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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 1: LESSON 1**

**Strand:** Introduction to Christian Religious Education

**Sub Strand:** Importance of Studying Christian Religious Education

**Specific Learning Outcomes:**

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

1. Define the term Christian Religious Education (CRE).

2. Explain the meaning of Christian Religious Education to foster understanding of CRE.

3. Discuss the importance of studying CRE in junior school.

4. Appreciate the importance of studying CRE.

**Key Inquiry Questions:**

- What is CRE?

- What is the importance of studying CRE?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** | * **Responsibility** * **Respect** | * **Effective communication** * **Creative thinking** * **Self - awareness** |

**Learning Resources:**

- Top Scholar CRE pg 1-3

- Teacher's Guide

- Lesson notes

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson to activate prior knowledge (e.g., identifying different religions and their significance).

- Guide learners to read and discuss content from the learning resources that relate to Christian Religious Education, emphasizing key concepts (definition and significance).

**Lesson Development (30 minutes):**

**Step 1:** Define Christian Religious Education (CRE)

- In pairs, learners brainstorm on what they think CRE means.

- They will put their ideas on the board.

- Teacher facilitates a discussion to clarify and compile the learners' definitions.

**Step 2:** Explain the Meaning of Christian Religious Education

- Learners will use textbooks and classroom resources to research a formal definition of CRE.

- Afterward, each group presents their findings to the class, emphasizing the components of CRE.

**Step 3:** Discuss the Importance of Studying CRE

- In small groups, learners brainstorm reasons why studying CRE is relevant for their lives and society.

- Each group shares their ideas, and the teacher will compile a list on the board to highlight common themes like moral guidance, understanding different cultures, etc.

**Step 4:** Appreciate the Importance of Studying CRE

- Conduct a short reflective writing exercise where students write a few sentences on why they personally believe studying CRE is important.

- Some may volunteer to share their reflections with the class.

**Conclusion (5 minutes):**

- Summarize the key points learned in the lesson: the definition of CRE, its significance, and why it's good to study it.

- Conduct an interactive quiz (e.g., Kahoot! or a quick oral quiz) to reinforce the main topics.

- Preview the next session: Introduce the concept of major Christian beliefs and invite students to think about what beliefs they already know.

**Extended Activities:**

1. CRE Reflection Journal: Have students maintain a journal where they write weekly reflections on what they learned in class and how it relates to their lives.

2. Research Project: Assign each student a particular figure or event in Christian history to research and present to the class in subsequent weeks.

3. Explore Different Religious Perspectives: Encourage students to interview someone from a different religion about their beliefs and share the findings with the class.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 1: LESSON 2**

**Strand:** Introduction to Christian Religious Education

**Sub Strand:** Importance of Studying Christian Religious Education

**Specific Learning Outcomes:**

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

1. Analyze the importance of learning Christian Religious Education for holistic growth.

2. Prepare a personal journal on how learning CRE has helped change his or her behavior.

3. Enjoy preparing personal journals.

**Key Inquiry Questions:**

- What is the relevance of learning CRE at junior secondary school?

- How has CRE helped you change your behavior?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** | * **Responsibility** * **Respect** | * **Effective communication** * **Creative thinking** * **Self - awareness** |

**Learning Resources:**

- Learners book

- Teachers guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking learners to share one key point they remember.

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

**Lesson Development (30 minutes):**

**Step 1:** Discussion in Pairs

- In pairs, learners discuss why studying Christian Religious Education is important for their lives.

- They should think of examples from their lives or the lives of others.

**Step 2:** Group Sharing

- Each pair joins another pair to form groups of four.

- Groups share their discussions and compile a list of behaviors that have changed due to learning CRE.

**Step 3:** Personal Reflection

- Individually, students think quietly about how CRE has impacted their own behavior. They jot down key points as notes for their journals.

**Step 4:** Journal Preparation

- Guide learners to start writing a personal journal entry focused on how learning CRE has helped them change their behavior. Encourage them to express their thoughts and emotions clearly.

**Conclusion (5 minutes):**

- Summarize key points discussed during the lesson, reinforcing the importance of studying CRE for personal growth and behavior change.

- Conduct a brief interactive activity: Each student shares one behavior they intend to change or improve, supported by what they learned in CRE.

- Prepare learners for the next session by briefly discussing future topics in CRE and encouraging them to reflect on any questions they might have.

**Extended Activities:**

- Group Project: Create a poster that highlights the positive impacts of CRE on behavior in their community.

- Class Debate: Organize a friendly debate on the importance of religious education in today’s society.

- Community Service Reflection: Engage students in a community service project and have them write a follow-up journal entry reflecting on how their understanding of CRE influenced their actions during the project.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Introduction to Christian Religious Education

**Sub Strand:** Importance of Studying Christian Religious Education

**Specific Learning Outcomes:**

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

1. Identify values acquired through learning CRE.

2. Explain the values acquired through learning CRE.

3. Prepare flashcards and write messages that promote sound moral and religious values.

4. Appreciate Christian Religious Education for sound moral and religious values.

**Key Inquiry Questions:**

- What are the religious values learned through studying CRE?

- Which values are needed to live harmoniously with others?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** | * **Responsibility** * **Respect** | * **Effective communication** * **Creative thinking** * **Self - awareness** |

**Learning Resources:**

- Learners' books

- Teacher guide

- Digital devices

- Flashcards

- Top Scholar CRE, pages 4-5

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson by asking students to recall main topics or values discussed.

- Guide learners to read and discuss relevant content from Top Scholar CRE (pages 4-5), focusing on identifying key concepts related to values in CRE.

**Lesson Development (30 minutes):**

**Step 1:** Identify Values

- In small groups, learners will discuss and identify at least three religious values they have learned through their CRE studies. Encourage them to refer to their learners' books for examples.

**Step 2:** Design Flashcards

- Each group will prepare flashcards that illustrate one of the identified values. They should include a drawing or symbol, the name of the value, and a brief explanation of its importance.

**Step 3:** Class Discussion

- Groups will present their flashcards to the class. As they share, other students can take notes and ask questions about how these values are acquired through learning CRE.

**Step 4:** Write Messages

- Individually, learners will write a short message (1-2 sentences) that promotes one of the values identified in their group work. They will finish by reflecting on how this value helps them live harmoniously with others. These messages can be shared in pairs for discussion.

**Conclusion (5 minutes):**

- Summarize the key points discussed today, emphasizing the importance of values learned in CRE for personal and social harmony.

- Conduct a brief interactive activity, such as a "Values Bingo" where learners share different values encountered during the lesson.

- Preview the next session by introducing upcoming topics, such as real-life applications of the identified values in their communities.

**Extended Activities:**

- Community Values Project: Ask students to observe and report on a community event, identifying the religious values that are emphasized. They can present their findings in the next class.

- Values Reflection Journal: Encourage students to keep a weekly journal reflecting on how they apply the values learned in CRE at home, in school, or during community interactions.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Creation

**Sub Strand:** Accounts of creation

**Specific Learning Outcomes:**

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

1. Identify features that make up God's creation in their surroundings.

2. Draw, color, and name at least one feature of God's creation in the school compound.

3. Enjoy drawing the features of God’s creation in the school compound.

**Key Inquiry Questions:**

- What is creation?

- What is a nature walk?

- Why did God create human beings?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Learners book

- Pictures

- Drawings

- Surrounding Environment

- Top Scholar CRE, pg 8

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, asking students to share what they remember about God's creation.

- Guide learners to read and discuss relevant content from their learning resources, highlighting key concepts related to creation and nature.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- Divide students into small groups.

- Ask each group to brainstorm and list down features of God's creation that they see in the school compound (e.g., trees, flowers, animals, etc.).

- Have a spokesperson from each group share their lists with the class.

**Step 2:** Nature Walk

- Take students on a guided nature walk around the school compound.

- Encourage students to observe the details of God's creation (shapes of leaves, colors of flowers, types of animals).

- Remind them to take mental notes for their drawings later.

**Step 3:** Drawing and Coloring

- Back in the classroom, provide learners with drawing materials.

- Instruct each student to choose one feature they observed during the nature walk to draw, color, and label.

- Circulate the room to offer help and encouragement as they work on their drawings.

**Step 4:** Display Artworks

- Have students display their drawings on the classroom wall or board.

- Allow each student a moment to explain their drawing and share why they chose that feature of God's creation.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, focusing on the features of God's creation observed.

- Conduct an interactive activity—perhaps a quick quiz or a group discussion—reinforcing the main topics covered.

- Prepare learners for the next session by previewing upcoming topics or posing reflective questions such as, “What other features of creation can we explore next time?”

**Extended Activities:**

- Nature Journal: Encourage students to keep a nature journal where they can document their observations of God's creation on different days. They can include drawings and descriptions of what they observe.

- Creative Writing: Invite students to write a short story or poem inspired by their favorite feature of creation they observed in the school compound, integrating elements of God’s creation and their personal feelings about nature.

- Art Project: Organize a class mural that represents different features of creation as a collaborative art project, fostering teamwork and creativity.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Creation

**Sub Strand:** Accounts of creation

**Specific Learning Outcomes:**

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

1. Read Genesis chapter 1.

2. Describe the first account of creation.

3. Compose a song on the first account of creation.

4. Appreciate the first account of creation.

**Key Inquiry Questions:**

1. How was the universe before creation?

2. How many days did God take to create the universe?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Bible

- Learners’ book

- Charts

- Songs

- Digital devices

- Top Scholar CRE, page 9

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Start by recapping what was learned in the last lesson about creation and its importance in the context of faith and belief.

- Guided Reading: Introduce Genesis chapter 1. Discuss its importance and allow learners to read it aloud together, ensuring they understand the key concepts as they go along.

**Lesson Development (30 minutes):**

**Step 1:** Reading and Retelling

- Activity: In small groups, learners will take turns reading Genesis chapter 1. Encourage them to highlight the key events in creation.

- Outcome: Each group will summarize the account by retelling the story in their own words to reinforce comprehension.

**Step 2:** Group Discussion

- Activity: Each group will discuss key aspects of the first account of creation:

- How God created the universe in six days.

- The significance of each day’s creation.

- Outcome: Groups will identify the main teachings and themes present in the chapter.

**Step 3:** Summarizing on Charts

- Activity: Learners use chart paper to write down the sequence of events from Genesis 1 and illustrate the day-by-day creation.

- Outcome: Create visual presentations which can be displayed around the classroom.

**Step 4:** Compose a Song

- Activity: In their groups, learners will compose a short song or chant that reflects the creation teachings from Genesis chapter 1. Encourage creativity and rhythm.

- Outcome: Groups will perform their songs to the class, fostering a lively and appreciative environment.

**Conclusion (5 minutes):**

- Summarize: Highlight the key points learned in the lesson, including the process of creation and its significance.

- Interactive Activity: Engage the class in a quick quiz or a few questions to reiterate the days of creation and their meanings.

- Preview: Briefly introduce what they will learn in the next lesson, igniting curiosity about further accounts of creation.

**Extended Activities:**

1. Art Project: Create a visual representation of each day of creation using different art materials.

2. Creative Writing: Write a narrative from the perspective of an observer witnessing the creation process.

3. Group Performance: Prepare a skit illustrating the creation story, emphasizing important moments from Genesis chapter 1.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Creation

**Sub Strand:** Accounts of creation

**Specific Learning Outcomes:**

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

1.Read Genesis chapter 2.

2. Describe the second account of creation in Genesis 2.

3.Summarize the second account of creation on charts.

