



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

CHRISTIAN RELIGIOUS EDUCATION

GRADE 4

First Published 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it incorporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Christian Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral Programme of Instruction	1
Total		35

LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of Primary School Education, the learner should be able to:

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Christian Religious Education is the study of God's self-revelation to human beings through personal experiences, the Holy Spirit, the life and ministry of Jesus Christ and the Bible. This learning area builds on competencies introduced in early years of education. It aims to equip the learner with Christian moral values and life skills that will enable him or her to make informed moral decisions. These values include obedience, sharing, responsibility, honesty and respect. The skills include praying, meditating, interpreting scriptures, leadership, self-esteem, self-awareness, assertiveness, peer pressure resistance and decision making.

The main method of teaching and learning CRE is the life approach. Hence this learning area endeavours to develop a God-fearing, responsible, assertive, honest and obedient learner. In light of this, the learner will be able to make sound day-to-day choices under the guidance of the Holy Spirit.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Primary Education, the learner should be able to:

- a) Demonstrate an awareness of God as the sole Creator and Heavenly Father.
- b) Apply the teachings of Jesus Christ in his/her interaction with others to form harmonious relationships.
- c) Acquire Christian moral values and principles to be able to make informed decisions in day- to-day life.
- d) Recognize the Church as the people of God and effectively serve as a responsible member.
- e) Utilize Christian values and morals in the use of digital devices and social media platforms.
- f) Appreciate the Bible as the Word of God and apply its teachings in day-to-day life.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.1 Self-awareness 2 lessons	By the end of the sub-strand, the learner should be able to: a) mention his or her name for identification and self-awareness, b) recognise his or her uniqueness as a creation of God, c) acknowledge God as the creator, d) appreciate his or her uniqueness as God's special creation.	The learner is guided to: <ul style="list-style-type: none"> say their names, state what is unique about them, recite and meditate on Psalms 139:13 about being fearfully and wonderfully made, read Genesis 1:27 about being, 'created in the image and likeness of God' sing a song related to their uniqueness. 	Why are you a special creation?
	1.2 Thoughts and feelings 3 lessons	By the end of the sub-strand, the learner should be able to: a) identify good thoughts and feelings, b) explain the importance of being joyful, c) list lessons learnt from Ephesians 4:26,	The learner is guided to: <ul style="list-style-type: none"> sing a song related to good thoughts and feelings, list good thoughts such as <i>sharing with others, helping parents, being happy, being thankful, respecting others,</i> say why it is good to be joyful, 	<ol style="list-style-type: none"> How do you control your thoughts and feelings? How do you cope with anger or sadness?

		<p>d) apply the lessons learnt to cope with emotions in day-to-day life.</p>	<ul style="list-style-type: none"> • share experiences on how they cope with emotions such as anger or sadness, • use digital devices to draw and colour pictures of faces depicting various emotions, • role-play forgiving others when wronged, • read Ephesians 4:26 and write down lessons learnt • write Philippians 4:4 on flash cards and recite it, • sing songs related to rejoicing in the Lord always (Philippians 4:4). 	
	<p>1.3 Making choices 3 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) list choices they make in day-to-day life,</p> <p>b) discuss results of choices they make in daily life,</p> <p>c) make right choices guided by the word of God,</p> <p>d) portray responsibility by making right choices.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • in pairs, list choices they make in day-to-day life, • list results of choices that they make, • sing a song about good choices, • Role-play ‘making right choices that are acceptable to God.’ 	<p>What are the effects of the choices you make?</p>

Core competencies to be developed:

- Self-efficacy: the skill of knowing self is exhibited as learners say their names for identification.
- Learning to learn: the skill of sharing experiences is nurtured as learners tell each other how they cope with emotions such as anger or sadness.

Pertinent and contemporary Issues:

Social cohesion is nurtured as learners list good thoughts such as sharing with others, helping parents, being happy, being thankful and respecting others.

Values:

- Respect: learners portray positive regard for self and others.
- Love: is nurtured as learners role-play forgiving others when wronged.

Links to other Learning Areas:

- Creative Arts: creative skills are applied as learners sing, dance, draw and colour pictures of faces depicting various emotions.
- English: speaking skills are applied as learners recite Bible verses.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.4 My Family <i>Family members</i> 3 lessons	By the end of the sub-strand, the learner should be able to: a) name family members in the nuclear and extended family, b) draw a family tree to understand relationships within the family, c) explain why it is important to honour parents, d) respect family members for harmonious co-existence.	The learner is guided to: <ul style="list-style-type: none"> • sing a song related to family relationships, • name family members in the nuclear family, • name family members in the extended family (cousins, aunts, uncles, grandparents), • draw a family tree and write names of family members on it, • list ways of respecting family members, • type a poem using a digital device about respect for family members, • watch a video clip of family members eating or praying together, • recite Ephesians 6:1-3 on respecting parents. 	Why is it important to know members of your family?

1.0 Creation	1.5 Relationships within the Family 3 lessons	a) take care when alone with people of the opposite sex, b) mention ways of protecting oneself from sexual abuse, c) identify whom to report to if touched inappropriately or sexually abused, d) appreciate the body as a temple of the Holy Spirit and live a holy life.	The learner is guided to: <ul style="list-style-type: none"> • sing a song related to respecting their bodies as the temple of the Holy Spirit, • in turns, read 2 Samuel 13:4-14, • say whom to report to if they are touched inappropriately or sexually abused, • in groups, tell how they should protect themselves from sexual abuse, • role-play ways of protecting themselves from sexual abuse, • write 1 Corinthians 6:19 on flash cards and meditate on it, • watch a video clip of children being tempted with gifts, but they say NO! to the strangers. 	Why are healthy family relationships important?
Core competencies to be developed: <ul style="list-style-type: none"> • Collaboration: the skill of team work is portrayed as learners carry out activities in groups. • Digital literacy: the skill of digital citizenship is enhanced as learners act safely and responsibly while watching video clips. 				
Pertinent and contemporary Issues: <ul style="list-style-type: none"> • Gender awareness: is nurtured as they learn how to protect themselves from sexual abuse. • Human Sexuality-Abstinence: learners acquire the virtue of holiness as they say no to inappropriate touching or report cases of sexual abuse 				
Values: <ul style="list-style-type: none"> • Unity: learners collaborate with each other as they read the Bible in turns. 				
Links to other Learning Areas: <ul style="list-style-type: none"> • Creative Arts: creative skills are applied as learners sing songs and write poems. • English: the skill of writing is applied as learners write names of family members. 				

