



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 7 C.R.E.

Week	Lesson	Strand	Sub-strand	Specific learning Outcome	Learning Experiences	Key Inquiry Questions	Learning Resources	Assessment Method	Reflection
1	1	The Bible.	Bible Translation	By the end of the lesson, the learner should be able to: a) Define the term translation. b) Describe the translation of the Bible. c) Search the internet for information on the translation of the Bible. d) Appreciate the translation of the Bible.	In groups, pairs, learners are guided to; brainstorm the meaning of the word translation. use digital devices to search the internet on the translation of the Bible from its original language to local languages. describe the translation of the Bible and design a diagram. outline the skills required by a Bible translator.	What challenges are faced by Bible translators? What is translation?	Top Scholar CRE pg 56-58. Teacher's notes Digital devices. Internet	Assessment rubrics. Oral questions. Written tests. Checklists.	
	2	The Bible.	The Bible Translations.	By the end of the lesson the learner should be able to: a) Identify the different Bible translations used in Kenya today. b) Search the internet for the versions of the Bible. c) Appreciate the different versions of the Bible.	In groups, pairs, individually, learners are guided to: mention the versions of the Bible that they know. use digital devices to search the internet for the different versions of the Bible. list down the versions of the Bible in their note books. prepare flashcards showing the different versions of the Bible and display them.	Which versions of the Bible do you know?	Teacher's notes. Digital devices. Internet. Top Scholar CRE pg 57. Flashcards.	Assessment rubrics. Written tests. Oral questions. Checklists.	



3	The Bible	Bible Translation .	By the end of the lesson, the learner should be able to: a) State the reasons for translation of the Bible into local languages. b) Discuss the reasons for the translation of the Bible into local languages. c) Appreciate the work of Bible translation in Kenya to promote social cohesion.	In groups, pairs, learners are guided to; brainstorm and present the reasons for translation of the Bible into local languages search the internet for information on the reasons for translation of the Bible into local languages. discuss the reasons for translation of the Bible into local languages. debate on the topic, 'Is Bible translation still necessary in our society today?'	Why is it important to translate the Bible into different languages?	Top Scholar CRE pg 59-60. Teacher's notes. Digital devices. Internet.	Assessment rubric. Written texts. Checklists. Oral questions. Oral discussions.	
4	The Bible.	Bible Translation .	By the end of the lesson, the learner should be able to: a) State the meaning of social effects of Bible translation into local languages. b) Outline the social effects of translation of the Bible into local languages. c) Discuss the social effects of the Bible into local languages. d) Appreciate the social effects of the translation of the Bible into local languages.	In groups, learners are guided to; observe pictures in learner's book and brainstorm the meaning of social effects of Bible translation into local languages. outline the social effects of translation of the Bible into local languages. discuss the social effects of the translation of the Bible into local languages. watch a clip of a community celebrating Bible translated in their language. search the internet or Interview a resource person (theologian) on the social effects of translation of the Bible into local languages.	What are the social effects of the translation of the Bible into local languages?	Top Scholar CRE pg 60-62. Pictures. Resource person (theologian) Tablets. Internet. Teacher's notes .	Assessment rubric. Written tests. Oral questions. Oral discussion.	



2	1	The Bible.	Bible Translation .	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> State the meaning of Economic effects of Bible translation into local languages. Outline the economic effects of the translation of the Bible into local languages. Discuss the economic effects of translation of the Bible into local languages. Appreciate the economic effects of translation of the Bible into local languages. 	<p>In groups,pairs, individually,learners are guided to;</p> <p>brainstorm and present the meaning of economic effects of translation of the Bible into local languages.</p> <p>search the internet or interview a resource person (Theologian or bible translator) on the economic effects of translation of the Bible into local languages.</p> <p>discuss the economic effects of translation of the Bible into local languages.</p>	What are the economic effects of translation of Bible into local languages?	Top Scholar CRE pg 60-61. Digital devices. Internet. Teacher's notes Pictures. Resource person.	Written tests. Assessment rubrics. Oral questions. Oral discussion.	
	2	The Bible.	Leadership in the Bible;Moses.	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Identify ways through which God prepared Moses for leadership. Describe how God prepared Moses for leadership. Search the internet on how God prepared Moses for leadership. Acknowledge the different ways in 	<p>In groups,learners are guided to;</p> <p>read Exodus 2:1-15,3:1-22,11,4:1-20 in turns.</p> <p>describe how God prepared Moses for leadership from the bible texts.</p> <p>Identify the ways in which God prepared Moses for leadership from the Bible verses.</p>	How did God prepare Moses for leadership?	Top Scholar CRE pg 64-65. Bible. Tablets. Internet. Teacher's notes.	Assessment rubrics. Checklists. Written tests. Oral questions.	