4. Appreciate the second account of creation.

**Key Inquiry Question:**

- How did creation take place in the second account of creation?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Bible, specifically Genesis chapter 2

- Learner's book

- Songs

- Digital devices (for research or app references)

- Charts for summarization

- Top Scholar CRE pg 10

- Video clips related to the second account of creation

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, including important concepts about creation.

- Guide learners to open their learning resources and discuss the importance of understanding the second account of creation, emphasizing the relevance of this narrative in the broader context of creation.

**Lesson Development (30 minutes):**

**Step 1:** Reading and Discussion

- Divide the class into small groups and assign each group a few verses from Genesis chapter 2.

- Allow each group time to read their assigned verses and discuss the key elements of the second account of creation. Encourage them to note any important details or themes.

**Step 2:** Describing the Creation Account

- After the reading, facilitate a class discussion where each group shares their findings and insights about the second account of creation.

- As students share, compile a list on the board that highlights key features such as the creation of man, the Garden of Eden, and the creation of woman.

**Step 3:** Chart Summarization

- Provide each group with materials to create a chart summarizing the second account of creation. They should include visuals and key points discussed earlier.

- Guide them to think creatively about their presentation format, whether through diagrams, timelines, or infographics.

**Step 4:** Composition of Appreciation Song

- In their groups, learners will create a short song or rhyme that expresses their appreciation for the second account of creation.

- Encourage them to think about the themes of beauty, life, and purpose as inspiration for their lyrics.

**Conclusion (5 minutes):**

- Summarize the key points learned about the second account of creation, reinforcing the learning outcomes.

- Conduct a brief interactive activity, such as asking students to share one thing they appreciate about creation and linking it to their exploration of Genesis 2.

- Briefly preview upcoming topics, encouraging students to think about how creation connects to their own lives and the world around them as they prepare for the next lesson.

**Extended Activities:**

1. Art Project: Create a visual collage that represents their favorite part of the second account of creation, using magazine cut-outs or drawings.

2. Research Assignment: Investigate how different cultures interpret creation stories and present their findings to the class.

3. Nature Walk: Organize a nature walk where students can observe different elements of creation and reflect on their significance in relation to Genesis 2.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Creation

**Sub Strand:** Accounts of Creation

**Specific Learning Outcomes:**

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

1. Use the Bible to identify the similarities between the two accounts of creation.

2. Discuss the similarities between the two accounts of creation.

3. Prepare a PowerPoint presentation on the similarities between the two accounts of creation.

4. Acknowledge the similarities between the two accounts of creation.

**Key Inquiry Question:**

- What are the similarities between the two accounts of creation?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Digital devices

- Bible

- Lesson notes

- Top Scholar CRE pg 11

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson briefly, focusing on the concept of creation and its significance in CRE.

- Ask the learners what they remember about the last lesson to gauge their understanding.

- Introduce the day’s focus: understanding the similarities between the two accounts of creation in the Bible.

**Lesson Development (30 minutes):**

**Step 1:** Reading and Identification

- In pairs, have learners read the creation accounts in the Book of Genesis (Genesis 1 and Genesis 2).

- As they read, they should underline or highlight key phrases and ideas that appear in both accounts.

**Step 2:** Group Discussion

- Form small groups (4-5 learners) and have them discuss the similarities they found in their readings.

- Each group should list at least three similarities on a shared document or whiteboard for further discussion.

**Step 3:** Digital Research

- Using digital devices, learners will search for online articles or resources that outline similarities between the creation accounts.

- Each group will summarize their findings and prepare to present them to the class.

**Step 4:** Preparation for Presentation

- Groups will begin creating a PowerPoint presentation that outlines the similarities they’ve identified and any additional insights gained from their research.

- Encourage the use of visuals and bullet points for clarity.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, reinforcing the learning objectives achieved.

- Conduct a quick interactive quiz or “think-pair-share” to review the similarities discussed.

- Announce that in the next session, they will be presenting their findings and exploring any differing interpretations of the accounts.

**Extended Activities:**

1. Creative Reflection: Ask students to write a short essay or create a cartoon that depicts their understanding of the creation accounts.

2. Debate Preparation: In upcoming classes, students could prepare for a debate on differing interpretations of the creation accounts in various cultures or religions.

3. Art Integration: Encourage students to create an artistic representation (drawing, painting, or collage) that illustrates themes found in the creation stories.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 2: LESSON 4**

**Strand:** Creation

**Sub Strand:** Accounts of Creation

**Specific Learning Outcomes:**

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

1. Use the Bible to identify the differences between the accounts of creation.

2. Discuss the differences between the two accounts of creation.

3. Prepare a PowerPoint presentation on the differences between the two accounts of creation.

4. Acknowledge the differences between the two accounts of creation.

**Key Inquiry Question:**

- What are the differences between the two accounts of creation?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Digital devices (tablets, computers).

- Bible (physical or digital).

- Top Scholar CRE pg 12.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the significance of creation in Christianity.

- Guide learners through relevant excerpts from the Bible (Genesis 1 and Genesis 2), ensuring they understand the context of the creation stories.

**Lesson Development (30 minutes):**

**Step 1:** Identification

- In pairs, students will read Genesis 1:1-2:3 and Genesis 2:4-25.

- Encourage them to underline or highlight key phrases that illustrate how each account describes creation.

**Step 2:** Group Discussion

- Form small groups of four to discuss the highlighted differences.

- Prompt them with guiding questions, such as:

- How is the order of creation different in the two accounts?

- What does each account tell us about human creation?

- How do the perspectives on God differ in each narrative?

**Step 3:** Research and Comparative Analysis

- Using digital devices, students will search for scholarly articles or resources that elaborate on the theological interpretations of the accounts of creation.

- They should take notes on insights that highlight the different representations of creation.

**Step 4:** PowerPoint Preparation

- In their groups, students will draft a basic outline for a PowerPoint presentation that summarizes their findings on the differences between the two accounts of creation.

- Instructors can provide a template to help guide them.

**Conclusion (5 minutes):**

- Summarize key points discussed in class, referencing the major differences in both accounts.

- Conduct a brief interactive quiz (using a tool like Kahoot) to reinforce the main topics dealt with in the lesson.

- Provide a preview of the next session, where they will explore the implications of creation beliefs on Christian ethics.

**Extended Activities:**

- Assign students to create a visual poster comparing the two accounts of creation, which they can display in the classroom.

- Encourage students to write a reflection piece on how understanding these accounts shapes their views on the environment and stewardship.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 3: LESSON 1**

**Strand:** Creation

**Sub Strand:** Accounts of Creation

**Specific Learning Outcomes:**

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

1.Use digital devices to search for clips on the two accounts of creation.

2. Enjoy watching the videos of the two accounts of creation on digital devices.

**Key Inquiry Question(s):**

- Why is it important to know the accounts of creation?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Bible

- Digital devices (tablets, smartphones, or computers)

- Video clips on accounts of creation

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson. Ask students what they remember about the accounts of creation discussed.

- Guide learners to read key passages from Genesis in the Bible that outline the accounts of creation, emphasizing understanding of the main ideas.

**Lesson Development (30 minutes):**

**Step 1:** Group Formation and Topic Assignment

- Divide the class into small groups of 4-5 students. Assign each group one account of creation (for example, Genesis 1 and Genesis 2).

**Step 2:** Research and Clip Watching

- In their groups, learners will use digital devices to search for video clips that explain their assigned account of creation. Encourage students to search for reputable sources, such as educational channels or documentaries.

- Allow time for each group to watch the selected clips.

**Step 3:** Discussion and Preparation

- After watching the clips, groups discuss the key differences and similarities between the two accounts of creation. Each group prepares a short (3-5 minute) PowerPoint presentation summarizing their findings.

**Step 4:** Presentations

- Each group presents their findings to the class, highlighting the main points and differences in the two accounts of creation. Encourage classmates to ask questions after each presentation.

**Conclusion (5 minutes):**

- Summarize key points discussed during the lesson. Reinforce the importance of understanding the accounts of creation and their relevance to believers and culture.

- Conduct a short interactive activity, such as a quick Kahoot quiz or a thumbs-up/thumbs-down poll on key concepts from the lesson.

- Provide a preview of the next session, encouraging students to think about how the accounts of creation influence their lives.

**Extended Activities:**

- Creative Presentation: Encourage students to create a visual representation (like a drawing, poster, or infographic) of their assigned account of creation.

- Reflective Writing: Ask students to write a short paragraph about how knowing the accounts of creation impacts their understanding of themselves and the world.

- Comparison Chart: Have learners create a chart comparing the two accounts of creation, noting differences, similarities, and the implications of each account.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 3: LESSON 2**

**Strand:** Creation

**Sub Strand:** Accounts of Creation

**Specific Learning Outcomes:**

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

1. Define the term "attribute."

2. Identify the attributes of God from the biblical accounts of creation.

3. Create flashcards showing these attributes.

4. Appreciate the attributes of God from the biblical accounts of creation.

**Key Inquiry Questions:**

1. What is an attribute?

2. What are the attributes of God from the biblical accounts of creation?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Digital devices

- Bible

- Top Scholar CRE pg 12-13

- Charts

- Flashcards

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review Previous Lesson: Begin with a brief recap of the last lesson’s key points, focusing on creation narratives.

2. Reading & Discussion: Guide learners through relevant content on pages 12-13 of the Top Scholar CRE resource. Encourage discussion to unpack the meanings behind the terms and concepts introduced.

**Lesson Development (30 minutes):**

**Step 1:** Define "Attribute"

- Activity: Ask students to work in pairs to define "attribute." Encourage them to think of examples from their own experiences that illustrate this concept.

- Prompt: What qualities or characteristics do we assign to people or things?

**Step 2:** Identify Attributes of God

- Group Work: In small groups, learners will read the biblical accounts of creation (Genesis chapters 1-2) and list the attributes of God found in these passages. Each group should focus on a different aspect of creation (e.g., light, water, land, animals).

- Discussion Prompts: What does God’s creation tell us about His nature?

**Step 3:** Create Flashcards

- Activity: Each group will select 3-5 attributes they identified and create flashcards. Each flashcard should display one attribute on one side and a supporting scripture or example from the creation narrative on the other.

**Step 4:** Digital Research

- Research Activity: Using digital devices, groups will search for additional attributes of God, noting if they appear in other biblical texts. They will compile their findings on a shared chart.

**Conclusion (5 minutes):**

1. Summarize Key Points: Recap the definition of attributes and list the identified attributes of God.

2. Interactive Activity: To reinforce learning, conduct a quick “Attribute Match-up” game where learners pair attributes with their definitions or scriptural references.

3. Prepare for Next Session: Inform learners about the next topics, such as the significance of God’s attributes in daily life, and encourage them to think of ways these attributes can be reflected in their behaviors and choices.

**Extended Activities:**

- Creative Project: Ask students to create a poster or digital presentation on one attribute of God. They should include biblical references, illustrations, and a personal reflection on how that attribute influences their life.

- Attribute Journal: Encourage learners to keep a journal where they reflect on and document instances from their daily lives where they observe these divine attributes in action, either in nature, in people, or in stories they encounter.

**Teacher Self-Evaluation:**

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|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 3: LESSON 3**

**Strand:** Creation

**Sub Strand:** Responsibility over animals, fish, and birds

**Specific Learning Outcomes:**

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

1. Name various animals, fish, and birds they know.

2.Discuss where these creatures are typically found.

