WEEK 1: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 8 | CRE |  |  |  |

**Strand:** Creation

**Sub Strand:** Origin and Consequences of Sins

**Specific Learning Outcomes:**

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

- Define the term sin.

- Describe the origin of sin according to Genesis chapter 3.

- Sing a song on the origin of sin.

- Enjoy singing a song on the origin of sin.

**Key Inquiry Questions:**

- What is sin?

- What was the origin of sin according to creation accounts?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Learning to learn** | * **Respect** * **Responsibility** | **Decision making**  **Spiritual development** |

**Learning Resources:**

- Mentor CRE pg 1-3

- Good News Bible

- Song (related to the origin of sin)

- Audio of the song

**Organisation of Learning**

**Introduction (5 minutes)**

- Briefly review the key points from the previous lesson on creation and its importance.

- Introduce today's focus on sin by asking: "What do we know about sin?"

- Guide learners to read selected passages in the Mentor CRE and the Good News Bible, discussing the content to frame their understanding of sin.

**Lesson Development (30 minutes)**

**Step 1:** Brainstorming (10 minutes)

- In small groups, have learners brainstorm on the meaning of sin.

- Prompt them with questions such as: "What is sin?" and "Can you name some common sins?"

- Each group shares their ideas, and the teacher notes key points on the board.

**Step 2:** Reading Genesis 3:1-13 (10 minutes)

- Assign each pair of students a verse from Genesis 3:1-13 to read aloud.

- After reading, facilitate a discussion about the text, focusing on identifying the specific events that led to the origin of sin.

- Encourage learners to summarize what they read in their own words.

**Step 3:** Summarizing the Origin of Sin (5 minutes)

- As a class, discuss and compile a concise summary of the origin of sin based on Genesis 3:1-13.

- Write the summary on the board and encourage students to make their notes.

**Step 4:** Singing and Reflection (5 minutes)

- Introduce the song about the origin of sin; provide lyrics or access to an audio version.

- Sing the song together as a class, reinforcing the message.

- Following the song, ask students to share how singing helped them understand the topic better.

**Conclusion (5 minutes)**

- Summarize the main points discussed in the lesson: definition of sin, its origin, and the significance of understanding these concepts.

- Conduct a quick interactive activity, such as a true/false quiz on sentences regarding sin, to reinforce the day’s learning.

- Prepare the learners for the next session by previewing the upcoming topic on the consequences of sin.

**Extended Activities**

- Reflective Journal: Ask students to write a short journal entry reflecting on a time they witnessed or learned about sin in their communities. Discuss the effects of that sin and what could have been done differently.

- Group Presentation: In groups, students can create a short skit that demonstrates either the definition of sin or the events of Genesis 3 in a modern context, allowing them to express their understanding creatively.

- Artwork: Students can create a piece of art that symbolizes sin and its consequences, encouraging them to think critically about the topic.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 8 | CRE |  |  |  |

**Strand:** Creation

**Sub Strand:** Origin and Consequences of Sin

**Specific Learning Outcomes**

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

1. State the causes of sin according to Genesis chapter 3.

2. Discuss the causes of sin among the young today.

3. Prepare flashcards showing the causes of sin today.

4. Acknowledge the causes of sin today.

**Key Inquiry Question**

- What are the causes of sin among people today?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Learning to learn** | * **Respect** * **Responsibility** | **Decision making**  **Spiritual development** |

**Learning Resources**

- Mentor CRE, pages 5-7

- Good News Bible

- Flashcards

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson by asking students what they remember about the concept of creation and its significance in Christian teachings.

- Guide learners to read Genesis 3:1-13 together, drawing their attention to the events that led to the original sin. Discuss initial reactions and thoughts about the text.

**Lesson Development (30 minutes)**

**Step 1:** Reading and Identifying (10 minutes)

- In small groups, learners will read Genesis 3:1-13 again, focusing on the actions of Adam and Eve.

- Encourage each group to list the causes of sin they can identify from the passage. Prompt with questions like: “What did the serpent do? What choices did Adam and Eve make?”

**Step 2:** Group Discussion (10 minutes)

- Each group will discuss and present to the class their identified causes of sin.

- Facilitate a discussion on how these causes relate to decisions individuals make today, particularly among youth.

**Step 3:** Real-Life Connections (5 minutes)

- As a class, brainstorm modern equivalents of the causes of sin identified in Genesis (for example, peer pressure, temptation, misinformation).

- Write down these causes on the board for all learners to see.

**Step 4:** Flashcard Creation (5 minutes)

- Learners will gather into pairs or small groups to create their flashcards. Each flashcard will include one cause of sin today written on one side and a definition or explanation on the other side.

- Encourage creativity—learners may include drawings or symbols that represent the cause of sin.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson. Remind learners of the causes of sin as highlighted in both Genesis and in today’s context.

- Conduct a brief interactive activity where students will randomly pick a flashcard and take turns explaining the cause of sin to reinforce their understanding.

- Give learners a preview of the next session, encouraging them to think about how choices can lead to consequences in their lives.

**Extended Activities**

- Reflection Journal: Have students write a one-page reflection on a time they faced temptation and what choices they made, connecting it back to the causes of sin discussed.

- Role-Play Exercise: Organize a role-play where students can act out scenarios based on the causes of sin identified, discussing potential resolutions or alternatives to those scenarios.

- Research Project: Assign students to research and present on a contemporary issue impacted by youth sin or temptation, connecting it to biblical teachings.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 8 | CRE |  |  |  |

**Strand:** Creation

**Sub Strand:** Origin and Consequences of Sin

**Specific Learning Outcomes**

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

- Identify the consequences of sin from biblical texts.

- Discuss the consequences of sin based on those biblical texts.

- Prepare PowerPoint presentations and charts on the consequences of sin.

- Acknowledge the consequences of sin on humanity.

**Key Inquiry Question**

- What are the consequences of sin?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Learning to learn** | * **Respect** * **Responsibility** | **Decision making**  **Spiritual development** |

**Learning Resources**

- Mentor CRE (pages 4-5).

- Good News Bible.

- Charts.

**Organisation of Learning**

**Introduction (5 minutes)**

- Start the lesson by reviewing the previous topics discussed in the last class.

- Introduce the key inquiry question: "What are the consequences of sin?"

- Guide learners to read and discuss relevant sections from the Mentor CRE and Good News Bible.

**Lesson Development (30 minutes)**

**Step 1:** Reading and Comprehension

- Divide the class into small groups and assign passages from Genesis:

- Genesis 3:14-19, 23

- Genesis 4:6-12

- Genesis 11:1-9

- Allow each group time to read their assigned passage aloud and discuss the content, focusing on identifying any specific consequences of sin mentioned in the text.

**Step 2:** Group Discussion

- Bring the groups back together and facilitate a class discussion.

- Ask each group to share the consequences they identified during their reading.

- Encourage students to engage with each other by asking questions or adding their insights.

**Step 3:** Note-Taking

- Have learners individually take notes on their findings from both group discussions and assigned readings.

- Remind them to consider both the immediate and longer-term consequences of sin as discussed.

**Step 4:** Presentation Preparation

- Instruct students to begin preparing a chart or PowerPoint presentation based on their notes.

- Notify them that they will present these in the next lesson.

**Conclusion (5 minutes)**

- Summarize the key points discussed regarding the consequences of sin, mentioning specific examples provided in biblical texts.

- Conduct a brief interactive activity, like a think-pair-share, where students share one key consequence of sin they learned.

- Preview the next session's topics, such as "Redemption and Forgiveness," and encourage students to think of questions related to these themes.

**Extended Activities**

- Creative Reflection: Ask students to write a short essay or journal entry reflecting on how the consequences of sin relate to current events in the world around them.

- Role Play: Organize a role play activity where students act out scenarios that depict the consequences of sin, fostering deeper understanding through creative expression.

- Research Project: Assign learners to research a story from the Bible that illustrates sin and its consequences, then present their findings in the next lesson.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 8 | CRE |  |  |  |

**Strand:** Creation

**Sub Strand:** Origin and Consequences of Sins

**Specific Learning Outcomes:**

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

- Define the term "moral values."

- List the moral values needed to overcome temptations and sins in our lives.

- Explain how each value can help one overcome temptations and sins today.

- Create flashcards showing the moral values needed to overcome temptations.

- Express their desire to develop the moral values listed to overcome temptations.

**Key Inquiry Question(s):**

- What values do we require to overcome temptations and sin today?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Learning to learn** | * **Respect** * **Responsibility** | **Decision making**  **Spiritual development** |

**Learning Resources:**

- Mentor CRE, pg. 7

- Flashcards

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson on the origins of sin.

- Guide learners to skim through relevant sections of the Mentor CRE book, focusing on the definition of moral values and their importance in everyday life.

- Facilitate a brief discussion, encouraging students to share any thoughts or prior knowledge about moral values.

**Lesson Development (30 minutes)**

**Step 1:** Defining Moral Values

- In pairs, students will brainstorm the meaning of "moral values." Encourage them to think about what values are important in their lives.

- After 5 minutes, call on pairs to share their definitions and compile a list on the board.

**Step 2:** Listing Moral Values

- Students remain in pairs to discuss and write down a list of moral values that they think are essential for overcoming temptations (e.g., honesty, integrity, self-control).

- Each pair will share their lists with the class. As students share, the teacher should write these values down for everyone to see.

**Step 3:** Discussing Values in Context

- Form small groups of 4-5 students.

- Each group will pick 2-3 moral values from the class list and discuss how each can help a person overcome specific temptations or sins in daily life.

- Groups will prepare to present key ideas back to the class, focusing on real-life applications.

**Step 4:** Creating Flashcards

- Provide students with materials (index cards, markers) to create flashcards displaying one moral value on one side and a brief explanation of how it helps to overcome temptations on the other side.

- Encourage creativity in their designs and clarity in their definitions.

**Conclusion (5 minutes)**

- Summarize the key points discussed, reiterating the importance of moral values and how they can help with temptations.

- Conduct a quick interactive activity, such as a “values charades,” where one student acts out a value and others guess which it is.

- Preview the next session which will involve exploring specific scenarios where these values can be put into practice.

**Extended Activities:**

- Personal Reflection Assignment: Ask students to write a short essay on a time when they faced a temptation and how they could apply a moral value to help them make a better choice in a similar situation in the future.

- Value Role-Play: Organize a role-playing activity where students act out scenarios involving moral dilemmas and demonstrate how applying moral values can lead to positive outcomes.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** Creation

**Sub Strand:** Origin and Consequences of Sin

**Specific Learning Outcomes:**

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

1. State the meaning of Life Skill.

2. Identify the life skills needed to overcome temptations and sins today.

3. Explain how each life skill can help one overcome temptations.

4. Appreciate the life skills needed to overcome temptation and sin today.

**Key Inquiry Question:**

- How do you apply the different life skills to overcome temptations in your day-to-day life?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Learning to learn** | * **Respect** * **Responsibility** | **Decision making**  **Spiritual development** |

**Learning Resources:**

- Mentor CRE pages 7-8

- Posters

- Dictionary

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the Previous Lesson: Begin with a quick recap of the last lesson regarding the origin of sin and its consequences.

- Discussion: Guide learners to read and discuss relevant content on life skills from the textbooks and posters, framing the importance of these skills in our lives.

**Lesson Development (30 minutes)**

**Step 1:** Define Life Skills

- Ask the students what they think "life skills" means.

- Write their responses on the board, and together, formulate a clear definition.

**Step 2:** Identify Life Skills

- In groups or pairs, have learners brainstorm a list of life skills that can help overcome temptations and sins.

- Encourage them to think of skills such as decision-making, assertiveness, self-control, and conflict resolution.

**Step 3:** Discuss the Importance of Each Life Skill

- Each group selects a few life skills from their list and discusses how they can be applied to overcome temptations or sins.

- Prompt them with guiding questions, such as: "How does self-control help in resisting peer pressure?"

**Step 4:** Class Presentations

- Each group presents their findings to the class, explaining the life skills they discussed and how these can help in real-life situations.

- Encourage questions and further discussion after each presentation.

**Conclusion (5 minutes)**

- Summarize: Highlight the key points and learning objectives achieved during the lesson, underscoring the role and relevance of life skills.

