**2024 CRE GRADE 7 LESSON PLANS - TERM 2.**

**WEEK: 1. LESSON: 1.**

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

**Strand: The Bible.**

**Sub-strand: Bible Translation.**

**Specific Learning Outcome:**

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

(a). Define the term translation.

(b). Describe the translation of the Bible.

(c). Search the internet for information on the translation of the Bible.

(d). Appreciate the translation of the Bible.

**Key Inquiry Question:**

What is translation?

What challenges are faced by Bible translators?

**Learning Resources.**

Top Scholar CRE pg 56-58.

Teacher's notes.

Digital resources.

Digital devices.

Internet.

Charts and Marker pens.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups or pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  Teacher to introduce the lesson by asking learners a key inquiry question: What is translation?  Learners to think-pair share their thoughts |
| **30 min** | **Step 1.**  In groups,learners are guided to use digital devices to search the internet for the translation of the Bible from its original language to local languages.  Learners to note down their findings in exercise books.  **Step 2**  In groups,learners to discuss the translation of the Bible and design a diagram on the translation of the Bible.  **Step 3.**  In groups,learners are guided in outlining the skills required by a Bible translator. |
| **5 min** | Conclude the lesson by highlighting the main points in the lesson. |

**Reflection on the Lesson:............................................................**

**WEEK: 1. LESSON: 2.**

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

**Strand: The Bible.**

**Sub-strand: The Bible Translation.**

**Specific Learning Outcome:**

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

(a). Identify the different Bible translations used in Kenya today.

(b). Search the internet for the versions of the Bible.

(c). Appreciate the different versions of the Bible.

**Key Inquiry Question**

Which versions of the Bible do you know?

**Learning Resources**

Digital devices.

Internet.

Top Scholar CRE pg 57.

Flashcards.

Marker pens & Scissors.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1.**  In groups/pairs,learners to mention the versions of the Bible that they know.  **Step 2**  In groups,learners to use digital devices to search the internet for the different versions of the Bible.  Learners to note down their findings and present in class.  **Step 3.**  In groups, learners to collaborate in preparing flashcards showing the different versions of the Bible. |
| **5 min** | Conclude lesson by learners displaying their flashcards in class. |

**Reflection on the Lesson:…………………………………………**

**WEEK: 1. LESSON: 3.**

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

**Strand: The Bible.**

**Sub-strand: Bible Translation.**

**Specific Learning Outcome:**

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

(a). State the reasons for translation of the Bible into local languages.

(b). Discuss the reasons for the translation of the Bible into local languages.

(c). Search the internet for information on the reasons for the translation of the Bible into local languages.

(d). Appreciate the work of Bible translation in Kenya to promote social cohesion.

**Key Inquiry Question**

1. Why is it important to translate the Bible into different languages?

**Learning Resources**

Digital devices.

Teacher's notes.

Internet.

Top Scholar CRE pg 59-60

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups,pairs.

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| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1.**  In pairs or groups,learners to brainstorm and present the reasons for the translation of the Bible into local languages.  **Step 2.**  In groups,learners, to search the internet for the information on the reasons for translation of the Bible into local languages.  Learners to note down their findings.  **Step 3.**  In groups,learners to discuss the reasons for the translation of the Bible into local languages.  **Extended Activity.**  In groups,learners to collaborate in debating on the topic,"Is Bible translation still necessary in our society today?" |
| **5 min** | Conclude lesson by asking learners in pairs to share what they have learnt in the lesson. |

**Reflection on the Lesson:................................................**

**WEEK: 1. LESSON: 4.**

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

**Strand: The Bible.**

**Sub-strand: Bible Translation.**

**Specific Learning Outcome:**

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

(a). State the meaning of social effects of Bible translation into local languages.

(b). Outline the social effects of translation of the Bible into local languages.

(c). Discuss the social effects of the Bible into local languages.

(d). Appreciate the social effects of the translation of the Bible into local languages.

**Key Inquiry Question**

What are the social effects of the Bible into local languages?

**Learning Resources**

Top Scholar CRE pg 60-62.

Pictures.

Resource person (theologian)

Tablets.

Internet.

Teacher's notes.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups/pairs.

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| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1.**  In groups/pairs,learners are guided to observe pictures in learner's book and brainstorm the meaning of social effects of Bible translation into local languages.  **Step 2**  In groups,learners to search the internet or interview a resource person (theologian) on the social effects of translation of the Bible into local languages.  **Step 3.**  In groups,learners to outline and discuss the social effects of the translation of the Bible into local languages.  **Extended Activity.**  In groups/individually,learners to search and watch a clip of a community celebrating Bible translated in their language. |
| **5 min** | Conclude lesson by highlighting the main points in the lesson. |

**Reflection on the Lesson:...........................................................**

**WEEK: 2. LESSON: 1.**

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

**Strand: The Bible.**

**Sub-strand: Bible Translation.**

**Specific Learning Outcome:**

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

(a). State the meaning of Economic effects of Bible translation into local languages.

(b). Outline the economic effects of the translation of the Bible into local languages.

(c). Discuss the economic effects of translation of the Bible into local languages.

(d) Appreciate the economic effects of translation of the Bible into local languages.

**Key Inquiry Question**

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

**Learning Resource.**

Internet.

Teacher's notes.

Resource person.

Digital devices.

Pictures.

Top Scholar CRE pg 60-61.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

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| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1**  In groups,learners to brainstorm and present the meaning of economic effects of translation of the Bible into local languages.  **Step 2**  In groups,learners to interview a resource person (theologian) or internet for information on the economic effects of translation of the Bible into local languages.  **Step 3.**  In groups,learners to discuss the economic effects of translation of the Bible into local languages.  Learners to note down the points in exercise books. |
| **5 min** | Conlude lesson by highlighting the main points in the lesson. |

**Reflection on the Lesson:..................................,......................................**

**WEEK: 2. LESSON: 2**

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

**Strand: The Bible.**

**Sub-strand: Leadership in the Bible:Moses.**

**Specific Learning Outcome:**

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

(a). Identify ways through which God prepared Moses for leadership.

(b). Describe how God prepared Moses for leadership.

(c). Search the internet on how God prepared Moses for leadership.

(d). Acknowledge the different ways in which God prepares christians for leadership.

**Key Inquiry Question**

How did God prepare Moses for leadership?

**Learning Resources**

Digital devices.

Teacher's notes.

Bible.

Internet.

