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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Functions of the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Importance of the Bible in the society | | | |

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

* Explain the importance of the Bible in the society
* Compose and sing a song about the bible
* Desire to read the bible as the word of God for spiritual nourishment

**KEY INQUIRY QUESTIONS:**

Why is the Bible different from other books?

How do you apply the word of God in your daily life

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 41

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to share what they learnt in grade 6 about the Bible as the inspired word of God   * This promotes learning to learn   Guide them to brainstorm on how the bible is used in different occasions  Ask the learners to describe how the Bible is different from other books |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17, Hebrews 4:12   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity |
| APPLICATION AND RESPONSE | Guide learners to state the importance of the Bible and how it is used in the contemporary society  Ask them to expound how they will use the Bible in their daily lives  Guide the learners to state the advice they would give to a new learner in their class who argues that the bible is irrelevant today |
| PUPIL’S ACTIVITY | Guide the learners to debate the topic “is the bible useful in the society” using the guidelines of activity 6 in the learner’s book page 43   * This promotes creativity   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in composing a song about the Bible as an inspired world of God and sing   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Functions of the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The role of the Bible in holistic growth | | | |

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

* Explain the importance of the Bible in the society
* Discuss the role of the Bible for holistic growth
* Appreciate the Bible as inspired word of God
* Desire to read the bible as the word of God for spiritual nourishment

**KEY INQUIRY QUESTIONS:**

Why is the Bible different from other books?

How do you apply the word of God in your daily life?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 43

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson on the importance of the bible and how it is used in the contemporary society  Guide them to search the meaning of holistic growth from the internet  Ask the learners to explain how the Bible promotes spiritual growth |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17, Hebrews 4:12   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Direct learners to the “take not3” section in the learner’s book page 44 |
| APPLICATION AND RESPONSE | Ask them to identify how the Bible promotes growth in the following aspects in life – spiritual/moral/emotional/social/physical/intellectual  Ask learners to state how the bible promotes holistic growth  Guide them to explain how the bible promotes spiritual and moral growth |
| PUPIL’S ACTIVITY | Lead the learners in singing the song in activity 8 in the learner’s book page 44  Instruct them to answer the questions that follow the song  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in composing a song about the Bible as an inspired world of God and sing   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON:**

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

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Functions of the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The role of the Bible in holistic growth | | | |

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

* Explain the importance of the Bible in the society
* Discuss the role of the Bible for holistic growth
* Appreciate the Bible as inspired word of God
* Desire to read the bible as the word of God for spiritual nourishment

**KEY INQUIRY QUESTIONS:**

Why is the Bible different from other books?

How do you apply the word of God in your daily life?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 43

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson on the importance of the bible and how it is used in the contemporary society  Guide them to search the meaning of holistic growth from the internet  Ask the learners to explain how the Bible promotes spiritual growth |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17, Hebrews 4:12   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Direct learners to the “take not3” section in the learner’s book page 44 |
| APPLICATION AND RESPONSE | Ask them to identify how the Bible promotes growth in the following aspects in life – spiritual/moral/emotional/social/physical/intellectual  Ask learners to state how the bible promotes holistic growth  Guide them to explain how the bible promotes spiritual and moral growth |
| PUPIL’S ACTIVITY | Lead the learners in singing the song in activity 8 in the learner’s book page 44  Instruct them to answer the questions that follow the song  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in composing a song about the Bible as an inspired world of God and sing   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON:**

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

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Functions of the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How God’s Word inspires different services among Christians | | | |

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

* Explain how God’s Word inspires different services among Christians
* Appreciate the Bible as inspired word of God
* Desire to read the bible as the word of God for spiritual nourishment

**KEY INQUIRY QUESTIONS:**

Why is the Bible different from other books?

How do you apply the word of God in your daily life?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

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ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Ask them to discuss, in pairs the different types of services Christians engage in their local community in services to God and human beings  Guide them to read the story of Janet and Jones in activity 10 in the learner’s book page 45  Ask them to answer the questions that follow the story |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17, Hebrews 4:12   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Ask them to discuss how God’s word inspires different services among Christians  Ask them to identify how God’s word inspires different services among Christians teachings us how to serve God and people |
| APPLICATION AND RESPONSE | Ask the learners to explain how the Bible inspires different services among Christians.  Guide them plan for a service they would want to participate in among Christians |
| PUPIL’S ACTIVITY | Guide the learners to activity 13 in the learner’s book  Led them identify the value of love, respect, social justice and responsibility from the word search puzzle  Ask them to explain how they apply the identified values in their lives  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt.  Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to use the assessment chart in the learner’s book page 48 to assess their understanding of the concepts learnt |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Functions of the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How God’s Word inspires different services among Christians | | | |

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

* Explain how God’s Word inspires different services among Christians
* Appreciate the Bible as inspired word of God
* Desire to read the bible as the word of God for spiritual nourishment

**KEY INQUIRY QUESTIONS:**

Why is the Bible different from other books?

How do you apply the word of God in your daily life?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 45

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Ask them to discuss, in pairs the different types of services Christians engage in their local community in services to God and human beings  Guide them to read the story of Janet and Jones in activity 10 in the learner’s book page 45  Ask them to answer the questions that follow the story |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17, Hebrews 4:12 |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the clas  Ask them to discuss how God’s word inspires different services among Christians  Ask them to identify how God’s word inspires different services among Christians teachings us how to serve God and people  Guide the learners to also identify the other types of services Christians engage in service to God and people |
| APPLICATION AND RESPONSE | Ask the learners to explain how the Bible inspires different services among Christians.  Guide them plan for a service they would want to participate in among Christians |
| PUPIL’S ACTIVITY | Guide the learners to activity 13 in the learner’s book  Led them identify the value of love, respect, social justice and responsibility from the word search puzzle  Ask them to explain how they apply the identified values in their lives  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt.  Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to use the assessment chart in the learner’s book page 48 to assess their understanding of the concepts learnt |

**REFLECTION ON THE LESSON:**

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

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Divisions of the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Importance of the two division of the Bible to Christians | | | |

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

* Identify the two divisions of the bible to enhance his/her understanding
* Appreciate the Bible for reflective learning and living

**KEY INQUIRY QUESTIONS:**

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

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 48

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to share what they learnt in previous lesson on the functions of the Bible.  Guide them to brainstorm , in pairs on the two major divisions of the Bible |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead learners to discuss in groups why it is important to know the books of the Bible  Guide learners to read the “take note” section in the learner’s book page 48  Ask them to identify the importance of knowing the books of the bible.  Guide them to find messages on the importance of the division of the Bible |
| APPLICATION AND RESPONSE | Guide learners to state what they have learnt about the importance of the two divisions of the Bible |
| PUPIL’S ACTIVITY | Guide the learners to find messages on the importance of knowing the books of the Bible  Lead them to design posters and write the messages on them   * This promotes creativity   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in composing a song about the Bible and the books of the bible   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON:**