- Interactive Activity: Conduct a brief "Think-Pair-Share" activity where learners mention one life skill they plan to use to overcome a personal temptation.

- Preview Next Session: Provide an overview of what they will learn in the next lesson, generating interest and curiosity.

**Extended Activities**

- Reflection Journal: Have students maintain a weekly reflection journal where they write about situations they faced in which they applied life skills to overcome temptations.

- Role-Play Scenarios: Organize a role-play session where students act out scenarios involving temptation and how they could use life skills to navigate those situations. Each group could present their role-play to the class for feedback and discussion.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 8 | CRE |  |  |  |

**Strand:** Creation

**Sub Strand:** Origin and Consequences of Sin

**Specific Learning Outcomes:**

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

1. Give reasons why we should pray when faced with temptations.

2. Compose a prayer that will help to overcome temptations.

3. Develop a desire to pray to God to overcome temptations in daily life.

**Key Inquiry Question:**

- Why should we pray when faced with a tempting situation?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Learning to learn** | * **Respect** * **Responsibility** | **Decision making**  **Spiritual development** |

**Learning Resources:**

- Mentor CRE pg 9: Prayers

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson.

- Engage learners by asking them to recall what they learned about temptation.

- Introduce the main topic of today’s lesson: the importance of prayer when facing temptation.

**Lesson Development (30 minutes)**

Split into distinct steps:

**Step 1:** Discussion on Temptation

- In pairs, learners discuss the different types of temptations they face in daily life.

- Ask pairs to share some examples with the class.

**Step 2:** Why Pray?

- Guide a discussion on why prayer is essential in overcoming temptations.

- Possible points include: seeking strength from God, finding guidance, and developing resilience.

- Encourage learners to write down their thoughts on why prayer is important when dealing with temptations.

**Step 3:** Composing a Prayer

- Ask students to individually compose a short prayer that they can use in their daily lives to ask for strength in overcoming temptations. Provide a simple format or structure for their prayers if needed.

**Step 4:** Sharing Prayers

- Invite willing students to share their composed prayers with the class.

- Encourage positive feedback and support from peers.

**Conclusion (5 minutes)**

- Summarize the key points discussed about the relevance of prayer in facing temptations.

- Conduct a brief interactive activity: Ask students to suggest one situation where they would practice their prayer and share with the class.

- Briefly preview the next lesson’s topic to spark interest and contemplation.

**Extended Activities:**

- Create a "Prayer Journal" where students can write down daily prayers or reflections on times they faced temptations and how they dealt with them.

- Organize a small group discussion or a role-play activity where students can practice how to encourage one another to pray in tough situations.

- Encourage students to research different prayers from various cultures that deal with temptation and present them in the next class.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** Creation

**Sub Strand:** God's Plan for Redemption

**Specific Learning Outcomes:**

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

- State the meaning of Redemption.

- Identify ways in which God demonstrated His love for humankind after the fall of man from biblical texts.

- Discuss ways through which God demonstrated His love for humankind after the fall of man.

- Appreciate the ways in which God demonstrated His love for humankind after the fall of man.

**Key Inquiry Question(s):**

- What is Redemption?

- How did God respond to Adam and Eve after they ate the fruit from the forbidden tree?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** * **Learning to learn** | * **Love** * **Unity** | **Analytical thinking**  **Effective communication** |

**Learning Resources:**

- Good News Bible

- Mentor CRE pg 10-12

- Charts

- Posters

- Dictionaries

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on Creation and the fall of man.

- Introduce the topic of Redemption and define it broadly.

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

**Lesson Development (30 minutes)**

**Step 1:** Define Redemption

- In pairs, learners will search the meaning of "redemption" in the dictionary.

- Each pair shares their understanding.

- Teacher summarizes common themes and clarifications around the term "redemption."

**Step 2:** Biblical Analysis

- Learners will read Genesis 3:15 & Genesis 12:1-3 in turns, focusing on how these passages reflect God's love after the fall of man.

- After reading, discuss in groups about the messages conveyed in these passages regarding God's response to humanity.

**Step 3:** Group Discussion

- In small groups, learners will identify and describe ways in which God demonstrated His love for humankind after the fall of man using their biblical texts and personal insights.

- Each group will compile their findings to present later.

**Step 4:** Create Posters

- Each group will create posters or charts showing the ways God demonstrated His love for humankind after the fall of man.

- Stress creativity and clarity in their presentations.

**Conclusion (5 minutes)**

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

- Conduct a brief interactive activity by asking students to share one new insight they gained regarding God's love for humankind.

- Prepare learners for the next session with a preview of upcoming topics related to God's ongoing relationship with humanity.

**Extended Activities:**

- Personal Reflection Journal: Assign learners to write a short reflection in their journals about a time when they felt a sense of redemption in their own lives or how they understand God’s love.

- Group Presentation: Have groups choose another biblical story that illustrates God’s love and present it to the class, focusing on creative storytelling or role-playing.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 8 | CRE |  |  |  |

**Strand:** Creation

**Sub Strand:** God's Plan for Redemption

**Specific Learning Outcomes:**

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

- Define the term "Salvation."

- Explain how God's plan for salvation is fulfilled through Jesus Christ.

- Prepare a PowerPoint presentation or posters showing how God's plan for salvation is fulfilled through Jesus.

- Acknowledge God's plan for salvation through Jesus Christ.

**Key Inquiry Questions:**

- Why is God's redemptive plan important to Christians today?

- How is God's plan for salvation fulfilled through Jesus Christ?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** * **Learning to learn** | * **Love** * **Unity** | **Analytical thinking**  **Effective communication** |

**Learning Resources:**

- Good News Bible

- Dictionary

- Mentor CRE Pg 12-13

- Posters

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on Creation and its significance in understanding God's purpose.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts like salvation and redemption.

**Lesson Development (30 minutes)**

**Step 1:** Brainstorming

- In pairs, learners will brainstorm the meaning of "salvation" and share their thoughts with the class.

- Write key ideas on the board to facilitate discussion.

**Step 2:** Scripture Reading

- Group learners into small groups. Each group takes turns reading the following scriptures:

- Isaiah 53:5-12

- Isaiah 63:5

- 2 Peter 3:9

- Galatians 1:3-5

- Colossians 1:13-15

- After reading, each group will summarize how these verses connect to God's plan for salvation.

**Step 3:** Discussion

- Facilitate a class discussion on the importance of these scriptures in understanding God's plan for salvation through Jesus Christ.

- Encourage learners to share their insights from their readings and summaries.

**Step 4:** Preparing Presentations

- In groups, learners will prepare posters or outline a PowerPoint presentation showing how God's plan for salvation is fulfilled through Jesus Christ, incorporating their discussions and scripture summaries.

**Conclusion (5 minutes)**

- Summarize key points discussed during the lesson, including the definition of salvation and its significance.

- Conduct a brief interactive activity: Have learners share one key point they learned today about salvation.

- Preview the next session's topic, prompting students to consider questions about how they can apply the concept of salvation in their lives.

**Extended Activities:**

- Encourage learners to write a personal reflection on what salvation means to them individually and how they see this concept in their daily lives.

- Organize a debate on the topic: "Is God's plan for redemption universally applicable?" to help deepen understanding of differing perspectives within Christianity.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 8 | CRE |  |  |  |

**Strand:** Creation

**Sub Strand:** God's Plan for Redemption

**Specific Learning Outcomes:**

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

- State the importance of redemption.

- Discuss the importance of redemption after the fall of man.

- Compose a song on God's plan for redemption.

**Key Inquiry Question:**

- What is the importance of redemption to humankind through Jesus Christ?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** * **Learning to learn** | * **Love** * **Unity** | **Analytical thinking**  **Effective communication** |

**Learning Resources:**

- Mentor CRE pg 10-14

- Song (choose a relevant hymn or contemporary song that relates to redemption)

**Organisation of Learning**

**Introduction (5 minutes)**

1. Review the previous lesson: Ask students to share one key point they remember about God’s creation and its significance.

2. Discuss relevant content: Guide learners to read aloud selected passages from Mentor CRE (pg 10-14). Highlight and discuss the concept of redemption.

**Lesson Development (30 minutes)**

**Step 1:** Understanding Reconciliation

- Activity: In groups, students will read the story on pages 10-11.

- Outcome: Each group outlines the importance of reconciliation as experienced by the two boys in the story. Encourage them to think about how this reflects the broader concept of redemption.

**Step 2:** Group Discussion on Redemption

- Activity: Guided discussion. Groups will discuss together the importance of redemption to humankind through Jesus Christ.

- Outcome: Each group should compile points they feel are essential. The teacher moves around to facilitate discussions and presents guiding questions to deepen their conversation.

**Step 3:** Presentation Preparation

- Activity: Groups prepare a brief presentation summarizing their findings about the importance of redemption.

- Outcome: Each group designates a spokesperson to share their thoughts with the class.

**Step 4:** Song Composition

- Activity: Groups will brainstorm and start composing a simple song or lyrics that represent God’s plan for redemption.

- Outcome: Allow groups to share their lyrics in the next class or perform a short verse of the song.

**Conclusion (5 minutes)**

1. Summarize Key Points: Review the importance of redemption and the discussions that took place during group work.

2. Interactive Activity: Conduct a quick game of “Redemption Bingo” where students mark key ideas from the lesson as you call them out.

3. Preview Next Session: Briefly mention that the next lesson will explore more about the themes of forgiveness and grace related to redemption.

**Extended Activities**

- Individual Reflection Journal: Students could write a short reflection on what redemption means to them and how they see it in their daily lives.

- Art Project: Create a visual representation (poster, collage) of God’s plan for redemption using phrases, images, and symbols discussed in class.

- Research Assignment: Students can choose a figure from the Bible who epitomizes redemption and present to the class.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 8 | CRE |  |  |  |

**Strand:** Creation

**Sub Strand:** God's Plan for Redemption

**Specific Learning Outcomes:**

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

1. List the acts of mercy that show God's love.

2. Discuss the acts of mercy listed.

3. Desire to take part in sharing the love of God with others.

**Key Inquiry Question(s):**

- Why is sharing the love of God with others important?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** * **Learning to learn** | * **Love** * **Unity** | **Analytical thinking**  **Effective communication** |

**Learning Resources:**

- Good News Bible

- Mentor CRE, pg 14-15

- Tablets

- Charts

**Organisation of Learning**

**Introduction (5 minutes)**

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

- Lead students in reading John 3:16 from the Good News Bible.

- Discuss the relevance of God's love and mercy using relatable examples, guiding students to understand the key concepts.

**Lesson Development (30 minutes)**

**Step 1:** Read and Reflect

- In pairs, learners read John 3:16 again.

- Discuss its meaning with a focus on God’s love and salvation.

- Each pair will make notes on important phrases that speak to God's mercy.

**Step 2:** Listing Acts of Mercy

- Guide learners to list specific acts of mercy they believe demonstrate God’s love (e.g., forgiveness, kindness, help to the needy).

- Each pair will compile their ideas on a chart or use tablets to create a digital poster.

**Step 3:** Group Discussion

- Facilitate a class discussion sharing the acts of mercy listed by each pair.

- Encourage students to elaborate on how each act reflects God’s love and mercy in their lives and communities.

**Step 4:** Sharing the Love of God

- Discuss as a class ways that they can actively share God's love and mercy in their daily lives.

- Encourage students to develop their own personal commitment statements on how they will participate in sharing God's love.

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson: the importance of God's love, acts of mercy, and the call to share that love.

- Conduct a brief interactive activity such as a “Mercy Chain,” where students pass a ball while stating an act of mercy before they can pass it to the next person.

- Preview the next session’s topic: "The Role of Christians in the Community," highlighting questions they should think about.

**Extended Activities**

1. Mercy Projects: Encourage students to undertake a community service project that demonstrates one of the acts of mercy discussed. They can document their experiences in a journal.

2. Creative Expression: Students can write a short story or poem that portrays an act of mercy and its effect on individuals or communities.

3. Role Play: Set up a role-playing scenario where students can practice sharing God’s love in a difficult situation.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 8 | CRE |  |  |  |

**Strand:** Creation

**Sub Strand:** God's Plan for Redemption

**Specific Learning Outcomes:**

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

- Read Ephesians 1:7 and share their reflection on God's saving grace.