				which God prepares Christians for leadership.	Use tablets to search on how God prepared Moses for leadership.				
	3	The Bible.	Leadership in the Bible: Moses.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Define the terms: Role and Exodus. b) Identify the roles played by Moses during the Exodus. c) Discuss the roles played by Moses during the Exodus. d) Appreciate the roles played by Moses during the Exodus. 	In groups, pairs, learners are guided to: <ul style="list-style-type: none"> read in turns Exodus 14:10-16, 21, 15:22-25, 18:5-10, 13-26, Deuteronomy 4:1-6. identify and discuss the roles played by Moses during the Exodus from Bible texts. use tablets to download and watch a video clip on the roles performed by Moses during the Exodus. 	Why is good leadership important in the society? What roles did Moses play during the Exodus?	Top Scholar CRE pg 66-67. Teacher's notes. Tablets, laptop and projector. Bible Video clip.	Assessment rubric. Checklists. Written tests. Oral questions. Oral discussion.	
	4	The Bible.	Leadership in the Bible; Moses.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Identify leadership qualities to be emulated from Moses. b) Discuss the leadership qualities of Moses which Christians can emulate. c) Search the internet on leadership qualities portrayed by Moses. d) Emulate the leadership qualities in Moses and apply them in day to day living. 	In groups, pairs, learners are guided to; <ul style="list-style-type: none"> mention the characteristics of a good leader. read Bible texts and identify the leadership qualities possessed by Moses. search the internet for leadership qualities portrayed by Moses. discuss the leadership qualities possessed by Moses. 	What do you consider when choosing leaders in school or church? Which leadership qualities can be emulated from Moses?	Top Scholar CRE pg 67-68. Bible. Tablets.	Assessment rubrics. Written tests. Oral questions. Checklists. Observation .	



3	1	The Bible.	Leadership in Israel:Moses.	By the end of the lesson,the learner should be able to; a) Outline ways in which we can apply leadership qualities portrayed by Moses in the society. b) Discuss how we can apply leadership qualities portrayed by Moses in the society. c) Desire to choose leaders of integrity for the good of the society.	In groups, pairs or individually,learners are guided to; collaborate in identifying ways in which we can apply leadership qualities portrayed by Moses in the society. discuss ways in which leadership qualities portrayed by Moses can be applied in the society's leadership. present their views in class. write a journal on how to be a good leader in school, church and community.	How can we apply leadership qualities portrayed by Moses in the society?	Top Scholar CRE pg 69. Teacher's notes. Digital devices	Oral questions. Oral discussion. Oral presentation . Assessment rubrics. Checklists. Written tests.	
	2	The Bible.	Leadership in Israel:Moses.	By the end of the lesson, the learner should be able to: a) Conduct a debate on the advantages of choosing good leaders in the society. b) Value and respect each other's views in the debate session.	In groups,(opposers and proposers),learners are guided to; identify the proposers and opposers. choose a speaker to moderate the debate. debate on the advantages of choosing good leaders in the society today. give a summary report on the debate.	What lessons have you learnt from the debate?	Top Scholar CRE pg 69.	Assessment rubric. Observation schedule. Debate.	
	3	The Early Life of Jesus Christ.	Prophecies about the Messiah.	By the end of the lesson, the learner should be able to: a) Define the terms prophet and prophecy. b) Identify the prophecies about the coming of Jesus	In groups, pairs,learners are guided to: brainstorm and present the meaning of the terms prophet and prophecy.	What names would Jesus Christ be called according	Top Scholar CRE pg 73-75. Flashcards. Bible. Tablets.	Assessment rubrics. Written texts. Oral questions. Checklists.	