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

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Divisions of the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Importance of the two division of the Bible to Christians | | | |

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

* Identify the two divisions of the bible to enhance his/her understanding
* Appreciate the Bible for reflective learning and living

**KEY INQUIRY QUESTIONS:**

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

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 48

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide the learners to share what they learnt in previous lesson on the functions of the Bible.  Guide them to brainstorm , in pairs on the two major divisions of the Bible  Ask learners to write their points on flashcards and present them to the class  Lead them to display the flashcards in the class  Guide them to sort and arrange in order the nooks of the Bible using the flashcards |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead learners to discuss in groups why it is important to know the books of the Bible  Guide learners to read the “take note” section in the learner’s book page 48  Ask them to identify the importance of knowing the books of the bible.  Guide them to find messages on the importance of the division of the Bible  Ask learners to give more points on the importance of the 2 divisions of the BIBLE to Christians. |
| APPLICATION AND RESPONSE | Guide learners to state what they have learnt about the importance of the two divisions of the Bible |
| PUPIL’S ACTIVITY | Guide the learners to find messages on the importance of knowing the books of the Bible  Lead them to design posters and write the messages on them   * This promotes creativity   Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in composing a song about the Bible and the books of the bible   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Divisions of the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Classification of the books of the old and new testament | | | |

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

* Identify the two divisions of the bible to enhance his/her understanding
* Classify the books of the old and new testament according to their classification
* Design bookmarks on the books of the Bible
* Appreciate the Bible for reflective learning and living

**KEY INQUIRY QUESTIONS:**

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

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

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ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Lead learners to identify the books of the old and new testament as guide in activity 4 in the learner’s book page 49  Guide them to read the story in activity 5 in the learner’s book page 50  Ask them to answer the questions that follow the story |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead learners to to read the content as guided in activity 6 on the learner’s book page 50  Guide them to identify the classification of the old testament  Ask them to find out the books in each classification of the old testament  Lead them to state the books in each classification  Guide them to answer questions in the learner’s book page 50 |
| APPLICATION AND RESPONSE | Ask learners to state what they have learnt about the classification of the books of the Bible  Guide learners to use the guidelines on Activity 9 to sing song given and answer the questions that follow |
| PUPIL’S ACTIVITY | Guide the learners to design bookmarks on the books of the Bible , let them be guided by activity 7 in the learner’s book page 54   * This promotes creativity   Let them present the bookmarks to the class  Ask them place the bookmarks in their Bibles or books  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners on how to carry out home activity in the learner’s book page 55 |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Divisions of the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Classification of the books of the old and new testament | | | |

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

* Identify the two divisions of the bible to enhance his/her understanding
* Classify the books of the old and new testament according to their classification
* Design bookmarks on the books of the Bible
* Appreciate the Bible for reflective learning and living

**KEY INQUIRY QUESTIONS:**

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

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 49

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Lead learners to identify the books of the old and new testament as guide in activity 4 in the learner’s book page 49  Guide them to read the story in activity 5 in the learner’s book page 50  Ask them to answer the questions that follow the story |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead learners to to read the content as guided in activity 6 on the learner’s book page 50  Guide them to identify the classification of the old testament  Ask them to find out the books in each classification of the old testament  Lead them to state the books in each classification  Guide them to answer questions in the learner’s book page 50 |
| APPLICATION AND RESPONSE | Ask learners to state what they have learnt about the classification of the books of the Bible  Guide learners to use the guidelines on Activity 9 to sing song given and answer the questions that follow |
| PUPIL’S ACTIVITY | Guide the learners to design bookmarks on the books of the Bible , let them be guided by activity 7 in the learner’s book page 54   * This promotes creativity   Let them present the bookmarks to the class  Ask them place the bookmarks in their Bibles or books  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners on how to carry out home activity in the learner’s book page 55 |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Divisions of the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Classification of the books of the old and new testament | | | |

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

* Identify the two divisions of the bible to enhance his/her understanding
* Classify the books of the old and new testament according to their classification
* Design bookmarks on the books of the Bible
* Appreciate the Bible for reflective learning and living

**KEY INQUIRY QUESTIONS:**

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

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 49

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Lead learners to identify the books of the old and new testament as guide in activity 4 in the learner’s book page 49  Guide them to read the story in activity 5 in the learner’s book page 50  Ask them to answer the questions that follow the story |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead learners to read the content as guided in activity 6 on the learner’s book page 50  Guide them to identify the classification of the new testament  Ask them to find out the books in each classification of the new testament  Lead them to state the books in each classification  Guide them to answer questions in the learner’s book page 54 |
| APPLICATION AND RESPONSE | Ask learners to state what they have learnt about the classification of the books of the Bible  Guide learners to use the guidelines on Activity 9 to sing song given and answer the questions that follow |
| PUPIL’S ACTIVITY | Guide the learners to observe flashcards showing values acquired during the study of the divisions of the Bible  Ask them to state how they demonstrate the values in their dairy lives  Ask them to identify other values that can be acquired as they study the Bible  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners on how to carry out home activity in the learner’s book page 55 |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bile translations | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Different Bible translations used in Kenya today | | | |

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

* Identify different Bible translations used in Kenya today
* Appreciate the work of the Bible Translation in Kenya

**KEY INQUIRY QUESTIONS:**

What skills does a Bible translator require?

Which Challenges do Bible translators face?

Why is it important to translate the Bible?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 56

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson on classification of the old and new testament  Guide the learners to discuss the meaning of the words translation as per activity 1 in the learner’s book page 56  Lead them to also discuss the different translation of the Bible |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide the learners to search the internet on the different versions of the Bible  Ask them to write down in their notebooks and present to the class  Lead the learners to take note section in the learners book page 57  Guide them to identify the process of Bible translation  Lead the learners to identify the organization that carry out the continued word of Bible translation  Guide the learners to discuss the skills required by a Bible translator  Lead them to discuss the challenges Bible translators face |
| APPLICATION AND RESPONSE | Ask learners to state what they have learnt about the different translations and versions of the Bible used in Kenya  Guide learners to explain how they use the different Bible translations and versions |
| PUPIL’S ACTIVITY | Copy summary notes on  Translation and version of the Bible used in Kenya  Skills required by a Bible translator  Challenges faced the Bible translators |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners discuss challenges that Bible translators faced |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bile translations | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Reasons for the translation of the Bible to local languages | | | |

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

* Identify different Bible translations used in Kenya today
* Discuss the reasons for translation of the Bible to local language
* Appreciate the work of the Bible Translation in Kenya

**KEY INQUIRY QUESTIONS:**

What skills does a Bible translator require?

Which Challenges do Bible translators face?

