying values that help nurture talents.

**Lesson Development (25 minutes):**

**Step 1:** Identify Values

- Activity: In pairs, students will list values that they believe are important for nurturing talents, e.g., perseverance, honesty, dedication.

- Discussion Prompt: “Why do you think these values are important?”

**Step 2:** Discuss Benefits (10 minutes)

- Activity: In small groups, learners will discuss and write down ways in which their talents can benefit themselves and others.

- Discussion Prompt: “How can these talents make a positive impact on your life and your community?”

**Step 3:** Role-Playing Talents

- Activity: Each group will choose one talent or ability to role-play. They will present a short skit demonstrating how they can use their talent effectively.

- Guidelines: Encourage creativity and teamwork.

**Step 4:** Reflect on Values

- Activity: Led by the teacher, the class will reflect on the importance of the values discussed. Ask students to share what they learned about the connection between values and talents.

- Discussion Prompt:"How can we apply these values in our daily lives?"

**Conclusion (5 minutes):**

- Summarize key points regarding the values that nurture talents and the benefits of using these talents.

- Conduct a brief interactive activity, such as a "value chant," where students call out the values discussed.

- Prepare learners for the next session by previewing a question: “What are some challenges one might face in nurturing their talents, and how can we overcome them?"

**Extended Activities:**

- Talent Showcase: Organize a talent show where students can demonstrate their talents in front of their peers and parents. Each student should present a short explanation of the value that nurtured their talent.

- Values Journal: Have students keep a journal where they reflect on how they use their values in everyday situations to nurture their talents. They can write entries at least once a week.

- Community Survey: Students can conduct a survey within their families or local community about the values that help people nurture their talents and create a presentation based on their findings.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Creation

**Sub Strand:** Identify the benefits of serving others using our talents

**Specific Learning Outcomes:**

**- By the end of the sub-strand, students should be able to:**

1. Explain the benefits of using their own talents and abilities.

2. Write a story about a talented person they know who uses their talent to help others.

3. Appreciate using their own talents to help others.

**Key Inquiry Question:**

- Can we help others with our talents?

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE (pages 5-8)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing key points from the previous lesson.

- Ask students to recall any talents discussed previously and how those talents can be used to serve others.

- Read relevant content from the Good News Bible and discuss how it relates to using our talents for good.

**Lesson Development (25 minutes):**

**Step 1:** Discussion

- Initiate a class discussion about different talents (e.g., sports, music, art, helping others).

- Prompt students with questions like: "How can you use your talent to help someone else?"

- Write down students' responses on the board to visualize the benefits of each talent mentioned.

**Step 2:** Group Activity

- Divide students into small groups.

- Each group will choose one talent discussed and create a short presentation on how that talent can benefit others.

- Encourage creativity: they can use flashcards, drawings, or even role-play to illustrate their points.

**Step 3:** Story Writing

- Have students individually write a short story about a talented person they know who uses their talent to help others.

- Provide a structure for their story: introduction, conflict, resolution, and moral lesson about helping others with talents.

- Walk around to facilitate and provide support as needed.

**Step 4:** Sharing (Optional Time Permitting)

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

- Encourage positive feedback focusing on the moral of their stories and how talents can benefit the community.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson, emphasizing the benefits of using talents to serve others.

- Conduct a brief interactive activity, such as a "think-pair-share," where students discuss in pairs how they can use their talents in the future.

- Give a preview of the next session, focusing on biblical examples of service and talents.

**Extended Activities:**

- Talent Showcase: Organize an event where students can demonstrate their talents and show how they can use them to help others.

- Community Service Project: Encourage students to choose a local charity or cause and brainstorm ways they can contribute using their talents.

- Talent Reflection Journal: Ask students to keep a journal where they reflect on how they have used their talents to help others each week.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Creation

**Sub Strand:** Marriage and Family

**Specific Learning Outcomes:**

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

1.Define marriage

2.Explain how a family is formed

3.Discuss why marriage is meant for adults

4.Read Genesis 2:20-24

5. Appreciate marriage as an example of Christian living

**Key Inquiry Question:**

- What is marriage?

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ (CRE pages 9-10)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing concepts from the previous lesson related to creation or family themes.

- Ask students to share their thoughts on the key inquiry question, “What is marriage?” Use guiding questions to facilitate discussion.

- Introduce relevant content from the Good News Bible and explain how it connects to marriage and family.

**Lesson Development (25 minutes):**

**Step 1:** Reading Genesis 2:20-24

- Divide the class into small groups.

- Each group reads Genesis 2:20-24 together.

- Encourage students to pay attention to the creation of woman and the meaning behind it.

**Step 2:** Group Discussion

- In their groups, students discuss why God chose to create woman as a companion for man.

- Prompt them to think about how this relates to the concept of marriage.

- Students should consider the purpose of companionship and partnership in marriage.

**Step 3:** Define Marriage

- Regroup as a class and ask for volunteers to share their group's discussion points.

- Ask students to collectively come up with a definition of marriage based on Scripture and their understanding.

- Write the definition on the board for everyone to see.

**Step 4:** Explore Marriage as Christian Living

- Lead a discussion on why marriage is considered a sacred institution in Christianity.

- Discuss how marriage reflects Christian values (love, commitment, partnership).

- Ask students to think about why only adults are expected to marry and what responsibilities come with it.

**Conclusion (5 minutes):**

- Summarize the key points discussed, highlighting the definition of marriage, its purpose, and the biblical perspective.

- Conduct a brief interactive activity, such as a quick quiz or a "thumbs up/thumbs down" game regarding statements about marriage, to reinforce the concepts learned.

- Preview the next session by asking students to think about various family structures and their importance in society.

**Extended Activities:**

- Family Tree Project: Have students create a family tree diagram that includes their immediate family members and any significant relationships. They can note how marriage connects their family together.

- Role-Playing Activity: Organize a role-playing scenario where students can enact different family situations or celebrations (like weddings) to understand the importance of marriage in family life.

- Research Task: Assign students to research different cultures' practices concerning marriage and present their findings to the class.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Creation

**Sub Strand:** Type of Marriage

**Specific Learning Outcomes:**

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

1.Discuss types of marriages

2.Outline the difference between customary and civil marriages

3.Dramatize a religious marriage

4.Appreciate all types of marriages

**Key Inquiry Question(s):**

- How many types of marriages are there?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures and Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ, CRE page 11-12

**Introduction (5 minutes):**

- Review the previous lesson on the importance of family and relationships.

- Briefly introduce the concept of marriage as a significant part of many cultures and religions.

- Guide learners to read from the Good News Bible about marriage and discuss the key concepts (in pairs or small groups).

**Lesson Development (25 minutes):**

**Step 1:** Group Research

- Divide students into small groups and provide each group with digital devices connected to the internet.

- Instruct them to search for information on different types of marriages (customary, civil, and religious).

- Each group will compile their findings and prepare to share with the class.

**Step 2:** Family List Activity

- Have each student create a list of people in their nuclear and extended families.

- Ask students to reflect on the types of marriages within their families.

- Lead a discussion about how different types of marriages are represented in these families.

**Step 3:** Drama Activity

- In small groups, allow students to dramatize a religious marriage ceremony using roles and props they can find in the classroom.

- Encourage each group to present their dramatization to the class.

**Step 4:** Class Discussion

- After presentations, hold a class discussion about what they learned through the dramatizations and research.

- Encourage students to discuss their thoughts and feelings about the various marriages they explored.

**Conclusion (5 minutes):**

- Summarize the key points about the different types of marriages learned during the lesson.