				<p>Christ from the Bible texts.</p> <p>c) Discuss the prophecies about the coming of Jesus Christ from the two Bible texts.</p> <p>d) Prepare flashcards showing the prophecies about the coming of Jesus Christ from the Bible texts.</p> <p>e) Appreciate the prophecies about the coming of Jesus Christ.</p>	<p>read in turns Isaiah 9:6-7 and Jeremiah 23:5-6.</p> <p>identify Isaiah's and Jeremiah's prophecies about the coming of Jesus Christ from the two readings.</p> <p>prepare flashcards with points on prophecies about the coming of Jesus Christ.</p> <p>discuss the prophecies about the coming of Jesus Christ from the biblical texts.</p> <p>search the internet on the prophecies about the coming of Jesus Christ from prophet Jeremiah and Isaiah.</p>	<p>to prophet Isaiah?</p> <p>What were the prophecies about the coming of the Jesus Christ from prophets Isaiah and Jeremiah?</p>			
	4	The Early Life of Jesus Christ.	Prophecies about the Messiah.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) State ways in which Old testament prophecies about the Messiah were fulfilled in the coming of Jesus Christ.</p> <p>b) Describe how Old testament prophecies about the Messiah were fulfilled by the coming of Jesus Christ.</p> <p>c) Acknowledge the ways in which Jesus Christ fulfilled the Old testament prophecies</p>	<p>In groups, learners are guided to:</p> <p>read Matthew 1:18-23 and Luke 1:26-3 in turns.</p> <p>identify the ways in which old testament prophecies about the Messiah were fulfilled in the coming of Jesus Christ.</p> <p>discuss ways in which Old testament prophecies about the Messiah were fulfilled in the coming of Jesus Christ .</p> <p>summarize their points in exercise books/charts and present them in class.</p>	<p>How did Old testament prophecies about the Messiah fulfilled in the coming of Jesus Christ?</p>	<p>Top Scholar CRE pg 75. Bible. Charts. Teacher's notes.</p>	<p>Assessment rubrics. Written tests. Oral questions. Oral discussion.</p>	



				about the coming of the Messiah.					
4	1	The Early Life of Jesus Christ.	Prophecies about the Messiah.	<p>By the end of the lesson, the learner should be able to;</p> <ul style="list-style-type: none"> a) Read Luke 1:5-25 from the Bible. b) Describe the annunciation of birth John the Baptist. c) Role play the annunciation of birth of John the Baptist and record it using digital devices. d) Enjoy role playing the annunciation and birth of John the Baptist. 	<p>In groups, learners are guided to:</p> <p>read in turns Luke 1:5-25.</p> <p>retell the story of annunciation of the birth of John the Baptist.</p> <p>describe the annunciation and birth of John the Baptist.</p> <p>outline the roles of John the Baptist according to the Angel in Luke 1:5-25.</p> <p>role play the annunciation and birth of John the Baptist and record it using tablets.</p>	<p>Why was it hard for Zechariah to believe the Angel's message?</p> <p>What were the roles outlined by the angel on John the Baptist?</p>	<p>Top Scholar CRE pg 76-78.</p> <p>Bible.</p> <p>Tablets.</p> <p>Teacher's notes.</p>	<p>Assessment rubrics.</p> <p>Written tests.</p> <p>Observation</p> <p>Role play.</p> <p>Checklists.</p>	
	2	The Early Life of Jesus Christ.	Prophecies about the Messiah.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Read Luke 1:57-66 from the Bible. b) Describe the birth of John the Baptist from the biblical text. c) Role play the birth of John the Baptist according to Luke 1:57-66. d) Enjoy role playing the birth of John the Baptist. 	<p>In groups, pairs or individually, learners are guided to:</p> <p>read Luke 1:57-66 from the Bible.</p> <p>summarize the birth of John the Baptist.</p> <p>describe the birth of John the Baptist.</p> <p>collaborate in dramatizing the birth of John the Baptist.</p>	<p>Why were Elizabeth's friends and family happy?</p> <p>How did Zechariah announce the name of his son?</p>	<p>Top Scholar CRE pg 77-78</p> <p>Good News Bible.</p> <p>Teacher's notes.</p>	<p>Assessment rubrics.</p> <p>Role play.</p> <p>Written tests.</p> <p>Oral questions.</p> <p>Oral discussion.</p>	



3	The Early Life of Jesus Christ.	Prophecies about the Messiah.	By the end of the lesson, the learner should be able to: a) State the ways in which birth of John the Baptist relates to the coming of Jesus Christ as the Messiah. b) Discuss ways in which the birth of John the Baptist related to the coming of Jesus Christ. c) Compose a poem on how the birth of John the Baptist relates to the coming of Jesus Christ.	In groups,pairs,learners are guided to: read Luke 3:16 and John 1:29-30 in turns and discuss what you learn from the text. outline ways in which the birth of John the Baptist relates to the coming of Jesus Christ as the Messiah. discuss ways in which the birth of John the Baptist relates to the coming of Jesus Christ as the Messiah. compose a poem on how the birth of John the Baptist relates to the coming of Jesus Christ.	How does the birth of John the Baptist relate to the coming of Jesus Christ? What is the importance of the birth of John the Baptist?	Top Scholar CRE pg 78-80. Bible. Poems. Tablets. Pictures.	Assessment rubrics. Checklists. Oral questions. Written tests. Oral discussion.	
4	The Early Life of Jesus Christ.	Prophecies about the Messiah.	By the end of the lesson, the learner should be able to: a) Outline the message of John the Baptist to the crowd,tax collectors and soldiers. b) Discuss John the Baptist message to the crowd,tax collectors and soldiers. c) Appreciate John the Baptist's message to the tax collector,crowd and soldiers.	In groups,pairs,learners are guided to: read Luke 3:7-15 in turns. identify John the Baptist message to the crowd,tax collectors and soldiers. discuss the message of John the Baptist to the tax collectors,crowd and soldiers. summarize John the Baptist message to the crowd, soldiers and tax collectors.	What was John the Baptist's message to the crowd,tax collectors and soldiers?	Top Scholar CRE pg 80-81. Bible.	Assessment rubrics. Checklists. Oral discussion. Written tests. Oral questions.	



