**2025 GRADE 7 MENTOR C.R.E SCHEMES OF WORK TERM 1**

TEACHERS NAME……………………………SCHOOL…………………………TERM ……….YEAR ……….

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| **Week** | **Lesson** | **Strand** | **Sub Strand** | **Specific Learning Outcomes** | **Learning/ Teaching Experience** | **Key Inquiry Questions** | **Learning Resources** | **Assessment Methods** | **Re** |
| 1 | 1 | INTRODUCTION TO CHRISTIAN RELIGIOUS EDUCATION | Importance Of Studying Christian Religious Education  Meaning of Christian Religious Education | By the end of the lesson, the learner should be able to:   1. Explain the meaning of Christian Religious Education from the poem 2. Find out the meaning of Christian Religious Education using digital devices 3. Enjoy reading and discussing the summary presented by Rhoda | Learners are guided in pairs, in groups or individually to:  Tell others why it is important to learn Christian Religious Education  Explain the meaning of Christian Religious Education from the poem  Answer questions based on the poem  Find out the meaning of Christian Religious Education using digital devices  Discuss the meaning and type the summary of their findings on a digital device  Read and discuss the summary presented by Rhoda | What is the meaning of CRE from the poem?  What three aspects can we learn from CRE? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 1-2** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
|  | 2 | INTRODUCTION TO CHRISTIAN RELIGIOUS EDUCATION | Importance Of Studying Christian Religious Education  Importance of learning Christian Religious Education | By the end of the lesson, the learner should be able to:   1. Read the poem on page 1, analyze and write down the benefits of studying Christian Religious Education 2. Make posters on the benefits of learning Christian Religious Education 3. Appreciate Christian Religious Education for holistic development | Learners are guided in pairs, in groups or individually to:  Study the pictures and answer the questions that follow  Read the poem on page 1, analyze the benefits of studying Christian Religious Education  Write down the benefits of studying Christian Religious Education  Make posters on the benefits of learning Christian Religious Education  Analyze the importance of studying Christian Religious Education for holistic development  Discuss the discussion points | How does CRE help us appreciate fellow learners?  What are the benefits of CRE?  How is learning CRE important in the community? | Good News Bible  Text Books  Digital devices  **Mentor CRE Learner’s Book Grade 7 pg. 2-4** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
| 2 | 1 | INTRODUCTION TO CHRISTIAN RELIGIOUS EDUCATION | Importance Of Studying Christian Religious Education  How Christian Religious Education promote sound moral and religious values | By the end of the lesson, the learner should be able to:   1. Read the poem in page 1 and outline how Christian Religious Education promotes moral and religious values 2. Write a personal journal on how learning Christian Religious Education has changed their behaviour 3. Appreciate Christian Religious Education in promoting sound moral and religious values | Learners are guided in pairs, in groups or individually to:  Read the poem in page 1 and outline how Christian Religious Education promotes moral and religious values  Read the chart on how Christian Religious Education promotes sound and moral values  Write a personal journal on how learning Christian Religious Education has changed their behaviour  Share their personal journal in class  Write messages that promote sound moral and religious values on posters or flashcards  Display their posters or flashcards on the school notice board | How does CRE promote moral and religious values?  How has learning CRE has changed your behaviour? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 4-5** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
|  | 2 | INTRODUCTION TO CHRISTIAN RELIGIOUS EDUCATION | Importance Of Studying Christian Religious Education  Applying values acquired in interacting with others to foster harmonious living | By the end of the lesson, the learner should be able to:   1. Find and circle seven moral and religious values Christians acquire by learning Christian Religious Education from the word puzzle 2. Compose a poem on how Christian Religious Education promotes sound morals and religious values 3. Appreciate CRE in fostering harmonious living | Learners are guided in pairs, in groups or individually to:  Find and circle seven moral and religious values Christians acquire by learning Christian Religious Education from the word puzzle  Write the values in charts, posters and flashcards  Share their work with their classmates  Compose a poem on how Christian Religious Education promotes sound morals and religious values  Recite the poem they have composed in class  Assess their progress by working out the questions at the end of the strand | What is the meaning of self-control?  What moral and religious values do Christians acquire by learning CRE? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 5-6** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
| 3 | 1 | CREATION | Biblical Accounts of Creation  The Biblical accounts of creation to understand God’s power | By the end of the lesson, the learner should be able to:   1. Observe God’s creation plants and animals in the surrounding by taking a nature walk within the school 2. Read the first biblical account of creation and summarize the main points on charts 3. Enjoy displaying their charts in class | Learners are guided in pairs, in groups or individually to:  Observe God’s creation plants and animals in the surrounding by taking a nature walk within the school  Gather pictures and newspapers cuttings about the environment and stick them on a chart showing things that God created  Study the pictures and answer the questions that follow  Read the first biblical account of creation and summarize the main points | How did creation come into existence?  What did God create on the fourth day?  On which day did God rest? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 7-8** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