- Conduct a quick interactive quiz or game (such as "Marriage Jeopardy") to reinforce the main topics covered.

- Preview the next lesson's topic related to family values and the role of marriage in society, encouraging students to think about what they want to learn next.

**Extended Activities:**

- Research Project: Assign students to research a specific type of marriage (e.g., cultural, religious, or legal) and prepare a short presentation to share with the class.

- Creative Writing: Encourage students to write a short story or poem about a wedding they have attended, focusing on the different emotions and traditions they observed.

- Art Project: Have students create a colorful collage or poster depicting the different types of marriages and their characteristics.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Creation

**Sub-Strand:** Reasons for Discouraging Early Marriages

**Specific Learning Outcomes:**

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

1. Identify causes of early marriages

2. State effects of early marriages

3. Compose a song against early marriages

4. Create a campaign against early marriages

**Key Inquiry Question:**

- Why should we discourage early marriages?

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE pages 13-16

**Organisation of Learning:**

**Introduction (5 minutes):**

- Quick review of the previous lesson by asking learners to share one thing they remember.

- Conduct a short reading from the Good News Bible or Oxford Growing in Christ related to early marriages, and encourage learners to discuss key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Identify Causes of Early Marriages

- Divide the learners into small groups.

- Provide each group with flashcards and pictures depicting various factors leading to early marriages (e.g., poverty, cultural practices, lack of education).

- Ask groups to list and discuss at least three causes within their group and prepare to share with the class.

**Step 2:** Discuss Effects of Early Marriages

- Bring the class back together and ask a few groups to share their findings on causes.

- Next, facilitate a discussion on the effects of early marriages using digital devices to look up statistics or stories.

- Guide learners to consider emotional, physical, and social impacts.

**Step 3:** Compose a Song Against Early Marriages

- In their same groups, challenge learners to come up with a few catchy lines for a song that communicates why early marriages are harmful.

- Encourage creativity by suggesting they relate their lyrics to the causes and effects discussed earlier.

**Step 4:** Create a Campaign Against Early Marriages

- Ask each group to come up with a slogan and a simple poster idea for a campaign to discourage early marriages.

- Allow groups to share their campaigns briefly with the class, promoting awareness of the issues discussed.

**Conclusion (5 minutes):**

- Summarize the key points: causes and effects of early marriages and the importance of discouraging them.

- Conduct a quick interactive activity, such as a "yes or no" game where students respond to statements about early marriages to reinforce learning.

- Prepare learners for the next lesson by asking them to think about other social issues they find important.

**Extended Activities:**

- Research Project: Have learners research a nearby community's perspective on early marriages and present their findings to the class.

- Role-Playing Activity: Assign roles to learners to enact a scene demonstrating the challenges faced by someone in an early marriage and how they can be overcome.

- Create a Video: Encourage learners to create a short video or presentation on early marriages that can be shared with their peers or community leaders as part of their campaign.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Creation

**Sub Strand:** God's Rest

**Specific Learning Outcomes:**

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

1. Define the term leisure.

2. Explain how they spend their free time.

3. Explain the difference between passive and active leisure activities.

4. Dramatize spending leisure time.

5.Appreciate leisure time by doing good.

**Key Inquiry Question(s):**

- What is leisure?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE, pages 17-18

**Organization of Learning:**

**Introduction (5 minutes):**

- Welcome students and review the previous lesson briefly.

- Introduce the key inquiry question: “What is leisure?"

- Allow students to share initial thoughts on leisure and list any ideas on the board.

**Lesson Development (25 minutes):**

**Step 1:** Define Leisure

- Guide students to define leisure using the Good News Bible and other relevant resources.

- Engage them in a discussion about why leisure is essential for rest and rejuvenation, connecting it to God's rest.

**Step 2:** Brainstorm Activities

- Split students into small groups and ask them to brainstorm active and passive leisure activities.

- Active: sports, hiking, dancing.

- Passive: reading, watching TV, listening to music.

- Each group will create a simple chart showcasing their ideas.

**Step 3:** Share Personal Experiences

- Bring the class back together and have each group share one active and one passive leisure activity they enjoy.

- Encourage students to explain how these activities make them feel and why they choose them.

**Step 4:** Dramatize Leisure Activities

- In pairs or small groups, have students pick a leisure activity they enjoy, and create a short dramatic scene or skit demonstrating that activity.

- Allow each group to perform their skit for classmates.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson:

- Definition of leisure and its importance.

- Difference between passive and active leisure activities.

- Importance of spending leisure time doing good.

- Conduct a brief interactive activity (like a quick quiz or a fun group discussion) to reinforce the main topics.

- Preview upcoming topics, such as the role of leisure in community and relationships.

**Extended Activities:**

- Leisure Journal: Ask students to keep a journal for a week where they document their leisure activities, noting whether they were active or passive, and how they felt afterwards.

- Creative Art Project: Encourage students to create a poster illustrating their favorite leisure activities, incorporating quotes about rest and leisure from the Bible.

- Community Service Day: Organize a community service day where students can engage in active leisure while helping others, highlighting the concept of appreciation through doing good.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Creation

**Sub Strand:** Bible Teaching on God's Rest

**Specific Learning Outcomes:**

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

1. Discuss what the Bible says about rest

2. Read Genesis 2:1-3

3.List meaningful activities one should engage in during leisure time

4. Have fun spending leisure time responsibly

**Key Inquiry Question(s):**

- Why should we use our free time well?

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE, pages 18-20

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on creation and God's intentions for humanity.

- Engage the students by asking them what they remember about rest from their own experiences.

- Introduce the day's focus on what the Bible teaches us about rest.

**Lesson Development (25 minutes):**

**Step 1:** Discussing God's Rest

- Read Genesis 2:1-3 aloud together.

- Ask guiding questions: "What did God do on the seventh day?" and "Why do you think rest is important?"

- Encourage students to share their thoughts and understandings of rest as seen in the scripture.

**Step 2:** Exploring Leisure and Responsibility

- Read 1 Timothy 5:13 and discuss the relationship between leisure and productivity.

- Highlight that while leisure is important, it should not lead to idleness.

- Ask, "How can we balance rest and productivity in our lives?"

**Step 3:** Listing Meaningful Activities

- In small groups, students create a list of activities they enjoy during their free time.

- Each group will then share their list with the class, and together they will discuss which activities are both fun and responsible.

**Step 4:** Responsible Leisure Time

- Discuss the concept of responsible leisure. What does it mean to spend our free time in a way that honors God and helps build us up?

- Engage students in an interactive discussion where they can share ways they can incorporate responsible leisure into their daily lives.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the meaning of God's rest, the balance of leisure and work, and responsible activities during leisure time.

- Conduct a brief interactive activity, such as a "leisure time bingo," where students identify activities from their lists to complete in their own lives.

- Prepare students for the next session by previewing upcoming topics, such as how rest can contribute to mental and physical health.

**Extended Activities:**

- Journaling: Have students create a weekly journal where they reflect on their leisure activities, noting which activities were restful and meaningful.

- Art Project: Encourage students to draw or create a digital presentation about their favorite leisure activities and how they can incorporate rest into their lives.

- Class Discussion: Organize a class discussion on how different cultures observe rest and leisure, emphasizing the diversity of perspectives and practices.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Creation

**Sub Strand:** Values that help Christians to use leisure time properly

**Specific Learning Outcomes:**

**- By the end of the sub strand, students 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 Question:**

- How do you spend leisure time?

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures/Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE pages 20-21

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson focusing on how Christians can honor God in all aspects of life, including leisure.