- Discuss ways in which God shows His saving grace to us in our day-to-day life.

- Appreciate God's saving grace in their day-to-day life.

**Key Inquiry Questions:**

- How does God show His saving grace to us in our day-to-day life?

- What is the importance of God's saving grace?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** * **Learning to learn** | * **Love** * **Unity** | **Analytical thinking**  **Effective communication** |

**Learning Resources:**

- Mentor CRE pages 16-17

- Relevant song from learner’s book

- Digital device for music or videos

- Good News Bible

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students what they remember about God's grace.

- Introduce the concept of saving grace and its significance in Christianity.

- Guide learners to skim through pages 16-17 in the Mentor CRE to refresh their understanding.

**Lesson Development (30 minutes)**

**Step 1:** Reading and Reflecting

- In pairs, students read Ephesians 1:7 aloud.

- After reading, they take a few minutes to write down their reflections on what "God’s saving grace" means to them personally.

**Step 2:** Group Discussion

- In small groups, learners share their reflections with each other.

- Each group discusses practical ways in which they have recognized God’s saving grace in their daily lives, using examples from their own experiences.

**Step 3:** Interactive Song Activity

- Together, the class sings the song from their book that resonates with God's grace.

- After singing, discuss the key messages from the song and how they relate to Ephesians 1:7.

**Step 4:** Question and Answer Session

- Distribute the questions on page 17 of the Mentor CRE and let students answer them in pairs.

- Optionally, ask a few pairs to share their answers with the class to foster a larger discussion.

**Conclusion (5 minutes)**

- Summarize the key points discussed: God's saving grace, personal reflections, and everyday examples.

- Conduct a quick interactive activity, such as a "grace sharing" circle, where students can state one way they’ve experienced or seen God’s grace recently.

- Prepare learners for the next session by outlining what they will be exploring next, such as an in-depth look at another aspect of redemption.

**Extended Activities:**

- Personal Reflection Journal: Encourage students to keep a journal for a week where they can note instances of God’s saving grace they experience each day.

- Creative Project: Have students create a poster or a digital presentation that illustrates different ways God shows His saving grace in the world, incorporating personal reflections.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 4

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**Strand:** The Bible

**Sub Strand:** Faith and God's Promises

**Specific Learning Outcomes:**

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

- Read Genesis 11:24-32 and 12:1 from the Bible.

- Describe the background to the call of Abraham.

- Summarize the background to the call of Abraham on charts/notebooks.

- Appreciate the background call of Abraham.

**Key Inquiry Question(s):**

- Why is it difficult for one to relocate from his/her home to an unknown place?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** | * **Unity** * **Responsibility** | **Social awareness skills**  **Spiritual Development** |

**Learning Resources:**

- Good News Bible

- Mentor CRE, pages 18-19

**Organisation of Learning:**

**Introduction (5 minutes)**

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

- Engage learners by discussing the importance of faith and God's promises as a precursor to understanding Abraham’s call.

**Lesson Development (30 minutes)**

**Step 1:** Reading of Scripture (10 minutes)

- Divide the class into small groups.

- Each group takes turns reading Genesis 11:24-32 and Genesis 12:1 aloud.

- After reading, encourage students to reflect on initial impressions and feelings regarding what they have read.

**Step 2:** Group Discussion (10 minutes)

- In their groups, students will discuss the significance of God’s call to Abraham and the reasons why Abraham was chosen.

- Prompt discussions with questions such as:

- What was happening in Abraham's life before God called him?

- How did Abraham respond to God's call?

**Step 3:** Summarizing the Background (5 minutes)

- Invite groups to create a summary of the background to the call of Abraham using charts or notebooks.

- Encourage creativity with visuals (e.g., charts or drawings) to represent their findings.

**Step 4:** Presentations (5 minutes)

- Have each group present their summaries to the class.

- Allow for questions and discussions after each presentation to engage the entire class in the conversation.

**Conclusion (5 minutes)**

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

- Conduct a brief interactive activity, such as a reflective writing prompt: "If you were in Abraham's shoes, would you have accepted God's call? Why or why not?"

- Preview the next session's topic to prepare learners for upcoming discussions and questions to ponder.

**Extended Activities:**

- Research Project: Encourage students to research another Biblical character who experienced a significant move or calling (e.g., Moses, Jonah) and compare it to Abraham's story. They can present their findings in posters or digital presentations.

- Personal Reflection: Have students write a short essay describing a time they had to make a difficult decision or change in their lives and how faith played a role in their choice.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The Bible

**Sub Strand:** Faith and God's Promises

**Specific Learning Outcomes:**

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

- Identify ways in which Abraham demonstrated faith in God.

- Discuss the different ways in which Abraham demonstrated faith in God.

- Role play how God tested Abraham's faith.

- Express a desire to have faith in God.

**Key Inquiry Questions:**

- How did Abraham demonstrate his faith in God?

- What is faith?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** | * **Unity** * **Responsibility** | **Social awareness skills**  **Spiritual Development** |

**Learning Resources:**

- Mentor CRE, page 21

- Good News Bible

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson, discussing any key points that relate to the theme of faith.

- Guide learners to read selected passages from the Good News Bible, fostering a discussion around the concept of faith as introduced in the story of Abraham. Encourage contributions that connect previous knowledge to today's lesson.

**Lesson Development (30 minutes)**

**Step 1:** Group Reading

- Divide students into small groups. Assign each group specific passages from Genesis (Genesis 12:1-9, 15:1-6, 17:23-24, 21:1-7, 22:11-19) to read aloud together.

- Encourage them to highlight or underline key phrases where Abraham shows faith in God.

**Step 2:** Identification of Faith

- After reading, have each group discuss among themselves the ways in which Abraham demonstrated his faith in the texts read.

- Each group will record their findings, preparing to share with the class.

**Step 3:** Class Discussion

- Bring the groups back together. Allow each group to present their findings.

- Facilitate a class discussion on the different ways Abraham demonstrated faith. Prompt with questions like "What was significant about his willingness to follow God?" and "How does this reflect on our understanding of faith?"

**Step 4:** Role Play

- Introduce a role-play activity focusing on Genesis 22:11-19, where Abraham is tested with the command to sacrifice Isaac.

- Assign roles and ask students to enact this scenario. Encourage them to express the emotions and thoughts that Abraham might have experienced during this pivotal moment. After the role play, ask for reflections on how they think Abraham’s faith was tested.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, reinforcing the concept of faith as seen through Abraham's actions.

- Conduct a brief interactive activity, such as a quick drawing or writing a reflection about what faith means to them personally.

- Preview the next session by briefly discussing how faith can be applicable in their own lives and what they can think about before the next class.

**Extended Activities:**

- Encourage students to write a short essay or create a presentation on “What Faith Means to Me,” exploring how they can demonstrate faith in their daily lives.

- Have them create a visual poster illustrating the different moments in Abraham’s life that exemplify his faith, which they can display in the classroom.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 2

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**Strand:** The Bible

**Sub-Strand:** Faith and God's Promises

**Specific Learning Outcomes:**

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

- Identify the promises made by God to Abraham.

- Explain the promises made by God to Abraham.

- Prepare charts/posters showing the promises made to Abraham by God.

**Key Inquiry Question(s):**

- What is a promise?

- Which promises did God make to Abraham?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** | * **Unity** * **Responsibility** | **Social awareness skills**  **Spiritual Development** |

**Learning Resources:**

- Good News Bible

- Mentor CRE pg 23

- Posters/charts

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students to recount what they learned about faith.

- Guide learners to read and briefly discuss Genesis 12:1-3 with the class, emphasizing the concept of a promise.

**Lesson Development (30 minutes)**

**Step 1:** Understanding Promises (10 minutes)

- In pairs, students brainstorm the meaning of the word "promise" and share their understanding with the class.

- Discuss examples of promises in their lives to connect with the biblical concept.

**Step 2:** Scripture Reading (10 minutes)

- Divide students into small groups. Assign each group one of the following scripture passages: Genesis 12:2-3, 15:1-6, 17:1-8, and 17:15-18.

- Each group reads their assigned passage and identifies the specific promises made by God to Abraham.

**Step 3:** Group Discussion (5 minutes)

- After reading, groups summarize what they found and discuss the significance of these promises and how they reflect God's character.

**Step 4:** Creating Charts/Posters (5 minutes)

- Each group creates a chart or poster illustrating the promises made to Abraham. Encourage creativity! They should include images, key phrases, and their interpretations.

**Conclusion (5 minutes)**

- Summarize the key points made during the lesson about God's promises to Abraham.

- Conduct a brief interactive activity: each group presents their poster to the class in one minute, focusing on the main promise they identified.

- Preview the next session by mentioning the importance of Abraham's faith and asking students to think about how they can demonstrate faith in their lives.

**Extended Activities:**

- Encourage students to write a short reflection on a promise they have made and how they fulfilled it.

- Suggest creating a class "Book of Promises," where students can write down personal promises and ways they can keep them, drawing parallels to Abraham's story.

- Ask students to research another biblical figure who received promises from God and prepare a short presentation for the next class.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 3

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**Strand:** The Bible

**Sub-Strand:** Faith and God's Promises

**Specific Learning Outcomes:**

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

1. State the importance of God's promises to Christians today.

2. Discuss the importance of God's promises to Christians today.

3. Sing a song in Swahili from the learner's book.

4. Apply God's promises in their daily lives.

**Key Inquiry Question:**

- What is the importance of God's promises to Christians today?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** | * **Unity** * **Responsibility** | **Social awareness skills**  **Spiritual Development** |

**Learning Resources:**

- Mentor CRE, pages 24-25

- Swahili song from the learner's book

- Digital Devices (for listening or additional information)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson, asking students to share what they remember about God's promises.

- Introduce today's key question and guide learners to read and discuss relevant content from pages 24-25 in the Mentor CRE. Emphasize understanding the essential concepts before moving forward.

**Lesson Development (30 minutes):**

**Step 1:** Group Discussion

- Organize students into small groups.

- Each group discusses the importance of God's promises, guided by targeted questions such as: "How do God's promises impact a Christian's life today?"

- Encourage them to come up with specific examples from their own experiences and biblical references.

**Step 2:** Share Insights

- Each group presents their findings to the class, fostering a deeper understanding through peer discussion.

- Highlight key points made by different groups to ensure a comprehensive understanding of the relevance of God's promises.

**Step 3:** Sing the Song

- Introduce the Swahili song from the learner's book.

- Teach the song, emphasizing its themes related to God's promises.

- Allow learners to practice singing together.

**Step 4:** Reflection Activity

- Have students write down how they can apply God’s promises in their daily lives on sticky notes.

- Ask a few students to share their applications, reinforcing personal connections to the lesson.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of God's promises and the takeaway from the group discussions and song.

- Conduct an interactive closing activity, such as a quick review with a few questions or a group chant of one key message.

- Briefly preview the next lesson's topic, encouraging students to think about more aspects of God's promises as they go on with their week.

**Extended Activities:**

- Creative Project: Have students create a visual poster that represents a promise of God and how it connects with their daily lives. They can use drawings, quotes, and personal reflections.

- Journaling: Encourage students to keep a weekly journal where they reflect on their understanding of God's promises and how they see them being fulfilled in their lives.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The Bible

**Sub Strand:** Faith and God's Promises

**Specific Learning Outcomes:**

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

1. State different situations in which one can apply faith as exemplified by Abraham.

2. Write a journal on how they exercise faith in God in their day-to-day life.

3. Desire to apply faith in various situations in their daily lives.

**Key Inquiry Question:**

- How do you exercise faith in relation to God's promises?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** | * **Unity** * **Responsibility** | **Social awareness skills**  **Spiritual Development** |

**Learning Resources:**

- Mentor CRE pg 22-23

- Good News Bible

**Organisation of Learning:**

**Introduction (5 minutes)**

- Conduct a brief review of the previous lesson, highlighting what was learned about faith.

- Ask learners to share their thoughts on what faith means to them.

- Guide learners to read and discuss key excerpts from pages 22-23 of the Mentor CRE that pertain to faith and God's promises.

**Lesson Development (30 minutes)**

**Step 1:** Reading (10 minutes)

- In pairs, students read Hebrews 11:1-6.

- As they read, they should identify and make a list of individuals mentioned who demonstrated faith in God, including Abraham.