Top Scholar CRE pg 64-65.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups or pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback . |
| **30min** | **Step 1.**  In groups,learners to read Exodus 2:1-15,3:1-22,11,4:1-20 in turns.  **Step 2.**  In groups,learners to identify the different ways in which God prepared Moses for leadership from the Bible texts.  **Step 3.**  In groups,learners to describe how God prepared Moses for leadership from the bible texts.  **Step 4.**  In groups,learners are guided to use tablets to search the internet on ways in which God prepared Moses for leadership. |
| **5 min** | Conclude the lesson by asking learners in pairs to share what they have learnt in the lesson. |

**Reflection on the lesson:..................................................**

**WEEK: 2. LESSON: 3.**

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

**Strand: The Bible.**

**Sub-strand: Leadership in the Bible:Moses.**

**Specific Learning Outcome:**

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

(a). Define the terms: Role and Exodus.

(b). Identify the roles played by Moses during the Exodus.

(c). Discuss the roles played by Moses during the Exodus.

(d.) Appreciate the roles played by Moses during the Exodus.

**Key Inquiry Question**

Why is good leadership important in the society?

What roles did Moses play during the Exodus?

**Learning Resources**

Bible.

Video clips.

Digital devices;Tablets, laptop and projector.

Teacher's notes.

Top Scholar CRE pg 66-67.

**Organization of Learning**

Learning will take place in Class.

Learners will work in groups/pairs

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| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1.**  In groups,learners to brainstorm the meaning of the terms role and Exodus and present in class.  **Step 2.**  In groups,learners are guided to read Exodus 14:10-16,21,15:22-25,18:5-10,13-26 and Deuteronomy 4:1-6 in turns.  **Step 3**  In groups,learners are guided to identify the roles played by Moses during the Exodus from the Bible texts.  **Step 4.**  In groups,learners to collaborate in discussing the roles played by Moses during the Exodus.  **Extended Activity**  In groups,learners are guided to use tablets to download and watch clips on the roles performed by Moses during the Exodus. |
| **5 min** | Conclude the lesson by highlighting the main points in the lesson. |

**Reflection on the lesson:..................................**

**WEEK: 2. LESSON: 4.**

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

**Strand: The Bible.**

**Sub-strand: Leadership in the Bible:Moses.**

**Specific Learning Outcome:**

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

(a). Identify leadership qualities to be emulated from Moses.

(b). Discuss the leadership qualities of Moses which christians can emulate.

(c). Search the internet on leadership qualities portrayed by Moses.

(d). Emulate the leadership qualities in Moses and apply them in day to day living.

**Key Inquiry Question**

What do you consider when choosing leaders in school or church?

Which leadership qualities can be emulated from Moses?

**Learning Resources**

Digital resources; Tablets.

Bible.

Top Scholar CRE pg 67-68.

**Organization of Learning**

Learning will take place in classroom

Learners will work in groups/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction.**  Introduce lesson with a KIQ: What do you consider when choosing leaders in school or church?  In pairs,learners to think-share their views in class. |
| **30 min** | **Step 1**  In pairs, learners to mention the characteristics of a good leader.  **Step 2.**  In groups,learners are guided to identify the leadership qualities possessed by Moses from the Bible texts.  **Step 3**  In groups,learners are guided to search the internet for leadership qualities portrayed by Moses and note down their findings in note books.  **Step 4**  In groups,learners are guided and led in discussing the leadership qualities possessed by Moses. |
| **5 min** | Conclude lesson by highlighting the main points in the lesson. |

**Reflection on the lesson:.........................................................**

**WEEK: 3. LESSON: 1.**

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

**Strand: The Bible.**

**Sub-strand: Leadership in Israel:Moses.**

**Specific Learning Outcome:**

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

(a). Outline ways in which we apply leadership qualities portrayed by Moses in the society.

(b). Discuss how we can apply leadership qualities portrayed by Moses in the society.

(c).Desire to choose leaders of integrity for the good of society.

**Key Inquiry Question**

How can we apply leadership qualities portrayed by Moses in the society?

**Learning Resources**

Digital resources.

Teacher's notes.

Top Scholar CRE pg 69.

**Organization of Learning**

Learners will work in groups/pairs.

Learning will take place in classroom.

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| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1.**  In groups, learners to collaborate in identifying ways in which we can apply leadership qualities portrayed by Moses in the society.  **Step 2**  In groups, learners to discuss and present the ways in which leadership qualities portrayed by Moses can be applied in the society's leadership.  **Extended Activity.**  Individually or in pairs,learners are guided to write a journal on how to be a good leader in school,church and community. |
| **5 min** | Conclude lesson by highlighting the main points in the lesson. |

**Reflection on the Lesson:...........................................................**

**WEEK: 3 LESSON: 2.**

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

**Strand: The Bible.**

**Sub-strand: Leadership in Israel:Moses.**

**Specific Learning Outcome:**

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

(a). Conduct a debate on the advantages of choosing good leaders in the society.

(b). Value and respect each other's views in the debate session.

**Key Inquiry Question**

What lessons have you learnt from the debate?

**Learning Resources**

Digital devices.

Top Scholar CRE pg 69.

**Organization of Learning**

Learning will take place in classroom

Learners will work in groups.

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| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30min** | **Step 1.**  As a class,learners are guided to divide themselves into two groups that is:opposers and proposers.  Learners to choose a speaker to moderate the debate.  **Step 2.**  In groups (opposers and proposers),learners to debate on the advantages of choosing good leaders in the society today and record using a digital device.  **Step 3.**  The speaker to give a summary report on the debate. |
| **5 min** | Conclusion lesson with a KIQ: What lessons have you learnt from the debate?Learners to individually share their views. |

**Reflection on the lesson:.........................................**

**WEEK: 3. LESSON: 3.**

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

**Strand: The Early Life of Jesus Christ.**

**Sub-strand: Prophesies about the Messiah.**

**Specific Learning Outcome:**

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

(a).Define the terms: prophet and prophecy.

(b). Identify the prophecies about the coming of Jesus Christ from the Bible texts.

(c). Discuss the prophecies about the coming of Jesus Christ from the two Bible texts.

(d).Prepare flashcards showing the prophecies about the coming of Jesus Christ from the Bible texts.

(e). Appreciate the prophecies about the coming of Jesus Christ.

**Key Inquiry Question.**

What names would Jesus Christ be called according to prophet Isaiah?

What were the prophecies about the coming of Jesus Christ from prophets Isaiah and Jeremiah?

**Learning Resources**

Top Scholar CRE pg 73-75.