Why is it important to translate the Bible?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 59

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide the learners to state what they learnt in Grade 6 on the reasons that led to the Translation of the bible into local language  Ask them to state what else they know about Bible translations  Guide them to read, in groups , the story in the Learner’s book page 59  Lead them to answer the questions that follow the story |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead learners to discuss, in groups how people have benefited from translation of the Bible  Ask them to discuss why it is important to translate the Bible  Guide them to write their points on the chart and present to the class  Guide them to discuss the reasons that led to the translation of the Bible into local languages  Guide them on the “ take note” section on page 60 of the learner’s book and ask them to read the reasons for the Bible translation into local languages  Guide the learners to give other reasons that led to the translation of the Bible |
| APPLICATION AND RESPONSE | Guide the learners to state the reasons for translation of the Bible into local languages  Ask them to state how they benefit from Bible translations into local languages |
| PUPIL’S ACTIVITY | Guide the learners to debate the topic “is bible translation still necessary in our society today”  Ask them to write in their notebooks the lessons learnt from the debate  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners discuss challenges that Bible translators faced as they translated the Bible into local languages |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bile translations | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Reasons for the translation of the Bible to local languages | | | |

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

* Identify different Bible translations used in Kenya today
* Discuss the reasons for translation of the Bible to local language
* Appreciate the work of the Bible Translation in Kenya

**KEY INQUIRY QUESTIONS:**

What skills does a Bible translator require?

Which Challenges do Bible translators face?

Why is it important to translate the Bible?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 59

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide the learners to state what they learnt in Grade 6 on the reasons that led to the Translation of the bible into local language  Ask them to state what else they know about Bible translations  Guide them to read, in groups , the story in the Learner’s book page 59  Lead them to answer the questions that follow the story |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead learners to discuss, in groups how people have benefited from translation of the Bible  Ask them to discuss why it is important to translate the Bible  Guide them to write their points on the chart and present to the class  Guide them to discuss the reasons that led to the translation of the Bible into local languages  Guide them on the “ take note” section on page 60 of the learner’s book and ask them to read the reasons for the Bible translation into local languages  Guide the learners to give other reasons that led to the translation of the Bible |
| APPLICATION AND RESPONSE | Guide the learners to state the reasons for translation of the Bible into local languages  Ask them to state how they benefit from Bible translations into local languages |
| PUPIL’S ACTIVITY | Guide the learners to debate the topic “is bible translation still necessary in our society today”  Ask them to write in their notebooks the lessons learnt from the debate  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners discuss challenges that Bible translators faced as they translated the Bible into local languages |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bile translations | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Social effects of translation of the Bible into local language | | | |

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

* Identify different Bible translations used in Kenya today
* Examine the social effects of translation of the bible into local languages
* Appreciate the work of the Bible Translation in Kenya

**KEY INQUIRY QUESTIONS:**

What skills does a Bible translator require?

Which Challenges do Bible translators face?

Why is it important to translate the Bible?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 60-63

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide the learners to review what they learnt in the previous lesson on the reasons for the translation of the Bible in local languages  Ask them, in groups to observe and interpret the pictures in activity 10 in the learners book page 60 and answer the questions that follow |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide them on the “ take note” section on page 61 of the learner’s book and ask  Them to identify the social effects of the translation of the bible into local languages |
| APPLICATION AND RESPONSE | Guide the learners to explain what they have learnt about the social effects of the Bible translation into local languages  Ask learners to state what they would tell two grade 7 learners who have different Bible versions and are arguing about which is better than the others |
| PUPIL’S ACTIVITY | Lead the learners to download a video clip of a community celebrating Bibles translated in their languages  Allow them to watch the clip and write lessons learnt in their notebooks  Guide them, in pairs to identify the values that are demonstrated in the process of the Bible translation  Ask them to write the values of flashcards  Lead them to discuss how they apply the values in their daily lives  Instruct them to write the points in their notebooks and present them in class  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners on how to do home activity in the learner’s book page 62 |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE – Bile translations | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Economic effects of translation of the Bible into local language | | | |

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

* Identify different Bible translations used in Kenya today
* Examine the economic effects of translation of the bible into local languages
* Appreciate the work of the Bible Translation in Kenya

**KEY INQUIRY QUESTIONS:**

What skills does a Bible translator require?

Which Challenges do Bible translators face?

Why is it important to translate the Bible?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 60-63

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide the learners to review what they learnt in the previous lesson on the reasons for the translation of the Bible in local languages  Ask them, in groups to observe and interpret the pictures in activity 10 in the learners book page 60 and answer the questions that follow |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse 1 Timothy 3:16-17   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide them on the “ take note” section on page 61 of the learner’s book and ask  Them to identify the economic effects of the translation of the bible into local languages |
| APPLICATION AND RESPONSE | Guide the learners to explain what they have learnt about the economic effects of the Bible translation into local languages  Ask learners to state what they would tell two grade 7 learners who have different Bible versions and are arguing about which is better than the others |
| PUPIL’S ACTIVITY | Lead the learners to download a video clip of a community celebrating Bibles translated in their languages  Allow them to watch the clip and write lessons learnt in their notebooks  Guide them, in pairs to identify the values that are demonstrated in the process of the Bible translation  Ask them to write the values of flashcards  Lead them to discuss how they apply the values in their daily lives  Instruct them to write the points in their notebooks and present them in class  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners on how to do home activity in the learner’s book page 62 |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE –Leadership in the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How God prepared Moses for leadership | | | |

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

* Describe how God prepared Moses for leadership
* Apply leadership qualities portrayed by Moses in their interactions with others
* Desire to choose with integrity for the good of the society

**KEY INQUIRY QUESTIONS:**

* How do you choose good leaders?
* Why are good leaders important in society?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 64

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Help learners to recall what they studied in grade 5 on how Moses was rescued from river Nile by Pharaoh’s daughter  Ask them to state what else they learnt about Moses  Guide the learners to observe the pictures in Activity 1 in the leaner’s book page 64 and describe what they see |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Exodus 2:1-15, 3:1-22, 4:1-20 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide the learners to identify ways which God prepared Moses for leadership. Lead them to write the points on charts and present to the class  Refer learners to activity 3 in the learner’s book page 65 and guide them to read the presentation  Lead them to identify ways God prepared Moses for leadership |
| APPLICATION AND RESPONSE | Ask learners to explain how God prepared Moses for leadership |
| PUPIL’S ACTIVITY | Guide the learners to the search the internet on how God prepared Moses for leadership. Ask them to present the points to the class  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in composing a song about qualities of a good leader   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE –Leadership in the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | How God prepared Moses for leadership | | | |

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

* Describe how God prepared Moses for leadership
* Apply leadership qualities portrayed by Moses in their interactions with others
* Desire to choose with integrity for the good of the society

**KEY INQUIRY QUESTIONS:**

* How do you choose good leaders?
* Why are good leaders important in society?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 64

