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**WEEK 1: LESSON 1**

**Strand:** Creation

**Sub Strand:** God the Creator

**Specific Learning Outcomes:**

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

1.Identify things created by God in the environment.

2.Observe things created by God in the environment.

3. Appreciate things created by God in the environment.

**Key Inquiry Questions:**

- What things has God created in our environment?

- How can we observe and appreciate these creations?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, page 1-2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson briefly. Ask students what they remember about God as the creator.

- Read and discuss relevant content from the learning resources, focusing on the understanding of God’s creations in nature.

**Lesson Development (20 minutes):**

**Step 1:** Naming God’s Creations

- Engage learners in a discussion by asking them to name things they see in their environment that God has created (e.g., trees, flowers, animals).

- Write their responses on the board.

**Step 2:** Observing the Environment

- Take the learners outside (if feasible) or look out of a window.

- Ask them to observe and describe the things they see that were created by God. Prompt them with questions like, "What colors do you see?" or "What sounds can you hear?"

**Step 3:** Group Activity - Creation Collage

- Provide learners with magazines, scissors, and glue.

- In small groups, have them cut out images of things created by God and create a collage.

- Encourage creativity and teamwork as they put their collages together, labeling the items.

**Step 4:** Presentation

- Allow each group to present their collage to the class.

- Guide them to explain why they appreciate these creations and what they learned about God as the creator.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, emphasizing how God has created so much in our world.

- Conduct an interactive closing activity, such as a “thank you” chant, where learners express gratitude for different creations.

- Preview the next session, enticing learners to think about why God’s creations are important.

**Extended Activities:**

- Nature Walk: Plan a short nature walk where students can observe more of God’s creation. After the activity, have them draw their favorite thing they saw during the walk.

- Bible Story Time: Read a simple Bible story related to creation (e.g., Genesis 1) and have students illustrate a scene from the story.

- Share and Care: Encourage learners to share with their families one creation they appreciate and express why, to foster discussions at home.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Creation

**Sub Strand:** God the Creator

**Specific Learning Outcomes:**

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

1.Identify things created by God in the environment.

2. Observe things created by God in the environment.

3. Appreciate things created by God in the environment.

**Key Inquiry Question(s):**

- What are some things created by God in our environment?

- How can we observe and appreciate these creations?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 2-3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking learners to recall what they learned about God’s creation.

- Guide learners to read selected passages from the Good News Bible and Longhorn CRE about God the Creator, emphasizing the acknowledgment that everything comes from God.

**Lesson Development (20 minutes):**

**Step 1:** Identifying God’s Creations

- Activity: Ask students to name things they see in their environment (trees, flowers, animals). Write their responses on the board.

- Discussion: Discuss how each item listed is a creation of God and what purpose it serves in our lives.

**Step 2:** Observing Creation

- Activity: Take students outside (if possible) or show pictures of different environments (forest, sea, garden).

- Observation Exercise: Ask students to closely observe their surroundings or the pictures, focusing on the details of God’s creations (colors, shapes, sounds).

**Step 3:** Appreciation of Creation

- Discussion: Facilitate a conversation about how they feel when they see these creations. Prompt with questions like, “What do you love about the trees?” or “How do flowers make you feel?”

- Activity: Encourage students to draw or write one thing they appreciate that God has created, explaining why they appreciate it.

**Step 4:** Reflection

- Wrap-Up: Allow students to share their drawings or writings with the class. Discuss the variety of creations and instill a sense of gratitude for God's creations.

**Conclusion (5 minutes):**

- Summarize key points: Recap what students have learned about identifying, observing, and appreciating God's creations.

- Interactive Activity: Play a quick game where you name a creation, and students have to give a reason for appreciating it.

- Prepare for the next session: Introduce the idea that next time, they will learn about the care and stewardship of God’s creation.

**Extended Activities:**

- Nature Walk: Organize a short nature walk to observe God’s creations in a local park. Students can take notes or drawings of what they see.

- Creative Art Project: Have students create a collage using natural materials or pictures cut from magazines to represent what they appreciate in nature.

- Storytelling Time: Encourage students to share stories about their experiences with nature and how they feel connected to God through creation.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Creation

**Sub Strand:** God the Creator

**Specific Learning Outcomes:**

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

1.Name the things created by God in the environment.

2.Draw the things created by God in the environment.

3. Appreciate things created by God in the environment.

**Key Inquiry Questions:**

- What are the things created by God in the environment?

- How can we draw the things created by God in the environment?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 3-4

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson about God’s creation.

- Ask learners questions about what they remember, such as "What did God create?" and "Can you name one thing from nature?"

- Introduce today’s focus on identifying and appreciating God’s creations in our environment.

**Lesson Development (20 minutes):**

**Step 1:** Naming God's Creations

- Use pictures or flashcards representing different elements of nature (e.g., trees, flowers, mountains, animals).

- Encourage students to name each item and discuss its significance.

- Ask questions like, “What do we see in our garden?” or “What animals do we see around us?”

**Step 2:** Reading from the Good News Bible

- Have students listen to or read selected passages from the Good News Bible concerning God as the creator.

- Highlight specific creations mentioned in the text.

- Discuss what each creation provides to the world (e.g., food, shelter, beauty).

**Step 3:** Drawing Activity

- Instruct learners to draw one thing from nature that they believe God created.

- Provide crayons and drawing paper for the activity.

- Encourage them to think creatively and share their drawings with the class.

**Step 4:** Reflection and Appreciation

- Ask students to share their drawings and express why they appreciate their chosen creation.

- Facilitate a short discussion on how these creations impact our lives and the importance of caring for them.

**Conclusion (5 minutes):**

- Summarize the key points: what learners have named, drawn, and discussed regarding God’s creations.

- Conduct a brief interactive activity, such as a “Creation Circle,” where each student mentions one thing they appreciate about God’s creation.

- Preview the next session’s topic, which may be about God’s creation in different cultures, asking students to think about how different people view God’s creations.

**Extended Activities:**

- Nature Walk: Organize a short nature walk where students can observe and name different creations of God outside the classroom.

- Creation Collage: Create a collage of pictures cut from magazines that represent the different things God has made. Encourage students to share their thoughts on each item.

- Story Time: Read or tell a story that features nature and God’s creations, then ask students to illustrate a favorite part of the story.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Creation

**Sub Strand:** God the Creator

**Specific Learning Outcomes:**

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

1. Name the things created by God in the environment

2. Draw the things created by God in the environment

3.Appreciate things created by God in the environment

**Key Inquiry Questions:**

- What are some things that God created in our environment?

- How can we show what God created through our drawings?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 4-5

**Organisation of Learning:**

**Introduction (5 minutes):**

- Greet the learners and remind them of the previous lesson on creation.

- Ask questions like: "What do we remember about God as the Creator?"

- Guide learners to read pages 4-5 of the Longhorn Christian Religious Education book, focusing on what God has created in our environment.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Creation

- Activity: Discuss the various things God created, such as the sun, trees, flowers, animals, and humans.

- Questions: "Who can name something beautiful that God created?"

- Encourage students to share their thoughts.

**Step 2:** Group Discussion

- Activity: In small groups, have students discuss their favorite things created by God.

- Outcome: Allow each group to share one thing that stood out to them.

**Step 3:** Drawing Activity

- Materials Needed: Paper, crayons, colored pencils

- Activity: Instruct students to draw one thing that God created in their environment. Guide them to think about colors and shapes.

- Instructions: "Make your drawing bright and neat! We will share them later."

**Step 4:** Sharing and Appreciation

- Activity: Once students complete their drawings, allow them to present their work.

- Questions: "Why did you choose to draw this?" and "What do you appreciate about God's creation?"

- Encourage applause for each student's work to foster appreciation.

**Conclusion (5 minutes):**

- Summarize key points: "Today, we learned about the amazing things God created in our world. We shared our favorites and drew pictures of them."

- Conduct a brief interactive activity: "Let's all say one thing we appreciate about God’s creation together!"