Flashcards.

Bible.

Marker pens and Scissors.

Charts.

Digital devices.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups.

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| **Time** | **Content** |
| **5 min** | **Introduction.**  Introduce lesson with a KIQ:Who is a prophet and what is prophecy?  In pairs,learners to think-share their thoughts in class. |
| **30 min** | **Step 1.**  In pairs,learners to read Isaiah 9:6-7 and Jeremiah 23:5-6.  **Step 2.**  In groups/pairs, learners to identify Isaiah's and Jeremiah's prophecies about the coming of the Messiah from the two readings.  **Step 3.**  In groups,learners are guided to discuss the prophecies about the coming of Jesus Christ from the biblical texts.  **Step 4.**  In groups,learners to collaborate in preparing flashcards with points on prophecies about the coming of Jesus Christ.  **Extended Activity.**  Use digital device to search the internet for information on the prophecies about the coming of Jesus Christ from prophet Jeremiah and Isaiah. |
| **5 min** | Conclude lesson by asking learners to display their prepared flashcards in class. |

**Reflection on the Lesson:......................................................**

**WEEK: 3. LESSON: 4.**

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

**Strand: The Early Life of Jesus Christ.**

**Sub-strand: Prophecies about the Messiah.**

**Specific Learning Outcome:**

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

(a). State ways in which Old testament prophecies about the Messiah were fulfilled in the coming of Jesus Christ.

(b). Describe how Old testament prophecies about the Messiah were fulfilled by the coming of Jesus Christ.

(c). Acknowledge the ways in Jesus Christ fulfilled the Old testament prophecies about the coming of the Messiah.

**Key Inquiry Question**

How did Old testament prophecies about the Messiah fulfilled in the coming of Jesus Christ?

**Learning Resources**

Bible.

Top Scholar CRE pg 75.

Charts.

Teacher's notes.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1.**  In groups,learners to read Matthew 1:18-22 and Luke 1:26 in turns.  **Step 2.**  In groups,learners are guided to identify the ways in which old testament prophecies about the Messiah were fulfilled in the coming of Jesus Christ.  **Step 3.**  In groups,learners are guided to discuss the ways in which old testament prophecies about the Messiah were fulfilled in the coming of Jesus Christ.  Learners to summarize their points in exercise books. |
| **5 min** | Conclude the lesson by highlighting the main points in the lesson. |

**Reflection on the Lesson:..............................................**

**WEEK: 4. LESSON: 1.**

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

**Strand: The Early Life of Jesus Christ.**

**Sub-strand: Prophecies about the Messiah.**

**Specific Learning Outcome:**

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

(a). Read Luke 1:5-25 from the Bible.

(b). Describe the announciation of the birth of John the Baptist.

(c). Role play the announciation of birth of John the Baptist.

(d). Enjoy role playing the announciation and birth of John the Baptist.

**Key Inquiry Question**

Why was it hard for Zechariah to believe the Angel's message?

What were the roles outlined by the angel on John the Baptist?

**Learning Resources**

Top Scholar CRE pg 76-78.

Bible.

Digital devices.

Teacher's notes.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in pairs and in groups.

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| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1**  In groups, learners are guided to read Luke 1:5-25 in turns.  **Step 2.**  In groups, learners to retell the story of announciation of the birth of John the Baptist in turns.  **Step 3.**  In groups,learners are guided to describe the announciation and birth of John the Baptist.  **Step 4.**  In groups,learners are guided to outline the roles of John the Baptist according to the angel in Luke 1:5-25.  **Extended Activity.**  In groups,learners to role play the announciation and birth of John the Baptist and record it using tablets. |
| **5 min** | Conclude the lesson with a KIQ:Why was it hard for Zechariah to believe the Angel's message?In pairs,learners to think-share their thoughts. |

**Reflection on the lesson:............................................................................**

**WEEK: 4. LESSON: 2.**

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

**Strand: The Early Life of Jesus Christ.**

**Sub-strand: Prophecies about the Messiah.**

**Specific Learning Outcome:**

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

(a). Read Luke 1:57-66 from the Bible.

(b). Describe the birth of John the Baptist from the biblical text.

(c). Role play the birth of John the Baptist according to Luke 1:57-66.

(d). Enjoy role playing the birth of John the Baptist.

**Key Inquiry Question**

Why were Elizabeth's friends and family happy?

How did Zechariah announce the name of his son?

**Learning Resources**

Top Scholar CRE pg 77-78.

Digital resources.

Good News Bible.

Teacher's notes.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1.**  In groups, learners are guided to read Luke 1:57-66 in turns.  **Step 2.**  In groups,learners to retell the birth of John the Baptist in turns.  **Step 3.**  In groups,learners to describe the birth of John the Baptist.  learners to summarize the birth of John the Baptist in their exercise books.  **Extended Activity.**  In groups,learners to collaborate in dramatizing the birth of John the Baptist.. |
| **5 min** | Conclude lesson by highlighting the main points in the lesson. |

**Reflection on the lesson:...................................................................**

**WEEK: 4. LESSON: 3.**

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

**Strand: The Early Life of Jesus Christ.**

**Sub-strand: Prophecies about the Messiah.**

**Specific Learning Outcome:**

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

(a).State the ways in which birth of John the Baptist relates to the coming of Jesus Christ as the Messiah.

(b). Discuss ways in which the birth of John the Baptist related to the coming of Jesus Christ.

(c).Compose a poem on how the birth of John the Baptist relates to the coming of Jesus Christ.

**Key Inquiry Question**

How does the birth of John the Baptist relate to the coming of Jesus Christ?

What is the importance of the birth of John the Baptist?

**Learning Resources**

Digital resources.

Top Scholar CRE pg 78-80.

Bible.

Poems.

Pictures.

**Organization of Learning**

Learning will take place in lab/class.

Learners will work in groups/pairs.

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| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1.**  In groups,learners are guided to read Luke 3:16 and John 1:29-30 in turns.  Learners to discuss what they have learnt from the text.  **Step 2.**  In groups,learners are guided to outline the ways in which the birth of John the Baptist relates to the coming of Jesus Christ as the Messiah.  **Step 3.**  In groups,learners are guided to discuss ways in which the birth of John the Baptist relates to the coming of Jesus Christ as the Messiah.  **Extended Activity.**  In groups/pairs,learners to collaborate in composing a poem on how the birth of John the Baptist relates to the coming of Jesus Christ. |
| **5 min** | Conclude lesson with a KIQ: What is the importance of the birth of John the Baptist?In pairs,learners to think-share their thoughts. |

**Reflection on the Lesson:................................**

**WEEK: 4. LESSON: 4.**

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

**Strand: The Early Life of Jesus Christ.**

**Sub-strand: Prophecies about the Messiah.**

**Specific Learning Outcome:**

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

(a). Outline the message of John the Baptist to the crowd,tax collectors and soldiers.