3. Draw and label an example of an animal, fish, and bird on charts.

4. Enjoy drawing examples of fish, birds, or animals.

**Key Inquiry Question:**

- Which animals, fish, and birds do you know?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Digital devices

- Charts

- Flashcards

- Top Scholar CRE (pg 15)

- Pictures of various animals, fish, and birds

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review the Previous Lesson:

- Engage students with questions about what they learned in the last class concerning creation and responsibility.

- Briefly recap the roles humans play in caring for animals and their habitats.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming Session

- Activity:

- Individually, have learners write down as many animals, fish, and birds as they can think of.

- In pairs, let them share their lists and compare their findings.

- As pairs share, write down the responses on the board, creating a comprehensive list.

**Step 2:** Discussion of Habitats

- Activity:

- Guide a discussion on where different animals, fish, and birds are found.

- Use flashcards and pictures to prompt discussion about various habitats such as forests, oceans, rivers, and urban areas.

- Encourage students to discuss the significance of these habitats for the creatures living there.

**Step 3:** Research with Digital Devices

- Activity:

- In pairs or small groups, students will use digital devices to search the internet for different types of animals, fish, and birds.

- They should note down at least three unique species they find, along with their habitats.

**Step 4:** Artistic Representation

- Activity:

- Each learner will choose one animal, fish, or bird from their research or brainstorming efforts.

- Using drawing materials, learners will draw and label their chosen creature and prepare to display their work in class.

**Conclusion (5 minutes):**

1. Summarize Key Points:

- Review what students learned about various animals, fish, and birds, including their names and habitats.

2. Interactive Activity:

- Conduct a quick “name that creature” game where pictures of animals, fish, and birds are shown, and students shout out the name and habitat.

3. Prep for Next Session:

- Introduce the next topic related to conservation efforts for these creatures and ask students to think about how they can help protect their habitats.

**Extended Activities:**

- Create a Poster:

- Ask students to create a poster focusing on a specific animal, fish, or bird that highlights its habitat, diet, and any conservation status.

- Nature Walk:

- Organize a nature walk where students can observe local wildlife and note what creatures they see, encouraging them to connect real-life observations to the lesson.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 3: LESSON 4**

**Strand:** Creation

**Sub Strand:** Responsibility over animals, fish, and birds.

**Specific Learning Outcomes:**

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

1. Read the Bible passages Genesis 2:15-20 and James 3:7.

2. Identify the biblical teachings on human responsibilities over animals, birds, and fish from the two verses.

3. Explain the biblical teaching on responsibilities given to humans to promote responsible living.

4. Appreciate the biblical teachings on responsibilities given to humans over animals, birds, and fish.

**Key Inquiry Question:**

- What are the biblical teachings on human responsibility over animals, birds, and fish?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Bible

- Charts

- Top Scholar CRE pg 16

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Briefly review the previous lesson on creation and God's design for animals, birds, and fish.

2. Introduce today’s lesson by pointing out the importance of understanding our responsibilities towards God's creation.

3. Engage the class in a brief discussion about what responsibilities they think humans have toward animals.

**Lesson Development (30 minutes):**

**Step 1:** Reading the Bible Verses

- In pairs, learners will read Genesis 2:15-20 and James 3:7 aloud.

- Provide assistance to students who may struggle with reading.

**Step 2:** Group Discussion

- In small groups, learners will discuss what they find in the verses regarding human responsibilities towards animals, birds, and fish.

- Encourage them to think about the significance of these responsibilities in today's context.

**Step 3:** Summarizing Main Points

- Each group will summarize their discussions on chart paper, focusing on the major responsibilities outlined in the verses.

- They can create a mind map or bullet points to represent their findings.

**Step 4:** Class Share-Out

- Groups will share their charts with the class, providing an overview of the key teachings they discovered.

- Encourage questions and reflections from the rest of the class after each group presents.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, emphasizing the importance of being responsible stewards of God’s creation.

- Conduct a brief interactive activity, such as a "Think-Pair-Share," where learners share one new thing they learned about responsibility towards animals.

- Prepare learners for the next session by previewing that they will explore practical ways to exhibit responsibility towards animals in their own lives.

**Extended Activities:**

1. Creative Project: Ask students to create a poster or a digital presentation showcasing how they can demonstrate responsibility towards animals, birds, and fish in their community.

2. Research Assignment: Encourage learners to research a specific animal species and write a short report about its role in the ecosystem and how humans can help protect it.

3. Debate: Organize a class debate on the topic: "Do humans have more responsibility towards domestic animals than wild animals?" Allow students to use the biblical teachings as a foundation for their arguments.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 4: LESSON 1**

**Strand:** Creation

**Sub Strand:** Responsibility over animals, fish, and birds.

**Specific Learning Outcomes:**

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

1. Identify ways in which human beings can protect animals, birds, and fish.

2. Discuss ways through which Christians apply biblical teachings to protect animals, birds, and fish.

3. Explain why Christians should take care of animals, birds, and fish.

4. Compose a poem on "How you take care of animals, fish, and birds."

5. Have a desire to take care of living creatures.

**Key Inquiry Question(s):**

1. How do you take care of animals, fish, and birds?

2. Why should we take care of animals, birds, and fish?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Songs

- Digital devices

- Top Scholar CRE pg 16-18

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking learners to share what they remember about caring for creation.

- Guide learners to read and discuss relevant content from the learning resources on pages 16-18, emphasizing the responsibilities humans have towards animals, fish, and birds.

**Lesson Development (30 minutes):**

**Step 1:** Group Discussion

- Organize the class into small groups.

- Each group brainstorms a list of ways humans can protect and care for animals, birds, and fish.

- Share ideas with the class.

**Step 2:** Biblical Teachings Discussion

- In pairs, discuss how specific biblical teachings guide Christians in taking care of living creatures.

- For example, reference Genesis 1:28 and the idea of stewardship.

- Pairs will then present their findings to the class.

**Step 3:** Create a Poem/Song

- Still in pairs, learners will compose a short poem or song about how they take care of animals, birds, and fish.

- Encourage creativity and use of rhythm.

- Optional: Allow pairs to perform their poem/song for the class.

**Step 4** (Optional Extension): Reflection (if time permits)

- Ask students to reflect on their own experiences with animals, birds, or fish.

- What have they done to take care of them? Share briefly with a partner. This can be a writing task if time is short.

**Conclusion (5 minutes):**

- Summarize the key points discussed in class, emphasizing the importance of care for creation from both a humanitarian and a biblical perspective.

- Conduct a brief interactive activity, such as a quick quiz or a "thumbs up/thumbs down" game on what they’ve learned about taking care of animals, birds, and fish.

- Preview the next session by introducing the topics or questions that will be explored in upcoming lessons.

**Extended Activities:**

1. Field Trip: Organize a visit to a local animal shelter, nature reserve, or aquarium to observe how caring for animals and their habitats is practiced.

2. Creative Writing Assignment: Extend the poem assignment into a more detailed essay on the relationship between humans and animals from a Christian perspective.

3. Community Project: Plan a community service project focused on cleaning up a local park or habitat to promote environmental stewardship.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Creation

**Sub Strand:** Responsibility over animals, fish, and birds

**Specific Learning Outcomes:**

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

1. Define the term stewardship.

2. State the importance of good stewardship over animals, birds, and fish.

3. Identify factors that cause conflicts between human beings and wild animals.

4. Prepare a talk on why Christians should take care of animals, fish, and birds.

5. Appreciate the importance of good stewardship.

**Key Inquiry Questions:**

- What is stewardship?

- What is the importance of good stewardship over birds, fish, and animals?

- How can we reduce conflicts between human beings and wild animals?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Digital devices

- Dictionary

- Top Scholar CRE pg 19-20

- Teacher guide

- Charts

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking learners to recall key points.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts related to stewardship.

**Lesson Development (30 minutes):**

**Step 1:** Define Stewardship

- In pairs, learners will use a dictionary to look up the meaning of stewardship and write it down.

- They will then share their definitions with the class, discussing any variations they may have found.

**Step 2:** Discuss the Importance of Good Stewardship

- In small groups, learners will brainstorm and discuss why taking care of animals, birds, and fish is important to both their well-being and the environment.

- Each group will select a spokesperson to share their ideas with the class, fostering a discussion that emphasizes these key points.

**Step 3:** Identify Conflict Factors

- Using digital devices, learners will research factors that lead to conflicts between humans and wild animals, such as habitat loss, pollution, and poaching.

- They will make a list of these factors and be prepared to discuss their findings.

**Step 4:** Create Sensitization Messages

- Learners will translate their discussions into sensitization messages that promote good stewardship, writing these messages on charts.

- Each group will present their chart to the class, promoting awareness and encouraging responsibility.

**Conclusion (5 minutes):**

- Summarize key points discussed throughout the lesson, reiterating definitions, importance, and conflict factors.

- Conduct a brief interactive activity where learners verbally share one message they created on the charts, reinforcing the core principles learned.

- Prepare learners for the next session by previewing upcoming topics related to conservation and community involvement.

**Extended Activities:**

1. Nature Walk: Plan a field trip or nature walk where students can observe local wildlife and discuss the importance of conservation in real-life contexts.

2. Creative Project: Have students create a poster or digital presentation on a specific animal, bird, or fish, detailing its habitat, role in the ecosystem, and ways to protect it.

3. Debate: Organize a classroom debate on the ethical responsibilities of humans towards animals, birds, and fish, allowing students to voice differing perspectives on stewardship.

**Teacher Self-Evaluation:**

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|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 4: LESSON 3**

**Strand:** Creation

**Sub Strand:** Responsibility Over Plants

**Specific Learning Outcomes:**

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

1. Give examples of different plants that they know.

2. Describe the responsibilities given to human beings over plants by God to promote self-efficacy.

3. Draw some of the plants that they know.

4. Appreciate the responsibilities given to human beings over plants.

**Key Inquiry Question:**

- What plants in your locality are important to your family?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Charts

- Top Scholar CRE, pages 23-24

- The Bible

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by briefly reviewing the previous lesson's content on creation and the environment.

- Introduce the topic of the day by explaining the significance of plants in our lives and their connection to our responsibilities.

**Lesson Development (30 minutes):**

**Step 1:** Identifying Local Plants

- In pairs, learners brainstorm and list down various plants they can recognize in their locality.

- Discuss insights on which of these plants are important to their families and why.

**Step 2:** Drawing Plants

- Learners draw one or two plants from their lists.

- Encourage creativity and detail in their drawings.

**Step 3:** Biblical Teachings

- In small groups, learners read Genesis 1:29, Genesis 2:15, and Psalms 104:14 aloud in turns.

- After reading, they summarize the teachings related to plants in their own words and record them on a chart.

**Step 4:** Responsibilities Over Plants

- As a class, discuss the responsibilities humans have over plants as illustrated in the Bible and their own lives.

- Promote the idea of stewardship and appreciation of plants and their role in the ecosystem.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson.

- Ask students to share one new thing they learned about plants and their responsibilities.

- Prepare learners for the next session by posing a question for them to think about: "How can we take better care of the plants around us?"

**Extended Activities:**

1. Plant Diary: Encourage learners to keep a diary of plants they see in their environment for one week, noting their importance and any care they require.

2. Community Service Project: Propose a local cleanup or planting day where students can volunteer to help care for plants in their community, emphasizing stewardship.