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Help learners to recall what they studied in grade 5 on how Moses was rescued from river Nile by Pharaoh’s daughter  Ask them to state what else they learnt about Moses  Guide the learners to observe the pictures in Activity 1 in the leaner’s book page 64 and describe what they see |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Exodus 2:1-15, 3:1-22, 4:1-20 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide the learners to identify ways which God prepared Moses for leadership. Lead them to write the points on charts and present to the class  Refer learners to activity 3 in the learner’s book page 65 and guide them to read the presentation  Lead them to identify ways God prepared Moses for leadership |
| APPLICATION AND RESPONSE | Ask learners to explain how God prepared Moses for leadership |
| PUPIL’S ACTIVITY | Guide the learners to the search the internet on how God prepared Moses for leadership. Ask them to present the points to the class  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in composing a song about qualities of a good leader   * This promotes creativity and imagination |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE –Leadership in the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The roles played by Moses during the Exodus | | | |

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

* Identify the roles played by Moses during the Exodus
* Apply leadership qualities portrayed by Moses in their interactions with others
* Desire to choose with integrity for the good of the society

**KEY INQUIRY QUESTIONS:**

* How do you choose good leaders?
* Why are good leaders important in society?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 6

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide the learners to state what they learnt in the previous lesson on how God prepared Moses for leadership  Lead them to read the information in activity 5 in the learner’s book pg 66  Ask them to answer the questions that follow |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Exodus 14:10-16,21; 15:22-25, 18:5-10, 13-26 and Deuteronomy 4:1-6 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead them to read the roles played by Moses during the exodus  Lead learners to read what Joseph and Lydia presented in Activity 7 on the roles Moses played during the Exodus on learner’s book page 67  Guide the learners write them in their notebooks |
| APPLICATION AND RESPONSE | Ask learners to state what they have learnt on the roles Moses played during the exodus |
| PUPIL’S ACTIVITY | Guide the learners to the search the internet and download a video clip on the roles performed by Moses during the Exodus  Instruct them to discuss lessons learnt from the clip  Instruct them to write the lessons in their notebooks  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to the search the internet and download a video clip of Moses leading Israelites during the Exodus |

**REFLECTION ON THE LESSON:**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE –Leadership in the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The roles played by Moses during the Exodus | | | |

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

* Identify the roles played by Moses during the Exodus
* Apply leadership qualities portrayed by Moses in their interactions with others
* Desire to choose with integrity for the good of the society

**KEY INQUIRY QUESTIONS:**

* How do you choose good leaders?
* Why are good leaders important in society?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 6

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide the learners to state what they learnt in the previous lesson on how God prepared Moses for leadership  Lead them to read the information in activity 5 in the learner’s book pg 66  Ask them to answer the questions that follow |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Exodus 14:10-16,21; 15:22-25, 18:5-10, 13-26 and Deuteronomy 4:1-6 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead them to read the roles played by Moses during the exodus  Lead learners to read what Joseph and Lydia presented in Activity 7 on the roles Moses played during the Exodus on learner’s book page 67  Guide the learners write them in their notebooks  Lead them to add other roles that Moses played during the exodus |
| APPLICATION AND RESPONSE | Ask learners to state what they have learnt on the roles Moses played during the exodus |
| PUPIL’S ACTIVITY | Guide the learners to the search the internet and download a video clip on the roles performed by Moses during the Exodus  Instruct them to discuss lessons learnt from the clip  Instruct them to write the lessons in their notebooks  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to the search the internet and download a video clip of Moses leading Israelites during the Exodus |

**REFLECTION ON THE LESSON:**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE –Leadership in the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Leadership qualities to emulate from Moses | | | |

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

* Identify the roles played by Moses during the Exodus
* Discuss the qualities he/she can emulate from Moses
* Apply leadership qualities portrayed by Moses in their interactions with others
* Desire to choose with integrity for the good of the society

**KEY INQUIRY QUESTIONS:**

* How do you choose good leaders?
* Why are good leaders important in society?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 6

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Lead learners to review the previous lesson on the roles Moses played during the exodus  Guide them to discuss in pairs the characteristics of a good learner as per activity 9 in the learner’s book page 67  Ask them to discuss in groups the qualities they consider when choosing leaders in school |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Exodus 14:10-16,21; 15:22-25, 18:5-10, 13-26 and Deuteronomy 4:1-6 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide them to search the internet on the leadership qualities portrayed by Moses as per activity 11 learner’s book page 68  Ask them to summarize the points on chart and present to the class |
| APPLICATION AND RESPONSE | Guide the learners to explain how they can apply leadership qualities portrayed by Moses  Guide them to state what they would do if they were put in charge of a project and discover that some learners were complaining and others refusing to participate  Guide the learners to write a journal on how to be a good leader in school as per activity 14 on the learner’s book page 69 |
| PUPIL’S ACTIVITY | Guide the learners to activity 15 in the learner’s book page 69  Lead them to debate on the topic “ choosing good leaders has advantages in the society”  Help them identify the lessons learnt from the debate  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners on how to do the school activity on page 70 of the learner’s book |

**REFLECTION ON THE LESSON**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE BIBLE –Leadership in the Bible | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Leadership qualities to emulate from Moses | | | |

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

* Identify the roles played by Moses during the Exodus
* Discuss the qualities he/she can emulate from Moses
* Apply leadership qualities portrayed by Moses in their interactions with others
* Desire to choose with integrity for the good of the society

**KEY INQUIRY QUESTIONS:**

* How do you choose good leaders?
* Why are good leaders important in society?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 6

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Lead learners to review the previous lesson on the roles Moses played during the exodus  Guide them to discuss in pairs the characteristics of a good learner as per activity 9 in the learner’s book page 67  Ask them to discuss in groups the qualities they consider when choosing leaders in church |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Exodus 14:10-16,21; 15:22-25, 18:5-10, 13-26 and Deuteronomy 4:1-6 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Ask learners to discuss in pairs the leadership qualities one can emulate from Moses  Lead them to take note on learner’s book page 68 and ask them to read leadership qualities Moses possessed |
| APPLICATION AND RESPONSE | Guide the learners to explain how they can apply leadership qualities portrayed by Moses  Guide them to state what they would do if they were put in charge of a project and discover that some learners were complaining and others refusing to participate  Guide the learners to write a journal on how to be a good leader in school as per activity 14 on the learner’s book page 69 |
| PUPIL’S ACTIVITY | Ask them to follow the guidelines in activity 16 in the learner’s book page 69 to discuss how Moses portrayed the values or responsibility, love and social justice  Lead them to state how they would apply the identified values in their daily lives  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners on how to do the school activity on page 70 of the learner’s book |

**REFLECTION ON THE LESSON**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OFJESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Background to birth of Jesus Christ – the prophecies about the coming of Jesus Christ | | | |

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

* Outline the prophecies about the coming of Jesus Christ
* Appreciate the fulfilment of the prophecies about the coming of Jesus Christ

**KEY INQUIRY QUESTIONS:**

What roles are played by prophets today?