|  | 2 | CREATION | Biblical Accounts of Creation  The Biblical accounts of creation to understand God’s power | By the end of the lesson, the learner should be able to:   1. Describe the order of creation from the first biblical account 2. Read the second account of creation and explain the events that occurred 3. Appreciate the first and second biblical creation accounts | Learners are guided in pairs, in groups or individually to:  Describe the order of creation from the first biblical account  Read the second account of creation and explain the events that occurred  Discuss the attributes of God from the two biblical accounts of creation  Present their summary of their discussion on a chart  Display the chart in class | What happened in the second biblical account of creation?  What are the attributes of God from the two biblical accounts of creation? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 9** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
| 4 | 1 | CREATION | Biblical Accounts of Creation  Similarities and differences between the two biblical accounts of creation | By the end of the lesson, the learner should be able to:   1. Watch a video clip on biblical accounts of creation 2. Write down the similarities and the differences between the two biblical accounts 3. Enjoy composing and singing a song about the second biblical creation account | Learners are guided in pairs, in groups or individually to:  Watch a video clip on biblical accounts of creation  Write a summary of what they have observed on the similarities and the differences between the two biblical accounts  Read the charts with information on the similarities and the differences between the two biblical accounts  Compose and sing a song about the second biblical creation account | what are the similarities between the two biblical accounts?  What are the differences between the two biblical accounts? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 10-11** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
|  | 2 | CREATION | Biblical Accounts of Creation  Attributes of God from the two biblical accounts of creation | By the end of the lesson, the learner should be able to:   1. Search for attributes of God and write their findings on a chart 2. Read the attributes of God based on the two biblical accounts of creation on the charts 3. Have fun preparing paper cut-outs and writing down the names of different creatures | Learners are guided in pairs, in groups or individually to:  Search for attributes of God and write their findings on a chart  Read the attributes of God based on the two biblical accounts of creation on the charts  Discuss other attributes of God from the two biblical accounts of creation  Prepare paper cut-outs and write down the names of different creatures  Jumble them up in a box and play the game of fishing with their eyes closed | What are the attributes of God based on the two biblical accounts of creation?  God created trees and herbs on which day?  God created human beings on which day? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 11-12** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
| 5 | 1 | CREATION | Biblical Accounts of Creation  Appreciating God’s creation in the two biblical accounts of creation | By the end of the lesson, the learner should be able to:   1. Plant different types of flowers around the school compound and care for them by watering them regularly 2. Plant the flowers in a pattern that looks like number three 3. Appreciate God’s creation in the two biblical accounts of creation | Learners are guided in pairs, in groups or individually to:  Plant different types of flowers around the school compound and care for them by watering them regularly  Plant the flowers in a pattern that looks like number three  Discuss the relation between number three and the order of the creation, according to the first biblical accounts  Assess their progress by working out end of sub-strand questions | What does the term creation mean?  Why did God place man in the Garden of Eden? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 12** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
|  | 2 | CREATION | Responsibility Over Animals, Fish and Birds  Responsibility given to human beings over animals, fish and birds | By the end of the lesson, the learner should be able to:   1. Identify the animals in the picture and explain why Christians should care for them 2. Write down the responsibilities given to human beings over animals, fish and birds 3. Have fun reading flash cards and discussing other biblical teachings on responsibilities given to human beings over animals, fish and birds | Learners are guided in pairs, in groups or individually to:  Identify the animals in the picture and explain why Christians should care for them  Make posters on how to care for both domestic and wild animals  Write down the responsibilities given to human beings over animals, fish and birds  Read the Bible verses on the responsibilities given to human beings over animals, fish and birds  Read flash cards and discuss other biblical teachings on responsibilities given to human beings over animals, fish and birds  Present their points in class | Why should Christians take care of animals, birds and fish?  Which responsibilities did God give to human beings over animals, fish and birds? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 13-14** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