- Preview next lesson: "Next time, we will talk about how we can take care of the beautiful things God created."

**Extended Activities:**

- Nature Walk: Organize a nature walk where students can observe and name things created by God. Have them take simple notes or sketch findings in their observation book.

- Creation Collage: Have students bring pictures from magazines of things created by God and create a class collage to display in the classroom.

- Prayer Journals: Encourage each child to keep a prayer journal where they can write or draw things they appreciate about creation each week.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Creation

**Sub Strand:** God the Creator

**Specific Learning Outcomes:**

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

1.State the things created by God in the environment.

2. Watch video clips on God’s creation.

3.Appreciate things created by God in the environment.

**Key Inquiry Question(s):**

- What things did God create in the environment?

- What can we learn from the video clips about God’s creation?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 5-6

- Video clips about God’s creation (select age-appropriate options)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson on God’s creation. Ask questions to recap learning:

- "Who can name some things created by God?"

- "What did we learn about nature?"

- Guide learners to read from the Good News Bible, focusing on the creation story. Encourage them to highlight or note their favorite parts.

**Lesson Development (20 minutes):**

**Step 1:** Exploring Creation

- Show video clips that depict various elements of creation (e.g., animals, plants, stars, rivers).

- Pause after each clip to prompt discussion: "What did you see that God created?"

**Step 2:** List the Creatures

- On the board, create two columns: One for "Living Things" (e.g., animals, humans) and another for "Non-Living Things" (e.g., mountains, oceans).

- Ask students to contribute names of what they saw in the video to each column.

**Step 3:** Group Reflection

- Organize learners into small groups. Each group will discuss what creation they appreciate the most and why.

- Encourage them to express how these creations benefit us.

**Step 4:** Art Integration

- Invite learners to draw a picture of their favorite thing created by God, using crayons or colored pencils. This draws on visual expression and allows personal reflection.

- Once completed, encourage them to share their drawings with the class and explain their choice.

**Conclusion (5 minutes):**

1. Summarize the key points discussed during the lesson. Reinforce learning outcomes by asking:

- "What is one thing that God created that we really appreciate?"

2. Conduct a brief interactive activity, such as a “Creation Quiz” where learners can answer true or false questions based on what they learned from the video clips.

3. Preview the next session's topic by asking, "Next time, we will talk about how we can care for God’s creations. What do you think we should do?"

**Extended Activities:**

- Nature Walk: Organize a short nature walk around the school grounds where students can observe and appreciate God’s creations firsthand. Encourage them to note down what they see.

- Creation Collage: Have the learners create a collage at home using cut-out pictures from magazines that illustrate different aspects of God’s creation to showcase in class.

- Story Time: Ask students to recount a story or experience related to God’s creation from their everyday life, helping them connect personally with the lesson content.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Creation

**Sub Strand:** God the creator

**Specific Learning Outcomes:**

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

1. Identify what to use to model things created by God.

2. Model things created by God.

3. Appreciate things created by God in the environment.

**Key Inquiry Questions:**

- What can we use to model things created by God?

- How can we model things created by God such as the moon, stars, the sun, plants, and animals?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2 (pages 6-7)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, asking learners to recall what they learned about God as the creator.

- Introduce the topic of the day by guiding learners to read a selected passage from the Good News Bible that highlights examples of God's creations (moon, stars, sun, plants, and animals).

- Foster a discussion about the importance of these creations in our lives.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Models

- Discuss what items could represent or model God's creations (e.g., drawings, toys, and pictures).

- Allow children to share their thoughts and ideas on each of God's creations.

**Step 2:** Creating Simple Models

- Provide materials such as paper, crayons, and clay.

- Instruct learners to create simple models (drawings or clay models) of one thing God has created (e.g., a star, a plant, or an animal).

- Encourage creativity and self-expression while modeling.

**Step 3:** Presenting Models

- Invite each child to present their model to the class.

- Encourage them to explain why they chose that particular creation and what it means to them.

- Promote positive feedback and appreciation for each other's work to foster a supportive learning environment.

**Step 4:** Reflection and Appreciation Activity

- Have learners sit in a circle and share one thing they appreciate about God's creations.

- Facilitate a short discussion about how we can take care of the environment and God's creations.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson, highlighting what learners have created and shared.

- Reinforce the learning objectives: understanding and appreciating God’s creations.

- Conduct a brief interactive activity such as a “Creation Appreciation” chant or song to encourage remembrance and enjoyment of the lesson.

- Prepare learners for the next session by sharing that they will be exploring more about how we care for God’s creation in the upcoming lesson.

**Extended Activities:**

- Nature Walk: Organize a nature walk where learners can observe and identify various aspects of God's creation in their environment. Ask them to bring back a drawing or description of something they see.

- Creation Scrapbook: Encourage learners to create a scrapbook where they can add pictures, drawings, or descriptions of various things they appreciate in nature, fostering continuous engagement with the topic.

- Story Time: Invite learners to create a simple story about a day in the life of one of God's creations (e.g., a tree, flower, or animal), encouraging creativity and narrative skills.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Creation

**Sub Strand:** God the Creator

**Specific Learning Outcomes:**

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

1.Recite memory verse Genesis 1:25

2. Say simple prayers to God to thank Him for His creation

3.Appreciate things created by God in the environment

**Key Inquiry Questions:**

- What does Genesis 1:25 say?

- How can we thank God for His creation?

- Can you tell me the story of creation from the children's Bible?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2 (Pages 7-8)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by welcoming the students and briefly reviewing the previous lesson on God's creation. Ask questions to recall prior knowledge and engage learners.

- Guide learners to read Genesis 1:25 from their learning resources, discussing key ideas about creation.

**Lesson Development (20 minutes):**

**Step 1:** Reciting the Memory Verse

- Teach Genesis 1:25 together. Break it down into phrases and practice recitation. Use visual aids or hand motions to help with memorization.

**Step 2:** Understanding Creation

- Discuss what creation means. Ask the children to point out things in the environment that God has created.

- Encourage them to share what they appreciate in nature, such as trees, animals, and flowers.

**Step 3:** Simple Prayers of Thanks

- Lead a discussion on how to say simple prayers.

- Invite learners to create their own short prayers thanking God for specific creations they selected in previous discussions.

- Sample Prayer: "Dear God, thank you for the trees that give us shade."

**Step 4:** Listening to the Creation Story

- Read or narrate the creation story from the children's Bible (focusing on the key points).

- Engage students by asking them questions about the story, such as, "What did God create on the first day?" and "How do we take care of what God has made?"

**Conclusion (5 minutes):**

- Summarize the lesson by highlighting the importance of reciting the memory verse, thanking God through prayer, and appreciating His creations.

- Conduct a brief interactive activity by asking learners to share one thing they will thank God for in their prayer.

- Prepare learners for the next session by previewing upcoming topics related to God's creation and how to take care of it.

**Extended Activities:**

- Nature Walk: Organize a short nature walk where learners can observe and appreciate God’s creation. At each stop, ask them to say a simple prayer of thanks aloud.

- Art Project: Have children create a collage using pictures or drawings of things they are thankful for in creation. Allow them to present their collages and explain why they chose those creations.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Creation

**Sub Strand:** God the Creator

**Specific Learning Outcomes:**

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

1.Recite the memory verse Genesis 1:25.

2.Cut and paste pictures of things created by God in their books.

3.Appreciate things created by God in the environment.

**Key Inquiry Questions:**

- What did God create on the earth?

- How can we appreciate God's creations?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 8-9

- Pictures of things created by God (printed or cut out)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the last lesson about God as the creator. Ask students about what they remember.

- Guide learners to read Genesis 1:25 in the Good News Bible. Discuss what the verse means and invite them to express their understanding.

**Lesson Development (20 minutes):**

**Step 1:** Reciting Genesis 1:25

- Begin with reading the memory verse together.

- Have the students repeat it after you several times for better retention.

- Pair and share: In pairs, students will help each other practice reciting the verse.