3. Research Project: Assign learners to research a specific plant species, focusing on its uses, care requirements, and importance to the community, and present their findings in class.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Creation

**Sub Strand:** Responsibility over Plants

**Specific Learning Outcomes:**

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

1. Identify ways in which we conserve the environment.

2. List activities they can do to take care of plants and conserve the environment.

3. Discuss how they can apply biblical teachings about caring for plants to conserve the environment.

4. Apply biblical teachings on the care for plants to conserve the environment.

**Key Inquiry Question:**

- Why do you take care of plants?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Top Scholar CRE pg 26

- Bible

- Various articles or videos on environmental conservation

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing key concepts from the previous lesson.

- Engage learners by asking what they remember about the importance of plants and the environment.

- Guide learners to read and discuss relevant content from the learning resources, highlighting the importance of conserving the environment.

**Lesson Development (30 minutes):**

**Step 1:** Identifying Environmental Conservation Methods

- In pairs, students brainstorm and list ways to conserve the environment.

- Examples may include recycling, reducing waste, and conserving water.

- Groups will share their ideas with the class for a brief discussion.

**Step 2:** Activities to Care for Plants

- Groups create a list of activities they can do to take care of plants.

- Examples include watering plants, planting trees, and creating home gardens.

- Discuss these activities and their importance in small groups, then share with the class.

**Step 3:** Biblical Teachings on Caring for Plants

- Read relevant biblical passages that emphasize the importance of caring for plants (e.g., Genesis 1:28).

- Discuss how these teachings relate to environmental conservation in groups.

**Step 4:** Applying Biblical Teachings

- Each group chooses one biblical teaching and presents it.

- They explain how they can apply it in their daily lives to help conserve plants and the environment.

**Conclusion (5 minutes):**

- Summarize the key points discussed: environmental conservation methods, caring for plants, and biblical teachings.

- Conduct a brief interactive activity, such as a "think-pair-share", where learners share one thing they will do this week to care for plants.

- Provide a preview of what will be covered in the next session, encouraging learners to think about other ways to apply biblical teachings in their lives.

**Extended Activities:**

- Plant Care Project: Learners create and maintain a small garden at school or at home to practice what they've learned about plant care and environmental responsibility.

- Research Assignment: Students research a biblical passage related to nature and create a presentation on its meaning and application to modern environmental issues.

- Field Trip: Organize a visit to a local botanical garden or conservation site where students can learn about local flora and conservation efforts.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Creation

**Sub Strand:** Responsibility over plants

**Specific Learning Outcomes:**

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

1.Brainstorm how responsible use of plants contributes to economic growth.

2.Discuss how prudent use of plants contributes to economic growth.

3.Carry out an income-generating activity and write a report.

4.Appreciate plants as part of God's creation to promote a healthy ecosystem.

**Key Inquiry Question(s):**

- How do prudent use of plants contribute to economic growth?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Top Scholar CRE pg 28

- Digital devices (tablets/laptops for research)

**Organization of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson, focusing on the value of natural resources.

- Introduce today’s topic by highlighting the interconnectedness of plants, responsibility, and economic growth.

- Direct learners to read and discuss the relevant content from the learning resources, drawing attention to how plants impact our economy.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming Session

- In small groups, learners will brainstorm ideas on how the responsible use of plants can contribute to economic growth. They will write their ideas on a shared digital platform or whiteboard.

- Prompt questions: "What are some plants we depend on for products?" and "How can we use plants without harming the environment?"

**Step 2:** Discussion

- Regroup and facilitate a class discussion where each group shares their ideas.

- Encourage students to articulate their thoughts and ask follow-up questions to deepen understanding.

- Highlight key points about sustainable practices and the economic value of plants.

**Step 3:** Income Generating Activity

- Introduce an activity where students can conceptualize a simple business plan that utilizes plants—like a small garden or plant sales.

- Each group will create a brief outline of their business model, including how they’ll use the plants responsibly and what economic benefits they expect.

**Step 4:** Writing a Report

- Each group will write a short report summarizing their business idea and how it contributes to both economic growth and environmental sustainability.

- Remind them to reflect on their learning about responsibility over plants as they write.

**Conclusion (5 minutes):**

- Summarize key points from the lesson, reiterating the main objectives and the importance of plants in both our economy and ecosystem.

- Engage students in a brief interactive activity—such as a quick quiz or a "think-pair-share"—to reinforce their understanding of the topics.

- Provide a teaser for the next session, inviting students to think about other ways they can responsibly interact with the environment.

**Extended Activities:**

- Plant Journal: Learners can keep a journal documenting local plants they encounter, their uses, and the ecological roles they play.

- Service Project: Encourage learners to participate in a local tree-planting initiative or a cleanup event to practice environmental responsibility.

- Research Assignment: Have students research a specific plant species, its economic value, and its role in the ecosystem and present their findings in the next class.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Creation

**Sub Strand:** Use and misuse of natural resources as God’s creation

**Specific Learning Outcomes:**

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

1. Define the term natural resources.

2.Identify the different natural resources found in the community.

3. Discuss how natural resources are used in the community.

4.Make flashcards showing the different natural resources in the community.

5. Appreciate the natural resources in the community.

**Key Inquiry Question(s):**

- How do human beings benefit from natural resources?

- What are the different natural resources in the community?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Top Scholar CRE pg 32

- Flashcards

- Digital devices: Tablets

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they remember about God’s creation.

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

**Lesson Development (30 minutes):**

**Step 1:** Define Natural Resources

- In pairs, learners will use a dictionary or digital devices to look up and write the definition of "natural resources." They will discuss this definition and present their findings to the class.

- Targeted Outcome: Understand what natural resources are.

**Step 2:** Identify Natural Resources in the Community

- In small groups, students will brainstorm and list different natural resources they can find within their own community (e.g., water, forests, minerals, etc.).

- As they compile their lists, they can use tablets to search for additional examples if needed.

- Targeted Outcome: Identify various natural resources.

**Step 3:** Discuss the Benefits of Natural Resources

- Groups will discuss and record how human beings use these natural resources and the benefits they provide (e.g., food, shelter, energy).

- Each group will present one benefit to the class.

- Targeted Outcome: Understand how and why these resources are important to the community.

**Step 4:** Create Flashcards

- Using the information gathered, learners will create flashcards depicting different natural resources found in their community, including images and benefits.

- Encourage creativity in their designs!

- Targeted Outcome: Synthesize knowledge in a visual format.

**Conclusion (5 minutes):**

- Summarize key points about the definition, identification, and benefits of natural resources covered during the lesson.

- Conduct a brief interactive activity, such as a quick quiz or a game of 'resource bingo' to reinforce the main topics discussed.

- Prepare learners for the next session by previewing upcoming topics, such as conservation and responsible use of natural resources.

**Extended Activities:**

- Nature Walk: Organize a nature walk in the community to observe and document various natural resources firsthand.

- Research Project: Assign learners to research a specific natural resource in their community, its uses, and the importance of conserving it. They can present their findings in a creative format (e.g., poster, PowerPoint presentation, or report).

- Role-Playing Activity: Have students role-play as different community members (e.g., farmer, environmentalist, government official) discussing their views on natural resource use and conservation.

**Teacher Self-Evaluation:**

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|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 5: LESSON 3**

**Strand:** Creation

**Sub-Strand:** Use and Misuse of Natural Resources as God’s Creation

**Specific Learning Outcomes:**

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

1. State the effects of misusing natural resources in the community.

2. Explain the effects of misusing natural resources in the community.

3. Summarize the points on the effects of misusing natural resources on charts.

4. Hold a debate on the effects of misusing natural resources.

**Key Inquiry Question(s):**

- What are the effects of misusing natural resources in the environment?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Top Scholar CRE pg 35–36

- Digital devices

- Charts

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson’s key concepts about creation and the importance of natural resources.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the key concepts related to natural resource misuse.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- In groups of four, learners brainstorm and list as many effects of misusing natural resources as they can think of. Encourage students to think about both immediate and long-term consequences for the environment and their community.

**Step 2:** Summarizing

- After brainstorming, each group summarizes their points onto a chart. They should categorize the effects into environmental, social, and economic impacts. Display these charts around the classroom for visual reference.

**Step 3:** Group Presentations

- Groups take turns presenting their charts to the class. Allow each group a couple of minutes to explain their points, fostering a discussion after each presentation for clarification and further exploration of ideas.

**Step 4:** Debate Preparation

- Divide the class into two groups: one group will argue that misusing natural resources has significant negative effects, while the other will propose ways that responsible use can benefit the community. Give them a few minutes to prepare their arguments.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, highlighting the various effects of misusing natural resources.

- Conduct a brief interactive activity where students can vote or show their opinions on statements concerning resource use (e.g., "Using plastic bags harms the environment"). This will reinforce their understanding and encourage critical thinking.

- Prepare learners for the next session by giving them a preview of upcoming topics or questions to consider, such as the importance of conservation or ways to promote sustainable practices.

**Extended Activities:**

1. Nature Walk: Organize a nature walk in the school vicinity where students can observe local natural resources and discuss how they are used and misused in their community.

2. Research Project: Assign students to research a local environmental issue related to natural resource misuse and present their findings to the class in the next lesson.

3. Creative Art Project: Invite students to create posters or digital presentations that promote the responsible use of natural resources, which can be displayed around the school.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 5: LESSON 4**

**Strand:** Creation

**Sub Strand:** Use and misuse of natural resources as God’s creation

**Specific Learning Outcomes:**

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

1.Read Genesis 2:15, Exodus 23:10-11, and Deuteronomy 20:19.

2.Discuss what the Bible teaches on the good use of God’s creation.

3.Compose a song about God’s creation.

4.Appreciate the biblical teachings on the good use of natural resources.

**Key Inquiry Question(s):**

- What values can guide us in the good use of natural resources?

- How can you apply these values in the use and misuse of natural resources?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Top Scholar CRE pg 37

- Digital devices: tablets

- Bible

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on God’s creations and their significance.

- Ask learners to share what they remember, highlighting any key terms or concepts.

- Introduce today’s focus on the responsible use of natural resources as taught in the Bible.

**Lesson Development (30 minutes):**

**Step 1:** Reading and Understanding Scripture

- Divide learners into small groups and assign each group one passage to read:

- Group 1: Genesis 2:15

- Group 2: Exodus 23:10-11

- Group 3: Deuteronomy 20:19

- Each group summarizes their passage and discusses its meaning regarding natural resource use.

**Step 2:** Group Discussion

- Reconvene as a class and facilitate a discussion based on each group’s findings.

- Prompt learners to identify key biblical values related to the good use of God’s creation, such as stewardship, respect, and sustainability.

- Encourage questions and examples from their own lives that relate to responsible use of resources.

**Step 3:** Identify Values and Their Applications

- Have learners create a list on the board of values they think are essential for the good use of natural resources.

- Discuss how each value can be applied to prevent misuse, like conservation efforts or reducing waste.

**Step 4:** Creative Expression - Composing a Song

- Guide learners to compose a short song or jingle about God’s creation and the importance of caring for it.

- Encourage groups to perform their songs to the class, focusing on their chosen biblical values.

**Conclusion (5 minutes):**

- Summarize the key points discussed, emphasizing the importance of stewardship as taught in the Bible.

- Conduct a brief interactive activity, such as a quick quiz or group reflection, to reinforce the main topics.

- Preview the next session, prompting learners to think about other ways we can responsibly care for the environment.

**Extended Activities:**

- Nature Observation Project: Learners can take a nature walk, documenting different natural resources they see and reflecting on how they can be used responsibly.

- Create a Resource Guide: Encourage learners to create a guide on simple ways to conserve resources at home or in their community.