Why was Birth of John the Baptist important?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 73

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Start the lesson by asking learners what they remember about Jesus Christ from what they learnt from grade 1 to 6  Guide the learners to explain the meaning of a prophet and prophecy  Help them find roles played by prophets |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Isaiah 9:6-7 and Jeremiah 23:5-6 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide the learners to discuss the prophecies about the coming of Jesus Christ from the 2 readings  Guide them to summarize the prophecies in their notebooks and present them in class  Ask learners to make flashcards with bible verse from Isaiah 9:6-7 and Jeremiah 23:5-6  Help them to present their messages in class and display the flash cards in the classroom |
| APPLICATION AND RESPONSE | Guide the learners to state what they have learnt from the prophecies about the coming of Jesus Christ |
| PUPIL’S ACTIVITY | Guide the learners to write messages from Isaiah 9:6-7 and Jeremiah 23:5-6 on flashcards  Learners to read “take note” section in the learner’s book page 74  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in carrying out an online or library search on prophecies about the coming of Jesus Christ and discuss the findings  Ask them to write the main points in their notebooks and make a presentation in class |

**REFLECTION ON THE LESSON**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OFJESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Background to birth of Jesus Christ – ways in which the old testament prophecies about Messiah were fulfilled in the coming of Jesus Christ | | | |

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

* Outline the prophecies about the coming of Jesus Christ
* Explain how old testament prophecies about Messiah were fulfilled in the coming of Jesus Christ
* Appreciate the fulfilment of the prophecies about the coming of Jesus Christ

**KEY INQUIRY QUESTIONS:**

What roles are played by prophets today?

Why was Birth of John the Baptist important?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 75

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Start the lesson by asking learners what they remember about Jesus Christ from what they learnt from grade 1 to 6  Guide the learners to explain the meaning of a prophet and prophecy  Help them find roles played by prophets |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Matthew 1:18-23 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide the learners to discuss how Jesus Christ fulfilled Old Testaments prophecies about the coming of the Messiah  Guide the learners to summarize their points on charts, present them in class and display the charts in class |
| APPLICATION AND RESPONSE | Ask learners to read “TAKE NOTE” section in the learner’s book page 75.  Guide them to discuss the notes contained |
| PUPIL’S ACTIVITY | Guide the learners to do activity 5 in the learner’s book page 75  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in carrying out an online or library search on prophecies about the coming of Jesus Christ and discuss the findings  Ask them to write the main points in their notebooks and make a presentation in class |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OFJESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Background to birth of Jesus Christ – the annunciation and birth of John the Baptist | | | |

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

* Describe the annunciation and birth of John the Baptist
* Appreciate the fulfilment of the prophecies about the coming of Jesus Christ

**KEY INQUIRY QUESTIONS:**

What roles are played by prophets today?

Why was Birth of John the Baptist important?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

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ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide the learners to review what they learnt about Jesus Christ as the prophesied Messiah from previous lessons |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 1:5-25 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead them to retell the story of the annunciation of the birth of John the Baptist  Guide them to summarise the points from the Bible text on charts  Take them to read the “TAKE NOTE” section in the learner’s book page 76. Help them to discuss the notes contained  Guide them to look at the pictures on page 77 of the learner’s book and discuss what is shown  Ask them to read the story in activity 7 on page 77 and answer the questions Guide learners to look at the picture on page 77 of the learner’s book and discuss what is shown  Ask learners to read Luke 1:57-66 in turns and answer questions |
| APPLICATION AND RESPONSE | Guide the learners to rehearse and role play the annunciation and birth of John the Baptist  Ask them to answer the questions that follow  Ask them to read the “TAKE NOTE” section in the learner’s book page 76 and compare the notes to what they had written in activity 8 |
| PUPIL’S ACTIVITY | Guide the learners to do activity 6 in the learner’s book page 76 and activity 7 in learner’s book page 77  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in carrying out an online or library search on the birth of John the Baptist and discuss the findings  Ask them to write the main points in their notebooks and make a presentation in class |

**REFLECTION ON THE LESSON**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OFJESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Background to birth of Jesus Christ – the annunciation and birth of John the Baptist | | | |

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

* Describe the annunciation and birth of John the Baptist
* Appreciate the fulfilment of the prophecies about the coming of Jesus Christ

**KEY INQUIRY QUESTIONS:**

What roles are played by prophets today?

Why was Birth of John the Baptist important?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 73

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide the learners to review what they learnt about Jesus Christ as the prophesied Messiah from previous lessons |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 1:5-25 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead them to retell the story of the annunciation of the birth of John the Baptist  Guide them to summarise the points from the Bible text on charts  Take them to read the “TAKE NOTE” section in the learner’s book page 76. Help them to discuss the notes contained  Guide them to look at the pictures on page 77 of the learner’s book and discuss what is shown  Ask them to read the story in activity 7 on page 77 and answer the questions Guide learners to look at the picture on page 77 of the learner’s book and discuss what is shown  Ask learners to read Luke 1:57-66 in turns and answer questions |
| APPLICATION AND RESPONSE | Guide the learners to rehearse and role play the annunciation and birth of John the Baptist  Ask them to answer the questions that follow  Ask them to read the “TAKE NOTE” section in the learner’s book page 76 and compare the notes to what they had written in activity 8 |
| PUPIL’S ACTIVITY | Guide the learners to do activity 6 in the learner’s book page 76 and activity 7 in learner’s book page 77  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in carrying out an online or library search on the birth of John the Baptist and discuss the findings  Ask them to write the main points in their notebooks and make a presentation in class |

**REFLECTION ON THE LESSON**

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| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OF JESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Background to birth of Jesus Christ – Relating the birth of John the Baptist to the coming of Jesus Christ | | | |

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

* Describe the annunciation and birth of John the Baptist
* Relate the birth of John the Baptist to the coming of Jesus Christ
* compose a poem on how the birth of John the Baptist relates to the coming of Jesus Christ
* Appreciate the fulfilment of the prophecies about the coming of Jesus Christ

**KEY INQUIRY QUESTIONS:**

What roles are played by prophets today?