**Step 2:** Creating a Collage

- Provide pictures of various things created by God (animals, trees, the sun, etc.)

- Ask students to cut out the pictures and paste them into their books.

- Encourage them to label the pictures with the names of each creation.

**Step 3:** Group Discussion

- Organize students into small groups.

- Each group will discuss what they like about the things God created (e.g., a tree provides shade, flowers are beautiful) and share their thoughts with the class.

- Encourage them to think about the beauty and purpose of creation.

**Step 4:** Appreciating the Environment

- Take a short walk outside if possible, or look at pictures of nature.

- Ask students to point out things they can see that God created and discuss their importance (e.g., insects help plants grow).

- Encourage them to think of one thing they can appreciate and share it with the class.

**Conclusion (5 minutes):**

- Summarize main points: Reciting Genesis 1:25, the collage of God’s creations, and appreciating the environment.

- Reinforce the importance of God's creations in our lives through a brief interactive activity (e.g., a guessing game about the pictures).

- Preview the next lesson: "What Did God Create on the Sixth Day?" and encourage students to think about what animals God made.

**Extended Activities:**

- Nature Walk: Take students on a nature walk to look for and appreciate various creations of God, writing down three things they see and like.

- Art Project: Encourage students to draw their favorite creation of God and explain why they like it in a few sentences.

- Memory Verse Challenge: Create a classroom display for everyone to practice reciting Genesis 1:25 and decorate it together.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Creation

**Sub Strand:** Caring for God’s Creation

**Specific Learning Outcomes:**

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

1. Identify ways of caring for God’s creation.

2.Observe pictures on caring for animals.

3. Develop a desire to care for God’s creation in the environment.

**Key Inquiry Questions:**

- How can we care for God’s creation?

- What can we learn from observing pictures of how people care for animals?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 10-11

**Organisation of Learning:**

**Introduction (5 minutes):**

- Engage learners by asking them to share what they remember from the previous lesson. This could include their understanding of creation and caring for the environment.

- Guide learners to open their Good News Bible and Longhorn CRE book, directing them to read selected passages relating to caring for God’s creation.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Different Aspects of Creation

- Lead a discussion about what creation means to the learners. Ask questions like:

- What do you think God created?

- Can you name some animals and plants?

- Encourage learners to express their thoughts and affirm their responses to build confidence.

**Step 2:** Explore Ways of Caring for Creation

- Present various pictures depicting individuals caring for animals and the environment.

- Engage learners in identifying different ways these people care for God’s creation. Possible examples include feeding animals, planting trees, and cleaning up litter.

- Write down their responses on a chart paper for visual reference.

**Step 3:** Group Activity

- Divide the class into small groups and assign each group a picture to discuss.

- Each group will determine one way they can care for creation based on their picture and prepare to share it with the class.

**Step 4:** Sharing and Reflecting

- Have each group present their discussion, focusing on the connection between their picture and ways to care for God’s creation.

- Highlight the importance of each action shared and how it aligns with God’s teachings.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, including ways of caring for both animals and the broader environment.

- Conduct a brief interactive activity, such as a “gesture game,” where learners demonstrate their proposed ways to care for creation.

- Preview the next session by introducing the question: “What happens when we don’t take care of God’s creation?” Encourage them to think about this and share thoughts in the following class.

**Extended Activities:**

- Provide an opportunity for learners to create a 'Creation Care Poster' where they illustrate or write down their favorite way to care for God’s creation.

- Plan a nature walk where learners can observe and reflect on their surroundings, discussing how they can help take care of the environment.

**Teacher Self – Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Creation

**Sub Strand:** Caring for God’s Creation

**Specific Learning Outcomes:**

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

1. Outline ways of caring for animals.

2. Cut and paste pictures of animals in their books.

3. Develop a desire to care for God’s creation in the environment.

**Key Inquiry Questions:**

- How can we take care of animals?

- What are some examples of animals we can care for?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2 (pages 12-13)

- Pictures of various animals for cutting and pasting activity

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on God’s creation. Ask the students to share what they remember about the different types of creation.

- Introduce the key concept of caring for animals, and guide them to read relevant content on pages 12-13 from the Longhorn CRE textbook. Facilitate a brief discussion to ensure understanding.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Animal Care

- Pose the question: "Why is it important to care for animals?”

- Encourage students to share their thoughts and listen actively. Discuss their responses and guide them to think about both domestic animals (like pets) and wild animals.

**Step 2:** Outlining Care Methods

- Ask students to brainstorm ways to care for animals. Record their answers on the board (e.g., feeding, shelter, love, and compassion).

- Encourage participation by prompting quieter students to share their ideas. Make sure to validate all contributions.

**Step 3:** Cutting and Pasting Activity

- Hand out a selection of animal pictures to each student.

- Instruct them to cut out their favorite animals and paste them into their CRE books.

- As they work, circulate to offer assistance and encourage conversation about the animals they chose.

**Step 4:** Sharing and Reflection

- Ask students to share one animal they pasted in their books and explain one way they can care for that animal.

- This will help reinforce what they have learned and encourage public speaking skills.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson about the importance of caring for animals.

- Highlight one or two shared caring methods; stress the link between caring for animals and caring for God’s creation.

- Conduct a brief interactive activity where students can discuss with a partner one new idea they learned today.

- Provide a preview of tomorrow’s topic related to the environment and how they can care for it, fostering anticipation for the next lesson.

**Extended Activities:**

- Have students draw their favorite animal at home and write or dictate one sentence about how they care for it.

- Organize a “Caring for Animals” week where students can bring in stories, pictures, or other projects related to animal care and God’s creation to share with the class.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Creation

**Sub Strand:** Caring for God’s creation

**Specific Learning Outcomes:**

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

1.Outline ways of caring for plants.

2.Draw and colour different plants.

3. Develop a desire to care for God’s creation in the environment.

**Key Inquiry Questions:**

- How can we take care of plants?

- What different types of plants can we draw and colour?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2 (page reference as needed)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on God's creation. Prompt learners with questions like, “What did we learn about caring for our world?”

- Introduce today’s topic and guide the class to read and discuss relevant content from the learning resources. Focus on understanding how we can care for plants as part of caring for God’s creation.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Plant Care

- Lead a discussion on different ways to care for plants. Ask questions such as, “What do plants need to grow?” and list responses on the board (e.g., water, sunlight, love).

- Ensure learners understand the importance of each element in keeping plants healthy.

**Step 2:** Drawing Different Plants

- Provide learners with paper and coloring materials. Instruct them to draw and colour at least two different types of plants, such as a flower and a tree.

- Walk around the classroom, encouraging them and providing guidance as they work on their drawings.

**Step 3:** Sharing and Presenting

- Invite students to share their drawings with a partner, explaining one way they learned to care for the kind of plant they drew.

- Encourage them to use complete sentences to build language skills.

**Step 4:** Wrap-Up Discussion

- Conclude with a whole class discussion about how caring for plants is an act of loving God’s creation. Ask, “Why is it important to care for plants and the environment?”

- Reinforce the connection between caring for plants and spirituality, encouraging them to think deeply about their role as caretakers.

**Conclusion (5 minutes):**

- Summarize key points learned in today’s lesson regarding plant care (water, sunlight, love).

- Conduct a brief interactive activity such as a “plant care chant” where students say ways to care for plants together, reinforcing learning through rhythm and fun.

- Prepare the learners for the next session by saying they will learn about animals and how to care for them, and pose questions like, “What do you think animals need to be cared for?

**Extended Activities:**

- Nature Walk: Organize a short nature walk where students can observe different types of plants and discuss how they could care for them.

- Plant Journal: Have students start a plant journal where they can document a plant they take care of at home over the next week, noting observations and care activities.

- Story Time: Read a story that features plants and discusses their care, encouraging discussions about the role of plants in our lives.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Creation

**Sub Strand:** Caring for God’s Creation

**Specific Learning Outcomes:**

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

1. Outline ways of caring for plants. Activities: Lesson Plan for PP2 CRE - Caring for God's Creation

2. Draw and color different plants.

3. Foster a desire to care for God’s creation in the environment.

**Key Inquiry Question(s):**

- How can we care for plants?