(b). Discuss John the Baptist message to the crowd,tax collectors and soldiers.

(c). Appreciate John the Baptist's message to the tax collectors,crowd and soldiers.

**Key Inquiry Question**

What was John the Baptist's message to the crowd,tax collectors and soldiers?

**Learning Resources**

Bible.

Top Scholar CRE pg 80-81.

**Organization of Learning**

Learning will take place in class .

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1**  In groups,learners are guided to read Luke 3:7-15 in turns.  **Step 2.**  In groups,learners are guided to identify John the Baptist's message to the crowd,tax collectors and soldiers.  **Step 3.**  In groups,learners to discuss the message of John the Baptist to the tax collectors,crowd and soldiers.  **Step 4.**  In groups/pairs,learners to summarize John the Baptist message to the crowd, soldiers and tax collectors. |
| **5 min** | Conclude lesson by highlighting the main points in the lesson. |

**Reflection on the Lesson:..........................................................**

**WEEK: 5. LESSON: 1.**

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

**Strand: The Early Life of Jesus Christ.**

**Sub-Strand: Prophecies about the Messiah.**

**Specific Learning Outcome:**

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

(a).State ways in which Christians apply the message of John the Baptist in their lives today.

(b). Discuss ways in which christians apply the message of John the Baptist in their lives today.

(c).Desire to apply John the Baptist's message in their daily lives.

**Key Inquiry Question**

What ways do Christians apply the message of John the Baptist in their daily lives?

**Learning Resources**

Top Scholar CRE pg 82.

Teacher's notes.

Digital resources.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in pairs and in groups.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1**  In groups,learners to brainstorm and present the ways in which christians can apply the message of John the Baptist in their lives.  **Step 2.**  In groups,learners are guided to discuss ways in which christians can apply the message of John the Baptist in their lives.  **Step 3.**  In groups,learners to collaborate and share roles as they dramatise how one can apply message of John the Baptist in their lives today and record using digital devices. |
| **5 min** | Conclude lesson by highlighting the main points in the lesson. |

**Reflection on the lesson:.......................................................................**

**WEEK: 5. LESSON: 2.**

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

**Strand: The Early Life of Jesus Christ.**

**Sub-strand: Prophecies about the Messiah.**

**Specific Learning Outcome:**

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

(a).Define the term values.

(b). Identify the values christians need to avoid evils condemned by John the Baptist.

(c). Discuss the values Christians need to avoid evils condemned by John the Baptist.

(d). Apply the values that Christians need to avoid evil condemned by John the Baptist.

**Learning Resources**

Top Scholar CRE pg 82-83.

Dictionary.

Digital devices

Teacher's notes.

**Organization of Learning**

Learners will work in pairs/groups.

Learning will take place in actual classroom.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  Introduce lesson with a KIQ: What is a value?  In pairs,learners to search the meaning of value from the dictionary and share their finding in class. |
| **30min** | **Step 1.**  In pairs,learners to identify the values christians need to avoid evils condemned by John the Baptist.  **Step 2.**  In groups,learners are guided to discuss the values christians need to avoid evils condemned by John the Baptist.  **Step 3.**  In groups,learners to collaborate in designing flashcards showing the values acquired from the message of John the Baptist. |
| **5 min** | Conclude lesson by learners displaying their flashcards in class. |

**Reflection on the Lesson:................................**

**WEEK: 5. LESSON: 3.**

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

**Strand: The Early Life of Jesus Christ**.

**Sub-strand: The Birth and Childhood of Jesus Christ.**

**Specific Learning Outcome:**

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

(a). Outline the events that took place during the announciation of birth of Jesus Christ from the Bible.

(b). Describe the announciation of birth of Jesus Christ from the Bible.

(c).Role play the events that took place during the birth of Jesus Christ.

(d). Enjoy role playing the announciation of birth of Jesus Christ.

**Key Inquiry Question**

Which extraordinary events took place during the announciation of birth of Jesus Christ?

**Learning Resources**

Top Scholar CRE pg 85-87.

Bible.

Digital devices.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs, learners are guided to review the previous lesson and give feedback. |
| **30 min** | **Step 1**  In groups,learners are guided to read Luke 1:26-38 in turns.  **Step 2.**  In groups,learners to outline the events that took place during the announciation of birth of Jesus Christ.  Learners to summarize the events in their exercise books.  **Step 3.**  In groups,learners to discuss the events that took place during the announciation of birth of Jesus Christ.  **Extended Activity**  In groups,learners to collaborate in dramatizing the events that took place during the announciation of birth of Jesus Christ. |
| **5 min** | Conclude the lesson with a key inquiry question: What extraordinary events took place during the announciation of birth of Jesus Christ.Learners in pairs to identify the extraordinary events and share their points. |

**Reflection on the Lesson:..........**

**WEEK: 5. LESSON: 4.**

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

**Strand: The Early Life of Jesus Christ**.

**Sub-strand: The Birth and Childhood of Jesus Christ.**

**Specific Learning Outcome:**

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

(a). Outline the events that took place during the birth of Jesus Christ.

(b). Describe the birth of Jesus Christ from the bible text.

(c). Search the internet for a video on the birth of Jesus Christ.

(d). Appreciate the birth of Jesus Christ.

**Key Inquiry Question**

Which events took place during the birth of Jesus Christ?

**Learning Resources**

Teacher's notes.

Bible.

Top Scholar CRE pg 88-89.

Digital resources.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups/pairs

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  Teacher to instruct Learners to pair-share what was learnt in the previous lesson. |
| **30 min** | **Step 1**  In groups,learners are guided to read Luke 2:1-20 in turns.  **Step 2**  In groups,learners to outline the events that took place during the birth of Jesus Christ.  **Step 3.**  In groups,learners are guided to describe the birth of Jesus Christ in orderly manner.  Learners to summarize the birth of Jesus Christ in their books.  **Extended Activity.**  In groups or as a class,learners are guided to watch a clip on the birth of Jesus Christ using digital devices. |
| **5 min** | Conclude lesson by highlighting the main points on the lesson. |

**Reflection on the Lesson;........................................**

**WEEK: 6. LESSON: 1.**

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

**Strand: The Early Life of Jesus Christ.**

**Sub-strand: The Birth and Childhood of Jesus Christ.**

**Specific Learning Outcome:**

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

(a).Define the term Child Dedication.