5	1	The Early Life of Jesus Christ.	Prophecies about the Messiah.	By the end of the lesson, the learner should be able to; a) State ways in which christians apply the message of John the Baptist in their lives today. b) Discuss ways in which christians apply the message of John the Baptist in their lives today. c) Desire to apply John the Baptist's message in their daily lives	In groups, pairs, learners are guided to: brainstorm and present ways in which christians can apply the message of John the Baptist in their lives. discuss ways in which christians can apply the message of John the Baptist in their lives today. collaborate and share roles as they dramatise how one can apply message of John the Baptist in their lives today and record using digital devices.	What ways do christians apply the message of John the Baptist in their daily lives?	Top Scholar CRE pg 82. Teacher's notes. Digital devices.	Assessment rubrics. Oral questions. Role play. Oral discussion. Written tests.	
	2	The Early Life of Jesus Christ.	Prophecies about the Messiah.	By the end of the lesson, the learner should be able to: a) Define the term values. b) Identify the values christians need to avoid evils condemned by John the Baptist. c) Discuss the values christians need to avoid evils condemned by John the Baptist. d) Apply the values that christians need to avoid evil condemned by John the Baptist.	In groups, pairs, learners are guided to; brainstorm the meaning of values. identify the values christians need to avoid evils condemned by John the Baptist. discuss the values Christians need to avoid evils condemned by John the Baptist. design flashcards showing the values acquired from the message of John the Baptist.	Which values do christians need to avoid evils condemned by John the Baptist?	Top Scholar CRE pg 82-83. Dictionary Digital devices. Teacher's notes.	Checklists. Written tests. Assessment rubrics. Oral questions.	



	3	The Early Life of Jesus Christ.	The Birth and Childhood of Jesus Christ.	By the end of the lesson, the learner should be able to: a) Outline the events that took place during the annunciation of birth Jesus Christ from the Bible. b) Describe the annunciation of birth of Jesus Christ from the Bible. c) Role play the events that took place during the birth of Jesus Christ. d) Enjoy role playing the annunciation of birth of Jesus Christ.	In groups,pairs,learners are guide to; read Luke 1:26-38 in turns. outline the events that took place during the annunciation and birth of Jesus Christ. discuss the events that took place during the annunciation of the birth of Jesus Christ. dramatize the events that took place during the annunciation of birth of Jesus Christ. use digital devices to record their dramatization.	Which extraordinary events took place during the annunciation of birth of Jesus Christ?	Top Scholar CRE pg 85-87 Bible. Tablets.	Assessment rubrics. Written tests. oral questions. Role play.	
	4	The Early Life of Jesus Christ.	The Birth and Childhood of Jesus Christ.	By the end of the lesson,the learner should be able to; a) Outline the events that took place during the birth of Jesus Christ. b) Describe the birth of Jesus Christ. c) Search the internet for a video on the birth of Jesus Christ. d) Appreciate the birth of Jesus Christ.	In groups,pairs, learners are guided to; read Luke 2:1-20 in turns. outline the events that took place during the birth of Christ. describe the birth of Jesus Christ in an orderly manner. watch a clip on the birth of Jesus Christ using digital devices.	Which events took place during the birth of Jesus Christ?	Top Scholar CRE pg 88-89. Teacher's notes. Bibles. Digital devices.	Assessment rubrics. Written tests Oral questions. Oral discussion.	
6	1	The Early Life of	The Birth and Childhood	By the end of the lesson, the learner should be able to: a) Define the term child dedication.	In groups,pairs,learners are guided to;	What is child dedication?	Top Scholar CRE pg 89-90.	Assessment rubrics. Checklists.	