- What are some different types of plants?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 13-14

**Organization of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on God's creation.

- Engage learners by asking them what they remember about plants and creation.

- Introduce the topic of today’s lesson, emphasizing the importance of caring for plants and, by extension, God's creation.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on the Importance of Caring for Plants

- Ask students why they think plants are important (e.g., they give us oxygen, food, and homes for animals).

- Discuss how taking care of plants gives glory to God, who created them.

**Step 2:** Identifying Ways to Care for Plants

- Guide learners in brainstorming ways to take care of plants (e.g., watering them, giving them sunlight, and removing weeds).

- Write their suggestions on the board or chart paper for all to see.

**Step 3:** Drawing and Coloring Different Plants

- Have students pick two different types of plants (e.g., flowers, trees, vegetables) to draw.

- Provide colored pencils or crayons for them to color their drawings.

**Step 4:** Sharing and Discussion

- Ask students to share their drawings with a partner and explain how they would care for the plants they drew.

- Encourage them to talk about what they learned today and how they can apply this in their own lives.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: the importance of caring for plants and ways to do so.

- Conduct a brief interactive activity: Have students share one thing they can do at home to care for a plant.

- Preview the next lesson's topic: Discussing the importance of animals in God’s creation.

**Extended Activities:**

- Create a plant diary: Encourage students to plant a seed at home and take notes or draw pictures of its growth each week.

- Care for the school garden: If applicable, organize a field trip to the school garden where students can help in caring for the plants.

- Nature walk: Plan a nature walk to observe different plants and discuss their roles in the environment.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Creation

**Sub Strand:** Caring for God’s Creation

**Specific Learning Outcomes:**

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

1. Recite the Bible verse Genesis 2:15.

2. Watch video clips on caring for God’s creation.

3. Develop a desire to care for God’s creation in the environment.

**Key Inquiry Questions:**

- How can we care for God’s creation?

- What does Genesis 2:15 teach us about our responsibility towards the environment?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 14-15

- Selected video clips about caring for the environment

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about God's creations and our role.

- Guide learners to read Genesis 2:15 from the Good News Bible. Discuss what it means that God placed us in the garden to work and take care of it.

- Encourage students to share any thoughts or experiences related to taking care of nature.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Creation

- Read Genesis 2:15 together as a class.

- Discuss the meaning of "taking care" of God's creation. Ask questions like: "What can we do to help the environment?"

**Step 2:** Watching Video Clips

- Show short video clips that illustrate different ways to care for the environment (e.g., planting trees, recycling, keeping nature clean).

- After viewing, engage students with questions about what they saw and how they can relate it to their own surroundings.

**Step 3:** Group Discussion

- Divide students into small groups and ask them to share ideas on how they can care for God’s creation in their daily lives.

- Encourage each group to come up with one specific action they can commit to (e.g., picking up litter, planting flowers).

**Step 4:** Creative Expression

- Have students draw a picture of one thing they can do to care for God’s creation. This could be of a tree, a clean park, or recycling.

- Allow some students to share their drawings with the class.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of caring for God’s creation, the Bible verse, and ideas shared by students.

- Conduct a brief interactive activity, such as a “Caring for Creation” pledge, where students raise their hand to commit to one action for the week.

- Preview the next lesson topic, focusing on how different creations (plants, animals, and people) all work together in God’s creation.

**Extended Activities:**

- Nature Walk: Plan a short nature walk where children can observe and discuss the beauty of God's creation and identify actions they can take to care for it.

- Creation Diary: Ask students to keep a “Creation Diary” for a week, where they note down one thing they did each day to care for the environment.

- Crafts from Waste: Organize a craft session where students can create art from recyclable materials, reinforcing the idea of reusing and caring for the environment.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Creation

**Sub Strand:** Caring for God’s creation

**Specific Learning Outcomes:**

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

1. Identify ways of caring for self and others.

2. Demonstrate how to care for self and others by carrying out basic hygiene practices.

3. Develop a desire to care for God’s creation in the environment.

**Key Inquiry Questions:**

- How can we care for ourselves and others?

- What are some basic hygiene practices we can practice?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 16-17

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about caring for others and creation.

- Introduce today’s focus on caring for ourselves and practicing hygiene, using relevant excerpts from the Good News Bible and Longhorn CRE resource.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Self-Care

- Pose the question: "Why is it important to take care of ourselves?"

- Have students share ideas, guiding them towards concepts of health, cleanliness, and well-being.

**Step 2:** Basic Hygiene Practices

- Discuss specific hygiene practices such as washing hands, brushing teeth, and taking baths.

- Demonstrate proper hand-washing techniques, engaging students in a follow-along activity.

**Step 3:** Caring for Others

- Brainstorm ways we can care for others, such as helping friends, being kind, and sharing.

- Relate this back to their understanding of self-care – if we care for ourselves, we can better care for others.

**Step 4:** Caring for God’s Creation

- Discuss how caring for ourselves and others connects to caring for the environment.

- Encourage students to think of ways they can help keep their surroundings clean and safe (e.g., picking up litter, recycling).

**Conclusion (5 minutes):**

- Summarize key points:

- Importance of self-care and hygiene

- Ways to care for others

- Connection to caring for God's creation.

- Conduct an interactive activity such as a "Hygiene Relay" game, where students demonstrate different hygiene practices.

- Preview next session’s focus on gratitude for creation and how habits we discussed contribute to a healthy environment.

**Extended Activities:**

- Hygiene Journal: Students can keep a simple journal for a week, recording the hygiene practices they engage in each day and how they feel about it.

- Creation Care Project: Organize a class project where students can participate in a clean-up day at a local park, learning through action about caring for God's creation.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Creation

**Sub Strand:** Caring for God’s Creation

**Specific Learning Outcomes:**

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

1. Identify ways of caring for self and others.

2. Demonstrate how to care for self and others by carrying out basic hygiene practices.

3.Develop a desire to care for God’s creation in the environment.

**Key Inquiry Questions:**

- How can we take care of ourselves and help others?

- Why is it important to practice good hygiene?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 16-17

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by asking students to recall what they learned in the previous session about creation.

- Introduce the topic of self-care and caring for others.

- Guide learners to read and discuss relevant content from the Good News Bible and Longhorn CRE material, focusing on why caring is important.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Self-Care

- Discuss what self-care means—eating healthy, resting, and practicing good hygiene.

- Ask students to share examples of how they take care of themselves.

**Step 2:** Caring for Others

- Explain the importance of caring for others—listening, helping friends, sharing.

- Provide scenarios where they might show care for someone else (e.g., helping a sick friend).

**Step 3:** Basic Hygiene Practices

- Teach basic hygiene practices (washing hands, brushing teeth).

- Demonstrate proper handwashing technique using a fun song (e.g., “Happy Birthday” sung twice).

**Step 4:** Caring for God's Creation

- Discuss how taking care of themselves and others also means caring for the environment (e.g., not littering, recycling).

- Share a Bible verse that reflects caring for creation.

**Conclusion (5 minutes):**

- Summarize the key points discussed about taking care of self, others, and creation.

- Conduct a brief interactive activity, such as a “caring for others” role play, where students act out caring scenarios.

- Preview the next lesson: "How can we show care for the environment?" and encourage students to think of questions to bring to the next session.

**Extended Activities:**

- Hygiene Poster Project: Students can create posters illustrating proper hygiene practices and display them in the classroom.

- Nature Walk: Organize a short walk in the schoolyard to observe ways they can care for the environment, such as picking up litter or noting plants and animals.

- Journaling: Have students write or draw in a journal about their daily self-care routines or one way they helped someone else during the week.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Bible as a Holy Book

**Specific Learning Outcomes:**

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

1.Tell appropriate ways of handling the Bible as a holy book

2.Draw and colour the holy Bible

3.Appreciate the Bible as a holy book

**Key Inquiry Question(s):**

- How should you handle the Bible as a holy book?