- Role-Playing Scenarios: In pairs, learners can role-play different scenarios that involve making choices about resource use, discussing the impact of their decisions.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 6: LESSON 1**

**Strand:** Creation

**Sub Strand:** Use and misuse of natural resources as God’s creation.

**Specific Learning Outcomes:**

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

1. Mention ways in which communities misuse natural resources.

2. Discuss how people misuse natural resources in their community.

3. Create a PowerPoint presentation on how human beings misuse natural resources.

4. Express a desire to take care of natural resources in their community.

**Key Inquiry Question:**

- How do people misuse the natural resources?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** | * **Responsibility** * **Respect** * **Social justice** * **Patriotism** * **Unity** | * **Gender mainstreaming** * **Environmental Issues** * **Assertiveness** * **Animal rights and Welfare Issues in Education** * **Learners Support Programmes** * **Financial literacy** |

**Learning Resources:**

- Digital devices (Tablets)

- Top Scholar CRE (pg 33-34)

- Charts

- Pictures illustrating resource misuse

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson's key concepts on creation and natural resources.

- Guide learners to read a short passage from Top Scholar CRE (pg 33-34) and discuss it, focusing on understanding the misuse of natural resources.

**Lesson Development (30 minutes):**

**Step 1:** Picture Observation

- In small groups, learners will observe pictures provided in their learner’s book or from the internet that depict various ways of misusing natural resources.

- Each group discusses what they see and creates a list of the different forms of misuse they have identified.

**Step 2:** Discussion and Summarization

- Groups will then share their lists with the class, while the teacher writes down the key points on the board.

- Discuss additional ways that the community misuses natural resources that may not have been covered in the pictures.

- Group members will summarize this newly gathered information onto a chart.

**Step 3:** Research Activity

- Learners are guided to use tablets to conduct brief online research on how human beings misuse natural resources, focusing on their own communities.

- Have them take notes for their presentations.

**Step 4:** PowerPoint Presentation Preparation

- Conclude this section by instructing learners to begin creating a PowerPoint presentation using the information they gathered.

- Emphasize the importance of making it engaging and informative. They can work on this as homework if time does not permit completion in class.

**Conclusion (5 minutes):**

- Summarize the main points discussed about the misuse of natural resources and emphasize the key learning objectives achieved during the lesson.

- Engage students in a brief interactive activity such as a "Think-Pair-Share" where they state one action they can take to care for natural resources in their community.

- Preview the next session's content, focusing on stewardship of natural resources and its significance.

**Extended Activities:**

- Organize a community clean-up day to improve local environments and teach stewardship directly.

- Encourage students to write a short essay on the importance of natural resources and how their community can improve its practices concerning these resources.

- Have students create posters that encourage responsible use and preservation of natural resources, which can be displayed in the school.

**Teacher Self-Evaluation:**

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|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 6: LESSON 2**

**Strand:** The Bible

**Sub Strand:** Functions of the Bible

**Specific Learning Outcomes:**

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

1. Identify how the Bible is used in different occasions and places.

2. Explain the importance of the Bible and how it is used in contemporary society.

3. Prepare a PowerPoint presentation on the importance of the Bible.

4. Appreciate the importance of the Bible in our lives.

**Key Inquiry Question(s):**

- How is the Bible used in spreading the Word of God?

- How is the Bible used in contemporary society?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Top Scholar CRE, pages 41-42

- The Bible

- Digital devices: Tablets and laptops

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson: Ask students to share their understanding of previous topics discussed.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts about the Bible's functions.

**Lesson Development (30 minutes):**

**Step 1:** Reading and Discussion

- Learners will read 2nd Timothy 3:16-17 and Hebrews 4:12 in small groups.

- Discuss the meanings of these texts, focusing on how they relate to the Bible's value and role.

**Step 2:** Listing Uses of the Bible

- Together, brainstorm and list the occasions and places where the Bible is commonly used (e.g., weddings, funerals, church services, personal study, etc.).

- Write these examples on the board for reference.

**Step 3:** Importance of the Bible

- In groups, discuss the importance of the Bible in today’s society.

- Prepare a PowerPoint presentation highlighting key points from the discussion. Each group should share their ideas on at least three important aspects of the Bible's relevance.

**Step 4:** Debate Activity

- Conduct a debate on the topic: “Is the Bible useful in society?”

- Divide the class into two groups (pro and con) to encourage critical thinking and discussion. Allow a few minutes for each group to present their viewpoints.

**Conclusion (5 minutes):**

- Summarize key points covered during the lesson, highlighting how the Bible is used and its importance in contemporary society.

- Conduct a brief interactive activity, such as "Bible Verse Matching," where learners match verses to their themes or purposes.

- Prepare learners for the next session by previewing the next topic, which could be about the different translations of the Bible and their significance.

**Extended Activities:**

1. Personal Reflection Journal: Ask students to keep a journal for a week where they note down instances where they see the Bible being used in their lives or community.

2. Bible Project: Students can create a small project about their favorite Bible verse, explaining its context, meaning, and how it can be applied in everyday life.

3. Create a Multimedia Presentation: Encourage learners to extend their PowerPoint presentations by adding videos or images that complement their points about the Bible’s functions.

**Teacher Self-Evaluation:**

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|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 6: LESSON 3**

**Strand:** The Bible

**Sub Strand:** Functions of the Bible

**Specific Learning Outcomes:**

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

1. Define the term holistic.

2.Discuss the role of the Bible for the holistic growth of a person.

3. Sing the song in the learner’s book.

4. Enjoy singing the song.

**Key Inquiry Question(s):**

- How does the Bible promote the growth of a person in the following areas: spiritually, morally, socially, physically, emotionally, and intellectually?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Digital devices: Tablets

- Top Scholar CRE pg 43-44

- Song

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to recall what they learned about the Bible.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the definition of "holistic" and how it can relate to the Bible.

**Lesson Development (30 minutes):**

**Step 1:** Defining Holistic

- In pairs, ask students to use their tablets to search for the meaning of "holistic."

- Encourage them to discuss their findings with their partner and write down their definition.

**Step 2:** Bible and Spiritual Growth

- Have each pair think about how the Bible contributes to spiritual growth.

- Share insights in a small group setting and select one representative to share the group's reflections with the class.

**Step 3:** Bible and Other Growth Areas

- Assign each group one of the following areas: moral, social, emotional, physical, or intellectual growth. Have them discuss how the Bible supports growth in their assigned area.

- Each group will prepare a short summary to present to the entire class.

**Step 4:** Singing the Song

- Conclude the group discussions by gathering the class to sing the song in the learner’s book together.

- Encourage students to express how they feel while singing and connect it back to what they learned about holistic growth in relation to the Bible.

**Conclusion (5 minutes):**

- Summarize the key points discussed on the role of the Bible in holistic growth.

- Conduct a brief interactive Q&A activity where students can reflect on their own growth areas.

- Prepare learners for the next session by previewing an upcoming topic on specific Bible stories that illustrate the concepts discussed today.

**Extended Activities:**

- Write a personal reflection on how they can apply one aspect of holistic growth in their life this week and share it in the next class.

- Create a poster or digital presentation that illustrates the different ways the Bible promotes holistic growth, which can be displayed in the classroom.

**Teacher Self-Evaluation:**

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|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 6: LESSON 4**

**Strand:**  The Bible

**Sub Strand:** Functions of the Bible

**Specific Learning Outcomes:**

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

1. Identify the different types of services Christians engage in within their local community in service to God and humanity.

2. Explain how God’s word inspires different services among Christians.

3. Appreciate the Bible as the inspired word of God.

**Key Inquiry Question:**

- Which types of services do Christians engage in, in service to God and human beings in the community?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Top Scholar CRE pg 45-46

- Digital devices: Computers, Tablets

- Word Puzzle

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by prompting learners to recall key concepts discussed.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding how the Bible informs and inspires service in the community.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- In groups, have learners brainstorm different types of services that Christians participate in within their local communities. Encourage them to consider services related to charity, church activities, volunteering, and outreach programs. Each group will make a list to share later.

**Step 2:** Exploration

- Direct learners to read passages from the learning resources that explain how God’s Word inspires Christians to serve. After reading, they will discuss how biblical teachings can motivate acts of kindness and service. Each group will summarize their findings and prepare to present.

**Step 3:** Presentation

- Groups will take turns presenting their lists and insights on how God's Word inspires their acts of service. This will help reinforce understanding and allow for peer learning.

**Step 4:** Word Puzzle Activity

- Distribute a word search puzzle containing terms related to values that underpin Christian service (e.g., compassion, kindness, charity). Once completed, groups will discuss how these values can be demonstrated as they offer services in their community, connecting back to biblical teachings.

**Conclusion (5 minutes):**

- Summarize the key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity such as a “service values” quick quiz to reinforce understanding of the main topics.

- Preview upcoming topics for the next session and pose questions for learners to think about what types of community services they may want to engage in.

**Extended Activities:**

- Encourage learners to volunteer for a local charity or community service activity and keep a journal reflecting on their experience and how it relates to their understanding of the Bible's teachings.

- Have learners create a poster presenting a service project idea that they would like to start in their community, incorporating biblical principles.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 7: LESSON 1**

**Strand:** The Bible

**Sub Strand:** Divisions of the Bible

**Specific Learning Outcomes:**

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

1. Name the major divisions of the Bible.

2. Identify the books of the Old and New Testament to enhance understanding of the word of God.

3. Arrange the books of the Bible in order on a chart and display it in class.

4. Prepare flashcards showing the books of the Bible.

5. Enjoy sorting and arranging the books of the Bible using the prepared flashcards.

**Key Inquiry Question:**

- Why is it important to know the books of the Bible?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Charts

- Flashcards

- Top Scholar CRE pg 48-49

- Bible

- Marker pens

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the importance of the Bible in Christian education.

- Guide learners to read and discuss relevant content from Top Scholar CRE, focusing on the major divisions of the Bible.

**Lesson Development (30 minutes):**

**Step 1:** Identify Major Divisions

- In pairs, learners will discuss and list the major divisions of the Bible: the Old Testament and New Testament.

- Each pair will share their thoughts with the class, allowing for clarification and reinforcement of the concepts.

**Step 2:** Explore the Books

- In groups of four, learners will list the books of the Old Testament and New Testament chronologically.

- Each group will be provided with a reference Bible or Top Scholar CRE, ensuring they have the correct names and order of the books.

**Step 3:** Create Charts

- Groups will write the books of the Bible (both Old and New Testament) on large chart paper, working together to ensure accuracy and organization.

- Encourage creativity in displaying the books.

**Step 4:** Prepare Flashcards

- Learners will create flashcards for the books of the Old and New Testament using marker pens.

- Each learner contributes to the flashcards, and they will sort and arrange them according to the order of the books during a fun sorting activity.

**Conclusion (5 minutes):**

- Summarize key points learned during the lesson, emphasizing the major divisions and the sequence of books in the Bible.

- Conduct a brief interactive activity where learners can quiz each other using the flashcards prepared in class.

- Preview upcoming topics, such as stories from specific books of the Bible, to keep learners engaged and thinking ahead.

**Extended Activities:**

1. Bible Book Bingo: Create a Bingo game using the books of the Bible. As the teacher calls out a book, learners can mark their cards. This can reinforce their memory of the books.

2. Bible Scavenger Hunt: Organize a scavenger hunt where students find specific passages or stories in different books of the Bible, encouraging exploration and deeper engagement with the text.