		Jesus Christ.	of Jesus Christ.	b) Outline the events that took place during the dedication of Jesus Christ in the temple. c) Describe the dedication of Jesus Christ in the temple. d) Appreciate the dedication of Jesus Christ and relate it to similar practises in the church today.	brainstorm the meaning of child dedication. read Luke 2:22-38 from the bible in turns. outline the events that took place during the dedication of Jesus Christ. describe the dedication of Jesus Christ in the temple. rearrange the events that took place during the dedication of Jesus Christ in the temple.	How are children dedicated in the church today?	Bible. Teacher's notes.	Oral questions. Written tests.	
	2	The Early Life of Jesus Christ.	The Birth and Childhood of Jesus Christ.	By the end of the lesson, the learner should be able to; a) State the importance of the dedication of Jesus Christ in the temple. b) Discuss the importance of the dedication of Jesus Christ in the temple. c) Search the internet for information on the importance of the dedication of Jesus Christ in the temple. d) Acknowledge the importance of the dedication of Jesus Christ in the temple.	In groups, pairs, learners, are guided to; brainstorm and present the importance of the dedication of Jesus Christ in the temple. search the internet or offline for the importance of dedication of Jesus Christ in the temple. discuss the importance of the dedication of Jesus Christ in the temple.	Why was the dedication of Jesus Christ in the temple important?	Top Scholar CRE pg 90-91. Teacher's notes. Digital devices. Internet.	Assessment rubrics. Oral questions. Oral discussion. Written tests.	
	3	The Early Life of	The Birth and Childhood	By the end of the lesson, the learner should be able to:	In groups, pairs, individually, learners are guided to; read Luke 2:41-52 in turns.	What was Jesus Christ	Top Scholar	Assessment rubrics. Checklists	



		Jesus Christ.	of Jesus Christ.	<ul style="list-style-type: none"> a) Outline the events that happened during the boy Jesus with elders at the temple. b) Describe the story of boy Jesus with elders at the temple. c) Draw a picture plan on the story of Jesus Christ with elders in the temple. d) Enjoy composing and singing a song on the story of Jesus in the temple with elders. 	<p>retell and discuss the story of boy Jesus with elders at the temple.</p> <p>watch a video clip of boy Jesus with elders at the temple.</p> <p>draw a picture plan showing boy Jesus at the temple with elders.</p> <p>compose and sing a song on the story of Jesus Christ in the temple.</p>	doing in the temple when he was left behind?	CRE pg 92-95. Bible. Story. Pictures. Video clip. Tablets.	Drawing. Written tests. Oral questions. Observation .	
	4	The Early Life of Jesus Christ.	The Birth and Childhood of Jesus Christ.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify values that christians learn from the birth and childhood of Jesus Christ. b) Discuss ways in which christians can apply the values from birth and childhood of Jesus Christ in their day to day lives. c) Prepare flashcards on the values christians learn from the birth and childhood of Jesus Christ. 	<p>In groups,pairs,learners are guided to;</p> <p>identify the values learnt from the birth and childhood of Jesus Christ.</p> <p>discuss ways in which christians can apply the identified values.</p> <p>prepare flashcards on the values which christians learn from the birth and childhood of Jesus Christ and display in class.</p>	<p>Which values are learnt from the birth and childhood of Jesus Christ?</p> <p>How can christians apply the values learnt from the birth and childhood of Jesus Christ?</p>	Top Scholar CRE pg 95-96. Flashcards. Scissors. Charts/Manillas.	Written tests. Oral questions. Checklists. Assessment rubrics.	



				d) Apply the values learnt from the birth and childhood of Jesus Christ in their daily lives.					
7	1	The Church.	Selected Forms of Worship.	By the end of the lesson, the learner should be able to: a) Define the term Worship. b) List the different of forms of worship in your church. c) Discuss the importance of worship to christians in their day to day lives. d) Appreciate different forms of worship as a way of building a strong relationship with God.	In groups,pairs,learners are guided to; brainstorm and present the meaning of worship. share experiences of how worship is done in their churches. list the different forms of worship in the churches. discuss and present the importance of worship to Christians in their day to day lives.	Why is worship important to Christians in their day to day lives? What are different forms of worship in your church?	Bible. Top Scholar CRE pg 100-101.	Assessment rubric. Observation . Oral questions. Written tests. Oral presentation .	
	2	The Church.	Selected Forms of Worship.	By the end of the lesson, the learner should be able to; a) Outline the biblical teachings on selected forms of worship. b) Explain the biblical teachings on selected forms of worship. c) Appreciate the biblical teachings on the different forms of worship.	In groups,pairs, individually,learners are guided to: read Exodus 15:20-21, Psalms 30:11-12;96:1-2;150:1-5 and Ephesians 5:19 in turns. identify the biblical teachings on selected forms of worship from the bible texts. discuss the biblical teachings on the selected forms of worship. compose a song bases on Psalms 150:1-5.	What are the biblical teachings on selected forms of worship?	Top Scholar CRE pg 101-102. Good News Bible. Pictures.	Reading aloud. Assessment rubrics. Oral questions. Oral discussion.	