- Can you draw and colour the holy Bible?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2 pages 18-19

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a friendly greeting and a brief review of the previous lesson.

- Ask students what they remember about the Bible. Write a few key points on the board.

- Introduce today's lesson by explaining that they will learn how to handle the Bible respectfully and creatively.

**Lesson Development (20 minutes):**

**Step 1:** Discussing Respectful Handling

- Ask learners why it is important to treat the Bible with respect.

- Guide a discussion on how to handle the Bible properly: turning pages gently, keeping it clean, and not placing it where it can be damaged.

**Step 2:** Visual Exploration

- Read an excerpt together from pages 18-19 of the Longhorn textbook that explains how the Bible is a special book.

- Highlight illustrations of the Bible in the book to prompt discussion about its appearance and significance.

**Step 3:** Drawing Activity

- Provide each student with paper and crayons/colours.

- Instruct them to draw their version of a holy Bible, encouraging creativity and imagination.

- As they draw, walk around to offer guidance and discuss their drawings.

**Step 4:** Sharing and Appreciation

- Have a sharing session where students can show their drawings.

- Discuss what they appreciate about the Bible, promoting a positive expression of their thoughts and feelings towards the holy book.

**Conclusion (5 minutes):**

- Summarize the primary points discussed: how we should treat the Bible, what we learned about its importance, and the creative activity.

- Conduct an interactive activity such as a quick quiz or a "thumbs up/thumbs down" for different ways to handle books to reinforce learning outcomes.

- Preview next lesson topics, such as stories from the Bible, and encourage students to think about their favourite Bible stories.

**Extended Activities:**

- Create a “Bible Care Kit” at home that includes items that help protect the Bible (like a cloth for cleaning).

- Invite students to find and bring a Bible verse or story they like for a “story-sharing” session in the next class.

- Conduct a Bible-themed show-and-tell where students can present any books or items related to the Bible and share why they matter to them.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** The Holy Bible

**Sub-Strand:** Bible as a Holy Book

**Specific Learning Outcomes:**

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

1. Identify appropriate ways of handling the Bible.

2. Watch video clips on proper ways of handling the Bible.

3. Appreciate the Bible as a Holy Book.

**Key Inquiry Questions:**

- Why is the Bible considered a holy book?

- What are the appropriate ways of handling the Bible?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2 (Pages 18-19)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on the qualities of holy books.

- Ask students to take turns sharing what they remember about why the Bible is special.

- Introduce the day’s focus: learning how to handle the Bible properly and understanding its significance as a holy book.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on the Bible’s Importance

- Facilitate a class discussion on what makes the Bible different from other books.

- Ask questions like: “Why do some people call the Bible a holy book?”

- Allow students to express their thoughts and guide them towards understanding the Bible's sacredness.

**Step 2:** Viewing Video Clips

- Show a short video clip demonstrating appropriate ways of handling the Bible.

- Pause at key moments to discuss proper handling, such as gently turning pages and keeping it in a safe place.

**Step 3:** Group Activity - Bible Handling Drill

- In small groups, have students practice handling a Bible using the techniques discussed.

- Monitor the groups and provide feedback on their handling of the Bible.

**Step 4:** Reflection

- Ask students to share their thoughts on how it felt to handle the Bible carefully.

- Reinforce the appreciation of the Bible as a holy book through a reflective discussion.

**Conclusion (5 minutes):**

- Summarize the key points discussed: The importance of the Bible, the right ways to handle it, and its significance as a holy book.

- Conduct a brief interactive activity, such as a quiz or a show of hands, to reinforce learning.

- Preview the next session by hinting at discussions about stories from the Bible, encouraging students to think about their favorite Bible stories.

**Extended Activities:**

- Creative Craft: Have students create a small, illustrated booklet about their favorite Bible story, highlighting the characters and morals.

- Class Presentation: Choose a few students to present what they learned about handling the Bible in front of the class, reinforcing their public speaking skills.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Bible as a Holy Book

**Specific Learning Outcomes:**

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

1. Identify appropriate ways of handling the Bible

2. Watch video clips on proper ways of handling the Bible

3.Appreciate the Bible as a Holy book

**Key Inquiry Question(s):**

- What are the appropriate ways of handling the Bible?

- Why should we respect the Holy Bible?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 19-20

- Video clips on handling the Bible

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, asking students what they remember about the Bible.

- Introduce the key concepts for today’s lesson by reading from the Good News Bible and pages 19-20 of the Longhorn CRE book. Discuss the importance of respecting the Bible as a Holy book.

**Lesson Development (20 minutes):**

**Step 1:** Discussion of Respect

- Engage the students in a discussion about why we respect the Holy Bible.

- Ask questions like, “What makes the Bible special?” and “How do we show respect when we handle the Bible?”

- Highlight points such as its sacred nature, religious significance, and guidance it provides.

**Step 2:** Video Clips

- Show selected video clips demonstrating the proper ways to handle the Bible.

- Pause the video at key moments to ask students what they notice about how the Bible is treated.

- Discuss any techniques shown in the video that could be practiced in the classroom or at home.

**Step 3:** Group Activity

- Divide students into small groups. Each group will brainstorm and present 1-2 respectful ways to handle the Bible (e.g., keeping it clean, using bookmarks, etc.).

- Encourage them to be creative and think of examples from their experiences.

**Step 4:** Sharing and Reflection

- Invite groups to share their thoughts and discuss why these methods are important.

- Facilitate a short reflection on how they feel about the Bible after learning these respectful practices.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: the significance of the Bible and respectful handling.

- Conduct a brief interactive activity, such as a "Respect the Bible" pledge where students verbalize their commitment to handle the Bible properly.

- Preview the next session by telling students they will explore stories from the Bible and think about its teachings.

**Extended Activities:**

- Bible Care Poster: Students can create a poster showing proper ways to handle the Bible. They can include drawings and short sentences to illustrate their points.

- Role-Playing Activity: In groups, students can role-play scenarios where they demonstrate both respectful and disrespectful handling of the Bible, then discuss the outcomes.

- Storytelling Session: Encourage students to share a favorite story from the Bible and how it teaches respect or important values.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Bible as a Holy Book

**Specific Learning Outcomes:**

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

1. Outline proper ways and areas to keep the Holy Bible at home and at school.

2. Demonstrate how to open the Holy Bible from right to left.

3.Appreciate the Bible as a Holy book.

**Key Inquiry Question(s):**

- Where should we keep the Bible?

- How do we open the Holy Bible?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 19-20

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the content of the previous lesson on the importance of the Bible.

- Guide learners to read selections from the Good News Bible and Longhorn CRE, pages 19-20, focusing on the significance of treating the Bible with respect.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Proper Places to Keep the Bible

- Ask students: "Where do we keep the Bible at home?"

- Encourage responses and discuss aspects of keeping the Bible in safe places (e.g., on a shelf, in a drawer) and out of reach of young children or pets.

**Step 2:** List Appropriate Areas in School

- Lead a discussion on where to keep the Bible in a school setting.

- Explain places like classrooms, libraries, or designated prayer areas, emphasizing respect for the Bible.

**Step 3:** Demonstrate How to Open the Bible

- Show learners how to hold the Bible correctly.

- Demonstrate opening the Bible from right to left, explaining that this is how they will read certain sections, particularly in languages that read this way (like Hebrew).

**Step 4:** Appreciate the Bible as a Holy Book

- Engage students in a brief discussion on why the Bible is considered holy.

- Ask students to share what they believe makes a book special or sacred.

**Conclusion (5 minutes):**

- Summarize the proper ways to keep the Bible safe both at home and in school, and how to open it correctly.

- Conduct a brief interactive activity where students pair up and practice opening the Bible correctly together.

- Preview the next lesson, hinting at topics like stories from the Bible that teach moral lessons.