**Step 2:** Group Discussion (10 minutes)

- Once the reading is completed, facilitate a class discussion.

- Prompt students to share their notes and discuss why these figures were recognized for their faith.

- Encourage critical thinking by asking questions about challenges these individuals faced and how their faith impacted their decisions.

**Step 3:** Personal Reflection (5 minutes)

- Students will then take a moment to reflect individually on their own lives and think about times they have relied on faith.

- Introduce the journal writing activity where learners will detail their personal experiences of how they exercise faith in God daily, using examples from their own lives.

**Step 4:** Sharing Insights (5 minutes)

- Invite a few students to share insights from their journal writing.

- Discuss the different ways faith can manifest in our daily decisions and actions, reinforcing the idea that faith is not just a belief but an active part of life.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, reiterating the importance of faith as shown by Abraham and others.

- Conduct a brief interactive activity, such as a faith affirmation circle, where each student shares one thing they will do to exercise faith this week.

- Preview the next session by mentioning upcoming topics and encouraging students to think of situations where they might need faith in the coming week.

**Extended Activities:**

- Activity 1: Create a "Faith in Action" poster where students illustrate a situation they would apply faith in, including quotes or scriptures that inspire them.

- Activity 2: Organize a community service project where students can put their faith into action by helping others and reflecting on their motivations and experiences in regards to faith.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The Bible

**Sub-Strand:** Faith and God's Promises

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to answer questions on the sub-strand.

**Key Inquiry Question(s):**

1. What does faith mean in the context of God’s promises?

2. How can we demonstrate our faith in God's promises in our daily lives?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** | * **Unity** * **Responsibility** | **Social awareness skills**  **Spiritual Development** |

**Learning Resources:**

- Mentor CRE pg. 25

- Assessment books

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson, asking students to recall key concepts discussed about faith.

- Guide learners to read and briefly discuss the relevant content from Mentor CRE, specifically focusing on God’s promises and the importance of faith.

**Lesson Development (30 minutes)**

**Step 1:** Understanding Faith (10 minutes)

- Learners will individually read a section in Mentor CRE that defines faith.

- After reading, each student will summarize the definition of faith in their own words and share their understanding with a partner.

**Step 2:** Exploring God's Promises (10 minutes)

- In pairs, students will identify 2-3 examples of God’s promises from the Bible mentioned in Mentor CRE.

- They will discuss the context and significance of these promises and how they relate to faith.

**Step 3:** Connecting Faith to Everyday Life (5 minutes)

- Learners will think individually about how faith in these promises can influence their actions or decisions in daily life.

- They will write down one situation in which they can apply their faith to a real-life challenge.

**Step 4:** Group Reflection (5 minutes)

- Come together as a class to share insights from Step 3.

- Facilitate a discussion on how these shared experiences can strengthen their understanding and practice of faith.

**Conclusion (5 minutes)**

- Summarize the key points about faith and God’s promises discussed during the lesson.

- Conduct a quick interactive activity where learners can express one thing they learned today about faith and God’s promises – this can be a “think-pair-share” format.

- Provide a brief preview of the next session, mentioning the importance of trust in God and asking students to think about what trust means to them in relation to faith.

**Extended Activities:**

- Journaling: Encourage students to keep a faith journal where they can write about experiences that test their faith and how they saw God’s promises fulfilled.

- Creative Expression: Students could create a poster or a digital presentation about one of God’s promises and how it has impacted their lives or the lives of others.

- Scripture Research Project: Students may be assigned to find a Bible verse related to faith and present it to the class, explaining its meaning and relevance.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 2

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**Strand:** The Bible

**Sub Strand:** Abrahamic Covenant

**Specific Learning Outcomes:**

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

- Define the term "covenant."

- Identify the elements that define a covenant.

- Discuss the elements that define a covenant.

- Prepare flashcards showing the elements of a covenant.

- Acknowledge the elements of a covenant.

**Key Inquiry Questions:**

- What is a covenant?

- What are the elements of a covenant?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital Literacy** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** | **Problem solving skills**  **Group dynamics** |

**Learning Resources:**

- Mentor CRE pg 26-27

- Posters

- Flashcards

- Digital devices

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on biblical figures and their significance.

- Briefly introduce the topic of covenants in the Bible, encouraging students to think about promises and agreements they make in their own lives.

- Guide learners to read the relevant content from the learning resources on pages 26-27, emphasizing key concepts.

**Lesson Development (30 minutes)**

**Step 1:** Define "Covenant"

- In pairs, learners will use a dictionary (or digital devices) to search the meaning of "covenant."

- Have each pair share their definition with the class, guiding a discussion to create a class definition that everyone agrees on.

**Step 2:** Identify Elements of a Covenant

- Students will read a relevant story from the learner’s book that exemplifies the covenant (for example, God's covenant with Abraham).

- While reading, each student will write down what they think are the key elements of the covenant described in the story.

**Step 3:** Research Elements Online

- Using digital devices, students will search for biblical covenants and identify traditional elements involved in these agreements, such as: promise, conditions, signs, and blessings.

- Encourage them to take notes on the elements they find.

**Step 4:** Create Visual Aids

- Learners will work in groups to prepare either posters or flashcards that illustrate the elements of a covenant.

- Each group will design their visuals creatively, ensuring to write out clear definitions and include any relevant images or symbols.

**Conclusion (5 minutes)**

- Summarize the key points learned during the lesson, reinforcing the definition of "covenant" and the elements discussed.

- Conduct an interactive quiz or game (e.g., Kahoot or a quick round of “Covenant Bingo”) to reinforce the main topics.

- Preview the next session's content related to the implications of covenants in our lives today and questions such as, "How do we form covenants in our relationships today?"

**Extended Activities:**

1. Personal Covenant Reflection:

- Have students write a short reflection on a covenant or promise they have made in their own lives. They can reflect on who it was made with and the importance of keeping promises.

2. Creative Storytelling:

- Invite learners to create a short story or skit that showcases a new covenant formed between friends or family, illustrating the elements of a covenant in their narrative.

3. Art Project:

- Organize an art project where students create a visual representation of one major covenant from the Bible, highlighting its elements and significance.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 3

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**Strand:** The Bible

**Sub-strand:** Abrahamic Covenant

**Specific Learning Outcomes:**

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

1. Read Genesis 15:1-18 from the Bible.

2. Describe the covenant between God and Abraham.

3. Prepare a PowerPoint presentation on the covenant between God and Abraham.

**Key Inquiry Question:**

- How was the covenant between God and Abraham made?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital Literacy** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** | **Problem solving skills**  **Group dynamics** |

**Learning Resources:**

- Good News Bible

- Mentor CRE (pg 27-28)

- Digital devices for creating presentations

- Video clips on God's covenant with Abraham

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson and briefly recap key concepts discussed.

- Introduce the day's topic: the covenant between God and Abraham.

- Guide learners to read from the Good News Bible, ensuring they understand basic context and importance.

**Lesson Development (30 minutes)**

**Step 1:** Reading and Understanding (10 minutes)

- In small groups, learners take turns reading Genesis 15:1-18 aloud.

- Encourage them to highlight key phrases or events that indicate the nature of the covenant.

**Step 2:** Discussion of Events (10 minutes)

- After reading, each group discusses the events that took place during the covenant.

- Prompt them with questions: What did God promise Abraham? How did Abraham respond?

- Ask groups to record their findings for later reference.

**Step 3:** Summarizing the Covenant (5 minutes)

- Each group prepares a summary of their discussion on the main aspects of the covenant.

- Encourage them to include God's promises and Abraham's faith.

**Step 4:** Creating Presentations (5 minutes)

- Instruct groups to use digital devices to create a PowerPoint presentation based on their summary.

- They should include images, key points, and any other creative elements they choose to enhance their work.

**Conclusion (5 minutes)**

- Request each group to present their PowerPoint to the class. Summarize key points and objectives achieved.

- Engage the class in a brief interactive activity, such as a quiz or a discussion on the significance of the covenant today.

- Preview the next session, encouraging learners to think about other biblical covenants and their relevance.

**Extended Activities:**

- Have learners write a personal reflection on what a 'covenant' means to them and how it relates to commitments in their own lives.

- Encourage them to create a visual representation (like a poster) of the covenant and its significance.

- Suggest researching a modern-day covenant or agreement in their community and discuss how it parallels the covenant between God and Abraham.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** The Bible

**Sub Strand:** Abrahamic Covenant

**Specific Learning Outcomes:**

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

1. Identify covenants in modern life.

2. Explain the importance of modern covenants.

3. Prepare posters showing the covenants in modern life and their importance.

4. Acknowledge the significance of covenants in modern life.

**Key Inquiry Questions:**

- What are the covenants in modern life?

- What is the importance of these modern covenants?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital Literacy** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** | **Problem solving skills**  **Group dynamics** |

**Learning Resources:**

- Mentor CRE pg 29-30

- Digital devices (tablets, laptops)

- Poster-making materials (markers, chart paper, etc.)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson's key concepts regarding biblical covenants.

- Prompt discussion to gauge students' prior knowledge about covenants and their relevance today.

- Guide learners in reading selected content from the resources to set a foundation for the lesson.

**Lesson Development (30 minutes)**

**Step 1:** Identifying Modern Covenants (10 minutes)

- In small groups, have students brainstorm and write down various types of covenants they see in modern life (e.g., marriage, contracts, treaties, etc.).

- Encourage students to think broadly and include personal and societal examples.

**Step 2:** Discussing Importance (10 minutes)

- Once the covenants are listed, ask each group to select 2-3 covenants to discuss.

- Groups should explore and prepare to share why these covenants are important for relationships and society. A guiding question: "How do these covenants help us build trust and ensure responsibility?"

**Step 3:** Poster Creation (5 minutes)

- Each group will create a poster that visually represents one selected covenant, including images, keywords, and a brief explanation of its importance.

- Encourage creativity in their posters, emphasizing clarity and informative content.

**Step 4:** Group Presentations (5 minutes)

- Groups will present their posters to the class, explaining the covenant they chose and why it matters today.

- Allow time for peers to ask questions or provide comments after each presentation.

**Conclusion (5 minutes)**

- Recap the key points discussed during the lesson, emphasizing the definition and significance of covenants in modern life.

- Conduct a brief interactive quiz or a "covenant word match" game to reinforce learning.

- Prepare students for the next lesson by introducing the topic of the next covenant in biblical history and posing thought-provoking questions for reflection.

**Extended Activities:**

1. Journaling Assignment: Ask students to write a reflective journal entry on a covenant they are personally affected by and why it is important to them.

2. Research Project: Assign students to research a historical covenant (like the Treaty of Versailles) and its impacts on today's society. They could present their findings during the next class.

3. Guest Speaker: Invite a community leader to speak on the importance of keeping promises and commitments in various contexts, such as work, family, or community service.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 1

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**Strand:** The Bible

**Sub Strand:** Abrahamic Covenant

**Specific Learning Outcomes:**

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

- Identify the characteristics of ungodly covenants.

- Discuss ways to discern and resist ungodly covenants using biblical texts.

- Prepare posters/charts demonstrating how different biblical texts provide guidance on resisting and discerning ungodly covenants.

- Acknowledge the characteristics of ungodly covenants.

**Key Inquiry Questions:**

- How can you resist and discern ungodly covenants?

- What are the characteristics of ungodly covenants?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital Literacy** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** | **Problem solving skills**  **Group dynamics** |

**Learning Resources:**

- Mentor CRE (pages 30-32)

- Good News Bible

- Charts/Posters

**Organisation of Learning**

**Introduction (5 minutes):**

- Start with a brief review of the previous lesson about covenants in the Bible.

- Ask students about what they remember regarding covenants and why they are important in Christianity.

- Guide them in reading key sections from the Mentor CRE and the Good News Bible to ensure everyone understands the main concepts.

**Lesson Development (30 minutes):**

**Step 1:** Understanding Characteristic Traits

- Activity: In pairs, ask students to list and discuss the characteristics of ungodly covenants based on their readings.

- Content: Students should consider aspects such as deceit, manipulation, and lack of faithfulness in ungodly covenants.

**Step 2:** Scripture Reading

- Activity: In small groups, assign each group a biblical text (James 4:7, Matthew 4:8-10, 1 Peter 5:8-9, Matthew 7:15-20). Allow time for each group to read and summarize their passage.