Strand	Sub-Strand	Specific Learning outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	1.6 Attributes of God 2 lessons	By the end of the sub-strand, the learner should be able to: a) read scriptures on the attributes of God, b) list three attributes of God and revere Him, c) recognise God as a loving Father who knows them by their names.	The learner is guided to: <ul style="list-style-type: none"> in groups, picture-read 1 John 4:7-8, Genesis 1:1-25 and 1Samuel 2:2 in turns, sort and match letters on attributes of God (<i>Sole Creator, Loving Father, Holy Father</i>), join words about the attributes of God from a puzzle (sole creator, loving, holy), compose a poem on, '<i>God our loving Father</i>,' sing a song about the love of God. 	Why should you know the attributes of God?
Core competencies to be developed: <ul style="list-style-type: none"> Self-Efficacy: the skill of expressing their needs clearly for help is nurtured as they say whom to report to if they are touched inappropriately or sexually abused. Collaboration: the skill of teamwork is portrayed as they sort and match letters. Creativity and Imagination: the skill of exploration is exhibited as learners compose a poem on, '<i>God our loving Father</i>.' 				
Pertinent and contemporary Issues: Social cohesion: is portrayed as learners interact with each other while working in groups to picture-read the Bible texts.				

Values: <ul style="list-style-type: none"> • Unity is nurtured as they work in groups and sing a song about the love of God.
Links to other Learning Areas: <ul style="list-style-type: none"> • English: writing skills are applied as learners write a poem. • Creative Arts: creative skills are reinforced as learners sing a song about the love of God.

Assessment Rubrics

Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to make right choices in day-to-day life	Makes right choices in day-to-day life and encourages peers to do so	Makes right choices in day-to-day life	Makes right choices in day-to-day life with prompts	Has challenges making right choices in day-to-day life even with prompts
Ability to list three attributes of God	Lists three attributes of God illustratively	Lists three attributes of God	Lists two attributes of God	Lists only one attribute of God

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.1 The Inspired Word of God 3 lessons	By the end of the sub-strand, the learner should be able to: a) handle the Holy Bible with respect as the inspired word of God, b) identify the books in the Old and New Testament, c) role play naming some books in the Bible, d) recite Isaiah 49:16 and desire to read the Holy Bible always.	The learner is guided to: <ul style="list-style-type: none"> • sing a song related to respecting the Holy Bible, • role-play ways of handling the Holy Bible with respect, • in pairs, observe and read charts containing books in the Old and New Testament, • play games on naming some books in the Old and the New Testament, • recite and meditate on Isaiah 49:16, • sing a song about the books in the Holy Bible. 	1. Why should you respect the Holy Bible? 2. Why is it important to know the books in the Holy Bible?

<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Collaboration: the skill of teamwork is enhanced as learners contribute to group discussions and take up different roles while singing and role playing. • Creativity and imagination: the skill of originality is developed as learners come up with new ideas while playing games on naming some books in the Old and the New Testament.
<p>Pertinent and contemporary Issues:</p> <p>Spiritual Awareness: is enhanced as learners recite Isaiah 49:16</p>
<p>Values:</p> <p>Responsibility: is enhanced as they learn how to care for the Holy Bible.</p>
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> • Mathematics: counting skills are applied as learners count the number of books in the Holy Bible • Creative Arts: creative skills are applied as learners play games on naming some Books in the Old and the New Testament • English: reading skills are applied as learners read the Holy Bible

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	Bible Stories: 2.2 Zacchaeus the Tax Collector 3 lessons	By the end of the sub-strand, the learner should be able to: a) retell the story of Zacchaeus, b) recount how Zacchaeus changed his behaviour positively, c) demonstrate integrity when using money, d) discuss why it is important to repent sins in order to be like Christ.	The learner is guided to: <ul style="list-style-type: none"> • read Luke19:2-10 in turns, • draw and colour Zacchaeus on a tree and share the drawings with peers, • retell the story of Zacchaeus, • tell a friend how to turn away from bad behaviour//sin, • state three lessons learnt from the story of Zacchaeus, • list ways of using money wisely, • sing a song related to Jesus Christ as the saviour. 	How did Zacchaeus' encounter with Jesus Christ change his behaviour?
Core competencies to be developed: Self-efficacy: the skill of expressing their emotions is exhibited as learners tell their friends how to turn away from bad behaviour/sin.				

Pertinent and contemporary Issues:

Social Cohesion: learners carry out activities in groups such as singing.

Values:

Patriotism: they learn how Zacchaeus dedicated his life to serving his government regardless of the challenges his work posed to him and his family. He also pledged to give half his belongings to the poor and for anyone he had cheated he would pay back four times.

Links to other learning Areas:

- English: reading skills are applied as learners read the story of Zacchaeus.
- Creative Arts: creative skills are applied as learners draw, colour, role play and sing.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.3 Balaam's Donkey 3 lessons	By the end of the sub-strand, the learner should be able to: a) retell the story of Balaam and his donkey, b) apply the story in their lives by obeying God's instructions, c) acquire the value of love by speaking good things about others, d) acknowledge God's greatness by revering Him.	The learner is guided to: <ul style="list-style-type: none"> • in groups, read Numbers 22:1-6, 20-34, • in pairs, list the importance of obeying God and their seniors, • role-play the story of Balaam's Donkey, • discuss why they should bless and not curse or speak ill about others according to Numbers 22:1-6, 20-34, • use a digital device or a pencil to draw the scenarios in this story, • sing a song related to obedience. 	Why did the donkey talk?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to Learn: the skill of self-discipline is nurtured as learners work collaboratively in groups. • Digital Literacy: the skill of digital citizenship is enhanced as learners use a digital device and draw the scenarios based on the story. 				

Pertinent and contemporary Issues:

- Social Cohesion: learners discuss why they should bless and not curse or speak ill about others; Numbers 22:1-6, 20-34.
- Animal Welfare Education: learners learn how to treat animals.

Values:

Social Justice: learners advocate for harmonious relationships in society as they discuss why they should bless and not curse or speak ill about others.

Links to other Learning Areas:

- English: the skill of reading is applied as learners read the Bible texts provided.
- Creative Arts: creative skills are applied as learners draw and role play.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.4 Samson kills a Lion 2 lessons	By the end of the sub-strand, the learner should be able to: a) retell the story of Samson; Judges 14: 5- 9, b) acknowledge God's power in his or her life, c) trust in God to cope with the challenges of life.	The learner is guided to: <ul style="list-style-type: none"> • in turns, read Judges 14:5-9, • model or draw a lion, • compose a poem on 'Samson kills a lion', • watch a video clip about Samson, • sing a song on God's power, • draw pictures of Samson killing a lion. 	How does the story of Samson portray God's power?
Core Competencies to be developed: <ul style="list-style-type: none"> • Imagination and Creativity: the skill of originality is nurtured as learners model a lion and compose a poem. • Communication: the skill of speaking clearly and effectively is exhibited as they read in turns. 				
Pertinent and contemporary Issues: Social Cohesion: learners portray teamwork as they role-play the story of, 'Samson kills a Lion.'				
Values: Respect: learners take turns to read the Bible and listen to each other's ideas.				
Links to other Learning Areas: <ul style="list-style-type: none"> • English: reading and writing skills are applied as learners read and compose a poem. • Creative Arts: learners draw, colour and model a lion. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.5 Joseph interprets a Dream 3 lessons	By the end of the sub-strand, the learner should be able to: a) retell the story of Joseph interpreting a dream, b) apply lessons learnt by depending on God's wisdom, c) recognise that, 'the fear of God is the beginning of wisdom.'	The learner is guided to: <ul style="list-style-type: none"> • read Genesis 41:14-24, 28-30 in turns • share dreams they have dreamt about and try to interpret them, • dramatise Joseph interpreting the dream, • draw a picture of Joseph before Pharaoh and colour it, • mention three lessons learnt from the story, • sing a song related to this story, • recite Proverbs 1:7. 	How was Joseph able to interpret dreams?
Core competencies to be developed: Learning to learn: the skill of sharing experiences is nurtured as learners share dreams they have dreamt about.				
Pertinent and contemporary Issues: Leadership: is nurtured as they learn how Joseph exhibited good governance.				
Values: Love: is inculcated as they learn how Joseph loved God and his adopted country Egypt by ensuring they had food security.				
Links to other learning areas: <ul style="list-style-type: none"> • English: speaking skills are applied as learners share different experiences. • Creative Arts: creative skills are enhanced as learners draw, dramatise and sing songs. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Holy Bible	2.6 Bible Patriarchs <i>Abraham</i> 2 lessons	By the end of the sub-strand, the learner should be able to: a) recount the call of Abraham, b) obey God's instructions in his or her day-to-day life, c) mention his or her name for self-identity, d) discuss Abram's change of name to Abraham, e) appreciate God's blessings in his or her life.	The learner is guided to: <ul style="list-style-type: none"> • sing the song about Abraham the father of faith, • read Genesis 12:1-5 and retell the call of Abraham, • role-play the call of Abraham, • tell what they like about their names, • read Genesis 17:1-5 on the change of Abraham's name, • recite Genesis 12:3 and appreciate God's blessings in their lives. 	<ol style="list-style-type: none"> 1. Why was the name Abram changed? 2. How did Abraham show obedience to God?
Core competencies to be developed: <ul style="list-style-type: none"> • Collaboration: the skill of teamwork is nurtured as learners role-play the call of Abraham. • Communication: the skill of speaking clearly and effectively is enhanced as they retell the call of Abraham. 				

Pertinent and contemporary Issues:

- **Patriotism:** is nurtured as they learn about obedience to the law just like Abraham obeyed God's command to leave his country to a land unknown to him.

Values:

- **Respect:** learners listen to and appreciate diverse opinions from peers.

Links to other Learning Areas:

- **Creative Arts:** creative skills are applied as learners role play, sing and draw.
- **English:** speaking skills are applied as learners read and recite verses from the Holy Bible.

Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to retell Bible stories	Retells Bible stories in details.	Retells Bible stories	Retells Bible stories when prompted	Struggles to retell Bible stories even when prompted
Ability to list lessons learnt from the Bible stories	Lists lessons learnt from the Bible stories and cites relevant examples	Lists lessons learnt from the Bible stories	Lists lessons learnt from the Bible stories when prompted	Struggles to list lessons learnt from the Bible stories even when prompted
Ability to apply lessons learnt from the Bible stories in daily life	Consistently applies lessons learnt from the Bible stories in daily life	Applies lessons learnt from the Bible stories in daily life	Sometimes applies lessons learnt from the Bible stories in daily life	Struggles to apply lessons learnt from the Bible stories in daily life

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.1 The Annunciation 3 lessons	By the end of the sub-strand, the learner should be able to: a) narrate the annunciation of the Birth of Jesus Christ, b) acknowledge the uniqueness of the birth of Jesus Christ, c) recite Luke 1:37 and trust in God's power, d) emulate Mary the mother of Jesus and lead a holy life.	The learner is guided to: <ul style="list-style-type: none"> • in turns, read Luke 1:26-37, • role-play the annunciation of the birth of Jesus Christ, • watch a video clip on the annunciation of the birth of Jesus Christ, • in groups, sing a song about the annunciation of the birth of Jesus Christ, • say why sexual purity is important, • recite and meditate on Luke 1:37. 	Why is the birth of Jesus Christ unique?
	3.2 Birth of John the Baptist 2 lessons	a) retell the Birth of John the Baptist b) discuss how John the Baptist prepared the way for the Messiah, c) appreciate the need to live a righteous life by turning away from sins.	<ul style="list-style-type: none"> • in pairs, read Luke 1:5-13, 57, • role-play the angel's appearance to Zechariah in the temple, • watch a video clip on the birth of John the Baptist, • read Luke 1:76-79 and tell how John the Baptist prepared the way for the Messiah, • sing a song about John the Baptist. 	How is John the Baptist a precursor of Jesus Christ?

Core competencies to be developed:

- Digital Literacy: the skill of connecting using technology is portrayed as learners watch a video clip on the birth of John the Baptist.
- Imagination and Creativity: the skill of coming up with new ideas is exhibited as learners role-play the annunciation of the birth of Jesus Christ.

Pertinent and contemporary Issues:

Human Sexuality- Abstinence: learners emulate Mary the mother of Jesus Christ by leading holy lives and abstaining from sex before marriage.

Values:

Unity: learners work in pairs and groups to perform different tasks.

Links to other learning Areas:

- Creative Arts: creative skills are reinforced as learners sing and role play.
- English: reading skills are applied as learners read the Holy Bible.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.3 Healing of Blind Bartimaeus 3 lessons	By the end of the sub-strand, the learner should be able to: a) retell the healing of blind Bartimaeus, b) recognise the healing power of Jesus Christ in their lives, c) appreciate Jesus' power over sickness and disease.	The learner is guided to: <ul style="list-style-type: none"> • sing a song about the healing power of God, • read Mark 10:46-52 and retell the healing of blind Bartimaeus, • role-play the healing of blind Bartimaeus, • record the role play using a digital device, • share an incident when they prayed to God for healing. 	How did Bartimaeus show faith in Jesus Christ?
Core competencies to be developed: <ul style="list-style-type: none"> • Learning to Learn: the skill of sharing experiences is enhanced as learners share an incident when they prayed to God for healing. • Communication: the skill of speaking clearly and effectively is portrayed as learners retell the healing of blind Bartimaeus. 				
Pertinent and contemporary Issues: Health Issues: non-communicable diseases- blindness: Bartimaeus was blind but he was healed.				
Values: Responsibility: learners engage in assigned roles and duties as they role-play the healing of blind Bartimaeus.				
Link to other Learning Areas: <ul style="list-style-type: none"> • English: reading skills are applied as they read and learn new vocabulary. • Creative Arts: creative skills are applied as learners sing and role play. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.4 Healing the 10 Lepers 3 lessons	By the end of the sub-strand, the learner should be able to: a) narrate the story of the 10 lepers, b) outline ways of showing gratitude to God in day-to-day life, c) express gratitude to those who are kind to them, d) appreciate the miracle by having faith in God.	The learner is guided to: <ul style="list-style-type: none"> • in turns, read Luke 17:11-19, • role-play the healing of the ten lepers, • draw the ten lepers using a digital device or a pencil, • tell how the 10 lepers showed faith in God, • mention how they exercise faith in God, • share instances when they prayed to God for healing, • in groups, list ways they express gratitude to God, • write a ‘Thank you note’ to God for the gift of life, • list ways they express gratitude to others, • sing a song related to showing gratitude to God. 	How did the 10 lepers portray gratitude?