**Extended Activities:**

- Have students create a mini-poster illustrating their ideal place and safe spots to keep a Bible at home or school.

- Encourage children to write a short paragraph about why the Bible is important to them or their family.

**Teacher Self-Evaluation**

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**WEEK 7: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Bible as a Holy Book

**Specific Learning Outcomes:**

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

1.Outline proper ways and areas to keep the Holy Bible at home and at school.

2.Demonstrate how to open the Holy Bible from right to left.

3. Appreciate the Bible as a Holy book.

**Key Inquiry Questions:**

- Where should we keep the Bible at home and school?

- How do we open the Holy Bible correctly?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2 pages 20-21

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson with a quick review of the previous topic. Ask students what they remember about the Holy Bible.

- Read together from the learning resources (pages 20-21), focusing on the areas where the Bible should be kept and its importance.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Proper Ways to Keep the Bible

- Ask students where they think it is respectful to keep the Bible at home and school. Gather responses and highlight ideas.

- Introduce the concept of keeping the Bible in a clean and safe place.

**Step 2:** Identify Areas at Home

- Discuss with the students what areas in their homes are suitable for keeping the Bible, such as a special shelf, coffee table, or bedside.

- Encourage them to share where their families keep the Bible and why they think it is a good location.

**Step 3:** Identify Areas at School

- Lead a discussion on possible places to keep the Bible at school, such as the library, classroom resource area, or a special religious corner.

- Emphasize respect and care in handling the Bible.

**Step 4:** Demonstrate How to Open the Bible

- Show students how to open the Bible from right to left, explaining this is how it is traditionally done.

- Have students practice opening their own Bibles correctly.

**Conclusion (5 minutes):**

- Summarize the importance of keeping the Bible in respectful places at home and school.

- Reinforce how to open the Bible properly.

- Conduct a brief, interactive activity where students can share what they learned and show how to open the Bible.

**Extended Activities:**

- Create a "Bible Care" Poster: Have students design a poster that outlines ways to keep the Bible safe and clean, using drawings and simple words.

- Show and Tell: Encourage students to bring in their Bible (if they have one) to share with the class, discussing its importance to them personally.

- Bible Storage Box: Students can create or decorate a small box at home to keep their Bible safe and discuss its importance with their family.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Bible as a Holy Book

**Specific Learning Outcomes:**

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

1. Recite simple Bible verses.

2. Describe how the Holy Bible is handled at home and in the church.

3. Appreciate the Bible as a Holy book.

**Key Inquiry Question(s):**

- How can we recite simple Bible verses?

2. How do we demonstrate how the Holy Bible is handled at home and in the church?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 20-21

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review: Begin the lesson by asking students what they remember from the previous lesson about the Bible.

- Discussion: Introduce the key concepts by reading selected verses from the Good News Bible. Discuss the importance of the Bible at home and in church settings, guiding learners through page 20-21 of the Longhorn CRE resource.

**Lesson Development (20 minutes):**

**Step 1:** Reciting Simple Bible Verses

- Activity: Teach the students a simple Bible verse (e.g., John 3:16) and encourage them to repeat it several times together. Use actions or repetition to help them remember.

**Step 2:** Discussion on Handling the Bible

- Activity: Show pictures or hold a discussion about how the Bible is handled at home and in church. Ask questions like, "Where do we keep our Bible?" and "How do we treat the Bible when we read it?"

**Step 3:** Understanding the Bible as a Holy Book

- Guided Discussion: Ask learners what makes a book 'holy'. Allow them to express their thoughts and relate it back to how they feel about the Bible.

**Step 4:** Recap and Reflect

- Review Questions: Have students share one thing they learned today about respecting and handling the Bible. Write down their responses on the board for everyone to see.

**Conclusion (5 minutes):**

- Summarization: Recap the main points learned about reciting Bible verses, handling the Bible, and its significance as a Holy book.

- Interactive Activity: Play a quick game where students can say a verse they've learned or share how they handle a Bible at home or church.

- Preview: Let students know that next time they will learn about stories in the Bible and how they teach us about life.

**Extended Activities:**

- Creative Recitation: Encourage students to create a small poster with their favorite Bible verse and illustrate it. This can reinforce what they learned about appreciation for the Bible.

- Home Activity: Ask students to share stories with their family about how they use their Bible at home. They could even write a short paragraph or draw a picture to present in the next class.

- Role Play: In small groups, allow students to act out scenarios where they can show how to handle the Bible respectfully in different settings (home vs. church).

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Bible Story: Noah and the Ark

**Specific Learning Outcomes:**

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

1. Recognize and tell reasons for obeying God.

2. Engage with a picture book about the story of Noah and the Ark.

3. Demonstrate obedience to God in daily life.

**Key Inquiry Questions:**

- Why should we obey God?

- What does the story of Noah and the Ark teach us about obedience?

**Learning Resources:**

- Good News Bible (Longhorn Christian Religious Education PP2, pages 22-24)

- Picture books illustrating the story of Noah and the Ark.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review: Begin by briefly discussing the previous lesson, highlighting any related themes about God’s teachings.

- Discussion: Ask students why they think it is important to listen to God and how they can show obedience in their everyday lives.

**Lesson Development (20 minutes):**

**Step 1:** Story Introduction

- Introduce the story of Noah and the Ark.

- Display a picture book that illustrates key parts of the story.

- Activity: As you read the story, pause to ask questions such as, “What did Noah do when God asked him to build the ark?” and “Why was that important?”

**Step 2:** Reasons for Obedience

- Lead a group discussion about why Noah obeyed God.

- Prompt students with questions like, “What do you think happened if Noah hadn’t listened to God?”

- Activity: Create a simple chart on the board listing reasons to obey God based on the story and what the learners have heard.

**Step 3:** Personal Reflection

- Ask students to think about a time they listened to their parents or teachers and why it was important.

- Have them share their examples in pairs, emphasizing the connections between their experiences and Noah's obedience.

**Step 4:** Application Activity

- Conclude with a fun role-play where a few volunteers can act out Noah listening to God and building the ark. The rest of the class can join by clapping or giving thumbs up when they see good examples of obedience.

**Conclusion (5 minutes):**

- Summarize: Review key points discussed during the lesson, such as the importance of obeying God and what we learned from Noah's story.

- Interactive Activity: To reinforce understanding, ask students to draw a simple picture related to the story of Noah and write one sentence about why it is important to obey.

- Preview Next Session: Briefly introduce what will be covered in the next lesson, sparking curiosity with questions like, “Next time, we will learn more about how God spoke to other important people in the Bible!”

**Extended Activities:**

- Activity Idea 1: Create a "Noah's Ark" craft using recycled materials to symbolize obedience and faithfulness.

- Activity Idea 2: Keep a "Obedience Journal" where students can draw or write down daily examples of how they followed instructions from parents, teachers, or God.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Bible story - Noah and the Ark

**Specific Learning Outcomes:**

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

1.Narrate the story of Noah and the Ark.

2. Colour pictures of Noah and the Ark.

3.Appreciate the Bible as a Holy book.

**Key Inquiry Question(s):**

- How did Noah obey God?

- Can you retell the story of Noah’s Ark as portrayed in Genesis 6:14-22?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2 (pages 24-25)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson: Briefly discuss what was learned in the last session about the Bible and its importance.

- Engagement with content: Guide learners to read Genesis 6:14-22 from the Good News Bible, focusing on the key story elements.

**Lesson Development (20 minutes):**

**Step 1:** Listen and Discuss the Story

- Read aloud the story of Noah and the Ark, emphasizing how Noah obeyed God’s instructions.

- Ask comprehension questions to engage learners (e.g., Why did God ask Noah to build an Ark?).

**Step 2:** Narration Practice

- Have students retell the story in small groups, using prompts for key events (building the ark, the animals entering, etc.).

- Encourage them to use their own words and personal interpretations to affirm understanding and retention.

**Step 3:** Colour Pictures

- Distribute colouring sheets featuring Noah and the Ark.