Why was Birth of John the Baptist important?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 78

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide learners to review what they have learnt about the coming of the Messiah and the birth of John the Baptist from the previous lessons |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 3:16 and John 1:29-30 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead them to retell the story of the annunciation of the birth of John the Baptist  Guide them to discuss the importance of the birth of John the Baptist and how it relates to the coming of Jesus Christ  Instruct them to present the points raised in the discussions in class  Guide them to interpret the picture in Activity 11 in the learner’s Book page 79 and answer the questions |
| APPLICATION AND RESPONSE | Guide the learners to compose a poem on how the birth of John the Baptist relates to the coming of Jesus Christ and recite it in class |
| PUPIL’S ACTIVITY | Guide the learners to do activity 10 in the learner’s book page 78 and activity 11 in learner’s book page 76  Ask learners to read the “TAKE NOTE” section in the learner’s book page 79  Help them to discuss the notes contained  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in carrying out an online or library search on the birth of John the Baptist and the coming of Jesus Christ.  Ask them to write the main points in their notebooks and make a presentation in class |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OF JESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Background to birth of Jesus Christ – Relating the birth of John the Baptist to the coming of Jesus Christ | | | |

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

* Describe the annunciation and birth of John the Baptist
* Relate the birth of John the Baptist to the coming of Jesus Christ
* compose a poem on how the birth of John the Baptist relates to the coming of Jesus Christ
* Appreciate the fulfilment of the prophecies about the coming of Jesus Christ

**KEY INQUIRY QUESTIONS:**

What roles are played by prophets today?

Why was Birth of John the Baptist important?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 78

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide learners to review what they have learnt about the coming of the Messiah and the birth of John the Baptist from the previous lessons |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 3:16 and John 1:29-30 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead them to retell the story of the annunciation of the birth of John the Baptist  Guide them to discuss the importance of the birth of John the Baptist and how it relates to the coming of Jesus Christ  Instruct them to present the points raised in the discussions in class  Guide them to interpret the picture in Activity 11 in the learner’s Book page 79 and answer the questions |
| APPLICATION AND RESPONSE | Guide the learners to compose a poem on how the birth of John the Baptist relates to the coming of Jesus Christ and recite it in class |
| PUPIL’S ACTIVITY | Guide the learners to do activity 10 in the learner’s book page 78 and activity 11 in learner’s book page 76  Ask learners to read the “TAKE NOTE” section in the learner’s book page 79  Help them to discuss the notes contained  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners in carrying out an online or library search on the birth of John the Baptist and the coming of Jesus Christ.  Ask them to write the main points in their notebooks and make a presentation in class |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OF JESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Background to birth of Jesus Christ – ways in which Christians apply the message of john the Baptist in their lives today | | | |

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

* Describe the annunciation and birth of John the Baptist
* Relate the birth of John the Baptist to the coming of Jesus Christ
* Apply the message of John the Baptist in their day to day lives
* Appreciate the fulfilment of the prophecies about the coming of Jesus Christ

**KEY INQUIRY QUESTIONS:**

What roles are played by prophets today?

Why was Birth of John the Baptist important?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

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ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide learners to review what they have learnt about how the birth of John the Baptist relates to the coming of Jesus Christ from the previous lesson  Guide them to read the story in the learner’s book page 80 and answer the questions |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 3:7-15 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead them to discuss the message of John the Baptist to the crowd, tax collector and solders  Ask them to read the “TAKE NOTE” section in the learner’s book page 81  Guide them to discuss the notes contained  Ask learners to discuss how Christians apply the message of John the Baptist in their lives today and present the points in class |
| APPLICATION AND RESPONSE | Guide the learners in groups to dramatize how they apply the message of John the Baptist in their lives  Organize them to rehearse the drama and stage it in class  Guide them to record the drama using digital devices  Guide them to discuss what they learn from the drama |
| PUPIL’S ACTIVITY | Guide the learners to do activity 13 in the learner’s book page 80 and activity 114in learner’s book page 76  Ask learners to read the “TAKE NOTE” section in the learner’s book page 82  Help them to discuss the notes contained  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to design a poster of John the Baptist as instructed in activity 18 in the learner’s book page 83 |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OF JESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Background to birth of Jesus Christ – ways in which Christians apply the message of john the Baptist in their lives today | | | |

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

* Describe the annunciation and birth of John the Baptist
* Relate the birth of John the Baptist to the coming of Jesus Christ
* Apply the message of John the Baptist in their day to day lives
* Appreciate the fulfilment of the prophecies about the coming of Jesus Christ

**KEY INQUIRY QUESTIONS:**

What roles are played by prophets today?

Why was Birth of John the Baptist important?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 80

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

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| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide learners to review what they have learnt about how the birth of John the Baptist relates to the coming of Jesus Christ from the previous lesson  Guide them to read the story in the learner’s book page 80 and answer the questions |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 3:7-15 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead them to discuss the message of John the Baptist to the crowd, tax collector and solders  Ask them to read the “TAKE NOTE” section in the learner’s book page 81  Guide them to discuss the notes contained  Ask learners to discuss how Christians apply the message of John the Baptist in their lives today and present the points in class |
| APPLICATION AND RESPONSE | Guide the learners to discuss the meaning of values  Ask them to find out the values that Christians need to avoid the evils condemned by John the Baptist |
| PUPIL’S ACTIVITY | Guide the learners to do activity 13 in the learner’s book page 80 and activity 114in learner’s book page 76  Ask learners to read the “TAKE NOTE” section in the learner’s book page 82  Help them to discuss the notes contained  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to design a poster of John the Baptist as instructed in activity 18 in the learner’s book page 83 |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OFJESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The birth and childhood of Jesus Christ – events that took place during the annunciation and birth of Jesus Christ | | | |

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

* Analyse the events that took place during the annunciation and birth of Jesus Christ
* Appreciate the dedication of Jesus and relate it to similar practises in the churches

**KEY INQUIRY QUESTIONS:**

Which events take place during dedication of a child in your church?

Why do Christians celebrate the birth of Jesus Christ?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 85

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide learners to observe and discuss the picture in the learner’s book page 85  Lead them to read the story on page 85 of the learner’s book  Ask learners to answer questions after the story  Guide them to discuss the events that took place during the birth and annunciation of Jesus Christ |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 1:26-38 and Luke 2:1-20 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead them to explain the events that took place during the annunciation and birth of Jesus Christ  Ask learners to answer questions from the Bible readings  Direct learners to read the “TAKE NOTE” section in the learner’s book page 86 |
| APPLICATION AND RESPONSE | Guide the learners to mention events that took place during the annunciation and birth of Jesus Christ  Ask them to write the points on charts, present them to the class and display the charts in the classroom  Lead the learners to carry out a library or internet search on why Christians celebrate the birth of Jesus Christ and present their findings in class |
| PUPIL’S ACTIVITY | Guide the learners to do activity 5 in the learner’s book page 88 on rearranging events that took place during the birth of Jesus Christ in the order that they occurred  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide learner’s to carry out a library search on why Christian celebrate the birth of Jesus Christ as instructed in activity 6 in the learner’s book page 89 |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OFJESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The birth and childhood of Jesus Christ – events that took place during the annunciation and birth of Jesus Christ | | | |

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

* Analyse the events that took place during the annunciation and birth of Jesus Christ
* Appreciate the dedication of Jesus and relate it to similar practises in the churches

**KEY INQUIRY QUESTIONS:**

Which events take place during dedication of a child in your church?