(b). Outline the events that took place during the dedication of Jesus Christ in the temple.

(c). Describe the dedication of Jesus Christ in the temple.

(d). Appreciate the dedication of Jesus Christ and relate it to similar practices in the church today.

**Key Inquiry Question**

What is child dedication?

How are children dedicated in the church today?

**Learning Resources**

Teacher's notes.

Top Scholar CRE pg 89-90.

Bible.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  Teacher to review the previous lesson by asking oral questions and learners to think- pair-share their answers. |
| **30 min** | **Step 1.**  In groups/pairs,learners to brainstorm and present the meaning of child dedication.  **Step 2**  In groups,learners are guided to read Luke 2:22-38 from the Bible in turns.  **Step 3.**  In groups,learners are guided in outlining the events that took place during the dedication of Jesus Christ from the bible texts.  **Step 4.**  In groups,learners to describe the dedication of Jesus Christ in the temple.  Learners to collaborate in rearranging the events that took place during the dedication of Jesus Christ in the temple. |
| **5 min** | Conclude the lesson by highlighting the main points in the lesson. |

**Reflection on the Lesson:.......................**

**WEEK:6. LESSON: 2.**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **CRE** |  |  |  |

**Strand: The Early Life of Jesus Christ.**

**Sub-strand: The Birth and Childhood of Jesus Christ.**

**Specific Learning Outcome:**

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

(a).State the importance of the dedication of Jesus Christ in the temple.

(b). Discuss the importance of the dedication of Jesus Christ in the temple.

(c). Search the internet for information on the importance of the dedication of Jesus Christ in the temple.

(d). Acknowledge the importance of the dedication of Jesus Christ in the temple.

**Key Inquiry Question**

Why was the dedication of Jesus Christ in the temple important?

**Learning Resources**

Top Scholar CRE pg 90-91.

Teacher's notes.

Digital devices.

Internet.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners are guided to review the previous lesson and give feedback. |
| **30 min** | **Step 1.**  In groups,learners to brainstorm and present the importance of the dedication of Jesus Christ in the temple.  **Step 2**  In groups,learners are guided to search the internet or offline for the importance of dedication of Jesus Christ in the temple.  **Step 3.**  In groups,learners to discuss the importance of the dedication of Jesus Christ in the temple. |
| **5 min** | Conclude the lesson by highlighting the main points in the lesson. |

**Reflection on the lesson:...................................................................**

**WEEK: 6. LESSON: 3.**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **CRE** |  |  |  |

**Strand: The Early Life of Jesus Christ.**

**Sub-strand: The Birth and Childhood of Jesus Christ.**

**Specific Learning Outcome:**

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

(a).Outline the events that happened during the boy Jesus with elders at the temple.

(b). Describe the story of boy Jesus with elders at the temple.

(c).Draw a picture plan on the story of Jesus Christ with the elders in the temple.

(d). Enjoy composing and singing a song on the story of Jesus Christ in the temple with elders.

**Key Inquiry Question:**

What was Jesus Christ doing in the temple when he was left behind?

**Learning Resources**

Digital resources.

Bible.

Story.

Pictures.

Video clips.

Top Scholar CRE pg 92-95.

**Organization of Learning**

Learners will work in groups.

Learning will take place in classroom.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In groups,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1.**  In groups,learners are guided to read Luke 2:41-52 in turns.  **Step 2.**  In groups,learners to collaborate in retelling and discussing the story of boy Jesus with the elders at the temple.  **Step 3.**  In groups,learners are guided to search and watch a video clip of boy Jesus with the elders at the temple.  **Step 3.**  In groups or individually,learners to draw a picture plan showing boy Jesus at the temple with elders.  **Extended Activity.**  In groups/pairs,learners to collaborate in composing and singing a song on the story of Jesus Christ in the temple. |
| **5 min** | Conclude lesson by highlighting the main points in the lesson. |

**Reflection on the Lesson:........................................**

**WEEK: 6. LESSON: 4.**

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

**Strand: The Early Life of Jesus Christ.**

**Sub-strand; The Birth and Childhood of Jesus Christ.**

**Specific Learning Outcome:**

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

(a). Identify values that christians learn from the birth and childhood of Jesus Christ.

(b). Discuss ways in which christians can apply the values from the birth and childhood of Jesus Christ in their day to day lives.

(c). Prepare flashcards on the values christians learn from the birth and childhood of Jesus Christ.

(d). Apply the values learnt from the birth and childhood of Jesus Christ in their daily lifes.

**Key Inquiry Question**

Which values are learnt from the birth and childhood of Jesus Christ?

How can christians apply the values learnt from the birth and childhood of Jesus Christ?

**Learning Resources**

Top Scholar CRE pg 95-96.

Flashcards.

Scissors and charts.

Digital devices.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  In groups, learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1**.  In groups,learners are guided in identifying the values learnt from the birth and childhood of Jesus Christ.  **Step 2.**  In groups, learners are guided to discuss ways in which Christians can apply the identified values in their day to day lives.  **Step 3.**  In groups,learners to collaborate in preparing flashcards on the values which christians learn from the birth and childhood of Jesus Christ. |
| **5 min** | Conclude the lesson by asking learners to display their flashcards in class. |

**Reflection on the Lesson:.....................**

**WEEK: 7. LESSON: 1.**

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

**Strand: The Church.**

**Sub-strand: Selected Forms of Worship.**

**Specific Learning Outcome:**

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

(a).Define the term Worship.

(b).List the different forms of worship in the church.

(c). Discuss the importance of worship to Christians in their day to day lives.

(d). Appreciate the different forms of worship as a way of building a strong relationship with God.

**Key Inquiry Question**

What are the different forms of worship in your church?

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

**Learning Resources**

Top Scholar CRE pg 100-101.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  Introduce lesson with a KIQ: What are the different forms of worship in your church?  In pairs,learners to think-share their views in class. |
| **30 min** | **Step 1.**  In pairs,learners to brainstorm and present the meaning of worship.  **Step 2.**  In groups,learners to share their experiences of how worship is done in their churches.  **Step 3.**  In groups,learners to list the different forms of worship in the churches.  **Step 4.**  In groups,learners to discuss and present the importance of worship to Christians in their day to day lives. |
| **5 min** | Conclude lesson by highlighting the main points in the lesson. |

**Reflection on the Lesson:....................**

**WEEK: 7. LESSON: 2.**

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

**Strand: The Church.**

**Sub-strand: Selected Forms of Worship.**

**Specific Learning Outcome:**

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

(a). Outline the biblical teachings on selected forms of worship.