- Ask students to share their experiences or thoughts on leisure activities and discuss ideas from the Good News Bible related to rest and recreation.

**Lesson Development (25 minutes):**

**Step 1:** Brainstorming Values

- Divide students into small groups.

- Have each group brainstorm values, such as kindness, respect, self-control, and gratitude, that can help them use leisure time properly.

- Encourage students to think of examples of activities that demonstrate these values.

- Each group will write their ideas on chart paper.

**Step 2:** Viewing the Video Clip

- Show a short video clip (3-5 minutes) featuring various individuals engaging in leisure activities (e.g., playing sports, reading, helping others).

- After the video, ask students to identify the values they see represented in how people spend their leisure time.

**Step 3:** Discussion

- Regroup as a class to discuss the values identified in the video and from the brainstorming session.

- Lead a discussion to compare different leisure activities and how they reflect Christian values.

**Step 4:** Reflection

- Ask students to write a short paragraph in their journals about how they plan to spend their leisure time using the values discussed in class.

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

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, emphasizing the importance of using leisure time in a way that reflects Christian values.

- Conduct a brief interactive activity, such as a “values charades” game, where students act out a value and classmates guess what it is.

- Prepare students for the next session by giving a sneak peek of upcoming topics, such as other aspects of Christian living that are influenced by how we spend our leisure time or questions to consider.

**Extended Activities:**

- Value Reflection Posters: Have students create posters illustrating their chosen values and how they might apply them during their leisure time. Display these around the classroom.

- Family Leisure Time Survey: Ask students to interview family members about their favorite leisure activities and the values they think are reflected in those activities. Compile findings to share in class.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Creation

**Sub Strand:** Inappropriate Ways of Using Leisure Time

**Specific Learning Outcomes:**

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

1.Discuss how people use leisure time in ways that are harmful to themselves and others.

2. Role play some of the ways in which you can avoid inappropriate leisure time activities.

3.Enjoy appropriate ways to spend leisure time.

**Key Inquiry Question(s):**

- How can one use leisure time inappropriately?

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE (pages 21-22)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about appropriate uses of leisure time.

- Guide learners to read and discuss relevant content from the Good News Bible or Oxford Growing in Christ, emphasizing the understanding of inappropriate leisure activities.

**Lesson Development (25 minutes):**

**Step 1:** Brainstorming Session

- Divide students into small groups and give each group a few flashcards with leisure activities listed (like playing video games, sports, socializing, etc.).

- Students will discuss how these activities can be used inappropriately. Each group will write down at least three examples of harmful ways people might misuse their leisure time.

**Step 2:** Sharing Ideas

- Each group will share their examples with the class. Write down their ideas on the board, categorizing them into "harmful activities" and "positive alternatives".

**Step 3:** Role Play Preparation

- In the same small groups, ask students to choose one of the harmful activities they discussed.

- Students will plan a short skit that demonstrates this activity and then shows a better, more appropriate way to use time instead.

**Step 4:** Role Play Presentations

- Groups will present their role-plays to the class. After each presentation, allow a moment for audience feedback, discussing what they observed and learned.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, highlighting the importance of understanding appropriate versus inappropriate leisure activities.

- Conduct a brief interactive quiz or activity where students can identify whether different activities listed are appropriate or inappropriate uses of their leisure time.

- Prepare learners for the next session by discussing upcoming topics such as community and individual responsibilities in leisure activities.

**Extended Activities:**

- Creative Writing: Ask students to write a short poem or paragraph about a leisure activity they enjoy and how they can incorporate more positive leisure activities into their lives.

- Art Project: Challenge students to create a poster that illustrates healthy ways to spend leisure time. They can include drawings or collage pictures from magazines.

- Classroom Pledge: Have the class come together to create a "Leisure Time Pledge" where they promise to spend their leisure time in positive ways, and they can display this pledge in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Creation

**Sub Strand:** Revision

**Specific Learning Outcomes:**

**- By the end of the sub-strand, the learner should be able to**

1. Answer questions at the end of the strand correctly.

**Key Inquiry Question(s):**

- What does the creation story teach us about God's nature?

- How can we apply the lessons learned from creation in our daily lives?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE pages 22-23

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson covering the creation story.

- Ask students to share one thing they remember about creation.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts of creation.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Creation

- Read Genesis 1:1-31 together from the Good News Bible.

- Discuss each day of creation and ask students to note key elements (e.g., light, land, animals, humans).

- Use flashcards to match days of creation with their corresponding events.

**Step 2:** God’s Nature in Creation

- Have a guided discussion on how each element of creation reflects different attributes of God (e.g., God as a creator, provider, and sustainer).

- Use visual aids or charts to depict these attributes clearly.

**Step 3:** Application of Creation Lessons

- Encourage learners to think about how the creation story applies to their lives today.

- Ask them to brainstorm ideas on caring for the environment and valuing creation.

- Facilitate a short group share where students express their thoughts.

**Step 4:** Review Questions

- Distribute practice questions related to the creation story.

- Allow students to work independently or in pairs to answer the questions, reinforcing their understanding.

**Conclusion (5 minutes):**

- Summarize key points discussed during the lesson.

- Emphasize the importance of creation and how it reflects God's character.

- Conduct a brief interactive activity where students can act out or illustrate one day of creation.

- Prepare learners for the next session by giving them a preview of the next topic: "The Fall and Its Consequences."

**Extended Activities:**

- Creative Project: Have students create a poster or digital presentation depicting one day of creation and what it teaches about God.

- Story Writing: Ask students to write a short story or poem about how they can care for the environment in light of the creation story.

- Class Discussion: Organize a debate or discussion where students can express their thoughts on environmental stewardship based on their understanding of CREATION.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** The Bible

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

**Specific Learning Outcomes:**

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

1. Read a conversation between Neem and her grandmother in the learner's book.

2. Discuss reasons why the Bible is the inspired word of God.

3.Explain why the Bible is the inspired word of God.

4. Compose and sing a song about the Bible.

**Key Inquiry Question:**

- Why do we say that the Bible is the inspired word of God?

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ, CRE pages 24-26

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson to connect with prior knowledge.

- Guide learners to read and discuss relevant content from the learning resources, focusing on why the Bible is considered the inspired word of God.

**Lesson Development (25 minutes):**

**Step 1:** Reading and Discussion

- Have students read the conversation between Neem and her grandmother in their learner's book.

- Discussion Prompt: Ask students what the conversation reveals about the Bible's significance. (Write responses on the board.)

**Step 2:** Group Discussion

- Divide the class into small groups.

- Assign each group a specific reason why the Bible is considered inspired (e.g., historical accuracy, moral guidance, testimonies of faith, etc.).

- Each group discusses their assigned reason and prepares to share with the class.

**Step 3:** Group Presentations

- Invite each group to present their findings on why the Bible is the inspired word of God.

- Encourage questions from peers for clarification or expansion of ideas.

**Step 4:** Song Composition

- As a class, brainstorm ideas and key themes about the Bible that could be included in a song.

- Compose a simple song together based on the themes discussed.

- Encourage creativity with rhythm and rhymes, and then have the class sing it together.

**Conclusion (5 minutes):**

- Summarize key points: highlight the reasons discussed regarding the Bible’s inspiration and the collaborative song creation.

- Conduct a brief interactive activity, such as a quick quiz using flashcards on key concepts covered.

- Preview the next session: Introduce the upcoming topic, which could be the influence of the Bible on everyday life.

**Extended Activities:**

- Creative Writing: Ask students to write a short story or poem reflecting their personal feelings about the Bible.