Why do Christians celebrate the birth of Jesus Christ?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 85

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide learners to observe and discuss the picture in the learner’s book page 85  Lead them to read the story on page 85 of the learner’s book  Ask learners to answer questions after the story  Guide them to discuss the events that took place during the birth and annunciation of Jesus Christ |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 1:26-38 and Luke 2:1-20 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead them to explain the events that took place during the annunciation and birth of Jesus Christ  Ask learners to answer questions from the Bible readings  Direct learners to read the “TAKE NOTE” section in the learner’s book page 86 |
| APPLICATION AND RESPONSE | Guide the learners to mention events that took place during the annunciation and birth of Jesus Christ  Ask them to write the points on charts, present them to the class and display the charts in the classroom  Lead the learners to carry out a library or internet search on why Christians celebrate the birth of Jesus Christ and present their findings in class |
| PUPIL’S ACTIVITY | Guide the learners to do activity 5 in the learner’s book page 88 on rearranging events that took place during the birth of Jesus Christ in the order that they occurred  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide learner’s to carry out a library search on why Christian celebrate the birth of Jesus Christ as instructed in activity 6 in the learner’s book page 89 |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OFJESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The birth and childhood of Jesus Christ – the dedication of Jesus Christ in the temple | | | |

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

* Describe the dedication of Jesus Christ in the temple for spiritual growth
* Appreciate the dedication of Jesus and relate it to similar practises in the churches

**KEY INQUIRY QUESTIONS:**

Which events take place during dedication of a child in your church?

Why do Christians celebrate the birth of Jesus Christ?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 89

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide learners to review lesson on the events that took place during the annunciation and birth of Jesus Christ  Lead them to discuss the meaning of Child dedication in pairs as instructed in activity 7 in the learner’s book page 89  Guide the learners to discuss how children are dedicated in churches today  Guide them to write their points on charts  Ask them to present their points to the class and display the charts in the classroom |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 2;22-38 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead them to retell the story of the dedication of Jesus in the temple  Guide the learners to describe the dedication of Jesus Christ to the temple  Direct learners to the “TAKE NOTE” in the learner’s book page 88 |
| APPLICATION AND RESPONSE | Guide the learners in pairs, to rearrange the events that took place during the dedication of Jesus Christ in order  Guide them to explain the importance of the dedication of Jesus Christ in the temple  Ask them to write their points on charts, present them to the class and display the charts in the classroom |
| PUPIL’S ACTIVITY | Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide learner to find out how and when children are dedicated in their churches  Ask learners to write down a report of their findings in their notebooks |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OFJESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The birth and childhood of Jesus Christ – the boy Jesus Christ with elders at the temple | | | |

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

* Discuss the story of Jesus in the temple with elders to understand his mission
* Compose and sing songs on Jesus Christ in the temple
* Appreciate the dedication of Jesus and relate it to similar practises in the churches

**KEY INQUIRY QUESTIONS:**

Which events take place during dedication of a child in your church?

Why do Christians celebrate the birth of Jesus Christ?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 92

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide learners to review lesson on the dedication of Jesus Christ  Lead them to observe and discuss pictures in the learner’s book page 89-91  Guide them to read the story in the learners book page 92  Guide them to answer questions based on the story |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 2;22-38 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead them to answer questions from the Biblical text  Direct learners to the “TAKE NOTE” section in the learner’s book page 93  Guide learners to make a picture map on the story of Jesus Christ with elders in the temple as instructed in Activity 13 in the learner’s book page 94 |
| APPLICATION AND RESPONSE | Guide the learners to state the mission of Jesus Christ from His interaction with the elders in the temple  Lead the learners to imagine that they attended an agricultural show with their classmates and get separated from them.  Guide them to explain what they would do to ensure that they are safely reunited with them |
| PUPIL’S ACTIVITY | Lead them to compose and sing songs on Jesus Christ in the temple  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to watch a video clip on the story of the boy Jesus Christ in the temple with the elders and do the tasks that follow |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OFJESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The birth and childhood of Jesus Christ – the boy Jesus Christ with elders at the temple | | | |

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

* Discuss the story of Jesus in the temple with elders to understand his mission
* Compose and sing songs on Jesus Christ in the temple
* Appreciate the dedication of Jesus and relate it to similar practises in the churches

**KEY INQUIRY QUESTIONS:**

Which events take place during dedication of a child in your church?

Why do Christians celebrate the birth of Jesus Christ?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 92

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide learners to review lesson on the dedication of Jesus Christ  Lead them to observe and discuss pictures in the learner’s book page 89-91  Guide them to read the story in the learners book page 92  Guide them to answer questions based on the story |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 2;22-38 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead them to answer questions from the Biblical text  Direct learners to the “TAKE NOTE” section in the learner’s book page 93  Guide learners to make a picture map on the story of Jesus Christ with elders in the temple as instructed in Activity 13 in the learner’s book page 94 |
| APPLICATION AND RESPONSE | Guide the learners to state the mission of Jesus Christ from His interaction with the elders in the temple  Lead the learners to imagine that they attended an agricultural show with their classmates and get separated from them.  Guide them to explain what they would do to ensure that they are safely reunited with them |
| PUPIL’S ACTIVITY | Lead them to compose and sing songs on Jesus Christ in the temple  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to watch a video clip on the story of the boy Jesus Christ in the temple with the elders and do the tasks that follow |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OFJESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The birth and childhood of Jesus Christ – Values Christians learn from the Birth and childhood of Jesus | | | |

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

* Examine values which Christians learn from the birth and childhood of Jesus Christ
* Appreciate the dedication of Jesus and relate it to similar practises in the churches

**KEY INQUIRY QUESTIONS:**

Which events take place during dedication of a child in your church?

Why do Christians celebrate the birth of Jesus Christ?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 95

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

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| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide the learners to review the lesson on the boy Jesus Christ temple with the elders  Lead them, to identify values that they have learnt from the birth and childhood of Jesus Christ  Lead them to discuss the values they have identified in groups  Ask the learners to read the values identified by Wisdom Group in the learner’s book page 96  Guide them to make flashcards and write values on them |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 2;22-38 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead learners to explain values learnt from the birth and childhood of Jesus Christ  Lead them to write their answers on charts  Guide them to display their charts in the classroom |
| APPLICATION AND RESPONSE | Guide the learners to state how they will apply these values in their daily lives |
| PUPIL’S ACTIVITY | Guide the learners to fill in the table in their books page 96  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to assessment exercise, section a on page 98 learner’s book |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE LIFE AND MINISTRY OFJESUS CHRIST | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | The birth and childhood of Jesus Christ – Values Christians learn from the Birth and childhood of Jesus | | | |

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

* Examine values which Christians learn from the birth and childhood of Jesus Christ
* Appreciate the dedication of Jesus and relate it to similar practises in the churches

**KEY INQUIRY QUESTIONS:**

Which events take place during dedication of a child in your church?