- While they are colouring, circulate the room and engage students in light discussions about what they are creating.

**Step 4:** Group Reflection

- Come back together as a class and discuss how obeying God can look in their own lives.

- Encourage learners to think of ways they can show obedience or kindness.

**Conclusion (5 minutes):**

- Summarize key points: Reinforce the learning objectives about Noah's obedience and the significance of the Bible as a Holy book.

- Interactive Activity: Have a quick quiz or true/false game about the story. For example, "Did Noah build the Ark because God told him to?"

- Preview the next lesson: Introduce the next story or topic in the Bible they will be learning about, encouraging them to think about what they believe God might ask of them in their lives.

**Extended Activities:**

- Home Activity: Encourage students to ask their parents or guardians about a special story from the Bible that they like, and share it with the class in the next session.

- Craft Project: Create a mini-ark at home using recycled materials, emphasizing how they would choose animals to bring on their ark and why.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Bible Story - Noah and the Ark

**Specific Learning Outcomes:**

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

1. Students will be able to retell the story of Noah and the Ark.

2. Students will watch video clips that depict Noah and the Ark.

3.Students will appreciate the Bible as a Holy book.

**Key Inquiry Questions:**

- Why did Noah build the Ark?

- What is the significance of Noah's story in the Bible?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2 (pages 25-26)

- Video clips of Noah and the Ark

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about the Bible's importance and introduce the story of Noah.

- Guide learners to read relevant content from the Good News Bible and Longhorn CRE resources. Highlight key concepts about creation, God's message, and obedience as they relate to Noah.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the Story

- Briefly introduce the main characters in the story: Noah, his family, and the animals. Ask students if they know why Noah built the Ark.

**Step 2:** Watch Video Clips

- Show a selected video clip of Noah and the Ark. Pause at key moments to ask questions and encourage predictions about what will happen next.

**Step 3:** Retell the Story

- Ask students to work in pairs to retell the story of Noah and the Ark in their own words. Encourage them to focus on the main events: God’s command, building the Ark, the gathering of animals, and the Flood.

**Step 4:** Discuss the Lesson's Message

- Guide a class discussion on why Noah built the Ark. Highlight themes of faith, listening to God, and taking action. Compare this story with similar themes in other Bible stories.

**Conclusion (5 minutes):**

- Summarize the key points discussed, reinforcing the learning objectives: retelling the story, understanding the significance of Noah's actions, and appreciating the Bible.

- Conduct a brief interactive activity where students can illustrate their favorite scene from the story or share one lesson they learned.

- Prepare learners for the next session by telling them that they will explore the importance of faith in their personal lives.

**Extended Activities:**

- Create a Story Map: Students can create a visual story map detailing the events of Noah’s story using drawings or simple words.

- Class Discussion: Organize a circle time where students can share their thoughts on how they can show faith and listen to guidance in their own lives.

- Craft Activity: Make animal cutouts that can be placed on a paper Ark, allowing students to connect with the story creatively.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** The Holy Bible

**Sub Strand:** Bible Story: Noah and the Ark

**Specific Learning Outcomes:**

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

1.Retell the story of Noah and the Ark

2. Watch video clips of Noah and the Ark

3.Appreciate the Bible as a Holy book

**Key Inquiry Questions:**

- What happened when Noah built the Ark?

- How did Noah show his faith?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2 (pages 26-28)

- Video clips of Noah and the Ark (appropriate for age group)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Greet the students and ask them what they remember about the previous lesson.

- Briefly discuss the importance of stories in the Bible.

- Introduce the story of Noah and the Ark, explaining that it's a tale of faith and perseverance.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Noah's Story

- Read aloud an excerpt from the Good News Bible that introduces Noah and the Ark.

- Discuss who Noah was, what God asked him to do, and why it was important.

- Engage students by asking, "How do you think Noah felt when he was told to build the Ark?"

**Step 2:** Building the Ark

- Use illustrations from Longhorn CRE pages 26-28 to explain how Noah built the Ark and gathered the animals.

- Show a short video clip that depicts Noah building the Ark and the animals coming onboard.

- Ask students to describe what they saw in the video and how it relates to what they learned.

**Step 3:** The Great Flood

- Explain briefly what happened when the flood came, emphasizing God’s promise to Noah.

- Discuss why it's important to have faith, just like Noah did.

- Ask students if they know any other stories from the Bible that involve faith.

**Step 4:** God’s Promise

- Conclude the lesson by discussing God’s promise to Noah after the flood (the rainbow as a sign).

- Encourage students to express how they feel about God's promise and how it relates to them today.

**Conclusion (5 minutes):**

- Summarize the key points: who Noah is, what he did, how he showed faith, and why the story of Noah is important.

- Conduct a quick interactive activity, such as a "what would you do?" discussion where students share what they would do if they were in Noah's place.

- Preview the next session's topic by asking, "What other stories do you think God has shared with us through the Bible?"

**Extended Activities:**

- Art Activity: Create a drawing of Noah's Ark with animals.

- Storytelling: Have students work in pairs to retell the story of Noah in their own words.

- Faith Discussion: Write a short paragraph about a time they showed faith in a situation (age-appropriate and guided).

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** The Holy Bible

**Sub Strand:** Bible Story - Noah and the Ark

**Specific Learning Outcomes:**

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

1. State some of the animals that went into the ark.

2. Draw animals that went into the ark.

3. Appreciate the Bible as a Holy book.

**Key Inquiry Question(s):**

- What animals went into the ark?

- How can we represent these animals creatively?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2 (page unspecified but should include relevant content)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by revisiting the previous lesson about God's creation. Ask learners if they remember any of the animals God created.

- Introduce the story of Noah and the Ark. Use the Good News Bible to read a brief excerpt that mentions the animals.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Animals

- Ask students to name some animals that they think went into the ark. Write these on the board.

- Show a picture or diagram of Noah's Ark, pointing out the different animals for visual reference.

**Step 2:** Discussion

- Discuss why it was important for Noah to take animals into the ark.

- Talk about the significance of caring for all living creatures—connect this to the concept of stewardship.

**Step 3:** Drawing Activity

- Provide students with paper and crayons/markers.

- Instruct them to draw their favorite animal that went into the ark. Encourage creativity and colorfulness in their drawings.

**Step 4:** Sharing

- Have students share their drawings with the class. As they explain their choice, encourage them to say why they like that animal and what they learned about Noah and the Ark.

**Conclusion (5 minutes):**

- Summarize the key points: the importance of Noah, the ark, and the animals that were saved.

- Reinforce the appreciation of the Bible as a holy book by briefly discussing what it means to them.

- Conduct a quick interactive activity—ask students to mimic their favorite animal for the class and name it.

- Give a preview of the next session focusing on another story from the Bible, such as the story of Moses.

**Extended Activities:**

- Animal Research Project: Assign each student to research one animal that went into the ark and prepare a few fun facts to share with the class in the next lesson. Encourage them to use pictures or models.

- Themed Art Project: Create a large mural or collage of animals that went into the ark, allowing students to contribute their drawings.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** The Holy Bible

**Sub Strand:** Bible story Noah and the Ark

**Specific Learning Outcomes:**

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

1.Explain why obedience is important.

2. Sing songs about Noah and the Ark.

3. Appreciate the Bible as a Holy book.

**Key Inquiry Question(s):**

- Why should we be obedient?

- What can we learn from the story of Noah and the Ark?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 29-30

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson's key points on obedience and its significance in our lives.

- Ask learners to look at pictures or illustrations of Noah and the Ark in the learning resources, guiding them to discuss initial thoughts on the story.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Noah's Story

- Read the story of Noah and the Ark from the Good News Bible.

- Discuss who Noah is and what God asked him to do.

Content to Cover:

- Noah was obedient to God.

- Importance of listening to God and those in authority.

**Step 2:** Importance of Obedience

- Encourage a class discussion on what happens if we do not obey our parents and teachers.

- Prompt students to share personal experiences or role-play scenarios.