	3	The Church	Selected Forms of Worship.	By the end of the lesson, the learner should be able to: a) State the importance of prayer and fasting to Christians. b) Discuss the importance of prayers and fasting to Christians. c) Use digital device to design posters on the importance of prayers and fasting. d) Acknowledge the importance of prayers and fasting in a Christian life.	In groups,pairs,learners are guided to; define the terms prayer and fasting. brainstorm and present the importance of prayer and fasting to christians discuss the importance of prayers and fasting to christians. search internet for additional information on the importance of prayers and fasting to Christians. Use digital devices to design posters on the importance of fasting and prayer to Christians.	Why is prayer and fasting important in the life of a Christian?	Posters. Tablets. Top Scholar CRE pg 103. Teacher's notes. Internet.	Assessment rubrics. Checklists. Written texts. Oral questions. Portfolios.	
	4	The Church.	Selected Forms of Worship.	By the end of the lesson, the learner should be able to; a) Outline lessons learnt from the bible texts on fasting and prayer. b) Discuss the biblical teachings on fasting and prayer. c) Desire to fast and pray to build a strong relationship with God.	In groups,pairs, individually,learners are guided to: read Luke 4:1-2,Acts 13:1-3, Matthew 6:9-13 and Thessalonians 5:16-18 in turns. outline lessons learnt from the Biblical texts. discuss lessons learnt from the biblical texts on fasting and prayer. read Matthew 6:16 and discuss how one should behave when fasting.	What are the biblical lessons on fasting and prayer? How should one behave when fasting?	Good News Bible. Top Scholar CRE pg 103-104.	Assessment rubrics. Oral questions. Oral discussion. Written tests. Reading aloud.	
8	MID-TERM BREAK								
9	1	The Church.	Selected Forms of Worship.	By the end of the lesson, the learner should be able to:	In groups,pairs, individually,learners are guided to:	How can we apply Jesus'	Top Scholar	Assessment rubrics.	



				<p>a) Identify ways in which christians can apply Jesus' teaching on prayer and fasting in their lives.</p> <p>b) Discuss ways in which christians can apply Jesus' teachings on prayer and fasting in their lives.</p> <p>c) Prepare flashcards showing ways in which Christians can apply Jesus' teaching on fasting and prayer.</p> <p>d) Desire to apply Jesus' teaching on prayer and fasting in their day to day life.</p>	<p>identify ways in which christians can apply Jesus' teachings on prayer and fasting in their lives.</p> <p>discuss the different ways in which christians can apply Jesus' teachings on prayers and fasting in their daily lives.</p> <p>prepare flashcards showing ways in which christians can apply Jesus' teaching on prayer and fasting and display them in class.</p>	teaching on prayers and fasting in our lives?	CRE pg 104-105. Teacher's notes Charts/Manillas. Scissors.	Written tests. Oral questions. Checklists. Oral discussion.	
	2	The Church.	Selected Forms of Worship.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify values that are demonstrated in Christian worship.</p> <p>b) Discuss how the identified values are demonstrated in christian worship.</p> <p>c) Write a journal on how you practice different forms of worship.</p> <p>d) Desire to use different forms of</p>	<p>In groups,pairs, individually,learners are guided to:</p> <p>identify values that are demonstrated in Christian worship.</p> <p>discuss how the identified values are demonstrated in christian worship.</p> <p>write a journal on how they practice different forms of</p>	What values are demonstrated in christian worship?	Top Scholar CRE pg 105-106. Teacher's notes.	Learner's journal. Assessment rubrics. Oral questions. Written tests. Checklists. Portfolio.	