Why do Christians celebrate the birth of Jesus Christ?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 95

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide the learners to review the lesson on the boy Jesus Christ temple with the elders  Lead them, to identify values that they have learnt from the birth and childhood of Jesus Christ  Lead them to discuss the values they have identified in groups  Ask the learners to read the values identified by Wisdom Group in the learner’s book page 96  Guide them to make flashcards and write values on them |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 2;22-38 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Lead learners to explain values learnt from the birth and childhood of Jesus Christ  Lead them to write their answers on charts  Guide them to display their charts in the classroom |
| APPLICATION AND RESPONSE | Guide the learners to state how they will apply these values in their daily lives |
| PUPIL’S ACTIVITY | Guide the learners to fill in the table in their books page 96  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to assessment exercise, section b on page 98-100 learner’s book |

**REFLECTION ON THE LESSON**

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| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE CHIRCH | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Selected forms of worship – Biblical teachings on selected forms of worship | | | |

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

* Explain the biblical teachings on selected forms of worship
* Practise different forms of worship in his/her day to day life
* Desire o use different forms of worship to build a strong relationship with God

**KEY INQUIRY QUESTIONS:**

* Why is worship important to Christians in their day to day lives?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 100

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

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| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide the learners to discuss in groups the meaning of worship  Instruct them to write their discussion points in their notebooks and present to the class  Draw learners attention to the learner’s book page 102 and ask them the to read out the meaning of worship and why worship is important to Christians in their daily lives  Assist learners to recognize that Christians have a responsibility to worship God in order to experience His presence |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Exodus 15:20-21, Psalm 30:11-12;96:1-2; 140:1-5 and Ephesians 5;19 in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Assist them to realize that, the Bible encourages Christians to worship God through music, dance, song and various musical instruments  Direct learners to the learner’s book page 102 and ask them to discuss what they observe in the pictures in groups  Ask them to state the lessons learnt from observing the pictures |
| APPLICATION AND RESPONSE | Guide the learners to discuss why music, songs and dances are important aspects of worshipping God  Help them to spell out the lessons they have learnt from the Biblical teachings on different forms of worship  Ask them to state what they do to contribute to worship in their different churches |
| PUPIL’S ACTIVITY | Instruct learners to design a poster on Psalm 150:1-5  Instruct them to print the poster and display it in classroom  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to do school activity in the learner’s book page 107 |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE CHIRCH | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Selected forms of worship – importance of prayer and fasting to Christians | | | |

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

* Discus the importance of praying and fasting to Christians
* Practise different forms of worship in his/her day to day life
* Desire o use different forms of worship to build a strong relationship with God

**KEY INQUIRY QUESTIONS:**

* Why is worship important to Christians in their day to day lives?
* Why is prayer and fasting important in the life of a Christian?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 103

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Review the previous lesson  Guide learners to recognize that, the Bible teaches Christians to worship God in music, songs and dance using different musical instruments |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 4:1-2, Acts 13;1-3, Mathew 6:9-13, 1 Thessalonians 5:16-18in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Draw learner’s attention to activity 8 in the learner’s book page 103  Instruct them to read out the meaning of prayer and importance of prayer in the day to day lives of Christians  Instruct learners to state what they have learnt from the Bible’s teachings on the prayer and fasting  Guide them to discuss how the should behave when fasting  Draw attention to “TAKE NOTE” section in the learner’s book page 103  Instruct them to read the lessons from the Bible  Guide them to discuss the meaning of the Bible verse |
| APPLICATION AND RESPONSE | Guide the learners to demonstrate how they will apply the teachings of the Bible on prayer and fasting in their daily lives |
| PUPIL’S ACTIVITY | Instruct learners to write in their notebooks , the importance of prayer and fasting to Christians from “TAKE NOTE” section in their learner’s book page 104  Ask learners to write in their notebooks how prayer and fasting are related from “TAKE NOTE” section in their learner’s book page 104  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to attend Sunday worship in their local church and write down how prayer is used in worship |

**REFLECTION ON THE LESSON**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREA | | DATE | TIME | ROLL |
|  | 7 | C.R.E | |  |  |  |
| **Strand/Theme/Topic** | | | THE CHIRCH | | | |
| **Sub-strand/Sub-Theme/Sub-topic** | | | Selected forms of worship – Ways in which Christians apply the teachings of Jesus Christ on prayer and fasting | | | |

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

* Outline how he/she practices the teachings of Jesus Christ on prayer and fasting
* Practise different forms of worship in his/her day to day life
* Desire o use different forms of worship to build a strong relationship with God

**KEY INQUIRY QUESTIONS:**

* Why is worship important to Christians in their day to day lives?
* Why is prayer and fasting important in the life of a Christian?

**LEARNING REOURCES:­­­­­­­­­­­­­­­­­­­­­­­**

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

KLB Top Scholar CRE Learner’s book grade 7 Page 104

ORGANISATION OF LEARNING

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

**LESSON DEVELOPMENT**

|  |  |
| --- | --- |
| STEP | LEARNING EXPERIENCE |
| HUMAN  EXPERIENCE | Guide the learners to review the previous lesson on the importance of prayer and fasting to Christians  Instruct them to identify teachings of the Bible on fasting  Ask them to state how prayer and fasting are connected |
| BIBLICAL  EXPERIENCE | Guide the learners to find and read bible verse Luke 4:1-2, Acts 13;1-3, Mathew 6:9-13, 1 Thessalonians 5:16-18in turns   * Learning to learn – read and interpreting the bible reading |
| BIBLICAL  EXPLANATION | Teacher to link the bible verse to the sub strand of the lesson  Guide them to discuss the biblical teaching of the verse with the class   * This will enhance imagination and creativity   Guide the learners in groups to discuss ways in which Christians apply teachings of Jesus Christ on prayer and fasting  Guide the learners to identify and discuss values that are demonstrated in Christian worship |
| APPLICATION AND RESPONSE | Lead learners to explain how they will apply the values demonstrated in Christian worship in their own worship of God  Ask learners to state what they will do in relation to Christian worship  Guide learners to write a journal on how he or she practices forms of worship |
| PUPIL’S ACTIVITY | Guide learners to discuss in pairs what they would tell a home fellowship member who says that music and dance are not necessary in Christian worship  Lead them to sing a song on the lord’s prayer  Guide them to debate on the topic ”we were created to worship God”  Copy summary notes |
| CONCLUSION | Ask the learners to share what they have learnt. Assess them based on their responses  Conclude the lesson by emphasizing the main points |
| EXTENDED ACTIVITIES | Guide the learners to carry out school activity in the learner’s book page 107 |

**REFLECTION ON THE LESSON**