- Art Project: Have students create a poster illustrating their understanding of what makes the Bible special, using visual representations of the discussed themes.

- Bible Reflection Journal: Encourage learners to start a journal where they can write reflections on different Bible verses and how they apply to their lives.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** THE BIBLE

**Sub Strand:** The authors who were inspired to write the Old and New Testament and the books they wrote

**Specific Learning Outcomes:**

**- By the end of the lesson, learners 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 Question(s):**

- Who is an author?

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE (pages 26-28)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to name any authors of the Bible they remember and any books they wrote.

- Introduce the main concept of the lesson, focusing on understanding who the authors of the Bible are and what they contributed to its text.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to the Parts of the Bible

- Discuss the structure of the Bible. Explain that it is divided into two main parts: the Old Testament and the New Testament.

- Ask students to list some examples of books from each part and write these down in their notebooks.

**Step 2:** Identifying Authors

- Provide learners with a list of authors such as Matthew, Mark, Luke, John, Paul, and Jude.

- Using digital devices (tablets or computers), have students conduct a brief search to find out which books in the Bible were written by these authors.

**Step 3:** Class Discussion

- Allow students to share their findings about the authors and the books they wrote. Write these on the board, creating a “Bible Authors” chart that includes each author and their respective books.

**Step 4:** Appreciation Activity

- Discuss why it is important to appreciate the work done by these authors. Ask students to think about what challenges these authors might have faced while writing their books.

- Have students share their ideas aloud or write a short reflection about what they learned today.

**Conclusion (5 minutes):**

- Summarize key points: the two parts of the Bible, the authors, and the books they wrote.

- Conduct a quick interactive quiz where students can answer questions about the lesson content, reinforcing what they have learned.

- Preview the next session’s topics, such as exploring the significance of specific Bible stories or teachings.

**Extended Activities:**

- Create a Bible Author Poster: Students can choose one author and create a poster that includes their biography, the books they wrote, and their contributions to the Bible.

- Bible Author Interview: Students can role-play as a Bible author and present to the class about their life and the context in which they wrote their books.

- Group Project: In small groups, students can select one book of the Bible to research and present its themes, authorship, and significance within the Bible.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** The Bible

**Sub Strand:** Reasons for Translation of the Bible into Local Languages

**Specific Learning Outcomes:**

**- By the end of the lesson, learners 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 dialects

**Key Inquiry Question(s):**

- Why was the Bible translated to local languages?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE, page 29

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a brief review of the previous lesson, asking students about their understanding of the importance of the Bible.

- Introduce the focus of today's lesson: why the Bible was translated into different local languages.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts (translation, accessibility, understanding).

**Lesson Development (25 minutes):**

**Step 1:** Group Discussion

- Divide the class into small groups. Assign each group the task to discuss and come up with reasons why the Bible was translated into local languages (e.g., accessibility, better understanding, cultural relevance).

- Each group will put forward one reason to the class.

**Step 2:** Research Activity

- Instruct students to use digital devices connected to the internet to research specific names of the Bible in different languages.

- Encourage them to find at least three languages and note how the name varies.

**Step 3:** Presentation

- Ask each group to present their findings from Step 1 and Step 2.

- Encourage students to share any interesting facts they learned about the naming of the Bible in other languages.

**Step 4:** Reflection

- Facilitate a class discussion on how it feels to read the Bible in one’s own language versus a language they may not understand as well.

- Ask students to consider the importance of language in personal and communal faith experiences.

**Conclusion (5 minutes):**

- Summarize the key points discussed in class, reinforcing the reasons for Bible translation and its significance.

- Conduct a brief interactive activity where students can share one thing they appreciated about learning the Bible in local dialects (e.g., sharing a phrase they learned in another language).

- Provide a brief preview of the next session, which will explore how different cultures interpret biblical stories.

**Extended Activities:**

- Language Project: Encourage students to create a mini-project where they translate a short Bible verse into their home language and present it to the class, explaining its meaning and significance.

- Cultural Exploration: Have students research and present a report on how their culture views the Bible and its translation, considering aspects like tradition, language, and interpretation.

- Song Translation: Invite students to find a Christian song they like in English and translate its message into their local language, explaining how translating affects the meaning or feel of the song.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** The Bible

**Sub Strand:** Advantages of Translating the Bible into Local Languages

**Specific Learning Outcomes:**

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

1. Discuss the advantages of translating the Bible from English to Kiswahili.

2. Dramatize a preaching scenario using a translator.

3. Appreciate reading the Bible in our local languages.

**Key Inquiry Question(s):**

- What are the importance of Bible translation?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- "Oxford Growing in Christ" CRE page 30-33

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start the class by reviewing the previous lesson about the significance of the Bible.

- Encourage learners to share what they remember about the last topic.

- Introduce the new topic by asking, “Why do you think people need the Bible in their own languages?”

**Lesson Development (25 minutes):**

**Step 1:** Brainstorming Session

- Divide the class into small groups and provide them with flip charts and markers.

- Ask each group to brainstorm and list out the potential problems or misunderstandings that could arise if the Bible were only available in English.

- Groups present their ideas to the class for feedback.

**Step 2:** Group Discussion

- Facilitate a class discussion on the advantages of having the Bible translated into Kiswahili.

- Prompt learners with questions:

- How does reading the Bible in our own language help us understand God’s message better?

- What are some personal or community experiences where local language made a difference in understanding or sharing the Bible?

**Step 3:** Dramatization Activity

- Choose volunteers to demonstrate a brief dramatization of a preacher speaking in English and a translator interpreting the message in Kiswahili.

- Discuss how this method helps bridge language barriers in religious settings.

**Step 4:** Reflection and Sharing

- Ask learners to reflect on their personal experiences of reading the Bible in Kiswahili or their local dialect.

- Invite volunteers to share how it made them feel and any insights they gained.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of translating the Bible, the impact of local language preaching, and the personal experiences shared.

- Conduct a quick interactive activity: ask students to match phrases from the Bible in English to their Kiswahili translations using flashcards.

- Preview the next lesson by posing the question: "What challenges do translators face when translating the Bible?"

**Extended Activities:**

- Personal Reflection Assignment: Ask learners to write a short paragraph about a Bible verse they connect with and why it's meaningful to them in Kiswahili.

- Creative Expression: Encourage students to create a poem or song using a Bible verse and present it to the class, emphasizing their local language.

- Research Project: Assign a small research task where students explore Bible translation efforts in their community or country and present their findings.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** The Bible

**Sub Strand:** The Ten Commandments

**Specific Learning Outcomes:**

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

1. Define what a commandment is.

2.Read Exodus 20:3-17.

3.Identify and explain the Ten Commandments.

4.Discuss the importance of rules in society.

5. Draw stone tablets and write the commandments on them.

6.Dramatize Moses receiving the commandments from God.

7.Express a desire to follow all the commandments.

**Key Inquiry Question(s):**

- What is a commandment?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE (pages 34-35)

**Organization of Learning:**

**Introduction (5 minutes):**

- Begin the class by reviewing the previous lesson.

- Ask students to share what they remember about commandments and their significance.

- Introduce the key inquiry question: "What is a commandment?"

- Guide learners to read and briefly discuss relevant content from the provided learning resources.

**Lesson Development (25 minutes):**

**Step 1:** Definition of Commandments

- Ask students to define a commandment in their own words.

- Discuss their responses and guide them to a clear definition: A commandment is a rule or directive given by God.

**Step 2:** Reading Exodus 20:3-17

- Read the passage together as a class.