(b). Explain the biblical teachings on selected forms of worship.

(c). Appreciate the biblical teachings on the different forms of worship.

**Key Inquiry Question**

What are the biblical teachings on selected forms of worship?

**Learning Resources**

Top Scholar CRE pg 101-102.

Good News Bible.

Pictures.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1.**  In groups, learners to read Exodus 15:20-21, Psalms 30:11-12;96:1-2;150:1-5 and Ephesians 5:19 in turns.  **Step 2.**  In groups,learners are guided to identify the biblical teachings on selected forms of worship from the bible texts.  **Step 3.**  In groups, learners are guided to discuss the biblical teachings on the selected forms of worship.  **Extended Activity**  In pairs/groups,learners to collaborate and creatively compose a song based on Psalms 150:1-5. |
| **5 min** | Conclude the lesson by highlighting the main points on the lesson. |

**Reflection on the Lesson:..........................**

**WEEK: 7. LESSON: 3.**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **CRE** |  |  |  |

**Strand: The Church.**

**Sub-strand: Selected Forms of Worship.**

**Specific Learning Outcome:**

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

(a).State the importance of prayers and fasting to Christians.

(b). Discuss the importance of prayers and fasting to christians.

(c). Use digital devices to design posters on the importance of prayers and fasting.

(d). Acknowledge the importance of prayers and fasting in a Christian life.

**Key Inquiry Question**

Why is prayer and fasting important in the life of a Christian?

**Learning Resources**

Charts.

Teacher's notes.

Internet.

Digital resources.

Top Scholar CRE pg 103.

**Organization of Learning**

Learning will take place in classroom

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners are guided to review the previous lesson and give feedback. |
| **30 min** | **Step 1.**  In pairs,learners to brainstorm the meaning of prayers and fasting and present in class.  **Step 2.**  In groups,learners to brainstorm and state the importance of prayers and fasting to Christians.  **Step 3**  In groups,learners are guided to discuss the importance of prayers and fasting to Christians.  **Step 4.**  In groups,learners to use digital devices to search the internet for information on the importance of prayers and fasting to Christians.  **Extended Activity.**  In groups,learners to collaborate and creatively design posters on the importance of prayers and fasting to Christians using digital devices and posters. |
| **5 min** | Conclude the lesson,by highlighting the main points on the lesson. |

**Reflection on the Lesson:..................................................**

**WEEK: 7. LESSON: 4.**

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

**Strand: The Church.**

**Sub-strand: Selected Forms of Worship.**

**Specific Learning Outcome:**

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

(a). Outline lessons learnt from the bible texts on fasting and prayers.

(b). Discuss the biblical teachings on fasting and prayers.

(c).Desire to fast and pray to build a strong relationship with God.

**KIQ**

What are the biblical lessons on fasting and prayers?

How should one behave when fasting?

**Learning Resources**

Top Scholar CRE pg 103-104.

Good News Bible.

**Organization of Learning**

Learners will work in pairs/groups.

Learning will take place in classroom.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30min** | **Step 1.**  In groups,learners are guided to read Luke 4:1-2,Acts 13:1-3, Matthew 6:9-13 and Thessalonians 5:16-18 in turns.  **Step 2.**  In groups,learners are guided to outline the lessons learnt from the read biblical texts.  **Step 3.**  In groups,learners are guided to discuss the lessons learnt from the biblical texts on prayers and fasting.  **Step 4.**  In pairs,learners to read Matthew 6:16 and discuss how one should behave when fasting. |
| **5min** | Conclude lesson by highlighting the main points on the lesson. |

**Reflection on the Lesson:....................**

**WEEK: 9. LESSON: 1.**

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

**Strand: The Church.**

**Sub-strand: Selected Forms of Worship.**

**Specific Learning Outcome:**

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

(a). Identify ways in which christians can apply Jesus' teachings on prayers and fasting in their lives.

(b). Discuss ways in which Christians can apply Jesus' teachings on prayers and fasting in their lives.

(c). Prepare flashcards showing ways in which Christians apply Jesus' teachings on fasting and prayers.

(d).Desire to apply Jesus' teachings on prayers and fasting in their day to day life.

**Key Inquiry Question**

How can we apply Jesus' teachings on prayers and fasting in our lives?

**Learning Resources**

Top Scholar CRE pg 104-105.

Charts and Scissors.

Teacher's notes.

**Organization of Learning**

Learners will work in pairs,in groups.

Learning will take place in classroom.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners are guided to review the previous lesson and give feedback. |
| **30 min** | **Step 1**  In groups,learners are guided to identify ways in which Christians can apply Jesus' teachings on prayers and fasting in their lives.  **Step 2.**  In groups,learners to discuss and present the different ways in which christians can apply Jesus' teachings on prayers and fasting in their daily lives.  **Step 3**  In groups, learners to collaborate in preparing flashcards showing the ways in which christians can apply Jesus' teachings on prayers and fasting in their daily lives. |
| **5 min** | Conclude lesson by asking learners to display their flashcards in class. |

**Reflection on the Lesson:..........................................................**

**WEEK: 9. LESSON: 2.**

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

**Strand: The Church.**

**Sub-strand: Selected Forms of Worship.**

**Specific Learning Outcome:**

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

(a). Identify the values that are demonstrated in Christian worship.

(b). Discuss how the identified values are demonstrated in Christian worship.

(c). Write a journal on how you practice different forms of worship.

(d).Desire to use different forms of worship to build a strong relationship with God.

**Key Inquiry Question.**

What values are demonstrated in Christian worship?

**Learning Resources**

Top Scholar CRE pg 105-106.

Teacher's notes.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction.**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Step 1.**  In groups, learners are guided to identify the values that are demonstrated in christian worship.  **Step 2**  In groups,learners to discuss how the identified values are demonstrated in Christian worship.  **Step 3**  Individually or in pairs,learners are guided to write a journal on how they practice the different forms of worship. |
| **5 min** | Conclude lesson by asking learners to share their journals with peers for assessment. |

**Reflection on the lesson:...................................**

**WEEK: 9. LESSON: 3.**

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

**Strand: The Church.**

**Sub-Strand: The Role of the Church in Education and Health.**

**Specific Learning Outcome:**

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

(a). Outline the contribution of the church towards the education sector.