- Content: Encourage them to focus on what these texts say about resisting ungodly covenants.

**Step 3:** Group Discussion and Synthesis

- Activity: Reconvene as a class and have groups present their summaries. Facilitate a discussion about common themes and insights that arise from the texts.

- Content: Encourage students to connect their findings with the characteristics identified earlier.

**Step 4:** Create Visual Aids

- Activity: In groups, learners will create posters or charts that illustrate how specific biblical texts guide discernment and resistance against ungodly covenants.

- Content: Posters should include quotes from scriptures, key characteristics, and practical examples of how to apply these lessons in their lives.

**Conclusion (5 minutes):**

- Briefly summarize the key points discussed during the lesson, emphasizing the importance of understanding ungodly covenants.

- Conduct an interactive quiz or activity to reinforce concepts, such as a “Choose the Right Path” scenario related to covenant decisions.

- Provide a preview of the next lesson, prompting students to consider how they can apply the concepts learned in real-life situations.

**Extended Activities:**

- Journaling Exercise: Ask students to keep a journal for one week reflecting on their daily actions and decisions, analyzing if they could be influenced by ungodly covenants and ways to apply what they've learned.

- Group Presentation: Have students research a biblical figure who faced ungodly covenants in their life and present to the class how they recognized and resisted those influences.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 2

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**Strand:** The Bible

**Sub Strand:** Abrahamic Covenant

**Specific Learning Outcomes:**

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

1. State the importance of God's covenant with Abraham.

2. Explain the importance of circumcision to Abraham and his descendants.

3. Prepare charts showing the importance of God's covenant with Abraham.

4. Apply faith in difficult situations in life.

**Key Inquiry Question:**

- What was the importance of circumcision to Abraham and his descendants?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital Literacy** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** | **Problem solving skills**  **Group dynamics** |

**Learning Resources:**

- Mentor CRE PG 33-35

- Good News Bible

- Charts

**Organisation of Learning**

**Introduction (5 minutes)**

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

- Guide learners to read and discuss the relevant sections from the Mentor CRE and Good News Bible that connect with today’s lesson on God's covenant with Abraham.

**Lesson Development (30 minutes)**

**Step 1:** Group Discussion (10 minutes)

- Divide learners into small groups.

- Instruct each group to discuss the significance of God's covenant with Abraham.

- Encourage them to write down their points on a chart.

**Step 2:** Reading and Summarizing (10 minutes)

- Ask the learners to read Genesis 17:1-14 individually or in pairs.

- After reading, they should summarize the passage, focusing on God’s promise and the command regarding circumcision.

**Step 3:** Explanation of Circumcision (5 minutes)

- Facilitate a class discussion on why circumcision was important to Abraham and his descendants, touching on both cultural and religious aspects.

- Guide learners to connect these ideas with their own values and beliefs.

**Step 4:** Application of Faith (5 minutes)

- Prompt students to share personal experiences where they had to apply their faith in tough situations (e.g., health issues, challenges at school).

- Encourage them to relate these experiences back to the themes discussed in class, especially in light of the Abrahamic Covenant.

**Conclusion (5 minutes)**

- Summarize the key points covered about God's covenant with Abraham and the importance of circumcision.

- Conduct a brief interactive activity, such as a quick “Think-Pair-Share” where learners can share one new thing they learned today.

- Preview the next session, hinting at further explorations of Biblical covenants, and pose a question for them to ponder: “How can God’s promises help us in our everyday lives?”

**Extended Activities**

- Create a Poster: Assign students to create a visual poster that illustrates the covenant with Abraham, including key points and symbols (like circumcision, stars, etc.).

- Personal Reflection Journal: Encourage learners to write a short reflection on a time when they felt their faith guided them through a difficult situation, to share in the next lesson if they are comfortable.

- Role-play: In small groups, students can act out scenarios that depict the importance of faith in challenging times, linking back to biblical principles.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 3

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**Strand:** The Bible

**Sub Strand:** Leadership in Israel: Saul

**Specific Learning Outcomes:**

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

- Define the term "leader."

- Identify the reasons why the Israelites demanded a king from the Bible.

- Discuss the reasons why the Israelites demanded a king, as outlined in the Bible.

- Acknowledge the role of prophets and judges.

**Key Inquiry Questions:**

- Who is a leader?

- What expectations do people have from their leaders?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self efficacy** * **Digital literacy** | * **Integrity** * **Responsibility** | **Positive behavior change**  **Citizenship Education-Integrity** |

**Learning Resources:**

- Good News Bible

- Mentor CRE (pg 36-38)

- Charts

- Posters

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students to share what they learned about leadership in the context of Biblical figures.

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

**Lesson Development (30 minutes)**

**Step 1:** Understanding Leadership (10 minutes)

- In pairs, learners brainstorm the meaning of the term "leader."

- Provide key attributes of a leader (e.g., guidance, decision-making, empathy).

- Discuss as a class and compile a list of defined characteristics on the board.

**Step 2:** The Role of Prophets and Judges (10 minutes)

- Have students outline the roles of prophets and judges in Israel’s history.

- Use charts or posters to visually represent their findings.

- Discuss how these roles impacted Israel’s desire for a king.

**Step 3:** Reading from the Bible (5 minutes)

- Read 1 Samuel 8:1-9 in turns.

- After reading, ask students to reflect on why the Israelites wanted a king.

**Step 4:** Group Discussion (5 minutes)

- Facilitate a discussion in small groups regarding the reasons for demanding a king based on their reading.

- Each group shares their insights, focusing on elements of leadership expectations and societal pressures.

**Conclusion (5 minutes)**

- Summarize the key concepts learned about leadership, the Israelites’ demand for a king, and the roles of prophets and judges.

- Conduct a brief interactive activity, such as a "leader role-play" where students demonstrate qualities of a good leader.

- Prepare learners for the next session by prompting them with upcoming topics or questions to ponder, like "What might have changed for Israel after having a king?"

**Extended Activities:**

- Writing Assignment: Have students write a short essay discussing a modern leader they admire and comparing them to the leaders from the Bible they studied in class.

- Leadership Project: Organize a class project where students interview a community leader and present their findings. They should focus on the qualities that make this person an effective leader.

- Create a Poster: Ask students to create a poster highlighting the qualities of a good leader based on the Bible’s teachings and share it with the class.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 4

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**Strand:** The Bible

**Sub Strand:** Leadership in Israel; Saul

**Specific Learning Outcomes:**

- Identify reasons against kingship in Israel according to Prophet Samuel from the biblical texts.

- Discuss the reasons against kingship in Israel according to Prophet Samuel.

- Use digital devices to search for reasons why Samuel was against kingship in Israel.

- Acknowledge the reasons why Samuel was against kingship in Israel.

**Key Inquiry Question(s):**

- Why was Samuel against kingship in Israel?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self efficacy** * **Digital literacy** | * **Integrity** * **Responsibility** | **Positive behavior change**  **Citizenship Education-Integrity** |

**Learning Resources:**

- Mentor CRE pgs. 38-39

- Good News Bible

- Digital devices

**Organisation of Learning:**

**Introduction (5 minutes)**

- Briefly review the previous lesson on the role of judges in Israel and how it relates to kingship.

- Introduce the topic of kingship, emphasizing Prophet Samuel's opposition to it.

- Ask students to share any prior knowledge about Samuel and his role in Israel.

**Lesson Development (30 minutes)**

**Step 1:** Reading (10 minutes)

- In pairs, students will read 1 Samuel 8:10-20 aloud.

- While reading, they will take note of any phrases or words that indicate Samuel's views on kingship.

**Step 2:** Identification (5 minutes)

- After reading, each pair will identify and list at least three specific reasons mentioned in the text for Samuel's opposition to kingship.

- Encourage students to discuss their findings with each other, ensuring they understand the context of each reason.

**Step 3:** Group Discussion (10 minutes)

- Regroup as a class and facilitate a discussion where pairs share their identified reasons.

- Write these reasons on the board, encouraging students to elaborate on the implications of each point.

**Step 4:** Digital Investigation (5 minutes)

- Students will use tablets or other digital devices to research additional reasons or interpretations regarding Samuel's opposition to kingship.

- Instruct them to record any new insights and prepare to share them with the class.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, revisiting the reasons against kingship in Israel.

- Conduct a quick interactive quiz or discussion, asking students to respond to questions using raised hands or whiteboards to reinforce their understanding.

- Briefly introduce the next session's topic, inviting students to think about how leadership might look differently under a king versus a judge.

**Extended Activities:**

- Creative Project: Students create a visual poster summarizing Samuel's reasons against kingship and present it to the class.

- Debate: Organize a classroom debate where students can argue for or against the notion of kingship in Israel based on Samuel's teachings.

- Reflective Writing: Ask students to write a short reflection on how Samuel's warnings apply to leadership today.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 1

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**Strand:** The Bible

**Sub Strand:** Leadership in Israel: Saul

**Specific Learning Outcomes:**

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

- Identify the failures of King Saul from biblical texts.

- Discuss the failures of King Saul from the biblical texts.

- Prepare charts/posters on the failures of King Saul.

- Acknowledge the failures of King Saul.

**Key Inquiry Questions:**

- What can make a leader be rejected by God?

- What were the failures of King Saul?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self efficacy** * **Digital literacy** | * **Integrity** * **Responsibility** | **Positive behavior change**  **Citizenship Education-Integrity** |

**Learning Resources:**

- Good News Bible

- Mentor CRE (pg. 39-40)

- Digital devices for research

- Charts/Posters for summarization activity

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on leadership in Israel.

- Engage learners in a discussion about what they remember regarding King Saul.

- Introduce the objectives of today’s lesson and the key concepts related to leadership failures.

**Lesson Development (30 minutes):**

**Step 1:** Reading and Understanding (10 minutes)

- Divide learners into pairs or small groups.

- Assign the first part of the scripture reading from 1 Samuel 13:8-14.

- Ask each group to read aloud and discuss the key events that show King Saul’s failures.

**Step 2:** Identify Failures (10 minutes)

- Transition to reading 1 Samuel 15:7-25 and repeat the reading in pairs/groups.

- After reading, guide them to identify specific actions and decisions made by Saul that led to his rejection by God.

- Each group writes down their observations.

**Step 3**: Group Discussion (5 minutes)

- Bring the class back together and facilitate a discussion.

- Ask groups to share their identified failures and encourage other students to add anything they may have missed.

**Step 4:** Creating Charts/Posters (5 minutes)

- In their same groups, learners will take their identified failures and summarize them onto a chart or poster.

- Encourage creativity and ensure that each poster includes key text references and visual elements.

**Conclusion (5 minutes):**

- Summarize the key points about the failures of King Saul and the lessons learned about leadership.

- Conduct a quick interactive activity such as a “Think-Pair-Share” where students reflect on how these failures can inform their understanding of effective leadership today.

- Briefly discuss what will be covered in the next session, perhaps hinting at a focus on David, the next leader.

**Extended Activities:**

- Research Project: Assign students to research another biblical leader and compare their leadership style and failures with those of King Saul.

- Creative Writing: Have students write a reflection or a short story from the perspective of King Saul, contemplating his failures and what he could have done differently.

- Role Play: Organize a role-play where students can act out scenarios based on King Saul’s decisions and discuss alternative choices.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 2

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**Strand:** The Bible

**Sub Strand:** Leadership in Israel: Saul

**Specific Learning Outcomes:**

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

- Outline the consequences of King Saul's failures.

- Discuss the consequences of King Saul's failures.

- Enjoy reciting the poem in the learner's book.

**Key Inquiry Questions:**

- What were the consequences of King Saul's failures?

- What are the consequences of a leader's failures?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self efficacy** * **Digital literacy** | * **Integrity** * **Responsibility** | **Positive behavior change**  **Citizenship Education-Integrity** |

**Learning Resources:**

- Good News Bible

- Mentor CRE pg 40-41

- Poem (provided in learner's book)

- Posters/Flashcards

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the previous session, recalling what was learned about leadership in Israel.

- Ask students to share something they remember about King Saul.

- Introduce today’s theme by discussing the importance of understanding a leader's consequences when they fail.