- Identify and list the Ten Commandments on the board.

- Allow students to take turns reading different commandments aloud.

**Step 3:** Importance of Rules in Society

- Facilitate a discussion about why rules are important in our lives, using relatable examples.

- Encourage students to think about how the Ten Commandments relate to rules they follow at school and home.

**Step 4:** Creative Activity

- Have students draw stone tablets and write the Ten Commandments on them.

- Encourage creativity with illustrations related to their meanings.

**Conclusion (5 minutes):**

- Summarize the key points discussed, reinforcing the definitions and importance of the Ten Commandments.

- Conduct a brief interactive activity: Invite students to act out a dramatization of Moses receiving the commandments.

- Prepare learners for the next session by previewing the next topic and encouraging them to think about what rules they would create if they were in charge.

**Extended Activities:**

- Homework Assignment: Ask students to choose one commandment and write a short paragraph on how they can apply it in their daily lives.

- Group Project: Have students work in groups to create a presentation or poster on one of the commandments and its significance today.

- Art Activity: Encourage students to create a craft depicting their interpretation of Moses receiving the commandments.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** The Bible

**Sub Strand:** Identifying how the Ten Commandments improve our relationship with God and others

**Specific Learning Outcomes:**

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

1.Identify and explain how the Ten Commandments improve our relationship with God and others.

2.Practice following the Ten Commandments to enhance these relationships.

3.Appreciate the significance of the Ten Commandments in their daily lives.

**Key Inquiry Question(s):**

- How do the Ten Commandments improve our relationship with God and others?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ, CRE (page 36)

**Organisation of Learning:**

**Introduction (5 Minutes):**

- Begin by reviewing the last lesson. Ask students some questions to engage their memory.

- Guide students to read a selected passage from the Good News Bible that discusses the Ten Commandments.

- Discuss briefly why these commandments are important, emphasizing the relationship aspect.

**Lesson Development (25 Minutes):**

**Step 1:** Brainstorming

- In small groups, students will brainstorm ideas on how the Ten Commandments can improve their relationship with God and others.

- Provide each group with flash cards to record their thoughts.

**Step 2:** Group Discussion

- Each group will share their ideas with the class. Encourage students to elaborate on the points raised.

- Facilitate the discussion, ensuring that the concepts of love, respect, honesty, and responsibility are highlighted.

**Step 3:** Role-play Activity

- Have students choose one commandment and create a short role-play to demonstrate its application in everyday life.

- Groups will present their role-plays, illustrating how following the commandment can positively affect their relationships.

**Step 4:** Reflection

- Guide students through a reflective exercise where they write down one way they can practice a commandment in their life this week.

- Encourage them to share their reflections in pairs.

**Conclusion (5 Minutes):**

- Summarize the key points discussed in class, including each of the commandments and their meanings.

- Conduct a brief interactive game, such as a quiz or a song that incorporates the Ten Commandments, to reinforce learning.

- Prepare students for the next session by previewing the topic of how to apply these commandments in various situations.

**Extended Activities:**

- Creative Assignment: Ask students to create a poster illustrating one of the commandments and explaining its importance in their lives. Display these in the classroom.

- Reflective Journals: Have students keep a journal for a week where they write about experiences where they follow a commandment and how it impacts their relationships.

- Community Project: Organize a class community service project, allowing students to practice the principles of the Ten Commandments through service to others.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** The Bible

**Sub Strand:** Values and skills in the ten commandments that enhance Christian living

**Specific Learning Outcomes:**

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

1.Discuss how values help us to have a good relationship with God.

2.Use skills from the ten commandments to live a life that pleases God.

3. Appreciate the ten commandments by displaying self-control in our daily lives.

**Key Inquiry Question:**

- What skill can you acquire from the ten commandments?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ, CRE pages 37-38

**Organisation of Learning:**

**Introduction (5 minutes):**

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

- Guide students to look at the relevant pages in the Good News Bible.

- Discuss key concepts and introduce the key inquiry question.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Values

- Activity: Small groups brainstorm what values are important for a good relationship with God.

- Discussion Points: Love, faith, honesty, kindness, etc. Share thoughts with the class, emphasizing how these values align with the teachings of the Bible.

**Step 2:** Exploring the Ten Commandments

- Activity: In groups, learners list out the Ten Commandments.

- Discussion Points: Choose a few commandments and discuss skills they promote (e.g., respecting parents promotes obedience).

**Step 3:** Applying Skills

- Activity: Class brainstorm on how they can demonstrate these commandments in daily life.

- Examples: Sharing, being truthful, respectful behavior toward others.

**Step 4:** Reflection on Self-Control

- Activity: Individual reflection or journal writing.

- Prompt: "How can you display self-control based on what we've learned?" Share ideas with a partner.

**Conclusion (5 minutes):**

- Summarize the key points: Values strengthen our relationship with God, and employing the Ten Commandments improves personal conduct.

- Interactive Activity: A quick game where learners match values with their corresponding commandments.

- Preview next session: “What are some real-life situations where we can apply the Ten Commandments?”

**Extended Activities:**

- Creative Expression: Create a poster illustrating one of the Ten Commandments and its value in everyday life.

- Role Play: In groups, act out scenarios where they can use the skills from the commandments to resolve conflicts.

- Home Reflection: Ask students to discuss the commandments with family members and report back on what they learned.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** The Bible

**Sub Strand:** Lessons Christians learn from the Ten Commandments

**Specific Learning Outcomes:**

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

1. Discuss lessons that Christians learn from the Ten Commandments

2.Compose and recite a poem on the Ten Commandments

3.Create posters that highlight the importance of obeying the Ten Commandments

4.Enjoy activities that promote living in peace and harmony by following the Ten Commandments

**Key Inquiry Question:**

- What lessons can you learn from the Ten Commandments?

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ (CRE pages 38-41)

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the overall significance of the Bible and its teachings.

- Guide learners to open their Good News Bible and read about the Ten Commandments.

- Facilitate a brief discussion on their understanding, prompting them with questions such as, “What stood out to you?” and “How do these commandments relate to our daily lives?”

**Lesson Development (25 minutes):**

**Step 1:**

- Small Group Discussion

- Organize the class into small groups (4-5 students each).

- Assign each group a few commandments to discuss the lessons Christians can learn from them. Encourage students to share personal connections or examples.

**Step 2:**

- Poster Creation

- Provide materials such as chart paper, markers, and flashcards.

- Each group creates a poster that includes:

- A brief explanation of their assigned commandments.

- An illustration or symbol that represents the importance of obeying these commandments.

- A catchy slogan or message encouraging others to follow these commandments.

**Step 3:**

- Poem Composition

- Ask each group to compose a short and simple poem about the Ten Commandments, summarizing their lessons in a fun way.

- Encourage them to think of a catchy rhythm and incorporate what they have learned into their poems.

**Step 4:**

- Group Sharing

- Each group presents their poster and recites their poem to the class.

- This fosters a sense of community and helps reinforce the lessons learned.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, emphasizing the lessons learned from the Ten Commandments.

- Conduct a brief interactive quiz or game that revisits the main topics discussed, possibly using digital devices or a fun singing activity.

- Preview the next session, which will explore how the Ten Commandments can help us resolve conflicts in our daily lives. Encourage students to think of examples they can bring to class.

**Extended Activities:**

- Creative Journaling:

Encourage students to keep a reflection journal for a week, where they can write about how they apply the lessons of the Ten Commandments in their daily lives.

- Community Service Project:

Organize a class project that embodies one or more of the commandments, such as helping at a local charity or clean-up event, emphasizing living out the teachings in practical ways.