(b). Discuss the role of the church in education sector.

(c). Search the internet for information on the role of the church in education.

(d). Appreciate the contribution of the church in education.

**Key Inquiry Question**

What is the role of the church in education?

Why does the church establish schools in the country?

**Learning Resources**

Top Scholar CRE pg 108-109.

Digital devices.

Internet.

Teacher's notes.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  Introduce lesson with a KIQs : Which schools do you know have been established by church in the community? and Why does the church establish schools in a country?  In pairs,learners to think-share their thoughts in class. |
| **30 min** | **Lesson Development**  **Step 1.**  In pairs,learners to brainstorm and present the meaning of the term education.  **Step 2.**  In groups,learners to brainstorm and present the role of the church in education sector.  **Step 3.**  In groups,learners are guided and led in discussing the contribution of the church in education.  **Step 4.**  In groups,learners to search the internet for additional information on the contribution of the church in education. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points in the lesson. |

**Reflection:...........................**

**WEEK: 9. LESSON: 4.**

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

**Strand: The Church.**

**Sub-Strand; The Role of the Church in Education and Health.**

**Specific Learning Outcome:**

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

(a). Outline the role of the church in health sector.

(b). Discuss the role of the church in the health sector.

(c). Search the internet for information on the role of the church in the health sector.

(d). Appreciate the contribution of the church in the health sector.

**Key Inquiry Question**

What is the role of the church in health?

Which health facilities have been established by the church in Kenya?

**Learning Resources**

Top Scholar CRE pg 110-111.

Digital devices.

Internet.

Teacher's notes.

Google maps.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups or pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners are guided to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In pairs,learners to brainstorm and present the meaning of term health.  **Step 2.**  In groups,learners to search the internet or offline for information on the role of the church in health sector.  **Step 3**  In groups,learners to outline and discuss the role of the church in the health sector.  **Step 4.**  In groups,learners to search or use Google maps to identify and locate healthcare facilities established by the church in Kenya. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points on the lesson. |

**Reflection:.............................................**

**WEEK: 10. LESSON: 1.**

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

**Strand: The Church.**

**Sub-Strand: The Role of the Church in Education and Health.**

**Specific Learning Outcome:**

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

(a).Define the term Mission Work.

(b). Identify the barriers to effective church mission work in Kenya today.

(c). Discuss the barriers to effective church mission work in Kenya today.

(d). Acknowledge the barriers to effective church mission work in Kenya today.

**KIQ**

What are the challenges or barriers faced by the church in its mission work?

**Learning Resources**

Top Scholar CRE pg 111-112.

Digital devices

Internet.

Teacher's notes.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups or pairs.

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| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In pairs,learners to search the internet or textbook for the meaning of mission work.  **Step 2.**  In groups,learners to brainstorm and present the barriers or challenges faced by the church in it's mission work.  **Step 3.**  In groups,learners are guided in discussing the barriers/challenges faced by the church in it's mission work.  **Step 4.**  In groups,learners to search the internet for information on the barriers/challenges encountered by the church in it's mission work. |
| **5 min** | **Conclusion**  Conclude lesson by asking learners to share their internet findings in class. |

**Reflection:...................**

**WEEK: 10. LESSON: 2.**

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

**Strand: The Church.**

**Sub-Strand: The Role of the Church in Education and Health.**

**Specific Learning Outcome**

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

(a). Identify the values that are demonstrated in the early missionaries establishment of education and health institutions in Kenya.

(b). Discuss how the values are demonstrated in the contribution of in the contribution of missionaries to education and health.

(c). Apply the values in their daily life activities.

**KIQ**

How can we apply the values in our day to day lives?

**Learning Resources**

Top Scholar CRE pg 112.

Teacher's notes.

Digital devices.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups and pairs

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners are guided to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners are guided to identify values that are demonstrated in the early missionaries' establishment of education and health institutions in Kenya.  **Step 2.**  In groups,learners are guided to discuss how the identified values are demonstrated in the contribution of missionaries to education and health.  **Step 3.**  In groups,learners to collaborate in presenting their points in class. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points on the lesson. |

**Reflection:....................................**

**WEEK: 10. LESSON: 3.**

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

**Strand: Church Living Today.**

**Sub-Strand: Human Sexuality.**

**Specific Learning Outcome:**

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

(a).State the meaning of human sexuality for holistic development.

(b). Conduct internet search on the physical, mental, social, emotional and spiritual changes that boys and girls experience as adolescents.

(c). Acknowledge the changes boys and girls experience as adolescents.

**KIQ**

What is human sexuality?

What changes does boys and girls experience at adolescence?

**Learning Resources.**

Top Scholar CRE pg 116-117.

Digital devices.

Internet.

Teacher's notes.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  Introduce lesson with a KIQ; What changes does boys and girls experience at adolescence?  In pairs,learners to think-share their answers in class. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners to search the internet or textbook for the meaning of human sexuality and note down their findings.  **Step 2.**  In groups,learners are led in explaining the meaning of human sexuality for holistic development.  **Step 3.**  In groups,learners are guided to search the internet or textbook for information on the physical, mental, social, emotional and spiritual changes boys and girls undergo as adolescents.  **Step 4.**  In groups,learners to discuss the physical, emotional, mental, social and spiritual changes that boys and girls experience at adolescence. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points in the lesson. |

**Reflection:......................**

**WEEK: 10. LESSON: 4.**

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

**Strand: Christian Living Today.**

**Sub-Strand: Human Sexuality.**

**Specific Learning Outcome:**

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

(a). Define the term Healthy relationships.

(b). Outline the characteristics of healthy relationships.

(c). Discuss the characteristics of healthy relationships for responsible living.

(d). Prepare a one week journal to promote healthy relationship.

(e).Desire to have a healthy relationship with peers.

**KIQ**

Which life skills do we need to maintain healthy relationship?

**Learning Resources**

Top Scholar CRE pg 118-119.

Teacher's notes.

Digital devices.

Internet.