Core competencies to be developed:

- Imagination and creativity: the skill of coming up with new ideas is portrayed as learners draw the 10 lepers using a digital device or pencil.
- Digital Literacy: the skill of connecting using technology is portrayed as learners use a digital device to draw the 10 lepers.

Pertinent and contemporary Issues:

Health Issues: Communicable diseases; they learn ways of managing contagious diseases like leprosy.

Values:

Love: is nurtured as learners write a 'Thank you note' to God for the gift of life.

Link to other Learning Areas:

- English: the skills of speaking and reading are applied as learners speak, read and learn new vocabulary.
- Creative Arts: creative skills are applied as they role play and sing different songs.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.5 Jesus raises a Widow's Son 2 lessons	By the end of the sub-strand, the learner should be able to: a) retell the story of raising the widow's son, b) recognise God's power over life and death, c) apply lessons learnt by showing compassion to others, d) pray to God when faced with challenges.	The learner is guided to: <ul style="list-style-type: none"> • read Luke 7:11-16 and retell the story, • list challenges they face in their lives and how they involve God, • tell how they show kindness to others, • say how Jesus showed compassion to the widow, • watch a video clip on raising the widow's son, • write John 11:25 on flash cards and recite it, • sing a song about God's power over life and death. 	What do you learn from the miracle of raising the widow's son?
Core competencies to be developed: <ul style="list-style-type: none"> • Digital literacy: the skill of connecting parts of a digital device is exhibited as learners watch a video clip on raising the widow's son. • Self-efficacy: the skill of expressing their needs clearly for help is portrayed as they list challenges they face in their lives and how they depend on God to get solutions. 				

Pertinent and contemporary Issues: Social Justice: learners tell how they show kindness to others.
Values: Love: is nurtured as learners say how Jesus showed compassion to the widow.
Link to other Learning Areas: <ul style="list-style-type: none"> • English: reading skills are applied as learners read and learn new vocabulary. • Creative Arts: creative skills are applied as learners sing a song about God's power.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The life of Jesus Christ:	3.6 Forgiveness 2 lessons	By the end of the sub-strand, the learner should be able to: a) outline the importance of forgiving others, b) resist vengeance as outlined in Mathew 5:39, c) appreciate forgiveness by not repaying evil for evil.	The learner is guided to: <ul style="list-style-type: none"> • read Matthew 5:39 and say why it is important to forgive others, • role-play acts of forgiveness, • say why they should not revenge when wronged, • sing a song about loving others, • write Mathew 5:39, display it in class and recite it. 	Why should you not pay evil for evil?
	3.7 Helping the Needy 2 lessons	By the end of the sub-strand, the learner should be able to: a) state the importance of helping the needy, b) demonstrate kindness by sharing with those in need, c) recite Mathew 5:42 and help those in need promptly.	The learner is guided to: <ul style="list-style-type: none"> • read Matthew 5:42 and tell what they have learnt, • mention instances they helped someone at school, home or in church e.g. they gave a pencil, rubber or shared lunch with another pupil, • role-play sharing items with those who do not have, • write Matthew 5:42 on flash cards and recite it. 	How do you help those in need?

Core Competencies to developed:

- Citizenship: the skill of developing and showing compassion and empathy is portrayed as learners mention instances they helped someone at school, home or in church e.g. they gave a pencil, rubber or shared lunch with another pupil.
- Communication: the skill of writing clearly and correctly is exhibited as learners write Matthew 5:42 on flash cards and recite it.

Pertinent and contemporary Issues:

- Social Cohesion: learners sing a song about loving others.
- Peace Education: learners practise reconciliation by forgiving others when wronged.

Values:

- Love: is portrayed as learners sing a song about loving others.
- Peace: is nurtured as learners say why they should not revenge when wronged.
- Patriotism: is portrayed as learners demonstrate kindness by sharing with those in need and as they mention instances they helped someone in need.

Link to other Learning Areas:

- English: speaking skills are enhanced as learners read and learn new words.
- Creative Arts: creative skills are applied as learners role play and sing.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ:	3.8.1 Parable of the lost coin 2 lessons	By the end of the Sub-strand, the learner should be able to: a) retell the parable of the lost coin, b) list lessons learnt from the parable of the lost coin, c) recognise God's love for the sinner and the need to live a righteous life, d) appreciate God's love and lead upright lives.	The learner is guided to: <ul style="list-style-type: none"> • read Luke 15:8-10 and retell the parable of the lost coin, • role-play the parable of the lost coin, • share lessons learnt from the parable of the lost coin with a friend, • say how God loves them and how to lead a righteous life, • tell why it is important to live a holy life as a Christian, • sing a song about God's willingness to save the lost. 	How does God show love for the sinner?
Core competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: the skill of sharing what they have learnt is exhibited as they share lessons learnt from the parable of the lost coin. • Imagination and creativity: the skill of coming up with new ideas is exhibited as learners role-play the parable of the lost coin. 				

Pertinent and contemporary Issues:

- Financial literacy: learners appreciate the value of currency or money as depicted by the woman's persistence in search for her lost coin.
- Citizenship: desire to help and work for the salvation of the lost persons (sinners) in their society as an extension of good neighbourliness and care for one another in society.

Link to Values:

Love: is nurtured as learners say how God loves them and how to lead a righteous life.

Links to other Learning Areas:

- English: speaking skills are enhanced as learners read and learn new words.
- Creative Arts: creative skills are applied as learners sing and role play.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.8.2 Parable of the mustard seed 3 lessons	By the end of the Sub-strand, the learner should be able to; a) retell the parable of the mustard seed as guided by the Bible text, b) describe how the kingdom of God grows from a small beginning, c) explain how they contribute to the growth of the kingdom of God, d) appreciate the growth of God's kingdom by evangelising to others.	The learner is guided to: <ul style="list-style-type: none"> • read Luke 13:18-19 and narrate the parable, • in groups, collect small seeds from the school compound, • plant the seeds, water them and observe as the seeds sprout and grow to a big tree, • draw a big tree with birds resting on its branches and compare it to the growth of God's kingdom, • Role-play the activities they do in Church, • watch a video clip on a mustard seed, • say how they respond to salvation, • sing a song about the kingdom of God. 	How does the parable of the mustard seed relate to the kingdom of God?
Core competencies to be developed: <ul style="list-style-type: none"> • Creativity and Imagination: the skill of communicating new ideas is enhanced as learners draw a big tree and compare it to the growth of God's kingdom. • Digital Literacy: the skill of digital citizenship is portrayed as learners watch a video clip on a mustard seed. 				

Pertinent and contemporary Issues:

Socio Economic Issues: environmental education is nurtured as learners plant the seeds, water them and observe as the seeds sprout and grow to a big tree.

Values:

- Unity: is enhanced as learners work in groups to collect small seeds from the school compound.
- Responsibility: is enhanced as learners plant the seeds, water them and observe as the seeds sprout and grow to a big tree.