- Ten Commandments Challenge:

Create a challenge where students try to consciously follow one commandment each day and report back on their experiences.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** The Bible

**Sub Strand:** Revision

**Specific Learning Outcomes:**

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

1.Answer questions at the end of the sub-strand correctly.

**Key Inquiry Question(s):**

- What are the main themes in the Bible?

- How do the lessons in the Bible apply to our lives today?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ (CRE page 42)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick recap of the previous lesson centered on key biblical stories and their messages.

- Engage the learners by asking them to share one thing they remember from the last lesson that was significant to them.

- Guide them to read selected Bible passages or sections from Oxford Growing in Christ to refresh their memories about core concepts.

**Lesson Development (25 minutes):**

**Step 1:** Key Themes Exploration

- Divide learners into small groups. Assign each group a key theme from the Bible (e.g., love, forgiveness, faith).

- Each group will discuss their theme using the Good News Bible, identify relevant verses, and prepare to share their findings with the class.

**Step 2:** Flash Card Quiz

- Use flash cards to quiz learners on specific facts about the Bible (e.g., names of the books, major characters, parables).

- Encourage learners to take turns reading the flashcards and answering questions as a class.

**Step 3:** Interactive Song Activity

- Introduce a Bible-related song that encapsulates important lessons (e.g., "Jesus Loves Me").

- Play the song and encourage the learners to sing along, discussing how the lyrics relate to the themes studied.

**Step 4:** Reflection and Discussion

- Lead a class discussion on how the lessons of the Bible can be applied to their daily lives.

- Encourage students to give personal examples or situations where these lessons connect to their experiences.

**Conclusion (5 minutes):**

- Summarize the key points discussed, highlighting the importance of understanding themes in the Bible.

- Conduct a brief interactive activity, such as a quick "think-pair-share," where students share one lesson they found relevant.

- Preview the next session’s topic - a deeper dive into a specific book of the Bible or its characters.

**Extended Activities:**

- Creative Work: Have students create a poster illustrating one of the key Bible themes or a parable in their own words and illustrations.

- Presentation: Encourage students to prepare a short presentation on a specific character from the Bible, focusing on their significance and lessons learned from their story.

- Bible Scavenger Hunt: Organize an activity where students find certain verses or themes in their Bible or class materials and present them to the class.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 1**

**Strand:** The Bible

**Sub Strand:** Bible stories

**Specific Learning Outcomes:**

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

1.Discuss where Samson met the 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 Question(s):**

- What did Samson do?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE pages 43-45

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson, focusing on key characters from the Bible.

- Guide learners to read and discuss Judges 15:14-17, emphasizing the understanding of Samson’s actions and his encounters with the Philistines.

**Lesson Development (25 minutes):**

**Step 1:** Who is Samson?

- Begin by discussing who Samson is and his role in the Bible. Use flashcards to present key facts about his strength and his enemies (the Philistines).

**Step 2:** What did Samson do?

- Divide the class into small groups and let them brainstorm and list the key events in Samson’s life, including his battles and relationships with the Philistines. Each group can present their findings to the class.

**Step 3:** Qualities of Samson

- Each group will list qualities displayed by Samson, such as courage, strength, and determination. Discuss both positive and negative qualities, encouraging learners to think critically about his character.

**Step 4:** Emulating Samson

- Conclude the group work by discussing how today’s youth can emulate Samson’s good qualities in their daily lives. Learners can write down one quality they admire and how they can demonstrate it in their own lives.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, reiterating the location of Samson's encounters and the qualities he displayed.

- Conduct a brief interactive activity, such as a quiz or a reflection circle, where each student shares one takeaway from the lesson.

- Preview upcoming topics, such as the significance of faith and trust in God, about other Biblical figures.

**Extended Activities:**

- Creative Expression: Students can create illustrated mini-comics or storyboards depicting a key event from Samson's life.

- Research Project: Encourage learners to research other Biblical characters who displayed both strengths and weaknesses, then present their findings in future classes.

- Personal Reflection Journal: Have students write a short paragraph about a time when they showed courage or strength in their own life, linking it back to Samson's story.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 2**

**Strand:** The Bible

**Sub Strand:** Ways in which Christians depend on God’s power to overcome challenges

**Specific Learning Outcomes:**

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

1. Identify challenges Samwell faced.

2.Discuss reasons for depending on God’s power.

3. Recite the poem in their learner's book about depending on God.

4. Have fun doing good while depending on God’s power.

**Key Inquiry Question:**

- What challenges did Samwell face?

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE (pages 45-48)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking learners what they remember about the last topic discussed.

- Guide learners to read and discuss relevant content from the Good News Bible, focusing on Samwell’s story and the challenges he faced. Highlight the importance of depending on God’s power in overcoming these challenges.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Challenges

- Divide the class into small groups.

- Each group should discuss and list the challenges Samwell faced based on their readings.

- Encourage them to think critically about the context of each challenge.

**Step 2:** Discussing God’s Power

- In their groups, ask learners to discuss the reasons why Christians depend on God’s power to overcome challenges.

- Prompt discussions with questions such as, "How can God help us when we face difficulties?" and "What does the Bible say about God’s strength?"

**Step 3:** Poem Recitation

- Invite learners to open their learner's books and recite the poem about depending on God.

- As a class, practice reciting it together a few times to encourage fluency.

**Step 4:** Engaging in Good Deeds

- Discuss different ways they can do good in their community or school while depending on God’s power.

- Encourage learners to brainstorm ideas for acts of kindness they can perform.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: challenges face, the importance of God’s power, and ways to do good.

- Conduct a brief interactive activity where learners can share an example of a time they did something good and how they relied on God’s strength.

- Prepare learners for the next session by giving them a preview of the upcoming topic: “Living Faithfully in Different Situations.”

**Extended Activities:**

- Creative Writing: Ask students to write a short story or a diary entry about a time they overcame a challenge by depending on God’s power.

- Art Activity: Create a poster illustrating one of the challenges Samwell faced and how he sought God’s help.

- Group Project: Organize a community service project where students can apply what they've learned by helping others in need, emphasizing the idea of doing good while depending on God’s power.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 3**

**Strand:** The Bible

**Sub Strand:** Faith in God - Elisha recovering an axe-head as a sign of his faith in God

**Specific Learning Outcomes:**

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

1. Discuss the challenges that the prophets were facing.

2. Read and summarize 2 Kings 6:1-7.

3. Identify lessons we can learn from the story of Elisha.

4. Watch and engage with a video clip of Elisha recovering an axe-head.

5. Appreciate the importance of having faith in God.

**Key Inquiry Question:**

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

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures

- Songs

- Digital devices (for video viewing)

- Charts

- Poems

- Oxford Growing in Christ CRE pages 49-51

**Organisation of Learning:**

**Introduction (5 minutes):**

- Whole Class Review: Start the lesson by briefly reviewing the previous session, asking students what they remember about the prophets and their roles.

- Guided Reading: Prompt learners to read relevant passages from the Good News Bible that relate to the story of Elisha. Engage them in discussion to ensure that key concepts are understood.

**Lesson Development (25 minutes):**

**Step 1:** Group Discussion

- Group Formation: Divide the class into small groups (4-5 students each).

- Task: Each group discusses the challenges that they believe the prophets faced during their times. Encourage the use of flashcards or charts to record their thoughts.

**Step 2:** Scripture Reading and Summary

- Reading Assignment: Have each group read 2 Kings 6:1-7 together.