**Lesson Development (30 minutes)**

**Step 1:** Text Reading

- In pairs, guide learners to read 1 Samuel 15:7-25. Encourage each student to take turns, ensuring everyone participates in reading and comprehension.

**Step 2:** Identifying Consequences

- After reading, ask each pair to identify and write down the consequences of King Saul's actions from the passage. They should think critically about how these actions affected not only Saul but also the people of Israel.

**Step 3:** Group Discussion

- Regroup as a class and facilitate a discussion on the consequences identified. Encourage learners to share their thoughts and insights. Use guiding questions to prompt further discussion, such as: “How do Saul’s failures impact his leadership?” and “What lessons can we learn for our own lives?”

**Step 4:** Creative Presentation

- Assign groups to prepare posters or flashcards displaying the key consequences of Saul’s failures. Each group will present their work to the class, highlighting one main consequence and encouraging discussion.

- After presenting, have the class recite the poem from their learner’s book together to conclude the collaborative work positively.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, reiterating the learned consequences of King Saul’s failures and their relevance to leadership.

- Conduct a brief interactive activity, such as a quick quiz or a think-pair-share, asking students to consider how they would lead differently if they were in Saul’s position.

- Preview the next session, hinting at the discussion about leadership traits and other biblical figures, and encourage learners to think about what makes a good leader.

**Extended Activities:**

- Research Project: Assign students to select another biblical leader and create a presentation on their successes and failures.

- Creative Writing: Ask students to write a brief narrative from the perspective of a character witnessing Saul's failures, exploring how that affected them personally.

- Role-Playing: In groups, have students role-play different scenes involving King Saul, highlighting decisions he made and the resulting consequences.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 3

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**Strand:** The Bible

**Sub Strand:** Leadership in Israel: Saul

**Specific Learning Outcomes:**

- Outline the lessons learned from the failures of King Saul.

- Discuss the lessons learned from the failures of King Saul.

- Prepare a journal on how to exercise leadership at home, school, and in the community.

- Desire to be a God-fearing leader at home, school, and in the community.

**Key Inquiry Question(s):**

- What lessons do we learn from the failures of King Saul?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self efficacy** * **Digital literacy** | * **Integrity** * **Responsibility** | **Positive behavior change**  **Citizenship Education-Integrity** |

**Learning Resources:**

- Mentor CRE pg 41-42.

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson on the introduction of leadership in the Bible.

- Guide learners to read and discuss the relevant content on King Saul from the learning resources. Encourage them to highlight key concepts such as pride, disobedience, and accountability.

**Lesson Development (30 minutes)**

**Step 1:** Outline Lessons Learned (10 minutes)

- In small groups, students will create a list of the main failures of King Saul. Each group should identify at least three failures and the lessons they reflect.

- They will be given guiding questions:

- What did Saul do that was wrong?

- How did those actions affect his leadership?

**Step 2:** Group Discussion (10 minutes)

- Groups will share their outlined lessons with the class.

- Facilitate a class discussion, asking students to elaborate on how these failures can inform their understanding of effective leadership.

**Step 3:** Personal Journal Preparation (5 minutes)

- Individually, students will reflect on their role as leaders in their own lives. They will begin drafting journal entries that include:

- A specific example of leadership they’ve demonstrated at home, school, or in the community.

- What they learned from studying Saul’s failures and how they plan to apply those lessons.

**Step 4:** Class Presentation (5 minutes)

- Selected students or groups will present key points from their discussions and journal entries to the class, reinforcing their learnings.

**Conclusion (5 minutes)**

- Summarize the key points discussed: the failures of King Saul, the corresponding lessons, and how they can apply these lessons in their lives.

- Conduct a brief interactive activity, such as a role-play scenario, to demonstrate positive leadership qualities vs. negative leadership choices.

- Tease the next session by proposing that students think about another leader from the Bible and consider what they can learn from their leadership style.

**Extended Activities**

- Reflection Assignment: Students can write a one-page reflection on how they can improve their leadership qualities based on Saul’s story.

- Leadership Project: Encourage students to develop a leadership project at school or in the community, applying lessons learned to make a positive impact.

- Creative Expression: Students can create a visual representation (like a poster or a digital presentation) that summarizes the lessons from King Saul and share it with the class.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 4

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**Strand:** The Bible

**Sub Strand:** Leadership in Israel: Saul

**Specific Learning Outcomes:**

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

1. Complete a word puzzle by answering the questions.

2. Answer the questions on the sub-strand: Leadership in Israel; Saul.

**Key Inquiry Question(s):**

- What qualities made Saul an effective or ineffective leader in ancient Israel?

- How did Saul's leadership style impact the nation of Israel?

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| **Core competencies** | **Values** | **PCIs** |
| * **Self efficacy** * **Digital literacy** | * **Integrity** * **Responsibility** | **Positive behavior change**  **Citizenship Education-Integrity** |

**Learning Resources:**

- Mentor CRE pg 43

- Word puzzle

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson on leadership in Israel, focusing on the key characteristics of leaders discussed.

- Guide learners to read excerpts from Mentor CRE, emphasizing the key concepts about Saul's approach to leadership, his successes, and his failures.

**Lesson Development (30 minutes)**

**Step 1:** Group Discussion (10 minutes)

- Divide the class into small groups and assign them specific questions related to Saul’s life and leadership, encouraging students to discuss what they learned from the readings.

- Questions to discuss:

- What were Saul's main accomplishments as a leader?

- What failures did he experience, and what factors contributed to them?

**Step 2:** Individual Reflection (5 minutes)

- Have learners take a few minutes to write down their thoughts about Saul’s leadership and its relevance to their own experiences or current events.

**Step 3:** Word Puzzle Activity (10 minutes)

- Distribute the word puzzle based on their previous discussions and the content covered from the text.

- Encourage students to work individually but allow them to share ideas if they get stuck, promoting collaboration.

**Step 4:** Sharing and Review (5 minutes)

- Invite selected students to share their answers to the word puzzle and the discussions from their groups.

- Facilitate a class discussion, verifying answers and clarifying any misunderstandings, highlighting key points about leadership from Saul's story.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson regarding Saul’s approach to leadership.

- Highlight how these points relate to effective leadership in any context.

- Conduct a quick interactive quiz or game reinforcing the main concepts about Saul to actively engage learners.

- Prepare students for the next lesson by discussing preview topics, such as comparing Saul's leadership to that of David.

**Extended Activities:**

- Encourage students to write a short essay or create a presentation on a modern leader who shares some qualities or challenges that Saul faced.

- Suggest they create a visual poster that compares Saul's leadership style with that of another Biblical leader, such as David or Moses, highlighting the lessons learned.

- Organize a debate on the topic: “Was Saul a good leader?” to foster critical thinking and public speaking skills.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 1

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**Strand:** Miracles of Jesus Christ

**Sub-Strand:** Healing of Blind Bartimaeus

**Specific Learning Outcomes:**

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

- Define the term "Miracle."

- List some of the sicknesses that face human beings today.

- Discuss the challenges that face human beings today.

- Prepare charts/posters showing the challenges facing humans today.

- Desire to involve God when faced with sicknesses and challenges.

**Key Inquiry Questions:**

- How do people involve God when they face different sicknesses or challenges?

- What challenges and sicknesses do people face today?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Self efficacy** | * **Responsibility** * **Love** | **Health promotion issues – Non communicable diseases** |

**Learning Resources:**

- Mentor CRE (pg 44-45)

- Posters

- Charts

**Organization of Learning:**

**Introduction (5 minutes)**

- Review Previous Lesson: Begin by asking students what they remember about the last lesson on miracles.

- Discussion: Have students read and discuss the relevant content from their resources, focusing on what defines a miracle.

**Lesson Development (30 minutes)**

**Step 1:** Understanding "Miracle" (10 minutes)

- Activity: In pairs, learners will brainstorm the meaning of the term "miracle." They can write this down or share their ideas aloud.

- Discussion: Gather responses and compile a definition on the board. Clarify key points.

**Step 2:** Listing Sicknesses (5 minutes)

- Activity: As a class, create a list of sicknesses that affect humans today. Prompt students to think about common ailments, mental health issues, and other challenges.

- Write it Down: Document these on the board for everyone to see.

**Step 3:** Identifying Challenges (10 minutes)

- Group Activity: Split students into small groups. Each group will discuss and identify various life challenges (e.g., financial issues, social pressures, health concerns).

- Class Presentation: Each group presents their findings while the rest of the class takes notes.

**Step 4:** Creating Charts/Posters (5 minutes)

- Activity: Assign each group to prepare a chart or poster illustrating one of the challenges discussed. Encourage creativity and clarity in how they present their information.

**Conclusion (5 minutes)**

- Summarize Key Points: Recap the definitions and topics discussed, emphasizing the importance of miracles and reliance on God.

- Interactive Activity: As a brief closing, ask students to think of a time they involved God in a challenge. Invite a few students to share their experiences.

- Preview Next Session: Provide a glimpse of the next topic, which will explore deeper into healing and faith.

**Extended Activities:**

- Journaling: Have students keep a journal for a week where they note any challenges they face and how they could involve God in those situations.

- Research Project: Assign students to research a miracle in the Bible and present its relevance to contemporary challenges.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** Miracles of Jesus Christ

**Sub Strand:** Healing of Bartimaeus

**Specific Learning Outcomes:**

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

1. Read Mark 10:46-52.

2. Describe the healing of Bartimaeus.

3. Appreciate the healing power of God in our day-to-day life.

**Key Inquiry Question(s):**

- What challenges was Bartimaeus facing?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Self efficacy** | * **Responsibility** * **Love** | **Health promotion issues – Non communicable diseases** |

**Learning Resources:**

- Mentor CRE pg 46.

- Good News Bible.

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson focusing on the significance of Jesus’ miracles.

- Guide students to read and discuss Mark 10:46-52 from the Good News Bible, emphasizing the importance of understanding Bartimaeus' story and the context of his healing.

**Lesson Development (30 minutes)**

**Step 1:** Reading and Discussion (10 minutes)

- In pairs, students will take turns reading Mark 10:46-52 aloud.

- After reading, facilitate a class discussion. Ask guiding questions like:

- "What do you think Bartimaeus felt when he was told to be quiet?"

- "Why do you think he called out to Jesus?"

**Step 2:** Narrative Writing (10 minutes)

- Students will summarize the healing of Bartimaeus in their own words in their notebooks.

- Encourage them to focus on the sequence of events and the emotions involved. They can include phrases like, “Bartimaeus was desperate because...” and “When Jesus called him, he…”.

**Step 3:** Role-Playing Activity (5 minutes)

- In small groups, students will role-play the scene where Bartimaeus is healed. Assign roles such as Bartimaeus, Jesus, a crowd member, and a narrator to bring the story to life.

- Allow time for each group to present their role-play to the class.

**Step 4:** Reflection and Connection (5 minutes)

- Students will individually write a short reflection on how the story of Bartimaeus relates to their own lives. Prompt them with questions like:

- "Have you faced a challenge where you needed help?"

- "How did faith or prayer play a part in overcoming that challenge?"

- Share responses in pairs for peer-to-peer learning.

**Conclusion (5 minutes)**

- Recap the key points of Bartimaeus' healing, ensuring that students understand the moral and spiritual lessons from the story.

- Conduct a brief interactive activity by asking students to share one new insight they gained from the lesson.

- Preview the next session, hinting at exploring more miracles of Jesus and how they can inspire us today.

**Extended Activities:**

- Creative Project: Ask students to create a comic strip or storyboard illustrating the healing of Bartimaeus. This activity reinforces narrative skills and helps visualize the story.

- Research Assignment: Encourage students to research another miracle of Jesus and present how it demonstrates the healing power of God. They can focus on how faith plays a role in healing, related to their own experiences of healing in daily life.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 3

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**Strand:** Miracles of Jesus Christ

**Sub Strand:** Healing of Blind Bartimaeus

**Specific Learning Outcomes:**

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

- Outline the lessons learned from the healing of Blind Bartimaeus.

- Discuss the lessons learned from the healing of Blind Bartimaeus.

- Search the internet for the lessons learned from the healing of Blind Bartimaeus.

- Acknowledge the lessons learned from the healing of Blind Bartimaeus.