Links to other Learning Areas:

- Agriculture: is enhanced as learners collect seeds and plant them.
- Creative Arts: creative skills are applied as learners draw, sing and role play.
- English: reading skills are enhanced as learners read the Bible.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 The Life of Jesus Christ	3.9 Nicodemus' encounter with Jesus Christ 3 lessons	By the end of the sub-strand, the learner should be able to: a) retell the story of Nicodemus' encounter with Jesus Christ, b) acknowledge that repentance of sins draws us close to Christ, c) discuss the importance of baptism to Christians today, d) recite John 3:16 and believe in Jesus Christ to inherit eternal life.	The learner is guided to: <ul style="list-style-type: none"> • read John 3:1-5 and say how they respond to Christ's saving grace, • role-play the story of Nicodemus' encounter with Jesus Christ, • discuss how repentance of sins can draw them to Christ, • watch a video on Nicodemus' conversion, • say why baptism is important to Christians today, • sing a song on Nicodemus' conversion, • tell how they respond to John 3:16. 	How did Nicodemus' encounter with Jesus Christ change his life?
Core competencies to be developed: <ul style="list-style-type: none"> • Communication: speaking skills are portrayed as learners read the Bible and tell how they respond to Christ's saving grace. • Learning to learn: the skill of working collaboratively is enhanced as learners discuss how repentance of sins can draw them to Christ. 				

Pertinent and contemporary Issues: Social Cohesion: learners demonstrate teamwork while carrying out various activities.
Values: Respect: learners display humility as they role-play the story of Nicodemus.
Links to other Learning Areas: <ul style="list-style-type: none"> • English: speaking skills are enhanced as learners speak fluently and confidently. • Creative Arts: creative skills are applied as learners role-play and sing a song on Nicodemus' conversion.

Suggested Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to retell the annunciation of the birth of Jesus Christ	Retells the annunciation of the birth of Jesus Christ in details	Retells the annunciation of the birth of Jesus Christ	Retells the annunciation of the birth of Jesus Christ with prompts	Struggles to retell the annunciation of the birth of Jesus Christ even with prompts
Ability to retell the birth of John the Baptist	Retells the birth of John the Baptist and cites relevant examples	Retells the birth of John the Baptist	Retells the birth of John the Baptist with prompts	Struggles to retell the birth of John the Baptist with prompts
Ability to retell three miracles performed by Jesus Christ	Retells three miracles performed by Jesus Christ illustratively	Retells three miracles performed by Jesus Christ	Retells two miracles performed by Jesus Christ	Retells only one miracle performed by Jesus Christ
Ability to list lessons learnt from the miracles of Jesus Christ	Lists lessons learnt from the miracles of Jesus Christ in details	Lists lessons learnt from the miracles of Jesus Christ	Lists some lessons learnt from the Miracles of Jesus Christ	Struggles to list lessons learnt from the Miracles of Jesus Christ
Ability to apply lessons learnt from the teachings of Jesus Christ in daily life	Consistently applies lessons learnt from the teachings of Jesus Christ in daily life	Applies lessons learnt from the teachings of Jesus Christ in daily life	Applies lessons learnt from the teachings of Jesus Christ in daily life with guidance	Struggles to apply lessons learnt from the teachings of Jesus Christ eve with guidance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.1 Trust: 3 lessons	By the end of the sub-strand, the learner should be able to: a) emulate Joseph by resisting sexual temptations as young people b) exercise assertiveness in the face of temptations/tempting situations, c) identify people he/she can trust for own safety, d) recite Psalm 125:1 and trust in God always.	The learner is guided to: <ul style="list-style-type: none"> • in turns, read Genesis 39:7-12 and retell the story of Joseph and Potiphar's wife, • list lessons learnt from the story of Joseph and Potiphar's wife, • list people they can trust at home, school and in the community, • brainstorm on how to escape/avoid temptations/tempting situations, • in pairs, roleplay saying No! to sexual temptations, • in groups, discuss whom to report to when in danger, • write a poem on, 'People I trust' • role-play saying, 'No' to strangers to avoid child abuse or kidnap, • list the importance of trusting God, • sing a song about trusting God. 	<ol style="list-style-type: none"> 1. Whom do you trust at home and school? 2. Why should you avoid talking to strangers? 3. Why should you put your trust in God?

Core Competencies to be developed:

- Self-efficacy: the skill of expressing their needs clearly for help is portrayed as learners list people they can trust at home, school and the community.
- Creativity and Imagination: the skill of coming up with unique and new ideas is exhibited as learners role-play saying, No! to strangers to avoid child abuse or kidnap.

Pertinent and contemporary Issues:

Developmental Perspective: learners learn how to detect, deter and escape from harmful strangers or relatives.

Values:

Responsibility: learners observe safety precautions as they say No! to strangers.

Link to other Learning Areas:

- English: the skill of writing is applied as learners write a poem.
- Creative Arts: creative skills are applied as learners sing a song about trusting God.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.2 Truthfulness 3 lessons	By the end of the sub-strand, the learner should be able to: a) state the importance of telling the truth, b) resist lying as cited in Proverbs 12:19, c) desire to always speak the truth according to Ephesians 4:25.	The learner is guided to: <ul style="list-style-type: none"> • read Ephesians 4:25, • say why they should always tell the truth, • in pairs, say when they did not tell the truth and how to overcome lies, • write a poem on the importance of always telling the truth, • write Proverbs 12:19 on flash cards and recite it. 	Why should you always tell the truth?

Core competencies to be developed:

- Imagination and Creativity: the skill of coming up with new ideas and originality is enhanced as they write a poem on the importance of always telling the truth.
- Communication and collaboration: the skill of speaking clearly and effectively is enhanced as learners, in pairs, say when they did not tell the truth and how to overcome lies.

Pertinent and contemporary issues:

Social Cohesion is portrayed as learners resist lying by always telling the truth.

Values:

Integrity: learners say why they should always tell the truth.

Link to other Learning Areas:

- Creative Arts: creative skills are applied as learners write a poem.
- English: speaking skills are enhanced as learners read and recite Bible texts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.3 Obedience 3 lessons	By the end of the sub-strand, the learner should be able to: a) read Exodus 20:12 and state the benefit of honouring parents, b) obey parents and teachers to promote harmonious co-existence, c) practise responsibility by obeying school rules, d) outline the results of disobedience, e) desire to exercise obedience in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • read Exodus 20:12 and state the benefit of honouring parents, • compose a poem on the benefits of obeying parents, • discuss the importance of obeying teachers, • say why they should obey school rules, • in groups, list the results of disobedience, • sing a song on the benefits of obedience. 	Why is it important to obey?
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: the skill of carrying out activities with peers is portrayed as learners list the results of disobedience. • Creativity and Imagination: the skill of coming up with new ideas is nurtured as learners compose a poem on the benefits of obeying parents and teachers. 				