Flashcards.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups or pairs,learners to brainstorm and present the meaning of healthy relationship.  **Step 2.**  In groups,learners are guided in stating the characteristics of healthy relationships among the young people.  **Step 3.**  In groups,learners are guided to discuss the features of healthy relationships among the young people.  **Extended Activity.**  In pairs or individually,learners to write a one week journal on how you can promote healthy relationships and avoid unhealthy relationship. |
| **5 min** | **Conclusion**  Conclude lesson with a KIQ: Which life skills do we need to maintain healthy relationship? In pairs,learners to think-share their views. |

**Reflection:...........................**

**WEEK: 11. LESSON: 1.**

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

**Strand: Christian Living Today.**

**Sub-Strand: Human Sexuality.**

**Specific Learning Outcome:**

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

(a). Outline the characteristics of unhealthy relationships.

(b). Discuss the circumstances that leads to unhealthy relationships.

(c). Apply christian values as they relate with others.

**KIQ**

How can you tell that a relationship is unhealthy?

**Learning Resources**

Top Scholar CRE pg 118 & pg 120.

Teacher's notes

Digital devices.

Internet.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners are guided to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups/pairs,learners to brainstorm and present the meaning of unhealthy relationships.  **Step 2.**  In groups,learners are guided to outline the characteristics of unhealthy relationships.  **Step 3.**  In groups,learners to search online or offline for information on the circumstances that leads to unhealthy relationship.  Learners to discuss their findings and present in class. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points in the lesson. |

**Reflection:..........................**

**WEEK: 11. LESSON: 2.**

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

**Strand: Christian Living Today.**

**Sub-Strand: Human Sexuality.**

**Specific Learning Outcome:**

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

(a). Outline the consequences of engaging in sex before marriage.

(b). Discuss the consequences of engaging in sex before marriage.

(c). Search the internet for information on the consequences of engaging in sex before marriage.

(d). Acknowledge the consequences of engaging in sex before marriage.

**KIQ**

Why should you not engage in sex before marriage?

**Learning Resources**

Top Scholar CRE pg 123-124.

Digital devices

Internet.

Teacher's notes.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups/pairs.

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| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners are guided to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners to brainstorm and present on the consequences of engaging in sex before marriage.  **Step 2.**  In groups,learners are guided to conduct an internet search on the consequences of engaging in sex before marriage.  **Step 3.**  In groups,learners to discuss the negative effects of engaging in sex before marriage.  **Extended Activity.**  In groups/pairs,learners to collaborate in developing PowerPoint slides on the negative effects of engaging in sex before marriage. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points in the lesson. |

**Reflection:...............................**

**WEEK: 11. LESSON: 3.**

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

**Strand: Christian Living Today.**

**Sub-Strand; Human Sexuality.**

**Specific Learning Outcome:**

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

(a). Outline ways in which we can avoid temptations and tempting places.

(b). Discuss ways in which we can avoid temptations and tempting places.

(c).Role play how to overcome tempting situations.

(d).Desire to lead a godly life free from temptations.

**KIQ**

How can we avoid temptations and tempting places in our daily lives?

**Learning Resources**

Top Scholar CRE pg 121-122.

Digital devices.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups and pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners are guided to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners to brainstorm and list the circumstances that lead to sexual temptations.  **Step 2.**  In groups,learners are guided to outline the ways of avoiding temptations and tempting places in our lives.  **Step 3**  In groups,learners are guided in discussing the ways of avoiding temptations and tempting places in our daily lives.  **Extended Activity**  In groups,learners to collaborate in role playing how to overcome tempting situations and record using digital devices. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points on the lesson. |

**Reflection:..........................**

**WEEK: 11. LESSON: 4.**

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

**Strand: Christian Living Today.**

**Sub-Strand: Human Sexuality.**

**Specific Learning Outcome;**

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

(a). Outline the biblical teachings on human sexuality.

(b). Discuss the biblical teachings on morality and human sexuality.

(c).Desire to apply biblical teachings in their daily lives.

**KIQ**

What does the bible teach us about sexual morality?

**Learning Resources**

Top Scholar CRE pg 122-123.

Good News Bible.

Teacher's notes.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners are guided to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development.**  **Step 1.**  In groups,learners are guided to read 1st Corinthians 6:9,18, Philippians 4:8-9, Galatians 5:23 and 1st Thessalonians 4:3 in turns.  **Step 2.**  In groups,learners are guided to outline lessons learnt from the biblical texts.  **Step 3.**  In groups,learners are guided to discuss the biblical teachings from the texts read.  Learners to summarize lessons learnt from the biblical texts in exercise books. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points in the lesson. |

**Reflection:.......................................**

**WEEK: 12. LESSON: 1.**

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

**Strand: Christian Living Today.**

**Sub-Strand: Human Sexuality.**

**Specific Learning Outcome:**

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

(a). Identify the values needed by boys and girls to lead a chaste life.

(b). Discuss the values needed by the young people to lead a chaste life.

(c). Prepare flashcards showing the values needed by the young people to lead chaste life.

(d).Desire to apply the values in order to lead chaste life

**KIQ**

Which values can guide good morals among the young people?

**Learning Resources**

Top Scholar CRE pg 124-125.

Scissors.

Charts/Manillas.

**Organization of Learning**

Learning will take place in class.

Learners will work in groups or pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners are guided to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners are guided to identify the values that guide good morals and needed by young people to lead chaste life.  **Step 2.**  In groups,learners are guided to discuss the values that are needed by the young people to lead chaste life and guide their morals.  **Step 3.**  In groups,learners to collaborate in preparing flashcards showing the values that are needed by boys and girls to lead chaste life. |
| **5 min** | **Conclusion**  Conclude lesson by learners displaying their flashcards in class. |

**Reflection:........................**

**WEEK: 12. LESSON: 2.**

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

**Strand: Christian Living Today.**

**Sub-Strand: Human Sexuality.**

**Specific Learning Outcome:**

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

(a). Conduct a debate on the topic," it is possible for a young person to remain chaste before marriage"

(b). Value and respect each other's views.

**KIQ**

Is it possible for a young person to remain chaste before marriage?

**Learning Resources**

Top Scholar CRE pg 125.

Digital devices

**Organization of Learning**

Learners will work in groups.

Learning will take place in class.

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| **Time** | **Content** |
| **2.min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback. |
| **33 min** | **Lesson Development.**  **Step 1.**  As a class,learners to collaborate in dividing themselves into opposers and proposers.  Learners to choose the speaker to moderate the debate.  **Step 2.**  In groups, that is opposers and proposers ,learners to debate the topic "it is possible for a young person to remain chaste before marriage and record using digital devices. |
| **5 min** | **Conclusion**  Conclude lesson by the speaker giving a report of the debate. |

**Reflection:............**