**Key Inquiry Question:**

- What lessons do we learn from the healing of Blind Bartimaeus?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Self efficacy** | * **Responsibility** * **Love** | **Health promotion issues – Non communicable diseases** |

**Learning Resources:**

- Mentor CRE (PG 47-48)

- Digital devices (computers/tablets)

- Charts and markers

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson, discussing any related concepts or stories.

- Guide learners to read and discuss the relevant content from the Mentor CRE resource, emphasizing understanding the healing narrative and its significance.

**Lesson Development (30 minutes)**

**Step 1:** Group Formation (5 minutes)

- Divide the class into small groups (3-4 students per group).

- Assign each group the task of identifying lessons from the healing of Blind Bartimaeus based on their prior knowledge and the Mentor CRE text.

**Step 2:** Discussion and Identification (10 minutes)

- Within their groups, students discuss the lessons they found. Encourage each group to focus on aspects like faith, persistence, and the importance of seeking help.

**Step 3:** Research (10 minutes)

- Involve the use of digital devices for each group to search online for additional lessons from the healing of Blind Bartimaeus.

- Instruct learners to note interesting insights or lessons that they find helpful during their search.

**Step 4:** Chart Creation and Presentation (5 minutes)

- Groups will synthesize their findings and write key lessons on chart paper.

- Each group will display their chart in the classroom for a brief gallery walk, allowing other students to view and interact with their findings.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, reinforcing the lessons learned from Blind Bartimaeus' story.

- Conduct a brief interactive activity such as a “think-pair-share” where students share one lesson they found particularly impactful.

- Prepare learners for the next session by giving them a sneak peek of upcoming topics, perhaps introducing another miracle of Jesus.

**Extended Activities**

- Reflection Journal: Have students write a short reflection in their journals about how the lessons from Blind Bartimaeus can apply to their own lives.

- Role Play: Students can create a short skit reenacting the scene of Blind Bartimaeus’ encounter with Jesus, highlighting the lessons learned through dialogue.

- Creative Arts Project: Encourage students to create visual art (drawing or collage) that represents what they have learned from the story and how it resonates with their life experiences.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 4

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**Strand:** Miracles of Jesus Christ

**Sub Strand:** Calming the Storm

**Specific Learning Outcomes:**

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

- Read Mark 4:35-41 from the Bible.

- Describe the calming of the storm.

- Search and watch a video clip on the miracle of calming the storm.

- Appreciate the miracle of the calming of the storm.

**Key Inquiry Question(s):**

- How can faith in God help you overcome problems you are facing in life?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and imagination** * **Self efficacy** | * **Responsibility** * **Unity** | **Problem solving skills**  **Self awareness** |

**Learning Resources:**

- Good News Bible

- Mentor CRE pg 50-51

- Digital devices (tablets, computers)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson briefly, connecting it to today’s topic of miracles.

- Guide learners in a quick discussion of their prior knowledge about miracles, particularly focusing on the role of faith.

**Lesson Development (30 minutes)**

**Step 1:** Read the Scripture (10 minutes)

- In groups, students will read Mark 4:35-41 together.

- After reading, each group should discuss what they understood from the passage, focusing on Jesus’ actions during the storm.

**Step 2:** Narrate and Discuss (10 minutes)

- Groups take turns narrating the miracle of the calming of the storm in their own words.

- Facilitate a discussion about the significance of this miracle. Focus on questions like: What did the disciples feel? How did they respond to the storm?

**Step 3:** Summarize in Writing (5 minutes)

- Each student writes a short summary of the miracle based on their understanding from the reading and discussion.

- Encourage them to reflect on how they personally relate to the miracle.

**Step 4:** Watch a Video Clip (5 minutes)

- Search for and watch a brief video clip about the calming of the storm.

- After the video, encourage students to share any new insights they gained and how the visual representation impacted their understanding of faith in challenging situations.

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson: the story of the calming of the storm and its significance.

- Conduct a brief interactive activity, such as a think-pair-share, where students discuss how faith can help them in their own turbulent times.

- Preview the next session by asking students to consider other miracles of Jesus and how they can relate to their own experiences.

**Extended Activities:**

- Write a reflective journal entry about a time when you faced a difficult situation and how faith (in God, friends, or self) helped you through it.

- Create a visual poster or digital presentation about one miracle of Jesus, focusing on its significance and the lesson learned.

- Organize a classroom debate on the question: "Do miracles still happen today?" using examples from personal experiences or observed events.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 1

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**Strand:** Miracles of Jesus Christ

**Sub Strand:** Calming of the Storm

**Specific Learning Outcomes:**

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

1. Outline the lessons learnt from the miracle of calming the storm.

2. Discuss the lessons learnt from this miracle.

3. Prepare a PowerPoint presentation on the lessons learnt.

4. Acknowledge the relevance of these lessons in their lives.

**Key Inquiry Question:**

- What lessons do we learn from the miracle of calming the storm?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and imagination** * **Self efficacy** | * **Responsibility** * **Unity** | **Problem solving skills**  **Self awareness** |

**Learning Resources:**

- Mentor CRE pg 52

- Digital devices for internet research

- Good News Bible

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson about miracles and their significance.

- Encourage learners to reflect on prior knowledge regarding Jesus’ miracles.

- Introduce the topic for today: The calming of the storm, focusing on its purpose and the lessons we can learn.

**Lesson Development (30 minutes)**

**Step 1:** Reading and Understanding (10 minutes)

- In pairs, learners read the relevant scripture passage (Good News Bible, Mark 4:35-41) that narrates the story of Jesus calming the storm.

- Discuss the immediate reactions of the disciples during the storm and after the miracle.

**Step 2:** Group Discussion (10 minutes)

- Divide the class into small groups. Each group discusses what they believe are the key lessons from the miracle.

- Questions to guide the discussion:

- What does this miracle teach us about faith?

- How can we apply these lessons in our daily lives?

- In what ways does this miracle reflect God’s power and presence in times of trouble?

**Step 3:** Research and Expansion (5 minutes)

- Using digital devices, groups search online for additional lessons that have been derived from this miracle.

- Each group takes notes on at least two new lessons they find and considers how they came to those conclusions.

**Step 4:** Presentation Preparation (5 minutes)

- Groups prepare a brief PowerPoint presentation outlining the lessons they discussed and researched.

- Encourage creativity: they can include images or quotes to support their findings.

**Conclusion (5 minutes)**

- Summarize the key points discussed in groups, highlighting the diverse lessons learnt from the miracle.

- Conduct a brief interactive activity, such as a “think-pair-share,” where students pair up to share one lesson they found particularly meaningful.

- Preview the next session by introducing the next miracle to be discussed (e.g., Healing of the Blind Man) and ask learners to think about what they expect to learn from it.

**Extended Activities:**

1. Art Project: Create a visual art piece representing the calming of the storm, using any art materials available. This could be a drawing, painting, or collage that captures the essence of faith in adversity.

2. Reflection Journal: Write a short reflection on a personal experience where they felt anxious or fearful and how they overcame it, relating it back to the lessons from the miracle.

3. Peer Teaching: Prepare to explain one of the lessons learnt from today’s session in the next class to younger students or peers, reinforcing their understanding and teaching skills.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 2

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**Strand:** Miracles of Jesus Christ

**Sub Strand:** Calming of the Storm

**Specific Learning Outcomes:**

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

- Identify challenging situations that affect young people today.

- Discuss the challenges faced by young people in their day-to-day life.

- Role play a challenging situation in class.

- Enjoy role-playing a challenging situation in life.

**Key Inquiry Questions:**

- What challenges do young people face today?

- How can one overcome challenging situations in life?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and imagination** * **Self efficacy** | * **Responsibility** * **Unity** | **Problem solving skills**  **Self awareness** |

**Learning Resources:**

- Mentor CRE pg 52-53

- Relevant Stories

**Organisation of Learning**

**Introduction (5 minutes)**

1. Review the previous lesson briefly, focusing on the concept of miracles in the life of Jesus.

2. Guide learners to read and discuss relevant content from the learning resources (Mentor CRE pg 52-53), emphasizing key challenges young people face today (stress from school, peer pressure, family issues).

**Lesson Development (30 minutes)**

**Step 1:** Reading and Discussion (10 minutes)

- In groups, learners will read the story of the Calming of the Storm from the learning resource.

- Discuss key points from the story, identifying any parallels with challenges young people face today.

**Step 2:** Identifying Challenges (5 minutes)

- Each group will list at least three challenges that young people encounter daily. Examples may include anxiety, relationship issues, or academic pressure.

- Facilitate a class discussion about how these challenges affect their lives.

**Step 3:** Overcoming Challenges (10 minutes)

- Groups will discuss strategies for overcoming the identified challenges. They should think about personal experiences or biblical teachings they may apply.

- Allow each group to share one strategy with the class for reinforcing learning.

**Step 4:** Role Play Activity (5 minutes)

- Students will select one challenging situation discussed (e.g., dealing with peer pressure, managing stress) and role-play it in front of the class.

- Encourage them to act out how they would respond to the situation and apply the strategies discussed.

**Conclusion (5 minutes)**

- Summarize key points discussed in the lesson, including the challenges faced by youth and effective strategies to confront them.

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

- Prepare learners for the next session by introducing the next topic or asking them to consider how faith can support them in facing their daily challenges.

**Extended Activities**

- Journal Reflection: Have students write a personal journal entry about a challenge they faced and how they overcame it, relating it to the themes discussed in class.

- Research Project: Assign students to research a modern-day figure (in the fields of psychology, athletics, or community service) who exemplifies overcoming life's challenges and present their findings in class.

- Class Discussion: Plan for a future class discussion on how faith can guide actions when facing challenges, drawing connections between personal experiences and biblical teachings.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 3

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**Strand:** Miracles of Jesus Christ

**Sub Strand:** Calming of the Storm

**Specific Learning Outcomes:**

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

1. Outline how one can apply the lessons learned from the calming of the storm in daily life.

2. Explain how one can apply these lessons in different situations.

3. Prepare a journal entry on how they depend on God in their daily lives.

4. Cultivate a desire to depend on God when facing difficulties.

**Key Inquiry Question:**

- How can you apply the lessons learnt to overcome challenges in your day-to-day life?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and imagination** * **Self efficacy** | * **Responsibility** * **Unity** | **Problem solving skills**  **Self awareness** |

**Learning Resources:**

- Mentor CRE pg 53-55

- Relevant song from the learner's book

- Digital devices for online research

**Organisation of Learning:**

**Introduction (5 minutes)**

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

- Engage students in a discussion about what they know concerning the calming of the storm, prompting them to think about the broader implications.

**Lesson Development (30 minutes)**

**Step 1:** Group Discussion (10 minutes)

- Divide the class into small groups.

- Each group will read the relevant section on the calming of the storm from Mentor CRE (pg 53-55).

- Encourage students to discuss the story and identify key lessons that can be applied in daily life, focusing on faith, trust, and resilience during difficult times.

**Step 2:** Whole Class Sharing (5 minutes)

- Ask each group to share a summary of their discussions.

- Highlight the common themes and allow for questions to clarify any points made.

**Step 3:** Song Activity (10 minutes)

- Instruct students to sing the provided song from their learner’s book that relates to trusting God.

- Discuss the message of the song and how it connects to the calming of the storm and one’s personal faith.

**Step 4:** Journal Preparation (5 minutes)

- Guide students to begin writing a journal entry, focusing on how they depend on God in their daily lives.

- Provide prompts such as "Describe a time you felt God helped you through a challenge" or "How can faith help you face difficulties?"

**Conclusion (5 minutes)**

- Summarize the key points discussed, reinforcing how the lessons from the calming of the storm can help overcome personal challenges.

- Conduct a brief interactive activity, such as a quick feedback round where learners share one insight from their journal preparation.

- Preview the next session by posing questions for reflection, such as "What are other miracles of Jesus that demonstrate His power in our lives?"

**Extended Activities:**

1. Miracle Reflection: Have students choose another miracle from the Bible and write a short report on its significance and what lessons can be applied to everyday life.

2. Creative Arts Project: Invite students to create an artwork or poster depicting the calming of the storm and include a personal statement on how they can rely on God in tough times.

3. Role-Playing: Organize a role-playing activity where students can act out a scenario where they face a challenge, followed by a discussion on faith-based responses.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 4

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**Strand:** Miracles of Jesus Christ

**Sub Strand:** Calming of the Storm

**Specific Learning Outcomes:**

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

- Answer questions on the sub-strand: Calming of the Storm.