<p>Pertinent and Contemporary Issues: Peace Education: learners contribute to peace at home by obeying their parents.</p>
<p>Values: Responsibility: learners obey parents and teachers.</p>
<p>Links to other Learning Areas:</p> <ul style="list-style-type: none"> • English: speaking skills are enhanced as learners recite poems. • Creative Arts: creative skills are applied as learners sing a song on the benefits of obedience.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.4 Love 3 lessons	By the end of the sub-strand, the learner should be able to: a) recognise that God loves children; Matthew 19:13-15, b) demonstrate love by showing kindness to others, c) appreciate God's love by obeying His teachings.	The learner is guided to: <ul style="list-style-type: none"> • in groups, retell Jesus Christ's love for children, • role-play Jesus blessing Children (Mathew 19:13-15), • draw Jesus praying for children, • watch a video clip on Jesus Christ blessing children, • show love to others as taught by Jesus Christ. 	<ol style="list-style-type: none"> 1. How did Jesus Christ show love to children? 2. How do you show Godly love to others as a Christian?
Core competencies to be developed: <ul style="list-style-type: none"> • Imagination and Creativity: the skill of coming up with unique and new ideas is exhibited as learners draw Jesus praying for children. • Digital Literacy: the skill of digital citizenship is portrayed as learners watch a video clip on Jesus Christ blessing children. 				
Pertinent and contemporary Issues: Social cohesion: teamwork is portrayed as learners take up different roles in performing assigned tasks.				
Values: Love: learners show love to others as taught by Jesus Christ.				
Links to other Learning Areas: <ul style="list-style-type: none"> • English: reading skills are enhanced as learners read the Holy Bible. • Creative Arts: creative skills are applied as learners draw and role play. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.5 Responsibility <i>Personal and school items</i> (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify personal items and how they care for them, b) identify school properties and how they care for them, c) acquire responsibility by taking care of personal and school properties.	The learner is guided to: <ul style="list-style-type: none"> display personal items e.g. pullover, pen, pencils, eraser, exercise books, text books, in pairs, list the use of each item, say why they should take good care of their personal and school items, compose a poem on taking care of personal and school properties. 	How do you take care of personal and school items?
Core competencies to be developed: Communication: the skill of communication and self-expression is exhibited as learners compose a poem.				
Pertinent and contemporary Issues: Health Issues: Personal hygiene is portrayed as learners practise taking care of personal property.				
Values: Responsibility: learners care for personal and school items.				
Links to other Learning Areas: <ul style="list-style-type: none"> Creative Arts: creative skills are applied as learners compose a poem. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Christian Values	4.6 Holiness 4 lessons	By the end of the sub-strand, the learner should be able to; a) describe ways of glorifying God with their bodies, b) acquire the value of holiness by keeping away from situations that lead to sin, c) recite 1Corinthians 6:19 on the body as the temple of the Holy Spirit, d) desire to lead holy lives free from sin.	The learner is guided to: <ul style="list-style-type: none"> in pairs, read 1 Corinthians 6:19-20 and mention the lessons learnt, in pairs, list sins that do not please God, in groups, discuss how to avoid situations that lead to sin, sing a song on holiness. 	Why should you lead holy lives as young people?
Core competencies to be developed: Self-efficacy: the skill of knowing self is portrayed as learners discuss how to avoid situations that lead to sin.				
Pertinent and contemporary issues: Social cohesion: learners discuss how to avoid situations that lead to sin.				
Link to Values: Respect: learners practise humility and take turns to read the Bible and perform assigned tasks.				

Suggested Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain how Christian values enhance harmonious co-existence	Explains how Christian values enhance harmonious co-existence in details	Explains how Christian values enhance harmonious co-existence	Explains how some Christian values enhance harmonious co-existence	Struggles to explain how Christian values enhance harmonious co-existence
Ability to apply acquired Christian values in day-to- day life	Consistently applies acquired Christian values in day-to-day life	Applies acquired Christian values in day-to-day life	Sometimes applies acquired Christian values in day-to-day life	Applies acquired Christian values in day-to-day life with consistent guidance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.1 House of God 2 lessons	By the end of the sub-strand, the learner should be able to: a) outline lessons learnt from Matthew 21:12-14, b) participate in church activities to grow spiritually, c) appreciate the church as a house of worship.	The learner is guided to: <ul style="list-style-type: none"> • read Matthew 21:12-13 and list lessons learnt from the Bible text, • read 1Corinthians 14:26 and list activities mentioned in the Bible text, • in groups, list the activities they do in church, • in pairs, list ways of respecting the church as a house of God, • write a poem about respecting the church, • sing a song related to serving God. 	Why is the church a holy place?
Core competences to be develop: Collaboration: the skill of teamwork is portrayed as learners mention ways they serve God in church.				
Pertinent and contemporary Issues: Social Cohesion: learners live harmoniously as they interact with each other.				
Values: Responsibility is exhibited as learners list activities they do in church.				
Link to other Learning Areas: <ul style="list-style-type: none"> • Creative Arts: creative skills are applied as learners sing a song related to serving God. • English: reading skills are enhanced as learners read the scriptures. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.2 The Early Church 3 lessons	By the end of the sub-strand, the learner should be able to; a) name the disciples of Jesus Christ, b) describe how the early church was started, c) desire to turn away from sins according to Acts 2:38.	The learner is guided to: <ul style="list-style-type: none"> • read Matthew 10:1-4 and list the disciples of Jesus Christ, • sort the names of the 12 disciples using flash cards, • search for the names of the disciples in a word puzzle, • watch a video clip on the twelve disciples, • read Acts 2:38-41 on how the early church was started, • Role-play how the early church was started, • repent their sins as guided in Acts 2:38. 	How was the early church started?

Core competencies to be developed:

Learning to learn: the skill of developing relationships is nurtured as learners carry out activities together such as sorting, searching and role playing.

Pertinent and contemporary Issues:

Leadership skills are nurtured as they learn about the instructions given to the disciples in Matthew 10:1

Values:

Responsibility: they learn how to take up assigned roles, by following the example of the disciples of Jesus Christ.

Links to other Learning Areas:

- Mathematics: mathematical skills are applied as learners use flash cards to sort the names of the 12 disciples.
- English: reading skills are enhanced as learners read the Holy Bible.
- Creative Arts: creative skills are applied as learners participate in a role play.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.3 Standing Firm in Faith 3 lessons	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) name the city where believers were first called Christians, b) retell how Stephen was stoned for standing firm in his faith, c) list three lessons learnt from the stoning of Stephen, d) explain why they should not join ungodly groups, e) utilise the virtue of assertiveness and stand firm in faith. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • sing a song related to standing firm in the Christian faith, • read Acts 11: 26 and say where believers were first called Christians, • identify Antioch, from a Bible map, • in groups, read Acts 7: 54-60 and retell the story of Stephen, • brainstorm on lessons learnt from the story of Stephen, • explain why they should not join ungodly groups; radicalised groups, groups that do not recognise Jesus Christ, • list ways they can stand firm in their Christian faith. 	<ol style="list-style-type: none"> 1. Why should you stand firm in your Christian faith? 2. Why should you not join ungodly groups?