| 6 | 1 | CREATION | Responsibility Over Animals, Fish and Birds  Ways we can protect animals, fish and birds | By the end of the lesson, the learner should be able to:   1. Explain ways Christians protect and take care of animals, fish and birds 2. Write down how Christians apply biblical teachings to protect animals, fish and birds on charts 3. Resolve to protect animals, fish and birds as a Christian | Learners are guided in pairs, in groups or individually to:  Study the pictures and identify what is happening  Explain ways Christians protect and take care of animals, fish and birds  Discuss, write and present their findings of other ways of taking care of animals, fish and birds  Write down how Christians apply biblical teachings to protect animals, fish and birds on charts  Present their points to their group members  Read the statements on the fun zone | How do Christians protect and take care of animals, fish and birds?  Which other ways can Christians protect and take care of animals, fish and birds? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 15-16** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
|  | 2 | CREATION | Responsibility Over Animals, Fish and Birds  Ways we can protect animals, fish and birds | By the end of the lesson, the learner should be able to:   1. Read the poem composed by Onyango and Chebet 2. Write down animal rights and what Christians can do to protect them 3. Desire to protect animals, fish and birds as a Christian | Learners are guided in pairs, in groups or individually to:  Read the poem composed by Onyango and Chebet  Compose their own poem on animal welfare and protection and recite it in class  Write down animal rights and what Christians can do to protect them  Plan a visit to the animal orphanage, national park or watch a video clip on animals in their natural habitat | What are the rights of animals?  What should Christians do to protect animals, fish and birds? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 16-17** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
| 7 | 1 | CREATION | Responsibility Over Animals, Fish and Birds  Practising good stewardship by taking care of animals, fish and birds | By the end of the lesson, the learner should be able to:   1. study the pictures and discuss how animals the and birds in the picture have been taken care of 2. Make a poster on a manilla paper and write a message explaining the importance of taking care of animals, fish and birds 3. Have fun displaying the chart on the school’s noticeboard | Learners are guided in pairs, in groups or individually to:  Study the pictures and discuss how animals the and birds in the picture have been taken care of  Read the poster shown on the importance of taking care of animals, birds and fish  Make a poster on a manilla paper and write a message explaining the importance of taking care of animals, fish and birds  Display the chart on the school’s noticeboard where people can see the message | How else are animals, fish and birds taken care of?  What is the importance of taking care of animals, birds and fish?  Is it right to hunt wild animals? Explain | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 17-18** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
|  | 2 | CREATION | Responsibility Over Animals, Fish and Birds  Desire to take care good care of God’s creation in the environment | By the end of the lesson, the learner should be able to:   1. Identify an animal within their home environment, feed, water and make a shed for it 2. Compose a poem on how to take care of animals, fish and birds in their environment and recite it 3. Desire to take care good care of God’s creation in the environment | Learners are guided in pairs, in groups or individually to:  Identify an animal within their home environment  Feed it, and provide it with water  Make a shed for the animal to protect it from attacks by wild animals  Compose a poem on how to take care of animals, fish and birds in their environment and recite it  Work out the questions at the end of the sub-strand to test their understanding | How can you promote the rights of animals, fish and birds? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 18-19** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
| 8 | 1 | CREATION | Responsibility Over Plants  Responsibilities given to human beings over plants by God | By the end of the lesson, the learner should be able to:   1. Take a nature walk within the school environment, observe and draw different plants 2. Read and write the responsibilities given to human beings over plants by God 3. Appreciate human beings responsibilities in caring for plants | Learners are guided in pairs, in groups or individually to:  Take a nature walk within the school environment, observe and draw different plants  Study the pictures and answer the questions that follow  Read the responsibilities given to human beings over plants by God  Write the responsibilities given to human beings over plants by God  Discuss other responsibilities of human beings over plants | How are the learners in the pictures taking care of plants?  How else can you care for plants? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 20** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
|  | 2 | CREATION | Responsibility Over Plants  The biblical teaching of caring for plants to conserve the environment | By the end of the lesson, the learner should be able to:   1. Read Bible verses on caring for plants to conserve the environment 2. Write down the biblical teaching of caring for plants to conserve the environment 3. Desire to join the school environmental club and participate in conserving the environment | Learners are guided in pairs, in groups or individually to:  Study the pictures and answer the questions  Read Bible verses on caring for plants to conserve the environment  Discuss how Christians apply the biblical teaching of caring for plants to conserve the environment  Write down the biblical teaching of caring for plants to conserve the environment  Join the school environmental club and participate in conserving the environment | In which other ways can you care for plants and conserve the environment?  Why should we conserve the environment? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 21-22** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