- Summary Activity: Instruct them to summarize the main events of the story and identify what Elisha did when the axe-head fell into the water.

**Step 3:** Video Clip

- Video Viewing: Show a short video focused on the story of Elisha recovering the axe-head.

- Discussion: After watching, have groups discuss why Elisha might have felt it was important to help the prophets recover the axe-head. How does this reflect their faith?

**Step 4:** Sharing Lessons Learned

- Class Sharing: Each group presents the lessons they learned from the story. They should focus on how faith in God guided Elisha’s actions and what it teaches us today.

**Conclusion (5 minutes):**

- Summarize Key Points: Recap the lesson by highlighting key discussions, summary of the story, and lessons learned about faith.

- Interactive Activity: Conduct a quick quiz or a game using a set of questions derived from the lesson to reinforce the main topics.

- Preview Next Session: Briefly introduce the next topic. Ask students what they think faith might look like in their own lives.

**Extended Activities:**

- Faith Journal: Ask students to keep a weekly journal where they reflect on moments when they had to show faith in their daily lives.

- Creative Expression: Students can create a comic strip or storyboard illustrating the story of Elisha and the axe-head.

- Role Play: Have students role-play a scene from the story, emphasizing their understanding of the characters’ feelings and faith.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** The Bible

**Sub Strand:** Ways in which Christians apply their faith in God in their daily lives

**Specific Learning Outcomes:**

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

1. Discuss ways in which Christians apply faith in their lives.

2. Narrate stories in their lives when they had faith in God to help them overcome challenges.

3.Desire to always have faith in God.

**Key Inquiry Question:**

- Why should we have faith in God?

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ, CRE pages 51-54

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking learners what they remember about faith in God.

- Read a few short passages from the Good News Bible that highlight faith, and guide the learners to discuss these together, emphasizing understanding of the key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Group Discussion on Faith

- Divide the class into small groups and ask them to brainstorm and discuss ways Christians apply their faith in daily life (e.g., prayer, attending church, helping others).

- Each group will share their ideas with the class.

**Step 2:** Storytelling

- Invite students to share personal stories or examples of times when they had faith in God during difficult situations.

- Encourage learners to listen and reflect on their classmates’ experiences, emphasizing the common theme of faith.

**Step 3:** Explore Scripture

- Together as a class, read a relevant Bible passage (e.g., Matthew 17:20), discussing how it relates to having faith.

- Ask learners to identify what this passage teaches about faith.

**Step 4:** Application and Reflection

- Ask students to think of one way they can actively apply their faith in the upcoming week.

- Allow them to write down their thoughts and share them if they feel comfortable.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, reiterating the importance of faith in daily life.

- Conduct a brief interactive activity, such as a "faith-sharing circle," where each student shares one takeaway from the lesson.

- Preview the next session’s focus on the impact of community and fellowship in strengthening faith.

**Extended Activities:**

- Faith Journal: Encourage learners to keep a "Faith Journal" for the week where they can write about daily experiences where they applied their faith, challenges they faced, and how they overcame them.

- Creative Expression: Have students create a poster or a digital presentation illustrating how they or their families apply faith in daily life, incorporating visuals, quotes, and personal testimonials.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** The Bible

**Sub Strand:** Determination - Lessons learnt from the story of Jacob wrestling God

**Specific Learning Outcomes:**

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

1. Discuss the lessons learnt from the story of Jacob wrestling God.

2. Narrate the story of Jacob wrestling with God.

3. Appreciate the importance of determination in our daily lives.

**Key Inquiry Question(s):**

- What is determination?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ, CRE pages 55-57

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson's key points.

- Guide students to read and discuss details from the Good News Bible about Jacob wrestling with God, focusing on determination as a theme.

**Lesson Development (25 minutes):**

**Step 1:** Introduce the Story of Jacob Wrestling God

- Show a short video clip of the story of Jacob wrestling with God.

- Ask students to share their first impressions and what they understand about determination from the video.

**Step 2:** Group Discussion

- Divide the class into small groups.

- Each group discusses the key moments in the story and identifies examples of Jacob's determination.

- Encourage them to use flash cards or charts to illustrate their points.

**Step 3:** Share Lessons Learnt

- Bring the groups back together to share their findings.

- As each group presents, write down key lessons on the board.

- Guided questions: “What challenges did Jacob face?” “How did he show determination?”

**Step 4:** Personal Reflection and Application

- Ask students to take a few minutes to think about a time they faced a challenge and needed determination.

- Provide them with a prompt to write a short paragraph about their experience.

- Encourage a few learners to share their reflections with the class.

**Conclusion (5 minutes):**

- Summarize the key points discussed regarding Jacob’s determination and the lessons learnt.

- Conduct a quick interactive activity, such as a matching game with determination-related words and phrases.

- Preview the next lesson’s topic, highlighting that they will explore how determination can help them achieve their personal goals.

**Extended Activities:**

- Art Project: Create a comic strip illustrating the story of Jacob wrestling God, focusing on the theme of determination.

- Journal Writing: Keep a determination journal for a week, where students note daily instances when they face challenges and how they overcome them.

- Role Play: In pairs, have students act out the story of Jacob and discuss what it means to wrestle with challenges in life today.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** The Bible

**Sub Strand:** Values learnt from the story of Jacob

**Specific Learning Outcomes:**

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

1. Identify values learnt from the story of Jacob.

2.Apply lessons learnt from the story of Jacob in our daily lives.

3. Compose a song about persistence.

**Key Inquiry Question:**

- What lesson can one learn from the story of Jacob?

Learning Resources:

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Poems

- Oxford Growing in Christ CRE Pages 57-60

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by briefly reviewing the previous lesson, focusing on how stories from the Bible teach us important values.

- Introduce the story of Jacob, asking students what they remember about him.

- Guide learners to read or listen to the relevant sections from the Good News Bible while highlighting the key moral lessons.

**Lesson Development (25 minutes):**

**Step 1:** Discussing Jacob's Journey

- Break students into small groups.

- Each group discusses Jacob’s challenges, such as his struggles with family and personal loss.

- Have them identify values like perseverance, honesty, and faith.

**Step 2:** Connecting Values to Personal Experiences

- Regroup and ask each group to share their findings.

- Discuss how these values can apply to everyday challenges students face at school, such as dealing with difficult homework, friendships, or disappointments.

**Step 3:** Brainstorming Solutions

- In the same groups, brainstorm ways to demonstrate persistence when facing challenges.

- Have groups write down at least three strategies they could use when feeling discouraged, relating them back to Jacob's story.

**Step 4:** Composing a Song

- Each group creates a short, simple song or chant about persistence, using the insights gained from Jacob's story and the strategies they discussed.

- Encourage creativity—students can use existing melodies or come up with something original.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the values learned from Jacob, their relevance to students' lives, and the importance of persistence.

- Conduct a quick interactive activity where students share their songs or chants with the class.

- Preview the next session by revealing that they will learn about another Bible character and how they can learn lessons of faith and courage.

**Extended Activities:**

- Creative Writing: Ask students to write a short story or a reflection about a time they faced a challenge and how they applied persistence to overcome it.

- Art Project: Create a visual poster that illustrates a key lesson from Jacob’s story. Include drawings, quotes, and personal reflections.

- Class Presentation: Organize small presentations where students can share their songs with younger classes to teach about the value of persistence.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** The Life of Jesus Christ

**Sub Strand:** The Call of the First Disciples by Jesus Christ

**Specific Learning Outcomes:**

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

1. Read and understand Mark 1:16-20.

2. Identify the first four disciples that Jesus called.

3. Narrate the call of the first disciples.

4. Discuss the lessons learned from the call of the first disciples.

5. Enjoy acting out or narrating the call of the first disciples.

**Key Inquiry Questions:**

- Who were the first four disciples that Jesus called?