Core competencies to be developed:

Learning to learn: the skill of engaging in self-driven tasks is portrayed as learners identify Antioch from the map.

Pertinent and contemporary Issues:

- Safety and Security: learners explain why they should not join ungodly groups; radicalised groups, groups that do not recognise Jesus Christ as their Saviour.
- Assertiveness: learners say No! to ungodly groups by standing firm in their faith.

Values:

Patriotism: learners explain why they should not join ungodly groups; radicalised groups and groups that do not recognise Jesus Christ.

Links to other Learning Areas:

- Creative Arts: creative skills are applied as learners sing songs.
- English: reading skills are enhanced as learners read the scriptures.
- Social Studies skills are applied as learners locate Antioch from the map.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.4 The Lord's Prayer 3 lessons	By the end of the sub-strand, the learner should be able to: a) recite the Lord's prayer b) pray for parents, guardians and friends, c) say a prayer to God every day to grow spiritually.	The learner is guided to: <ul style="list-style-type: none"> • sing a song related to the Lord's Prayer, • read Matthew 6:9-13, • discuss why it is important to pray every day, • pray for their parents/guardians, friends and relatives, • recite the Lord's prayer daily, • list the number of times they pray and share with classmates. 	Why should you pray always as a Christian?
Core Competencies to be developed: Collaboration: learners develop the skill of teamwork as they discuss, sing and recite the Lord's Prayer.				
Pertinent and Contemporary Issues: Developmental perspective: self-discipline is enhanced as learners recite the Lord's Prayer daily.				
Values: Unity is enhanced as learners pray for their parents/guardians, friends and relatives.				
Link to other Learning Areas: <ul style="list-style-type: none"> • Creative Arts: creative skills are applied as learners sing. • English: reading skills are enhanced as learners read the Bible. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.5 Fruit of the Holy Spirit 3 lessons	By the end of the sub-strand, the learner should be able to: a) list the fruit of the Holy Spirit; Galatians 5:22-23, b) describe how they apply the fruit of the Holy Spirit in their lives, c) desire to be led by the Holy Spirit in their daily activities.	The learner is guided to: <ul style="list-style-type: none"> • in pairs, read Galatians 5:22-23, • list the fruit of the Holy Spirit • write the fruit of the Holy Spirit on flash cards and display it in class, • in groups, list good things they should do to others as Christians, • discuss how they apply the fruit of the Holy Spirit in their daily lives, • compose and sing a song on the fruit of the Holy Spirit. 	Why should you have the fruit of the Holy Spirit?
Core Competencies to be developed: Creativity and imagination: the skill of originality is nurtured as learners compose a song on the fruit of the Holy Spirit.				
Pertinent and Contemporary Issues: Peace Education is enhanced as learners list good things they should do to others as Christians.				
Values: Peace is exhibited as learners practise the fruit of the Holy Spirit such as peace and live peacefully with others.				
Link to other Learning Areas: <ul style="list-style-type: none"> • English: reading skills are enhanced as learners read the Holy Bible. • Creative Arts: creative skills are applied as learners compose and sing a song. 				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 The Church	5.6 Self-control 2 lessons	By the end of the sub-strand, the learner should be able to: a) practice self-control as guided in Galatians 5:23-25, b) make right decisions that are guided by the Holy Spirit, c) demonstrate self-control by avoiding behaviour that defiles the body, d) live Godly lives guided by the Holy Spirit.	The learner is guided to: <ul style="list-style-type: none"> • read Galatians 5:23-25, • role-play '<i>making decisions that portray self-control</i>' • in groups, list choices they make in their day-to-day lives, • list things that can defile them e.g. engaging in sex, watching ungodly movies, drug use and abuse • say how they can avoid defiling their bodies, • compose a song on self-control: Galatians 5:23-25. 	Why should you practice self-control?
Core Competences to be develop <ul style="list-style-type: none"> • Learning to learn: the skill of working collaboratively is portrayed as learners list choices they make in their day-to-day lives. • Imagination and creativity: the skill of originality is exhibited as learners role-play '<i>making decisions that portray self-control.</i>' 				

Pertinent and Contemporary Issues

- Human sexuality: learners list choices they make in their day-to-day lives concerning sexual purity.
- Child care and protection: learners are empowered to exercise self-control by not defiling their bodies.
- Alcohol and substance abuse: learners list things that can defile them e.g. drug use and abuse.

Values:

- Responsibility is inculcated as learners list and avoid things that can defile their bodies.
- Integrity: learners exhibit self-discipline by not engaging in acts that can defile them e.g. watching ungodly movies.

Links to other Learning Areas:

- Creative Arts: creative skills are applied as learners sing and role play.
- English: reading skills are enhanced as learners read the scriptures.

Suggested Assessment Rubric

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to participate in church activities	Consistently participates in church activities	Participates in church activities	Participates in Church activities when prompted	Has challenges participating in church activities even when prompted
Ability to list the 12 disciples of Jesus Christ	Lists the 12 disciples of Jesus Christ illustratively	Lists the 12 disciples of Jesus Christ	Lists between 5 and 11 disciples of Jesus Christ	Lists between 1 and 4 disciples of Jesus Christ
Ability to recite the Lord's Prayer and pray for others	Consistently recites the Lord's Prayer and prays for others	Recites the Lord's Prayer and prays for others	Recites the Lord's Prayer and prays for others when prompted	Has challenges reciting the Lord's Prayer and praying for others even when prompted
Ability to utilise the fruit of the Holy Spirit in making right decisions	Consistently utilises the fruit of the Holy Spirit in making right decisions	Utilises the fruit of the Holy Spirit in making right decisions	Utilises the fruit of the Holy Spirit in making right decisions when prompted	Has challenges utilising the fruit of the Holy Spirit in making right decisions even when prompted

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Morality and Social Media	6.1 Use of Social Media 2 lessons	By the end of the sub-strand, the learner should be able to: a) list digital devices used at home and school, b) discuss appropriate ways of using social media, c) apply the value of integrity when using social media, d) desire to do the right thing always even when no one is watching.	The learner is guided to: <ul style="list-style-type: none"> • in groups, list some digital devices that they know or use, • in pairs, discuss appropriate use of social media, • say why they should not chat with strangers online, • use a digital device to listen to a gospel song or watch a video clip based on the Bible. 	Why should you use social media appropriately?
Core Competencies to be developed: Communication: listening skills are enhanced as learners use social media devices to listen to a gospel song or watch a video clip based on the Bible.				
Pertinent and Contemporary Issues: Patriotism: learners show responsibility by using social media responsibly.				
Values <ul style="list-style-type: none"> • Responsibility: learners use social media responsibly. • Integrity: learners use social media appropriately even when no one is watching them. 				
Link to other Learning Areas: <ul style="list-style-type: none"> • Science and technology skills are applied as learners manipulate digital devices. • English: communication skills are enhanced as learners engage in group discussions. 				