				worship to build a strong relationship with God.	worship and share with a friend.				
	3	The Church.	The Role of the Church in Education and Health.	By the end of the lesson, the learner should be able to; a) Outline the contribution of the church towards education sector. b) Discuss the role of the church in education. c) Search the internet the role of the church in education. d) Appreciate the contribution of the church in education.	In groups,pairs, individually,learners are guided to; define the term education. brainstorm and present the role of the church in education. discuss the contribution of the church in education. search the internet for additional information on the contribution of church in education.	What is the role of the church in education? Why does the church establish schools in a country?	Top Scholar CRE pg 108-109. Digital devices. Teacher's notes.	Assessment rubrics. Written tests. Oral questions. Oral discussion.	
	4	The Church.	The Role of the Church in Education and Health.	By the end of the lesson, the learner should be able to: a) Outline the role of the church in health sector. b) Discuss the role of the church in health. c) Search the internet for information on the role of the church in health. d) Appreciate the contribution of the church in health.	In groups,pairs or individually,learners are guided to; define the term health. search the internet for information on role of the church in health. outline and discuss the role of the church in health. search the internet or use Google maps to identify and locate healthcare facilities established by the church in Kenya.	What is the role of the church in health? Which healthcare facilities have been established by the church in Kenya?	Top Scholar CRE pg 110-111. Digital devices. Internet. Teacher's notes. Google maps.	Assessment rubrics. Oral questions. Oral discussion. Written tests.	
10	1	The Church.	The Role of the Church in	By the end of the lesson, the learner should be able to: a) Define the term Mission Work.	In groups,pairs, individually,learners are guided to;	What are the challenges or barriers	Top Scholar CRE pg 111-112.	Assessment rubrics. Written tests.	



			Education and Health.	b) Identify barriers to effective church mission work in Kenya today. c) Discuss the barriers to effective church mission work in Kenya today. d) Acknowledge the barriers to effective church mission work in Kenya today.	search the internet for the meaning of mission work. brainstorm and present the barriers or challenges faced by the church in its mission work. discuss the barriers/challenges faced by the church in its mission work. search the internet for information on the barriers/challenges encountered by church in its mission work.	faced by the church in its mission work?	Digital devices. Internet. Teacher's notes.	Oral questions. Oral discussion.	
	2	The Church.	The Role of the Church in Education and Health.	By the end of the lesson, the learner should be able to: a) Identify values that are demonstrated in the early missionaries' establishment of education and health institution in Kenya. b) Discuss how the values are demonstrated in the contribution of missionaries to education and health. c) Apply the values in their daily life activities.	In groups,pairs, individually,learners are guided to: identify values that are demonstrated in the early missionaries' establishment of education and health institutions in Kenya. discuss how the identified values are demonstrated in the contribution of missionaries to education and health and present in class.	How can we apply the values in our day to day lives?	Top Scholar CRE pg 112. Teacher's notes. Digital devices.	Oral questions. Oral discussion. Oral presentation . Checklists.	
	3	Christian Living Today.	Human Sexuality.	By the end of the lesson, the learner should be able to; a) State the meaning of human sexuality for	In groups,pairs, individually,learners are guided to:	What is human sexuality?	Top Scholar CRE pg 116-117.	Assessment rubrics. Oral questions.	



				<p>holistic development.</p> <p>b) Conduct internet search on the physical, mental, social, emotional and spiritual changes that boys and girls experience as adolescents.</p> <p>c) Acknowledge the changes boys and girls experience as adolescents.</p>	<p>search the internet or print media for the meaning of human sexuality.</p> <p>explain the meaning of human sexuality for holistic development.</p> <p>use digital devices to search the internet on the physical, mental, social, emotional and spiritual changes boys and girls undergo as adolescents.</p> <p>discuss the physical, emotional, mental, social and spiritual changes that boys and girls experience at adolescence.</p>	<p>What changes does boys and girls experience at adolescence?</p>	<p>Digital devices.</p> <p>Internet.</p> <p>Teacher's notes.</p>	<p>Oral discussion.</p> <p>Written tests.</p>	
	4	Christian Living Today.	Human Sexuality.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Define the term Healthy relationships.</p> <p>b) Outline the characteristics of healthy relationships.</p> <p>c) Discuss the characteristics of healthy relationships for responsible living.</p> <p>d) Prepare a one week journal to promote healthy relationship.</p> <p>e) Desire to have a healthy relationship with peers.</p>	<p>In groups,pairs, individually,learners are guided to;</p> <p>brainstorm and present the meaning of healthy relationship.</p> <p>state the characteristics of healthy relationships among the young people.</p> <p>discuss the features of healthy relationships among the young people.</p> <p>identify the life skills that are needed to maintain healthy relationship.</p> <p>write a one week journal on how you can promote healthy relationships and avoid unhealthy relationship.</p>	<p>Which life skills do we need to maintain healthy relationship ?</p>	<p>Top Scholar CRE pg 118-119.</p> <p>Teacher's notes.</p> <p>Digital devices.</p> <p>Internet Flashcards.</p>	<p>Assessment rubrics.</p> <p>Written tests.</p> <p>Oral questions.</p> <p>Journal.</p> <p>Oral discussion.</p>	