3. Create a Digital Presentation: Encourage learners to research one book of the Bible in pairs and prepare a short presentation to share with the class in the next lesson.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 7: LESSON 2**

**Strand:** The Bible

**Sub Strand:** Divisions of the Bible

**Specific Learning Outcomes:**

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

1. List the groups of the Old Testament books in the Bible.

2. Classify the books of the Old Testament according to their divisions.

3. Prepare PowerPoint presentations showing the groups of the Old Testament books.

4. Create charts depicting the different groups of the Old Testament books.

5. Appreciate the books of the Old Testament as they read the Bible.

**Key Inquiry Questions:**

- What are the main groups of the Old Testament books?

- How many books are in the Old Testament?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Bible

- Charts

- Top Scholar CRE pg 50-52

- Tablets or laptops

- Marker pens

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the Previous Lesson: Briefly discuss what was covered in the last lesson to connect prior knowledge with today’s topic.

- Discussion: Guide learners to read relevant content from the learning resources and discuss the main ideas with their peers.

**Lesson Development (30 minutes):**

**Step 1:** Identifying the Groups

- In groups, students discuss and list the key divisions of the Old Testament books, such as the Law, Historical Books, Wisdom Literature, and the Prophets.

- The teacher facilitates the discussion, ensuring each group notes down their findings on paper.

**Step 2:** Classification

- Each group classifies the Old Testament books based on the divisions discussed in Step 1.

- Encourage groups to make a list that details which books belong to each category and to look for patterns or themes in the different groups.

**Step 3:** Creating Presentations

- Using tablets or laptops, groups will open a PowerPoint presentation. They will create slides that visualize their classification of the Old Testament books.

- Remind students to include images, key titles, and brief descriptions.

**Step 4:** Chart Making

- Groups will create a chart that summarizes the classifications. They can use marker pens and large sheets of paper to make colorful and engaging charts to present to the class.

**Conclusion (5 minutes):**

- Summarize Key Points: Review the groups of the Old Testament books and the importance of each classification.

- Interactive Activity: Conduct a quick quiz using student volunteers to reinforce the main topics discussed in class. For example, ask questions about specific books in the Old Testament and which group they belong to.

- Preview Next Session: Preview the next session’s topic, encouraging students to think about how the books of the Old Testament might relate to the New Testament or their own lives.

**Extended Activities:**

- Reading Assignment: Assign students to read one book from the Old Testament, prepare a short summary, and present how it fits into the classifications discussed.

- Creative Project: Have students create a “Divisions of the Bible” poster at home, including drawings, images, and important information about each division and significant books.

- Group Discussion: Plan a group discussion session where students can share insights or personal reflections based on their readings.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 7: LESSON 3**

**Strand:** The Bible

**Sub Strand:** Division of the Bible

**Specific Learning Outcomes:**

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

1. Identify the groups of the New Testament books in the Bible.

2. Classify the books of the New Testament according to their divisions.

3. Create a chart showing the different groups of the New Testament books.

4. Prepare a PowerPoint presentation displaying the groups of the New Testament books using digital devices.

5. Appreciate the books of the New Testament as they read the Bible.

**Key Inquiry Question:**

- What are the groups of the New Testament books?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Top Scholar CRE pg 53-54

- Charts

- Bible

- Tablets, Laptops

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on the Bible.

- Ask students what they remember about the structure of the Bible.

- Introduce today's focus on the New Testament and its divisions.

**Lesson Development (30 minutes):**

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

- Explain the different groups of the New Testament: the Gospels, Acts, Epistles (Letters), and Revelation.

- Use a chart to visually demonstrate these divisions.

**Step 2:** Classifying New Testament Books

- In small groups, have learners list the specific books found in each division of the New Testament.

- Provide Bibles and the learning resources to help them classify correctly.

**Step 3:** Chart Creation

- Each group creates a chart on poster paper or a digital form that includes:

- The name of each group.

- The books contained in each group.

- Circulate to offer guidance and ensure understanding.

**Step 4:** Preparation of PowerPoint Presentations

- Groups will use tablets or laptops to begin creating a PowerPoint presentation summarizing their findings.

- Encourage creativity, such as including images or videos to enhance their presentations.

**Conclusion (5 minutes):**

- Invite a few groups to share their charts and PowerPoint slides with the class.

- Summarize the key points learned about the divisions of the New Testament.

- Conduct a quick interactive activity, such as Kahoot or a short quiz, to reinforce their learning.

- Briefly preview the next session, which will dive deeper into the significance of the books within the New Testament.

**Extended Activities:**

- Book Reflection Journals: Students can select one book from the New Testament, read a few chapters, and write a reflection on its themes and messages.

- Group Discussion: Organize a debate where students choose a division of the New Testament to argue its importance in understanding the Bible as a whole.

- Creative Projects: Groups can create a short skit or dramatic presentation demonstrating a story or lesson from one of the New Testament books.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 7: LESSON 4**

**Strand:** The Bible

**Sub Strand:** Division of the Bible

**Specific Learning Outcomes:**

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

1. Identify the values acquired from the study of the divisions of the Bible.

2. Design a bookmark featuring the books of the Bible.

3. Create a tune and sing a song that shows appreciation for the books of the Bible.

4. Develop a desire to read the Bible.

**Key Inquiry Questions:**

- Why is the Bible the best book to read?

- Which values are acquired from reading the Bible?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Top Scholar CRE, pg 54

- Digital devices (tablets/laptops)

- Realia (physical items related to the Bible)

- Song resources (lyrics/audio)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Activity: Begin by reviewing the previous lesson, asking learners to share what they remember about the Bible’s structure.

- Discussion: Guide learners to read and discuss relevant content from Top Scholar CRE, focusing on how the divisions of the Bible help convey its messages.

**Lesson Development (30 minutes):**

**Step 1:** Identifying Values

- Group Activity: Divide the class into small groups. Assign each group to discuss and list the values they think are conveyed through the different divisions of the Bible (e.g., wisdom, love, courage, faith).

**Step 2:** Designing Bookmarks

- Craft Activity: Each group will design a colorful bookmark that features the names of the books of the Bible, possibly illustrating one or two key themes or verses that represent those books.

**Step 3:** Creating a Tune

- Creative Activity: Groups will brainstorm and create a simple, catchy tune to a familiar melody (like "Twinkle, Twinkle Little Star") which appreciates the Bible. Each group can incorporate some of the values they discussed.

**Step 4:** Performance

- Sharing: Groups will perform their songs for the class. Encourage clapping and support as they share their creations.

**Conclusion (5 minutes):**

- Summarize: Recap key points regarding the divisions of the Bible and the values learned.

- Interactive Activity: Ask a few learners to share one value they will try to implement in their lives based on today’s lesson.

- Preview: Provide a brief overview of the next session’s focus, perhaps on specific stories or lessons from the Bible.

**Extended Activities:**

1. Homework Assignment: Create a personal journal entry reflecting on a lesson learned from the Bible and how it can be applied in daily life.

2. Memory Verse Challenge: Select a verse from the Bible that speaks to the values discussed in class and encourage learners to memorize it. They can recite it in the next class for points towards a class reward.

3. Bible Reading Buddy: Pair up with a classmate and commit to reading a selected book of the Bible together over the next week, sharing thoughts and reflections.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 9: LESSON 1**

**Strand:** The Bible

**Sub Strand:** Bible Translation

**Specific Learning Outcomes:**

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

1. Define the term "Translation."

2. Describe the translation of the Bible into different languages.

3. Prepare a chart showing a diagram of the translation process of the Bible from original languages to local languages.

4. Appreciate the process of Bible translation.

**Key Inquiry Questions:**

- What skills does a Bible translator require?

- What is translation?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Lesson notes

- Charts (Top Scholar CRE pg 56-57)

- Tablets for research

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review: Begin by reviewing the previous lesson to activate prior knowledge about the Bible and its importance.

- Discussion: Ask learners to share what they know about translation and its significance. Reference relevant content from learning resources to highlight key concepts.

**Lesson Development (30 minutes):**

**Step 1:** Define Translation

- Activity: In pairs, learners look up the term "translation" using dictionaries or tablets.

- Discussion: Each pair shares their definition and understanding with the class. Facilitate a discussion to clarify any misconceptions and formulate a group definition.

**Step 2:** Translation of the Bible

- Group Work: Learners, in small groups, investigate how the Bible was translated from original languages (Hebrew, Aramaic, Greek) to various local languages.

- Presentation: Groups present their findings, discussing the historical context and notable translations.

**Step 3:** Skills of a Bible Translator

- Brainstorming: Facilitate a discussion on the skills required for Bible translators (e.g., language proficiency, understanding of cultural context, theological knowledge).

- Charting: Write down key skills on a board or chart for visual reference.

**Step 4:** Create a Translation Chart

- Activity: Each learner prepares a simple chart showing the process of Bible translation from original languages to a chosen local language.

- Sharing: Invite students to share their charts and discuss similarities and differences in translation paths.

**Conclusion (5 minutes):**

- Summarize: Recap key points such as the definition of translation, the process of Bible translation, and the skills required.

- Interactive Activity: Ask learners to do a quick Think-Pair-Share about what they found most interesting about Bible translation.

- Preview Next Lesson: Introduce the next topic, providing questions for them to ponder until the next session.

**Extended Activities:**

1. Research Assignment: Learners can research a specific Bible translation (e.g., King James Version, New International Version) and present its history and significance to the class.

2. Creative Writing: Write a short story or a diary entry from the perspective of a Bible translator, detailing their challenges and experiences in the translation process.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 9: LESSON 2**

**Strand:** The Bible

**Sub Strand:** Bible Translation

**Specific Learning Outcomes:**

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

1. Define the term "version" in Bible translation.

2. Identify the different versions of the Bible used in society.

3. Use digital devices to search the internet for versions of the Bible.

4. Appreciate the different versions of the Bible used in the community.

**Key Inquiry Question:**

- Which versions of the Bible do you know?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Top Scholar CRE pg 57, Different Versions of the Bible

- Digital devices (tablets, laptops, or smartphones)

- Lesson notes

- Flashcards

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share one thing they remember about Bible translation.

- Introduce the key concepts of the lesson by guiding learners to read and discuss relevant content from the learning resources, emphasizing the meaning of "version."

**Lesson Development (30 minutes):**

**Step 1:** Understanding "Version"

- In groups, have learners brainstorm the meaning of the word "version."

- Facilitate a discussion where each group shares their definition, compiling all answers on the board.

**Step 2:** Exploring Bible Versions

- Ask learners to study the different versions of the Bible available in the classroom or school library.

- Each group should select 1-2 versions and prepare to share their findings.

**Step 3:** Digital Search for Bible Versions

- Guide students to use digital devices to search the internet for different versions of the Bible.

- Encourage them to note down at least five different versions.

**Step 4:** Creating Flashcards

- In their groups, learners prepare flashcards showing the name and a brief description of each version of the Bible they researched.

- Once completed, allow groups to display their flashcards in class.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, reinforcing the definition of "version" and the different Bible versions identified.

- Conduct a brief interactive activity, such as a "Version Match" quiz, where learners match descriptions with the versions they studied.

- Prepare learners for the next session by previewing upcoming topics related to the impact of different Bible versions on interpretation.

**Extended Activities:**

- Personal Reflection Essay: Ask students to write a short essay on their preferred Bible version and why they connect with it.

- Group Presentation: Assign groups to research and present on a specific version of the Bible, exploring its history, purpose, and unique features.