Suggested Assessment Rubrics

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use social media responsibly	Uses social media responsibly and encourages peers to do so	Uses social media responsibly	Uses social media responsibly with guidance	Has challenges using social media responsibly even with guidance

ASSESSMENT OF COMMUNITY SERVICE LEARNING AT UPPER PRIMARY (GRADE 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various learning activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social Studies learning area. The implementation is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1. Preparation

- Map out the targeted core competencies, values and specific learning area skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2. Implementation of the CSL Activity

- Assign roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback
- Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and learning area skills.

3. Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various learning areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

APPENDIX 1: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand/Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
1.0 Creation			
1.1 Self-Awareness	<ul style="list-style-type: none"> • Observation schedule • Written quizzes • Checklists • Oral questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Role-play a situation involving making right choices
1.2 My Family	<ul style="list-style-type: none"> • Aural/oral questions • Projects • Journals • Portfolio • Written questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Read and discuss Bible verses with their family members
1.3 Attributes of God	<ul style="list-style-type: none"> • Portfolio • Anecdotal records • Aural/oral questions • Authentic tasks 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Make flash cards with attributes of God and hang them in strategic places in the school
2.0 The Holy Bible			
2.1 Respect for the Holy Bible	<ul style="list-style-type: none"> • Aural /oral questions • Portfolio • Observation schedule • Written quizzes 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Participate in Bible club and practise handling the Holy Bible with respect
Bible stories 2.2 Zacchaeus the	<ul style="list-style-type: none"> • Words search puzzle • Checklists 	The Good News Bible, The Children's Bible, Bible story books,	Present a drama on Zacchaeus in Sunday school or Sabbath school

tax collector	<ul style="list-style-type: none"> • Assessment rubrics • Question and Answer 	prayer books, hymn books, plasticine, audio player, picture cards	
2.3 Balaam's Donkey	<ul style="list-style-type: none"> • Words search puzzle • Anecdotal records • Observation schedule • Portfolio 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Participate in taking care of domestic animals at home
2.4 Samson kills a lion with bare hands	<ul style="list-style-type: none"> • Authentic tasks • Observation schedule • Written quizzes • Checklists 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Narrate the story of Samson during Programme of Pastoral Instructions
2.5 Joseph interprets Pharaoh's dream	<ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions • Word search puzzle 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Share what they dreamt with family members
Bible Patriarchs 2.6 Abraham	<ul style="list-style-type: none"> • Authentic tasks • Written questions • Assessment rubrics • Projects 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Find out more about their extended family members from their parents or guardians

3.0 The Life of Jesus Christ			
3.1 Annunciation of the birth of Jesus 3.2 Birth of John the Baptist	<ul style="list-style-type: none"> • Authentic tasks • Observation schedule • Written quizzes • Checklists 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Role-play the annunciation of the birth of Jesus or take part in Christmas celebrations
3.3 Healing of blind Bartimaeus	<ul style="list-style-type: none"> • Observation schedule • Written quizzes • Checklists • Oral questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Interact with learners with disabilities and show love and concern
3.4 Healing of the 10 Lepers	<ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions • Word search puzzle 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Role-play the parable of healing the 10 lepers in Sunday School or during Programme of Pastoral Instructions
3.5 Raising the widow's son at Nain	<ul style="list-style-type: none"> • Observation schedule • Written quizzes • Checklists • Oral questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	In the company of a parent/guardian, visit close relatives who have lost loved ones

3.6 Do not revenge 3.7 Helping those in need	<ul style="list-style-type: none"> • Aural/oral questions • Projects • Journals • Portfolio • Written questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	<ul style="list-style-type: none"> • Compose a poem on forgiving a friend who wronged them and recite it • In the company of a parent/guardian, visit the elderly and assist them with simple chores, e.g. sweeping the compound, washing dishes, fetching water
3.8.1 The parable of the lost coin	<ul style="list-style-type: none"> • Aural /oral questions • Portfolio • Observation schedule • Written quizzes 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	In the company of a parent/guardian, visit children who have not been going to school for a long time and encourage them to go back to school
3.8.2 The parable of the mustard seed	<ul style="list-style-type: none"> • Words search puzzle • Checklists • Assessment rubrics • Question and Answer 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	In the company of their Sunday school teacher, witness to other children in their community about the love of God
3.9 Nicodemus' encounter with Jesus Christ	<ul style="list-style-type: none"> • Journals • Authentic tasks • Written questions • Word search puzzle 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Talk to their friends about challenges they experience in their day-to-day lives and the need to depend on God.
4.0 Christian Values			

4.1 Trust	<ul style="list-style-type: none"> • Authentic tasks • Observation schedule • Written quizzes • Checklists 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Invite children's help desk police officer to talk to pupils during open forums on people they can trust
4.2 Truthfulness	<ul style="list-style-type: none"> • Words search puzzle • Checklists • Assessment rubrics • Question and Answer 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Practise telling the truth always during their interactions with others
4.3 Obedience	<ul style="list-style-type: none"> • Aural /oral questions • Portfolio • Observation schedule • Written quizzes 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	<ul style="list-style-type: none"> • Sing songs on obedience during Programme of Pastoral Instructions • Recite and dramatise Ephesians 6:1-2 in church
4.4 God's Love	<ul style="list-style-type: none"> • Words search puzzle • Checklists • Assessment rubrics • Question and Answer 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Prepare a play on showing kindness to others and present it during parents day

4.5 Responsibility	<ul style="list-style-type: none"> • Authentic tasks • Observation schedule • Written quizzes • Checklists 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Ensure they take good care of school and personal property by putting them in the right place
4.6 Holiness	<ul style="list-style-type: none"> • Words search puzzle • Checklists • Assessment rubrics • Question and Answer 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	With guidance from the teacher, take part in peer counselling sessions
5.0 The Church			
5.1 Church as a house of worship	<ul style="list-style-type: none"> • Aural/oral questions • Projects • Journals • Portfolio • Written questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Recite 1Corinthians 14:26 during Sunday school or Sabbath school
5.2 The Early Church	<ul style="list-style-type: none"> • Observation schedule • Written quizzes • Checklists • Oral questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Sing songs about the early church during school assembly

5.3 Standing firm in faith	<ul style="list-style-type: none"> • Words search puzzle • Checklists • Assessment rubrics • Question and Answer 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Join their various church congregations during baptismal activities
5.4 The Lord's prayer	<ul style="list-style-type: none"> • Aural/oral questions • Projects • Journals • Portfolio • Written questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Sing/recite the Lord's Prayer during school gatherings
5.5 The fruit of the Holy Spirit	<ul style="list-style-type: none"> • Observation schedule • Written quizzes • Checklists • Oral questions 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Draw a well-labelled tree showing the fruit of the Holy Spirit
6.0 Social Media and Morality			
6.1 Appropriate use of social media	<ul style="list-style-type: none"> • Words search puzzle • Checklists • Assessment rubrics • Question and Answer 	The Good News Bible, The Children's Bible, Bible story books, prayer books, hymn books, plasticine, audio player, picture cards	Use digital devices to record themselves singing a gospel song