11	1	Christian Living Today.	Human Sexuality.	By the end of the lesson, the learner should be able to: a) Outline the characteristics of unhealthy relationships. b) Discuss the circumstances that lead to unhealthy relationships c) Apply christian values as they relate with others.	In groups,pairs or individually,learners are guided to; brainstorm and present the meaning of unhealthy relationship. outline the characteristics of unhealthy relationships. search the internet for information on circumstances that lead to unhealthy relationship. discuss the circumstances that lead to unhealthy relationship.	How can you tell that a relationship is unhealthy?	Top Scholar CRE pg 118 & pg 120. Teacher's notes Digital devices. Internet.	Oral questions. Oral discussion. Written tests. Assessment rubrics.	
	2	Christian Living Today.	Human Sexuality.	By the end of the lesson, the learner should be able to: a) Outline the consequences of engaging in sex before marriage. b) Discuss the consequences of engaging in sex before marriage. c) Search the internet for information on consequences of engaging in sex before marriage. d) Acknowledge the consequences of engaging in sex before marriage.	In groups, pairs or individually,learners are guided to; brainstorm and present on the consequences of engaging in sex before marriage. conduct an internet search on the consequences of engaging in sex before marriage. discuss the negative effects of engaging in sex before marriage. develop PowerPoint slides on the negative effects of engaging in sex before marriage and present.	Why should you not engage in sex before marriage?	Top Scholar CRE pg 123-124. Digital devices Internet. Teacher's notes.	Written tests. Assessment rubrics. Oral questions. Oral discussion.	
	3	Christian Living Today.	Human Sexuality.	By the end of the lesson, the learner should be able to:	In groups,pairs,learners are guided to;	How can we avoid temptations	Top Scholar	Written tests.	



				a) Outline ways in which we can avoid temptations and tempting places. b) Discuss ways in which we can avoid temptations and tempting places. c) Role play how to overcome tempting situations. d) Desire to lead a godly life free from temptations.	list circumstances that lead to sexual temptations. outline ways of avoiding temptations and tempting places in our lives. discuss ways of avoiding temptations and tempting places in our daily lives. collaborate in role playing how to overcome tempting situations and record using digital devices.	and tempting places in our daily lives?	CRE pg 121-122. Digital devices.	Oral questions. Role playing. Observation . Assessment rubrics.	
	4	Christian Living Today.	Human Sexuality.	By the end of the lesson, the learner should be able to: a) Outline biblical teachings on human sexuality. b) Discuss the biblical teachings on morality and human sexuality. c) Desire to apply biblical teachings in their daily lives.	In groups,pairs, individually,learners are guided to; read 1st Corinthians 6:9,18, Philippians 4:8-9, Galatians 5:23 and 1st Thessalonians 4:3 in turns. outline lessons learnt from the biblical texts discuss the biblical teachings from the verses. summarize lessons learnt from the biblical texts in exercise books.	What does the bible teach us about sexual morality?	Top Scholar CRE pg 122-123. Good News Bible. Teacher's notes.	Assessment rubrics. Reading. Oral questions. Oral discussion.	
12	1	Christian Living Today.	Human Sexuality.	By the end of the lesson, the learner should be able to: a) Identify the values needed by boys and girls to lead a chaste life. b) Discuss the values needed by young	In groups,pairs,learners are guided to: identify the values that guide good morals and needed by young people to lead chaste life.	Which values can guide good morals among the young people?	Top Scholar CRE pg 124-125. Manillas. Scissors.	Assessment rubrics. Oral questions. Written tests. Oral discussion.	



				people to lead a chaste life. c) Prepare flashcards showing the values needed by the young people to lead chaste life. d) Desire to apply the values inorder to lead chaste life.	discuss the values that are needed by the young people to lead chaste life and guide their morals. prepare flashcards showing the values that are needed by boys and girls to lead chaste life.			Checklists.		
	2	Christian Living Today.	Human Sexuality.	By the end of the lesson, the learner should be able to; a) Conduct a debate on the topic,"it is possible for a young person to remain chaste before marriage." b) Value and respect each other's views.	In groups,learners are guided to: collaborate in dividing themselves into opposers and proposers. choose a speaker to moderate the debate. debate the topic,"it is possible for a young person to remain chaste before marriage," and record using digital devices.	Is it possible for a young person to remain chaste before marriage?	Top Scholar CRE pg 125. Digital devices.	Debate. Portfolios. Assessment rubrics.		
	3-4	REVISION QUESTIONS ON STRAND: HUMAN SEXUALITY and THE CHURCH.								
13	END OF TERM ASSESSMENT									
14	CLOSURE OF SCHOOL									