- Community Survey: Encourage learners to conduct a survey in their community or among family members to find out which Bible versions are most commonly used and appreciated.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** The Bible

**Sub Strand:** Bible Translation

**Specific Learning Outcomes:**

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

1. State the challenges faced by Bible translators.

2. Discuss the challenges faced by Bible translators.

3. Acknowledge the challenges faced by Bible translators.

**Key Inquiry Question:**

- What challenges are faced by Bible translators?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Digital devices: Tablets

- Learner’s book

- Lesson notes

- Top Scholar CRE pg 58

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the significance of the Bible in various cultures.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the key concepts surrounding Bible translation.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming Session

- In pairs, learners will brainstorm potential challenges faced by Bible translators.

- Each pair writes down their ideas on a shared digital device.

- After 5 minutes, ask pairs to share their thoughts with the class.

**Step 2:** Group Discussion

- Form small groups of 4-5 students.

- Each group will discuss the common challenges outlined in their brainstorming session.

- Encourage them to consider both linguistic and cultural challenges.

- Monitor and facilitate discussions, guiding them to deeper insights.

**Step 3:** Research Activity

- Using tablets, direct groups to search for specific challenges faced by Bible translators with a focus on a few key areas (e.g., language barriers, cultural nuances, historical context).

- Groups can summarize their findings in a few bullet points.

**Step 4:** Presentation of Findings

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

- Encourage questions and further discussion after each presentation to enhance understanding.

**Conclusion (5 minutes):**

- Summarize key points discussed in the lesson, highlighting the various challenges faced by translators.

- Conduct a brief interactive activity where learners can visually categorize challenges under headings such as linguistic, cultural, and historical.

- Prepare learners for the next session by previewing topics on the impact of translation on understanding the text.

**Extended Activities:**

1. Creative Translation Project: Have students choose a short passage of text (e.g., a popular proverb) to translate into a language they are familiar with, considering cultural nuances.

2. Interview Project: Students can conduct an interview with someone who speaks another language to discuss any challenges they face in translation.

3. Research Assignment: Students can write a report on a specific Bible translation (e.g., King James Version, New International Version), focusing on its translation process and challenges encountered.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 9: LESSON 4**

**Strand:** The Bible

**Sub Strand:** Bible Translation

**Specific Learning Outcomes:**

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

1. Identify the reasons for translating the Bible into local languages.

2. Discuss the reasons for the translation of the Bible into local languages.

3. Use digital devices to search for information regarding the reasons for Bible translation.

4. Acknowledge the significance of translating the Bible into local languages.

**Key Inquiry Question:**

- Why was the Bible translated into local languages?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Lesson notes

- Top Scholar CRE (pg 60)

- Digital devices (tablets/computers)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the importance of the Bible in various cultures.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the significance of Bible translation.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- Divide students into small groups.

- Ask each group to brainstorm reasons why the Bible might need to be translated into local languages.

- Encourage them to think about cultural, linguistic, and accessibility factors.

**Step 2:** Research

- Provide each group with digital devices or printed sources.

- Instruct them to search for information on the reasons for the translation of the Bible into local languages and gather specific examples.

**Step 3:** Group Discussion

- Allow each group to discuss their findings and prepare a brief presentation.

- Encourage them to think critically about how each reason impacts their community.

**Step 4:** Presentations

- Each group presents their findings to the class.

- Facilitate a class discussion after each presentation, allowing other students to ask questions or add additional points.

**Conclusion (5 minutes):**

- Summarize the key points discussed: reasons for translation, importance of accessibility, and cultural relevance.

- Conduct a brief interactive activity where each student shares one new thing they learned about Bible translation.

- Preview the next session, which will explore specific examples of Bible translations in local languages.

**Extended Activities:**

- Creative Assignment: Have students select a Bible verse and translate it into their local language or dialect, discussing the challenges they faced in capturing the meaning.

- Presentation Project: Encourage students to create a digital presentation on a specific Bible translation in their region, including its history and impact.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 10: LESSON 1**

**Strand:** The Bible

**Sub Strand:** Bible Translation

**Specific Learning Outcomes:**

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

1. Define the term "economic effects" in the context of Bible translation.

2. Identify the economic effects of the translation of the Bible into local languages.

3. Discuss the economic effects of the translation of the Bible into local languages.

4. Acknowledge the importance of Bible translation in local communities.

**Key Inquiry Question:**

- What are the economic effects of the translation of the Bible into local languages?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Top Scholar CRE, pages 61-62

- Digital devices (tablets, laptops)

- Lesson notes

**Organization of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Briefly recap the last lesson to connect to the new topic.

- Guided Reading: Lead learners in reading the relevant sections from the learning resources. Encourage discussion to clarify key concepts related to Bible translation and its significance.

**Lesson Development (30 minutes):**

**Step 1:** Defining Economic Effects

- Group Activity: In small groups, learners will brainstorm what the term "economic effects" means. They will write their definitions on chart paper.

- Discussion: Groups will share their definitions with the class, and the teacher will facilitate a discussion to refine the meaning and align it with the translation of the Bible.

**Step 2:** Identifying Economic Effects

- Research Task: Using digital devices, learners will explore and identify at least three economic effects of translating the Bible into local languages. They can refer to supplementary online articles or local examples if available.

- Presentation: Each group will present their findings to the class, highlighting both positive and negative economic effects.

**Step 3:** Discussing Economic Effects

- Discussion Circles: In pairs, students will discuss how these economic effects impact their own communities or regions.

- Sharing Insights: Ask pairs to share one economic effect they discussed with the larger group, prompting critical thinking about local relevance.

**Step 4:** Reflection and Connection

- Individual Reflection: Learners will write a short paragraph reflecting on what they have learned about the economic effects of Bible translation and why this knowledge is important to them.

- Sharing: A few volunteers can share their reflections with the class if time allows.

**Conclusion (5 minutes):**

- Summarize Key Points: Recap the main ideas covered in the lesson regarding the significance of economic effects in Bible translation.

- Interactive Activity: Conduct a quick quiz or think-pair-share activity to reinforce understanding.

- Preview Next Session: Briefly introduce the next topic, such as "The Role of Local Churches in Bible Translation."

**Extended Activities:**

- Research Project: Ask students to choose a local language Bible translation and research its impact on the local economy, culture, or society.

- Creative Presentation: Students could create a poster or digital presentation on the social benefits of translating the Bible into local languages, considering economic, cultural, and educational aspects.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** The Bible

**Sub Strand:** Bible Translation

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to answer questions related to the sub-strand, "Bible Translation."

**Key Inquiry Question(s):**

- What is Bible translation, and why is it important?

- How do various translations of the Bible differ, and what impact do these differences have on understanding the text?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Top Scholar CRE pg 63.

- Teacher Assessment questions.

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Begin by reviewing the previous lesson on the significance of the Bible in various cultures.

2. Ask students to briefly share what they remember about different versions of the Bible.

3. Introduce the concept of Bible translation, highlighting its importance in making the scripture accessible.

**Lesson Development (30 minutes):**

**Step 1:** Understanding Translation

- Explain what Bible translation entails and why it is necessary.

- Discuss the process of translating texts and the challenges involved.

- Facilitate a short discussion on how translations can vary (e.g., word-for-word vs. thought-for-thought).

**Step 2:** Exploring Different Translations

- Divide the students into pairs.

- Assign each pair different Bible translations (e.g., NIV, KJV, ESV, NLT).

- Have them find key passages and compare differences in wording and meanings.

**Step 3:** Answering Assessment Questions

- Bring the class back together and distribute Teacher Assessment questions.

- Guide students through the questions, prompting them to think critically about the implications of translation differences.

**Step 4:** Group Reflection

- Facilitate a group discussion where students reflect on how the translation affects their understanding of scripture.

- Encourage them to share insights from their paired work.

**Conclusion (5 minutes):**

1. Summarize the key points discussed during the lesson—what Bible translation is, why it matters, and how different translations can impact meaning.

2. Conduct a brief interactive quiz or game on key vocabulary related to translations to reinforce learning.

3. Preview the next session, which will delve deeper into how cultural context influences Bible translation.

**Extended Activities:**

- Creative Translation Project: Students can select a Bible verse and translate it into a language they speak at home or create their translation in their own words. They can present and explain their choices to the class.

- Translation Comparison: Have students choose a passage in two different translations and write a short essay on how the differences affect their interpretation of the message.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 10: LESSON 3**

**Strand:** The Bible

**Sub Strand:** Leadership in Israel: Moses

**Specific Learning Outcomes:**

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

1. Define the term leader.

2. Identify the characteristics of a good leader in society.

3. Write a journal entry on how to be a good leader in school, church, and the community.

4. Express a desire to choose leaders of integrity for the good of society.

**Key Inquiry Question(s):**

- Who is a leader?

- What are the characteristics of a good leader?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Top Scholar CRE pg 64

- Pictures

- Lesson notes

- Tablets

- Flashcards

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the importance of role models in society.

- Ask students to briefly summarize what they remember about qualities that make someone a good role model.

- Introduce the topic of leadership by guiding learners to read and discuss relevant content from their materials, focusing on the meaning of a leader.

**Lesson Development (30 minutes):**

**Step 1:** Define "Leader"

- In groups of 4-5, students brainstorm the meaning of the word "leader."

- Each group shares their definition with the class.

- Write key ideas on the board that illustrate various interpretations.

**Step 2:** Characteristics of a Good Leader

- Groups identify and discuss traits that they believe are important for a good leader in different contexts: school, church, community, and country.

- Each group lists at least five characteristics and writes them on paper.

**Step 3:** Presentations

- Each group presents their characteristics to the class.

- Engage the class in a discussion, asking questions such as, "Why is honesty important in a leader?" or "How can a leader inspire others?"

**Step 4:** Journal Writing

- Ask learners to write a journal entry addressing how they can be a good leader in their school, church, and community.

- Prompt them to reflect on the discussions and consider concrete actions they can take.

- Provide time for students to share their ideas with a partner if comfortable.

**Conclusion (5 minutes):**

- Summarize the key points discussed: definitions of a leader, characteristics of good leaders, and personal reflections on leadership.

- Conduct a brief interactive activity where students choose one characteristic of a good leader and share how they could apply that in their daily lives.

- Preview the next session, which will explore leaders in the Bible and how their qualities relate to today's leaders.

**Extended Activities:**

- Create a poster campaign where learners illustrate and campaign for what makes a good leader in their community, inviting discussion among peers.

- Conduct interviews with community leaders and report back on how their qualities reflect the definitions and characteristics discussed in class.

- Plan a "Leadership Day," where students can role-play different leadership scenarios in safe, structured activities.

**Teacher Self-Evaluation:**

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|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 10: LESSON 4**

**Strand:** The Bible

**Sub Strand:** Leadership in Israel: Moses.

**Specific Learning Outcomes:**

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

1. Identify the different ways in which God prepared Moses for leadership from the Bible.

2.Describe how God prepared Moses for leadership according to the Bible.

3.Conduct an internet search on how God prepared Moses for leadership.

4.Acknowledge the different ways in which God prepared Moses for leadership.

**Key Inquiry Question(s):**

- How did God prepare Moses for leadership?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Top Scholar CRE pg 65

- Good News Bible

- Tablets

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, focusing on leadership themes in the Bible.

- Facilitate a short discussion to connect to today’s topic and guide learners to read Exodus 2:11-13, 3:1-2, 11-12, and 6:12 from the Good News Bible. Highlight the importance of understanding how Moses was prepared for leadership.

**Lesson Development (30 minutes):**

**Step 1:** Reading and Understanding

- In small groups, learners read the specified Bible passages. Each group takes notes on what they believe are key events or characteristics that indicate how God prepared Moses for leadership.

**Step 2:** Discussion

- Groups discuss their findings with each other. They should consider questions like:

- What challenges did Moses face?