**Key Inquiry Question(s):**

- What does the miracle of Jesus calming the storm teach us about faith and trust?

- How can we apply the lessons of this miracle in our lives today?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and imagination** * **Self efficacy** | * **Responsibility** * **Unity** | **Problem solving skills**  **Self awareness** |

**Learning Resources:**

- Mentor CRE pg 55.

- Assessment book.

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson on miracles of Jesus, focusing on their significance and the lessons they impart.

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

**Lesson Development (30 minutes)**

**Step 1:** Reading Activity (10 minutes)

- Individually read the story of the calming of the storm from the Mentor CRE.

- Highlight important phrases that stand out and relate to the themes of fear, faith, and Jesus' authority.

**Step 2:** Pair Discussion (10 minutes)

- In pairs, discuss:

- What were the reactions of the disciples during the storm?

- How did Jesus respond to their fear?

- What does this tell us about his character?

- Each pair will share their insights with the class.

**Step 3:** Question Answer Session (5 minutes)

- Based on the reading and discussions, learners will answer guided questions drawn from the assessment book related to the sub-strand.

- Examples include:

- Why were the disciples afraid?

- What can we learn about handling fear from this story?

**Step 4:** Group Reflection (5 minutes)

- As a class, reflect on the moral and spiritual lessons derived from the story.

- Discuss how learners can apply these lessons in their own lives, particularly in situations where they may feel fearful or anxious.

**Conclusion (5 minutes)**

- Summarize key points discussed in the lesson.

- Reinforce the lesson objectives, ensuring that learners understand what was covered.

- Conduct a brief interactive activity, such as sharing personal stories related to overcoming fear, to engage learners further.

- Preview the next lesson topic: “The significance of faith through Jesus’ miracles.”

**Extended Activities**

- Creative Project: Have learners create a comic strip illustrating the story of Jesus calming the storm, focusing on the emotions of the disciples and the power of Jesus.

- Reflection Journal: Ask learners to write a reflection about a time they faced a challenge and how they overcame it, relating it back to the themes discussed in the lesson.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 1

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**Strand:** Miracles of Jesus Christ

**Sub Strand:** Healing of the Paralytic

**Specific Learning Outcomes:**

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

- Read Luke 5:17-26 from the Bible.

- Describe the healing of the paralytic man.

- Search and watch a video clip on the healing of the paralytic man.

- Enjoy watching the clip on healing of the paralytic man.

**Key Inquiry Question(s):**

- How did the healing of the paralytic man happen?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** * **Self efficacy** | * **Respect** * **Unity** | **Effective communication**  **Self awareness** |

**Learning Resources:**

- Mentor CRE pg 56-57.

- Good News Bible.

- Digital devices.

**Organization of Learning**

**Introduction (5 minutes)**

- Review the previous lesson to activate prior knowledge.

- Briefly discuss what learners know about miracles, introducing the healing of the paralytic man as today's focus.

**Lesson Development (30 minutes)**

**Step 1:** Reading Scripture (10 minutes)

- Divide the students into pairs. Each pair takes turns reading Luke 5:17-26. Encourage them to listen actively to one another.

**Step 2:** Group Discussion (10 minutes)

- In their pairs, learners discuss the story. Provide guiding questions such as:

- Who were the key characters in the story?

- What obstacles did the friends face in bringing the paralytic man to Jesus?

- Ask pairs to narrate the healing story to the class, summarizing the key events.

**Step 3:** Summarization (5 minutes)

- Each pair writes a succinct summary of the healing of the paralytic man in their notebooks, focusing on the main ideas and sequence of events.

**Step 4:** Video Exploration (5 minutes)

- Use digital devices to access a video clip that depicts the healing of the paralytic man. After watching, prompt a discussion:

- How did the video represent what they read in the Bible?

- What emotions did they feel while watching?

**Conclusion (5 minutes)**

- Recap the main points: the story of the paralytic, the role of his friends, and the significance of faith.

- Conduct an interactive activity where students can either draw a scene from the story or create a short skit to reenact it.

- Introduce the next topics they will explore, like the significance of faith in miracles.

**Extended Activities:**

- Creative Reflection: Learners can create a modern-day retelling of the story where a character faces a different challenge that requires faith or help from friends.

- Research Task: Assign students to research other miracles of Jesus and present them in a future class.

- Art Integration: Students could illustrate a scene from the story and explain its significance to the class.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 2

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**Strand:** Miracles of Jesus Christ

**Sub Strand:** Healing of the Paralytic

**Specific Learning Outcomes:**

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

1. Outline the lessons learned from the healing of the paralytic man.

2. Discuss in depth the lessons learned from the healing of the paralytic man.

3. Appreciate the importance of these lessons in today’s context.

**Key Inquiry Question(s):**

- What lessons do we learn from the healing of the paralytic man?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** * **Self efficacy** | * **Respect** * **Unity** | **Effective communication**  **Self awareness** |

**Learning Resources:**

- Mentor CRE pg 58

- Good News Bible

- Digital devices (for research)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students to recall what they learned about Jesus' miracles.

- Guide learners to read the relevant content from the Good News Bible about the healing of the paralytic man (Mark 2:1-12) and discuss key terms related to this miracle.

**Lesson Development (30 minutes)**

**Step 1:** Outline the Lessons Learned (10 minutes)

- In pairs, students will outline at least 3 key lessons from the healing of the paralytic man as presented in the Bible. They will note down their observations and share them with the class.

Key Questions:

- What actions did Jesus take before healing the man?

- What were the attitudes of the people around the paralytic man?

**Step 2:** Group Discussion (10 minutes)

- Form small groups (4-5 students) to discuss the outlined lessons. Each group will identify the significance of these lessons in relation to faith, friendship, and community support.

Key Questions:

- How did the faith of the paralytic man’s friends contribute to the miracle?

- What does this story teach us about helping others in need?

**Step 3:** Internet Research (5 minutes)

- Students will use digital devices to search for additional lessons or interpretations of the healing of the paralytic man from reputable sources.

Follow-Up Questions:

- What else can we learn about compassion from this miracle?

- Are there modern-day examples that reflect these lessons?

**Step 4:** Class Reflection (5 minutes)

- Each group will present one lesson they discussed and include their findings from the internet research.

- Encourage a class-wide discussion on these presentations and explore different perspectives on the story.

**Conclusion (5 minutes)**

- Summarize the key points learned today: the importance of faith, support from others, and the compassion of Jesus.

- Conduct a brief interactive activity: Have students create a “miracle poster” that highlights one lesson learned, which they can decorate and present in the next session.

- Preview the upcoming topic related to another miracle, prompting questions such as: "How do we see miracles in our own lives today?"

**Extended Activities:**

1. Personal Reflection Journal: Encourage students to write a short reflection on a time they experienced or witnessed an act of kindness or support.

2. Community Service Project: Organize a group service activity where students can help those in need, embodying the lessons learned from the paralytic man’s story.

3. Creative Arts Project: Students can create a skit, poem, or artwork based on the healing of the paralytic man, highlighting the messages they learned.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 3

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**Strand:** Miracles of Jesus Christ

**Sub Strand:** Healing of the Paralytic

**Specific Learning Outcomes**

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

1. Define the term blasphemy.

2. Examine the Pharisees' opposition to the healing of the paralytic man.

3. Appreciate God's power over sickness and diseases.

**Key Inquiry Questions**

- What is blasphemy?

- Why did the Pharisees accuse Jesus of blasphemy?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** * **Self efficacy** | * **Respect** * **Unity** | **Effective communication**  **Self awareness** |

**Learning Resources**

- Mentor CRE textbook, page 59.

- Good News Bible.

- Dictionary.

- Digital devices for research (optional).

**Organisation of Learning**

**Introduction (5 minutes)**

1. Review: Begin with a quick recap of the previous lesson to activate prior knowledge.

2. Discussion: Guide the students to read relevant content from the Mentor CRE, focusing on the introduction of blasphemy and the context of the healing story. Encourage students to discuss what they already know about Jesus’ miracles.

**Lesson Development (30 minutes)**

**Step 1:** Define Blasphemy

- In pairs, learners will search for the definition of "blasphemy" in the dictionary.

- Discuss different interpretations and how this term applies specifically to the context of Jesus.

**Step 2:** Read the Story

- As a class or in groups, read the story of the healing of the paralytic man from the Good News Bible.

- Encourage students to highlight or note down any phrases or sections that illustrate Jesus’ actions and the reactions of the Pharisees.

**Step 3:** Pharisees’ Opposition

- In small groups, learners will discuss and list reasons why the Pharisees accused Jesus of blasphemy based on their reading.

- Each group will share their findings with the class to create a collective understanding.

**Step 4:** Personal Reflection Journal

- Ask students to write a personal reflection in their journals about a time when they felt God answered their prayers.

- This can include any thoughts on how faith impacts healing and support during difficult times.

**Conclusion (5 minutes)**

1. Summary: Review the key points discussed in the lesson such as the definition of blasphemy, the story of the healing, and the perspective of the Pharisees.

2. Interactive Activity: Conduct a quick "Think-Pair-Share" where students discuss one thing they've learned about God's power over sickness and how it relates to their lives.

3. Preview: Briefly introduce the next lesson, perhaps hinting at the next miracle or topic, to pique interest.

**Extended Activities**

- Research Project: Students could research other miracles performed by Jesus and present their findings in a creative format (poster, slideshow, etc.) to the class.

- Role Play: In groups, students could create a short skit that reenacts the scene of Jesus healing the paralytic man, including the reactions of the Pharisees, to better understand the dynamics at play.

- Discussion Group: Establish a small group discussion where students can share personal stories of faith and healing, enhancing their understanding of God's role in their lives.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 8 | CRE |  |  |  |

**Strand:** Miracles of Jesus Christ

**Sub Strand:** Healing of the Paralytic

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to answer questions on the sub-strand: Healing of the paralytic man.

**Key Inquiry Questions:**

- What does the healing of the paralytic man teach us about faith?

- How did the community respond to the miracle performed by Jesus?

- What can we learn from the faith of the paralytic man's friends?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** * **Self efficacy** | * **Respect** * **Unity** | **Effective communication**  **Self awareness** |

**Learning Resources:**

- Mentor CRE, pg. 61

**Organisation of Learning**

**Introduction (5 Minutes)**

- Review the previous lesson focusing on the importance of miracles in Christianity.

- Guide learners to read and discuss the section on the healing of the paralytic man from Mentor CRE. Encourage students to pinpoint key concepts regarding faith and community action.

**Lesson Development (30 Minutes)**

**Step 1:** Understanding the Miracle (10 minutes)

- Facilitate a discussion on the story of the paralytic man. Ask learners to recall details about the event.

- Highlight the significance of the miracle and how it demonstrates Jesus' compassion and power.

**Step 2:** Analyzing Faith (10 minutes)

- In pairs, have students identify and discuss the different aspects of faith demonstrated by the paralytic man, his friends, and the crowd.

- Prompt questions for discussion: What kind of faith did the friends exhibit? What does this say about the importance of community support?

**Step 3:** Community Response (5 minutes)

- Bring the class together and discuss how the community reacted to the healing.

- What does this tell us about social attitudes towards faith and miracles during that time?

**Step 4:** Individual Reflection (5 minutes)

- Ask each student to write a short reflection on what they would do if they were in the place of the paralytic man or his friends.

- Encourage them to consider what it means to have faith and support from others.

**Conclusion (5 Minutes)**

- Summarize the key points discussed regarding the miracle of the paralytic man.

- Conduct a brief interactive activity, such as a "Think-Pair-Share" where students can share their reflections with a partner.

- Preview the next session by asking students to think about the theme of faith in their own lives.

**Extended Activities**

- Creative Project: Students can create a visual representation (such as a poster or a comic strip) that illustrates the story of the paralytic man and the role of faith in the miracle.

- Research Assignment: Students can choose another miracle performed by Jesus and prepare a short presentation, focusing on the themes of faith, healing, and community support.

- Role Play: Organize a role play where students can act out the scene of the healing. They can take on the roles of the paralytic man, his friends, Jesus, and the crowd to deepen their understanding of the story.

**Teacher Self-Evaluation:**