- What are the lessons we learned from the call of the first disciples?

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Oxford Growing in Christ CRE (pages 62-64)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the Previous Lesson: Start with a brief recap of what was discussed in the last class. Ask students questions to engage their memories and build a connection to today's lesson.

- Reading and Discussion Instructions: Introduce the Bible passage (Mark 1:16-20) that will be read today. Explain its importance in the context of Jesus' life and ministry.

**Lesson Development (25 minutes):**

**Step 1:** Read the Bible

- Activity: Have learners read Mark 1:16-20 aloud. Encourage participation by asking different students to read different verses.

- Discussion: Ask guiding questions to ensure understanding, such as "What did Jesus ask the fishermen to do?" and "What was their response?"

**Step 2:** Identify the Disciples

- Activity: In pairs, have students identify and list the first four disciples mentioned in the passage: Simon (Peter), Andrew, James, and John.

- Share: Invite pairs to share their findings with the class, ensuring everyone can name the disciples.

**Step 3:** Narrate the Call

- Activity: Group students into small groups and assign each group the task of creating a brief skit that narrates the story of how Jesus called the disciples.

- Performance: Groups will then perform their skits in front of the class. Encourage creativity and expression.

**Step 4:** Discuss the Lessons

- Discussion: Facilitate a class discussion on what lessons can be learned from the call of the first disciples. Write their ideas on the board. Prompts may include:

- Importance of following Jesus.

- Willingness to change one’s life for a higher calling.

- The significance of teamwork in discipleship.

**Conclusion (5 minutes):**

- Summarize Key Points: Highlight the key facts about the first disciples and the lessons learned from their call.

- Interactive Activity: Conduct a brief quiz or game where students recall facts or lessons learned during the lesson.

- Prep for Next Lesson: Give students a sneak peek into the next topic, which will focus on another aspect of Jesus' ministry, and pose questions to ponder: “What do you think motivated the people to follow Jesus?”

**Extended Activities:**

- Creative Writing: Have students write a diary entry from the perspective of one of the disciples about their feelings when Jesus called them.

- Art Project: Create a poster illustrating the scene of Jesus calling the first disciples, including relevant quotes or questions for discussion.

- Group Research: Allow students to research one of the disciples mentioned in the passage and present their findings to the class next week.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** The Life of Jesus Christ

**Sub Strand:** The Call of the First Disciples by Jesus Christ

**Specific Learning Outcomes:**

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

1. Read and understand Mark 1:16-20.

2. Identify the first four disciples that Jesus called.

3. Narrate the call of the first disciples.

4. Discuss the lessons learned from the call of the first disciples.

5. Enjoy acting out or narrating the call of the first disciples.

**Key Inquiry Questions:**

- Who were the first four disciples that Jesus called?

- What are the lessons we learned from the call of the first disciples?

**Learning Resources:**

- Good News Bible

- Flashcards

- Pictures

- Songs

- Digital devices

- Charts

- Oxford Growing in Christ CRE (pages 62-64)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the Previous Lesson: Start with a brief recap of what was discussed in the last class. Ask students questions to engage their memories and build a connection to today's lesson.

- Reading and Discussion Instructions: Introduce the Bible passage (Mark 1:16-20) that will be read today. Explain its importance in the context of Jesus' life and ministry.

**Lesson Development (25 minutes):**

**Step 1:** Read the Bible

- Activity: Have learners read Mark 1:16-20 aloud. Encourage participation by asking different students to read different verses.

- Discussion: Ask guiding questions to ensure understanding, such as "What did Jesus ask the fishermen to do?" and "What was their response?"

**Step 2:** Identify the Disciples

- Activity: In pairs, have students identify and list the first four disciples mentioned in the passage: Simon (Peter), Andrew, James, and John.

- Share: Invite pairs to share their findings with the class, ensuring everyone can name the disciples.

**Step 3:** Narrate the Call

- Activity: Group students into small groups and assign each group the task of creating a brief skit that narrates the story of how Jesus called the disciples.

- Performance: Groups will then perform their skits in front of the class. Encourage creativity and expression.

**Step 4:** Discuss the Lessons

- Discussion: Facilitate a class discussion on what lessons can be learned from the call of the first disciples. Write their ideas on the board. Prompts may include:

- Importance of following Jesus.

- Willingness to change one’s life for a higher calling.

- The significance of teamwork in discipleship.

**Conclusion (5 minutes):**

- Summarize Key Points: Highlight the key facts about the first disciples and the lessons learned from their call.

- Interactive Activity: Conduct a brief quiz or game where students recall facts or lessons learned during the lesson.

- Prep for Next Lesson: Give students a sneak peek into the next topic, which will focus on another aspect of Jesus' ministry, and pose questions to ponder: “What do you think motivated the people to follow Jesus?”

**Extended Activities:**

- Creative Writing: Have students write a diary entry from the perspective of one of the disciples about their feelings when Jesus called them.

- Art Project: Create a poster illustrating the scene of Jesus calling the first disciples, including relevant quotes or questions for discussion.

- Group Research: Allow students to research one of the disciples mentioned in the passage and present their findings to the class next week.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** The Life of Jesus Christ

**Sub Strand:** Ways in which different people are called to serve God in society

**Specific Learning Outcomes:**

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

1.Watch a video clip on the call of the first disciples of Jesus Christ.

2. Read the information about Reuben Kigame on page 64 and answer the questions that follow.

3. Role-play the call of the first disciples of Jesus Christ.

4.Have fun role-playing the call of the first disciples of Jesus Christ.

**Key Inquiry Questions:**

- How has God called Reuben Kigame to serve Him?

- How has Reuben Kigame responded to God’s call?

**Learning Resources:**

- Good News Bible

- Flash cards

- Pictures

- Songs

- Digital devices

- Charts

- Oxford Growing in Christ CRE page 64

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson about Jesus’ teachings.

- Engage learners in a discussion about how people can serve God in different ways, introducing the concept of calling.

**Lesson Development (25 minutes):**

**Step 1:** Watch the Video Clip

- Introduce the video clip about the call of the first disciples of Jesus Christ.

- Show the video and encourage students to pay attention to how the disciples were chosen and their reactions.

**Step 2:** Read about Reuben Kigame

- Have students read the passage about Reuben Kigame from page 64.

- Ask them to answer questions that are provided in the text, discussing their insights in pairs.

**Step 3:** Role-Play the Call of Disciples

- Organize students into small groups.

- Each group will role-play the moment when Jesus called His first disciples (e.g., Peter and Andrew, James and John) using simple scripts or improvisation.

**Step 4:** Class Sharing

- Invite each group to share their role-play with the class.

- Discuss the different responses of the disciples in the role-plays and relate it to how people respond to God’s call today.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, focusing on how individuals respond to God’s call, using Reuben Kigame as an example.

- Conduct a quick interactive activity where students can express in one word how they feel called to serve God.

- Prepare learners for the next session by asking them to think about their own gifts and how they might serve God in the future.

**Extended Activities:**

- Reflection Journal: Ask students to write a short paragraph about what they feel called to do in their lives and how they can serve God in their community.

- Art Project: Encourage students to create a poster depicting how different people serve God, inspired by the life of Reuben Kigame and the disciples.

- Class Discussion: Have a class discussion in the next lesson about different vocations and how each can be a calling to serve God.

**Teacher Self-Evaluation:**