| 9 | HALF TERM BREAK | | | | | | | | |
| 10 | 1 | CREATION | Responsibility Over Plants  How responsible use of plants contribute to economic growth | By the end of the lesson, the learner should be able to:   1. Explain how taking good care of plants increases production of crops 2. Read the dialogue and discuss the economic benefits of plants 3. Enjoy writing down the economic benefits of plants | Learners are guided in pairs, in groups or individually to:  Study the pictures and answer the questions that follow  Explain how taking good care of plants increases production of crops  Define and write down economic growth  Read the dialogue and discuss the economic benefits of plants  Write down the economic benefits of plants | How do farmers benefit from increased production of crops?  What do you think is the meaning of economic growth? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 23-24** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
|  | 2 | CREATION | Responsibility Over Plants  Appreciate plants as part of God’s creation to promote a healthy ecosystem | By the end of the lesson, the learner should be able to:   1. Read the story about trees 2. Identify and plant an income generating crop within their school or at home 3. Appreciate plants as part of God’s creation to promote a healthy ecosystem | Learners are guided in pairs, in groups or individually to:  Read the story about trees and discuss the importance of not cutting down trees  Identify and plant an income generating crop within their school or at home  Weed around the crop and water it  Work out the questions at the end of the sub-strand to test their understanding | What are the benefits of trees?  What happens when we cut trees? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 24-25** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
| 11 | 1 | CREATION | Use and Misuse of Natural Resources as God’s Creation  Ways in which human beings use and misuse of natural resources | By the end of the lesson, the learner should be able to:   1. Mention the type of natural resources found in their community 2. Write down how communities have used and misused natural resources 3. Have fun completing the crossword puzzle using answers to the asked questions | Learners are guided in pairs, in groups or individually to:  Study the pictures and answer the questions that follow  Mention the type of natural resources found in their community  Cut out small cards and play concentration game  Write down how communities have used and misused natural resources  Complete the crossword puzzle using answers to the asked questions | How have natural resources been used in your community?  How have natural resources been misused in your community? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 26-28** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
|  | 2 | CREATION | Use and Misuse of Natural Resources as God’s Creation  The effects of misusing natural resources | By the end of the lesson, the learner should be able to:   1. Discuss the effects of misusing natural resources in the community 2. Write down the effects of misusing natural resources in the community 3. Enjoy debating the motion, ‘Destroying the environment affects our community’ | Learners are guided in pairs, in groups or individually to:  Study the pictures and answer the questions that follow  Discuss the effects of misusing natural resources in the community  Write down the effects of misusing natural resources in the community  Debate the motion, ‘Destroying the environment affects our community’  Summarize the points and present them in class | What are the effects of misusing natural resources in the community? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 28-29** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
| 12 | 1 | CREATION | Use and Misuse of Natural Resources as God’s Creation  Biblical teaching on the good use of God’s creation | By the end of the lesson, the learner should be able to:   1. Read the story and answer the questions given 2. Write down the biblical teaching on the good use of God’s creation 3. Have fun composing songs on the beauty of God’s creation | Learners are guided in pairs, in groups or individually to:  Read the story and answer the questions given  Read Bible verses on biblical teaching on the good use of God’s creation  Write down the biblical teaching on the good use of God’s creation  Compose songs on the beauty of God’s creation  Sing the song in class | What was man told to do at the Garden of Eden?  Why was land left to rest on the seventh year? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 29-31** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
|  | 2 | CREATION | Use and Misuse of Natural Resources as God’s Creation  Desire to conserve the environment as responsible citizens | By the end of the lesson, the learner should be able to:   1. Discuss how they engage in cleaning their school as a way of conserving the environment 2. Write down other ways Christians can conserve the environment 3. Desire to conserve the environment as responsible citizens | Learners are guided in pairs, in groups or individually to:  Study the pictures and answer the questions thar follow  Discuss how they engage in cleaning their school as a way of conserving the environment  Discuss how Christians should conserve the environment  Write down other ways Christians can conserve the environment | How can you conserve the environment as a Christian? | Good News Bible  Text Books  Digital devices **Mentor CRE Learner’s Book Grade 7 pg. 31-32** | Written questions  Oral questions  Written reports  Oral Report Observation |  |
| 13 | **END OF TERM ONE EXAMINATION** | | | | | | | | |