Content to Cover:

- Negative consequences (e.g., feeling disappointed, consequences at school/home).

- Positive outcomes of being obedient (e.g., trust, rewards).

**Step 3:** Singing and Movement Activity

- Teach the learners a simple song about Noah and the Ark (e.g., "The Animals Go In Two By Two").

- Incorporate movement actions to make the song engaging and memorable.

Content to Cover:

- Emphasizing joy in learning about obedience through music.

**Step 4:** Reflection on the Bible

- Discuss how the Bible is a special book and how it teaches us many valuable lessons.

- Ask learners how they feel when reading or listening to stories in the Bible.

Content to Cover:

- Bible as a guide for our lives.

- Respect for holy texts.

**Conclusion (5 minutes):**

- Summarize the key points discussed: importance of obedience, the story of Noah, singing together, and appreciating the Bible.

- Conduct a brief interactive activity where students can share why they think it is good to be obedient, reinforcing the main topics.

- Prepare learners for the next session by asking them to think about how they can be obedient this week.

**Extended Activities:**

- Art Activity: Draw a scene from the story of Noah and the Ark and write one sentence on what obedience means to them.

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

- Memory Verse: Learn and recite a Bible verse about obedience and share its meaning.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** The Life of Jesus Christ

**Sub-Strand:** Birth of Jesus Christ

**Specific Learning Outcomes:**

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

1.Narrate the story of the birth of Jesus.

2.Watch video clips about the birth of Jesus.

3. Appreciate the Bible as a Holy book.

**Key Inquiry Question(s):**

- How can we retell the story of the birth of Jesus?

- What do we learn from watching video clips about the birth of Jesus?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 31-32.

- Video clips about the birth of Jesus (e.g., animated version suitable for children).

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the life of Jesus, asking questions like, “What did we learn about Jesus last time?”

- Guide learners to look at pages 31-32 in the Good News Bible and the Longhorn CRE book. Discuss the importance of the Bible as a Holy Book and how it tells the story of Jesus.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Birth of Jesus

- Start by asking, “Where do you think Jesus was born?” Allow learners to share ideas. Quickly explain that Jesus was born in Bethlehem.

- Read together from the relevant pages in the provided resources. Focus on key details such as Mary, Joseph, the manger, and the star.

**Step 2:** Narrate the Story

- Encourage learners to help narrate the story of Jesus' birth. Use guided questions to prompt their memories, e.g., “Who visited Jesus?” and “What gifts did the wise men bring?”

- Split the class into small groups, allowing them a few minutes to create a short retelling of the story in their own words.

**Step 3:** Video Clips

- Show a short, child-friendly video clip about the birth of Jesus.

- After the video, discuss what they saw. Ask questions like, “What was your favorite part of the video?” and “What did you learn from it?”

**Step 4:** Wrap-Up Discussion

- Reconvene as a class and ask groups to share their retellings of the story. Encourage all learners to contribute.

- Highlight the significance of Jesus' birth and how it is celebrated today (e.g., Christmas).

**Conclusion (5 minutes):**

- Summarize the key points learned about the birth of Jesus and the importance of retelling the story.

- Conduct a quick interactive activity, such as a “Simon Says” game using key phrases from the story (e.g., "Say 'Manger' when I say 'Jesus'").

- Prepare students for the next lesson by asking them what they think happens next in Jesus' life.

**Extended Activities:**

- Craft Activity: Create a simple nativity scene using paper cutouts. This can reinforce the story visually and engage their creativity.

- Memory Verse: Teach students a simple Bible verse related to the birth of Jesus, e.g., Luke 2:11, and encourage them to learn it at home.

- Role Play: Encourage learners to act out the story of the birth of Jesus in pairs or small groups, helping them internalize the narrative further.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** The Life of Jesus Christ

**Sub Strand:** Birth of Jesus Christ

**Specific Learning Outcomes:**

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

1.Outline events that happen in his or her community when a baby is born.

2. Role play the events that took place during the birth of Jesus.

3.Appreciate the Bible as a Holy book.

**Key Inquiry Questions:**

- What happens in your community when a baby is born?

- How can we act out the events during the birth of Jesus?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 32-33

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the birth of Jesus and the significance of babies.

- Engage the learners by asking them to share what happens in their communities when a baby is born. Encourage them to think about celebrations, gifts, or traditions.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Events in the Community

- Ask students to share common events or traditions in their community that happen when a baby is born (e.g., celebrations, blessings).

- Write their ideas on the board to visualize and compare with the birth of Jesus.

**Step 2:** Read about Jesus’s Birth

- Have learners read about the birth of Jesus from the Good News Bible. Focus on key aspects such as Mary and Joseph's journey, the manger, and the visit from the shepherds.

- Discuss how these events relate to the celebrations in their own communities.

**Step 3:** Role Play

- Organize the class into small groups, assigning roles (e.g., Mary, Joseph, shepherds) to enact the scene of Jesus’s birth.

- Provide simple props if available, and encourage creativity in their presentations.

**Step 4:** Reflect on the Bible

- Facilitate a discussion on why the Bible is important and how it is viewed as a Holy book in Christianity.

- Ask students what they appreciate about the Bible and its stories.

**Conclusion (5 minutes):**

- Summarize key points from the lesson, highlighting community traditions and the significance of Jesus's birth.

- Conduct a brief interactive activity, such as a game of charades, where students act out events discussed from their communities or the birth of Jesus.

- Preview the next session where they will learn about the life of Jesus as a child.

**Extended Activities:**

- Art Activity: Have students draw or create a collage of what they think is important when a baby is born. They can include elements from their community alongside the birth of Jesus.

- Story Circle: Encourage students to share stories about welcoming new babies in their families or communities and how they celebrate.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** The Life of Jesus Christ

**Sub Strand:** Birth of Jesus Christ

**Specific Learning Outcomes:**

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

1. Outline events that happen in his or her community when a baby is born.

2. Role play the events that took place during the birth of Jesus.

3. Appreciate the Bible as a Holy book.

**Key Inquiry Question(s):**

- What events happen in your community when a baby is born?

- What happened during the birth of Jesus Christ?

**Learning Resources:**

- Good News Bible

- Longhorn Christian Religious Education PP2, pages 32-33

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson about the life of Jesus Christ.

- Ask learners about their experiences or observations when a baby is born in their community (e.g., celebrations, gatherings, etc.).

- Introduce the Bible as a holy book and explain its importance in Christianity.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Birth Events in the Community

- Engage the students in a discussion about what happens in their community when a baby is born. Write their responses on the board.

- Highlight similarities and differences in customs.

**Step 2:** Introduction to the Birth of Jesus

- Read key passages from pages 32-33 of the Longhorn Christian Religious Education textbook and the Good News Bible about the birth of Jesus.

- Discuss the main events surrounding Jesus' birth, including Mary and Joseph’s journey, the birth in a manger, and the visitation of the shepherds and wise men.

**Step 3:** Role Play Activity

- Organize students into small groups and assign each group a scene from the birth of Jesus (e.g., Mary and Joseph finding the stable, the birth, the shepherds visiting).

- Allow groups time to plan how they can act out their scene.

**Step 4:** Group Performances

- Each group presents their role play. After each performance, ask the other students to identify what they learned about the birth of Jesus from that scene.

**Conclusion (5 minutes):**

- Summarize the key points discussed, emphasizing the events during the birth of Jesus and the significance of these events.

- Conduct a brief interactive question-and-answer session to reinforce learning (e.g., “What do we celebrate when a baby is born?”).

- Prepare students for the next session about the life of Jesus Christ, encouraging them to think about other important events in his life.

**Extended Activities:**

- Art Activity: Have students draw a scene from the birth of Jesus or create a simple nativity scene using craft materials.

- Story Time: Encourage students to tell a story about a different birth from the Bible or their community and share it with the class.

- Bible Exploration: Assign students to bring their favorite Bible story next class, especially relating to Jesus, and share one key lesson it teaches them.

**Teacher Self-Evaluation:**