- What experiences do you think were significant in shaping him as a leader?

- How might these experiences be viewed as preparation by God?

**Step 3:** Internet Research

- Learners will use tablets to conduct a quick internet search on additional ways God prepared Moses for leadership. They should look for various interpretations, stories, or lessons that expand on what they read in the Bible.

**Step 4:** Sharing Insights

- Each group presents one key insight they discovered from their discussions and research. This will encourage a sharing environment and allow for a variety of interpretations and understandings.

**Conclusion (5 minutes):**

- Summarize key points and the learning objectives achieved during the lesson.

- Engage the class in a brief interactive activity, such as a quick quiz or a choice of answers regarding Moses’s leadership preparation.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider, such as "What qualities make a good leader?"

**Extended Activities:**

- Creative Reflection: Learners can write a short narrative from the perspective of Moses reflecting on the moments that shaped him as a leader.

- Leadership Traits Poster: Create a poster that features traits of effective leaders, using examples from Moses’s life. The poster could include illustrations, quotes from the Bible, and modern applications of these traits.

- Group Project: Research a different biblical leader and present findings regarding how they were prepared for their leadership role, drawing comparisons to Moses.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 11: LESSON 1**

**Strand:** The Bible

**Sub Strand:** Leadership in Israel: Moses

**Specific Learning Outcomes:**

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

1. Identify the roles played by Moses during the Exodus.

2. Discuss the roles played by Moses during the Exodus.

3. Use digital devices to download video clips on the roles performed by Moses during the Exodus.

- Appreciate the roles performed by Moses during the Exodus.

**Key Inquiry Question:**

What roles did Moses play during the Exodus?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Top Scholar CRE, pg. 67

- Good News Bible

- Tablets (for video downloading)

- Lesson notes

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review: Briefly summarize what was covered in the previous lesson about leaders in the Bible.

2. Read and Discuss: In pairs, learners will read relevant excerpts from the learning resources and share their initial thoughts on Moses' leadership qualities and actions.

**Lesson Development (30 minutes):**

**Step 1:** Bible Verses Reading

- Assign Groups: Divide learners into small groups.

- Reading: Each group reads Exodus 14:13-16, 21, 15:22-25 and Deuteronomy 4:1-3, 5, 6. Encourage them to highlight any parts that show how Moses responded to challenges.

**Step 2:** Identifying Roles

- Discussion: Following the reading, each group will discuss the verses and identify specific roles Moses played during the Exodus. They can write these roles on a shared document or flip chart.

- Examples: Roles might include leader, mediator, guide, and miracle worker.

**Step 3:** Watching Video Clips

- Digital Activity: Groups will use tablets to download and watch a short video clip that demonstrates Moses’ leadership during the Exodus.

- Discussion Prompts: Ask groups to note any new insights they gain about Moses from the video.

**Step 4:** Class Reflections

- Sharing Insights: Each group shares one key role they discussed and one new insight gained from the video.

- Class Discussion: Facilitate a brief class discussion on the importance of Moses as a leader during this time.

**Conclusion (5 minutes):**

1. Summarize: Highlight the key roles identified for Moses: leader, deliverer, lawgiver, and intercessor.

2. Interactive Activity: Conduct a quick "role play" where a volunteer acts as Moses and responds to a hypothetical scenario related to leading the people (e.g., a lack of water in the desert).

3. Preview Next Lesson: Share that in the next lesson, they will explore the Ten Commandments and their significance.

**Extended Activities:**

- Creative Project: Learners can create a comic strip or storyboard illustrating a day in the life of Moses as they perceive it from the Exodus narrative.

- Research Assignment: Encourage students to research modern leaders and compare their leadership styles with those of Moses, focusing on traits such as courage and wisdom.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** The Bible

**Sub Strand:** Leadership in Israel: Moses

**Specific Learning Outcomes:**

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

1. Identify the leadership qualities to emulate from Moses.

2. Discuss the leadership qualities to emulate from Moses.

3. Use digital devices to search for leadership qualities portrayed by Moses.

4. Apply leadership qualities learned from Moses in their daily life.

**Key Inquiry Question:**

- Which leadership qualities can you emulate from Moses?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Good News Bible

- Top Scholar CRE Pg. 67-68

- Digital devices

- Lesson notes

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Initiate a brief conversation about the last lesson and connect it to today's focus on Moses's leadership.

- Reading Discussion: Guide learners to read relevant content from the Good News Bible and Top Scholar CRE (pages 67-68), emphasizing understanding of Moses as a leader. Encourage discussion by asking questions like: "What do you think makes Moses a good leader?"

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- Group Activity: Divide the class into small groups. Ask them to brainstorm and list leadership qualities they believe Moses demonstrated during the Exodus (e.g., bravery, faith, humility).

- Group Presentations: Each group presents their ideas, and the class discusses which qualities are most relevant.

**Step 2:** Research Activity

- Online Search: Using digital devices, learners search for additional leadership qualities shown by Moses. They can look for examples in texts or video resources that highlight his leadership during challenging times.

- Information Sharing: Groups share interesting findings with the class, creating a broader understanding of Moses’s character.

**Step 3:** Discussion

- Discussion on Application: As a class, discuss how these leadership qualities can be applied in their own lives. Questions to consider: "How can we be brave like Moses in our own challenges?" and "What can challenge our humility today?"

**Step 4:** Personal Reflection

- Reflection Exercise: Ask each student to write a short paragraph reflecting on one leadership quality they want to incorporate into their own lives and how they plan to do so. Encourage them to think about specific situations where they can practice this quality.

**Conclusion (5 minutes):**

- Summarize Key Points: Review the leadership qualities discussed and how they relate to the overall lesson objectives.

- Interactive Activity: Conduct a quick interactive activity where students can share their reflections. For example, they can pass a "leadership ball," and whoever has the ball shares their identified quality and application.

- Preview Next Session: Briefly introduce the upcoming lesson or pose questions related to the next topic to prompt curiosity (e.g., "Next time we will look at another significant leader in Israel's history—stay tuned!").

**Extended Activities:**

- Leadership Journal: Encourage learners to keep a journal for one week where they document instances in their lives where they practiced a leadership quality learned from Moses.

- Role-Playing: Organize a role-playing scenario where students can act out situations that require strong leadership skills similar to those of Moses. This could involve conflict resolution, team-building exercises, or decision-making tasks.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** The Bible

**Sub Strand:** Leadership in Israel: Moses

**Specific Learning Outcomes:**

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

1.Debate the advantages of choosing good leaders in society today.

2.Develop a desire to choose leaders of integrity for the good of society.

**Key Inquiry Question:**

- Why is it important to choose good leaders?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Top Scholar CRE, pg 69.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson: Briefly recap what students learned about leadership and Moses’ role as a leader in Israel. Engage them by asking questions related to Moses' qualities as a leader.

- Reading and discussion: Direct learners to read the relevant content from Top Scholar CRE, pg 69. Encourage them to discuss what traits they think are important in a leader and how Moses exemplifies those traits.

**Lesson Development (30 minutes):**

**Step 1:** Group Formation

- Divide the class into small groups of 4-5 students.

- Assign roles within each group (proposer, opposer, and moderator) for the upcoming debate.

**Step 2:** Research and Preparation

- Allow groups time to discuss and brainstorm arguments for both sides of the debate topic, “Choosing good leaders has advantages in society.”

- Encourage each group to write down at least three key points to support their positions.

**Step 3:** Debate

- Each group will present their arguments in the debate.

- Ensure that the moderator within each group keeps time and facilitates the discussion, allowing equal opportunity for all speakers to contribute.

**Step 4:** Summary Reports

- Following the debate, have each group share a brief summary of their key points and any conclusions drawn from the debate.

- Highlight common themes that emerged during the debate regarding the importance of integrity in leadership.

**Conclusion (5 minutes):**

- Summarize: Recap the main points discussed during the lesson, relating back to the importance of choosing good leaders and integrity.

- Interactive Activity: Conduct a quick, engaging activity such as a “leader of the week” reflection where students can think of a leader they admire and justify their choice based on the qualities discussed.

- Preview Next Session: Briefly outline what will be covered in the next lesson, perhaps relating to leadership qualities in modern society.

**Extended Activities:**

- Research Project: Assign students to research a leader from their community or around the world, focusing on leadership qualities and integrity. They can present their findings to the class in a future lesson.

- Reflection Essay: Ask students to write a short essay on a leader they admire and the attributes that make them a good leader, encouraging personal connection to the material.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 7** | **CRE** |  |  |  |

**WEEK 11: LESSON 4**

**Strand:** The Bible

**Sub Strand:** Bible Translation

**Specific Learning Outcomes:**

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

1. State the meaning of social effects of the translation of the Bible into local languages.

2. Identify the social effects of the translation of the Bible into local languages.

3. Discuss the social effects of the translation of the Bible into local languages.

4. Appreciate the social effects of the translation of the Bible into local languages.

**Key Inquiry Question:**

- What are the social effects of the translation of the Bible into local languages?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self- efficacy** * **Learning to learn** * **Digital literacy** * **Imagination and Creativity** * **Communication and Collaboration** * **Critical thinking and problem solving** * **Citizenship** | * **Responsibility** * **Respect** * **Social justice** * **Peace** * **Unity** | * **Effective communication** * **Decision making** * **Creative and Critical thinking** * **Digital Citizenship** * **Human rights** * **Good Governance** |

**Learning Resources:**

- Top Scholar CRE pg 61

- Lesson notes

- Tablets

- Internet

**Organisation of Learning:**

**Introduction (5 minutes):**

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

- Guide learners to read and discuss relevant excerpts from Top Scholar CRE, focusing on the importance of Bible translation. Emphasize key concepts regarding language and culture.

**Lesson Development (30 minutes):**

**Step 1:** Definition

- In groups of 4-5, students will brainstorm and define the term "social effects" in the context of Bible translation. Provide guiding questions such as:

- How does translating the Bible into a local language affect the community?

- What changes might occur in cultural practices due to this translation?

- Each group shares their definitions with the class.

**Step 2:** Identification of Social Effects

- Students stay in their groups to identify specific social effects of the Bible's translation into local languages. They’ll create a list of at least three effects, such as improvements in literacy, unity in the community, and enhanced understanding of biblical teachings.

- After 10 minutes, groups will present their findings to the class.

**Step 3:** Discussion

- The teacher facilitates a class discussion, asking students to compare their lists and discuss which effects they believe are the most significant and why. Encourage them to share personal experiences or stories related to this topic.

**Step 4:** Multimedia Engagement

- Guide students to download and watch a short clip of a community celebrating the translation of the Bible into their local language. Afterwards, discuss the different social effects showcased in the video, encouraging students to reflect on their feelings about the celebration and its impact.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the definition of social effects, examples identified, and insights gained from the video.

- Conduct a quick interactive activity such as a "Think-Pair-Share," where students discuss one new thing they learned with a partner.

- Briefly outline what students can expect in the next session, such as exploring how translations can differ in meaning.

**Extended Activities:**

1. Create a Community Influence Poster: Students can create a poster illustrating the social effects of Bible translation. They can research a specific culture or community where this has occurred and present their posters in a future class.

2. Interview Project: Learners can interview a local pastor or community leader about their experiences regarding the Bible's effect on their community through translation and share findings in class.

3. Translation Reflection Journal: Students could maintain a journal over the coming weeks reflecting on how they see the Bible influencing their lives or community in response to discussions about translation.

**Teacher Self-Evaluation:**